



WEEK 2 Day 5

Text Talk
Celtic Sojourn
 (music, slides, and video)

Big Ideas	People and places around the world are linked. Different perspectives offer opportunities for understanding and inspiration.
Weekly Question	What can we learn by exploring stories and music from different places?
Content Objective	I can identify how the melody, rhythm, and images give meaning to music and video. I can use the music, video, and my own mental images to begin to imagine Ireland. (R.7.2.a) I can identify characteristics of Ireland’s music and traditions.
Language Objective	I can use key unit vocabulary to describe what I hear and see and compare my impressions to those of my peers. (SL.2.2.a, L.6.2.a)
SEL Objective	I can appreciate the different characteristics of Irish music, dancing, and culture. (Social Awareness)
Vocabulary	bodhran: Irish frame drum Celtic music: music of Ireland, Scotland, and nearby countries community: a group of people who share space and ideas fiddle: violin mandolin: a stringed instrument played with a pick * melody: the main tune of the music * rhythm: a regular, repeated pattern of sound Slip Jig: a style of Irish music, and the Irish dance that goes with that music sojourn: to live or stay in a place for a short time
Materials and Preparation	<ul style="list-style-type: none"> ● world map ● Images and Music of Ireland slides, including videos

	<ul style="list-style-type: none"> ● speakers, projector, and screen ● Text Talk notebooks ● pencils <p>Set up for the lesson ensuring that all children can hear the audio recording as well as see the screen.</p>
<p>Opening 1 minute</p>	<p><i>Today we will listen to music and watch videos. We will compare two different selections to see how they each and together help us understand a place.</i></p>
<p>Text and Discussion 23 minutes slides 2-6</p>	<p><i>We'll begin by listening to some Celtic music. Celtic music is mostly from Ireland and Scotland. Our study will focus on Ireland. Ireland is where the story of Fin M'Coil takes place, an island country in Western Europe next to England, Scotland, and Wales. [Refer to Ireland on the map.] Before we listen, let's look at some images of Ireland.</i></p> <p>Show slides 2-6 with images of Ireland, reading the captions.</p> <p><i>Some people come from Ireland as immigrants to settle in the United States. Irish and Celtic music is played on the radio and performed as part of a project called Celtic Sojourn. A sojourn is a short time staying or living in a certain place. Listening to Celtic Sojourn is like being taken to Ireland or Scotland to stay there for a while.</i></p> <p><i>Today, we will watch two videos from performances of the Celtic Sojourn project. Let's listen and watch.</i></p>
<p>Video 1, slide 7</p>	<p>Play the video on slide 7, "A Christmas Celtic Sojourn: Overture, 2013," beginning at 4:50.</p> <p>After the video, distribute Text Talk notebooks for a Note Break. <i>How did the music and video help you imagine Ireland?</i></p> <p>Facilitate a whole group discussion using some of these guiding questions:</p> <ul style="list-style-type: none"> ● What instruments do you see? Are those instruments special to Ireland? Why do you think so? ● How do you think the musicians are feeling? What makes you say that? Why does it matter? ● How does the music connect the musicians and listeners to a place? What makes you say that? ● How does music help the musicians and the listeners in the video feel connected to their home? ● How is a community formed between musicians and listeners?

	<ul style="list-style-type: none"> ● How do the dancers know what to do to go along with the music? How are the dancers adding to the music? ● How is this music the same or different from the music we heard from Cuba? ● How are the instruments being played similar to or different than ones we heard before? How is the way they are being played similar to or different from the way they were played in the music we heard from Cuba?
<p>Video 2, slide 8</p>	<p><i>Now, let's listen to and watch a second video. This piece is called a Slip Jig, a particular kind of music and the dance that goes with it. What does the name "slip jig" make you think of?</i></p> <p>Play the full video on slide 8, "A Christmas Celtic Sojourn: Melissa McCarthy, Slip Jig" (1:30)</p> <p><i>How is this music the same and different from the previous video?</i></p> <p>Consider both videos to continue the conversation. <i>What are some clues, from both videos, that this is Celtic or Irish music and dancing?</i> <i>How is a community formed between musicians, dancers, and listeners?</i></p>
<p>Key Activity 10 minutes</p>	<p><i>Now that we have watched two different videos of Irish music and dancing, we are going to take a Note Break. In your notebooks, write or draw about at least one new piece of information you learned about Ireland from these pieces of music and videos.</i></p> <p>Provide a few minutes for a Note Break.</p> <p>Think. Pair. Share. <i>Think about one new piece of information you drew or wrote down about Ireland today. Share with your partner how you learned this information and why it helps you imagine Ireland.</i></p> <p>Harvest a few ideas.</p> <p><i>We listened to Celtic music and watched some traditional Irish dancing. This helps us learn more about Ireland. However, just like in the United States, there are many people with different cultures who live in Ireland. Also, many different kinds of music are popular in Ireland today.</i></p> <p>Turn and Talk. <i>What would you still like to learn about Ireland?</i></p>

<p>Closing 1 minute</p>	<p><i>Today we compared two different selections of Irish music to see how they each help us begin to imagine and understand Ireland.</i></p>
<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart. <i>This week we have been thinking about this question: What can we learn by exploring stories and music from different places?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: People create different kinds of music in different places. People tell and pass down stories to communicate about people and places. There are many kinds of music and many stories from each place.</p> <p>Save this chart for use in Week 5.</p>
<p>Standards</p>	<p>R.7.2.a Describe how words and phrases supply rhythm and meaning in a text. SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. L.6.2.a Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy). SEL.Social Awareness</p>
<p>Ongoing assessment</p>	<p>Notice how children respond to the music and video. Do children compare the videos? How do children make meaning of the music and of Irish culture?</p>