



WEEK 3 Day 5

Text Talk
Comparing Music from Three Countries (music and video)

Big Ideas	<p>People and places around the world are linked.</p> <p>Different perspectives offer opportunities for understanding and inspiration.</p>		
Weekly Question	What can we learn by exploring stories and music from different places?		
Content Objective	I can compare music and video from different places by paying attention to things like rhythm, melody, and instrumentation. (R.7.2.a)		
Language Objective	I can use key vocabulary to discuss and write about a question and present briefly to my peers. (SL.3.2.a, W.1.2.b)		
Vocabulary	<p>community: a group of people who share space and ideas, who feel connected</p> <p>* compare: to make note of similarities and differences</p> <p>melody: the main tune of the music, different from harmony and rhythm (*Week 2)</p> <p>reel: a kind of Irish folk music and dance</p> <p>rhythm: a regular, repeated pattern of sound (*Week 2)</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr style="background-color: #d9d9d9;"> <th style="text-align: center;">Words in Kriolu</th> </tr> <tr> <td> <p>batuku: type of music and dance in Cape Verde, traditionally performed by women and girls</p> <p>morna: Cape Verdean ballad</p> </td> </tr> </table>	Words in Kriolu	<p>batuku: type of music and dance in Cape Verde, traditionally performed by women and girls</p> <p>morna: Cape Verdean ballad</p>
Words in Kriolu			
<p>batuku: type of music and dance in Cape Verde, traditionally performed by women and girls</p> <p>morna: Cape Verdean ballad</p>			
Materials and Preparation	<ul style="list-style-type: none"> ● Comparing Music slides, including videos ● speakers, projector, and screen ● Comparing Music from Three Countries sheet, one copy for each pair of children ● chart paper 		

Prepare the following chart, Comparing Music from Three Countries.

Comparing Music from Three Countries			
	We see and hear	It makes us think	We wonder
Music from Cuba			
Music from Ireland			
Music from Cape Verde			
Music from all three places			

Opening
2 minutes

Today we will listen to and watch three clips of music. The types of music represented here are special to many people in Cuba, Ireland, and Cape Verde. Of course, people in those places listen to all kinds of music, just like we do! What is one kind of music you listen to?

Harvest a few ideas, drawing on children’s experience at the Research Studio, as appropriate.

Today, you will work with a partner to compare what you have been exploring about Cuba, Ireland, and Cape Verde, inspired by the music that you hear. Then, you will present what you are learning and wondering to your classmates.

Text and Discussion
15 minutes

Refer to the chart, Comparing Music from Three Countries.

You and your partner will have a sheet that looks like this. It’s called a graphic organizer, because it helps organize our thinking in a way that is clear. In each section, you will write one sentence in response to music. In the first column, you will write what you see and hear; in the second, you will write what it makes you think about; and in the last column, you will write a question you still have. You will do this for the music from each country. When you notice something that all three types of music have in common, you will write that in the section that says “Music from all three places.”

Play the three clips in succession, sharing brief context before or after each.

Text Talk U3 W3 D5

	<p>Notes:</p> <ul style="list-style-type: none"> • All are different samples than music previously heard from Cuba, Ireland, and Cape Verde: • The first selection is by Anacaona, the actual band that <i>Drum Dream Girl</i> is based on. (The best image of Millo Castro Zaldarriaga is at 1:25. Play the entire video.) • The duo in the second video played for President Barack Obama at the White House on St. Patrick’s Day. (This video is clipped; to continue watching/listening, play the video on YouTube.) • The third selection shows another kind of traditional Cape Verdean music. (This video is clipped; to continue watching/listening, play the video on YouTube.)
<p>Key Writing Activity and Discussion 17 minutes</p>	<p>Assign partners. Distribute a sheet to each pair. <i>Now you will complete the graphic organizer with your partner. After we are finished working, some of you will present your work to the class to get our class discussion going.</i></p> <p>Have children work at the meeting area or dismiss them to other areas.</p> <p>As children work, circulate to take notes, paying attention to the different approaches children take. Choose three pairs with divergent ideas and perspectives to share their work with the whole class.</p> <p>Have the children bring their work as they gather back with the whole class. As the selected pairs present their work, add their comments to the class Comparing Music chart.</p> <p>Then, open the discussion further. Consider the following prompts.</p> <ul style="list-style-type: none"> • What do we notice about the music from each place? • What do we learn by exploring the music from each place? • What ideas might we have about that place and the people who are connected to that place, just from listening to music? • What do we wonder about the music from each place? • What do we still want to learn by exploring music from different places?
<p>Closing 1 minute</p>	<p><i>Today we organized and compared our thinking about music from Cuba, Ireland, and Cape Verde. Music is one thing that’s important to the identity of those and many other places.</i></p>
<p>Weekly Question Chart 5 minutes</p>	<p>Refer to the Weekly Question Chart.</p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code two or three themes that emerge. Some themes</p>

	<p>might be: Music and stories can help describe missing our countries of origin, or countries we are connected to, when we move to a new place.</p> <p>Save this chart for use in Week 5.</p>
Standards	<p>R.7.2.a Describe how words and phrases supply rhythm and meaning in a text.</p> <p>W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions.</p> <p>SL.3.2.a Describe people, places, and things, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
Ongoing assessment	<p>Notice how children respond to the music and video. Collect and analyze their graphic organizers.</p> <ul style="list-style-type: none"> What comparative language do they use? What impressions and new questions do they articulate? <p>Collect and analyze children’s graphic organizers.</p> <ul style="list-style-type: none"> How effectively do they use this tool? How do children present their writing to the group? How do children describe the music and how music enriches places we live?

Notes