



WEEK 3 Day 2

Text Talk
Music of Cape Verde (music 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 Cape Verde. (R.7.2.a)
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 diversity of music and sentiments from Cape Verde and consider how this music affects me. (Self Awareness, Social Awareness)
Vocabulary	<p>archipelago: collection of islands</p> <p>community: a group of people who share space and ideas, who feel connected</p> <p>melody: the main tune of the music, different from harmony and rhythm (*Week 2)</p> <p>rhythm: a regular, repeated pattern of sound (*Week 2)</p> <p>settle: to move to a new place and make it home [differentiate from definition used Week 3, Day 1, <i>Fin M’Coul</i>, “to resolve a problem”]</p> <div style="border: 1px solid black; background-color: #f2f2f2; text-align: center; padding: 5px; margin: 10px 0;"> Words in Kriolu </div> <p>batuku: type of music and dance in Cape Verde, traditionally performed by women and girls</p> <p>Kriolu: the language of Cape Verde, mixing Portuguese and native West African languages</p>

	<p>morna: a kind of song, Cape Verdean ballad sodade: a feeling of longing or missing home</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● world map ● string or yarn and pushpins ● Cape Verde slides, including videos Note: The video on slide 7 is long (6:20); consider using a clip as appropriate. ● speakers, projector, and screen ● Text Talk notebooks ● writing tools <p>Read the background information on the music and history of Cape Verde. Consider adding more background to this introduction, or to the following discussion, based on the readiness of the classroom community. For example, discuss the issues Cape Verde faces, such as drought and emigration, and how these issues affect the music of Cape Verde—specifically the <i>morna</i> ballads and the concept of <i>sodade</i>.</p>
<p>Opening 1 minute</p>	<p><i>Today we will listen to and compare two different pieces of music to see how they help us understand a place.</i></p>
<p>Text and Discussion 28 minutes slides 2-4</p>	<p><i>The music is from Cape Verde. Cape Verde is a collection of islands in the Atlantic Ocean off the coast of West Africa. A collection of islands is called an archipelago. [Point to where Cape Verde is pinned on the map.] People from Cape Verde have been coming to the United States for a long time.</i></p> <p>Show images of Cape Verde, reading the captions.</p>
<p>slides 5-6</p>	<p>Show slide 5.</p> <p><i>In recent years, one of the most famous singers from Cape Verde was named Cesária Évora. She sang in Kriolu, a Creole language mixing Portuguese with the West African languages of Cape Verdean ancestors. Cesária Évora often sang morna ballads—sad songs that are an important kind of song for people from Cape Verde. We are going to listen to one of her most famous songs, called “Sodade.” Sodade is a word that means missing home.</i></p> <p>Share more background information for this discussion as appropriate.</p> <p>Play the video on slide 6. <i>Many songs, like “Sodade,” were composed to say goodbye to loved</i></p>

ones. This tradition of singing songs to express feelings about people going away is very important to people from Cape Verde, since many people leave Cape Verde to settle somewhere else. [If needed, take a moment to differentiate the meanings of “settle” (see definition above).]

Use some of these guiding questions to promote whole group conversation:

- What instruments do you see? Are those instruments special to the place? Why do you think so?
- How are the instruments being played similar or different from what we heard before? How is the way they are being played similar or different from the way they were played in the music we heard from Cuba or Ireland?
- How do you think the singer and musicians are feeling? What makes you say that? Why does it matter?
- Why does Cesária Évora sing barefooted? What do you think it means to her?
- How does the music connect the musicians and listeners to Cape Verde? 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?
- How is this music the same or different from the music we heard from Cuba or Ireland?

slide 7

*Now, let’s listen to and watch a second video. This style of music and dance is called **batuku**. In a batuku session, a group of performers do different movements while players make a rhythm all together and a singer sings. Traditionally, women and girls have done the dancing in batuku. Batuku is probably the oldest form of music and dance from Cape Verde, and it is still performed today.*

Play all or a part of the video, gauging time and children’s engagement.

Use some of these guiding questions to promote whole group conversation:

- How is this music the same and different from the previous video?
- What are some clues, from both videos, that this is Cape Verdean music and dancing?
- Do you think this music and dance is happy or sad or another kind of feeling? What makes you think so?
- How is a community formed between musicians, dancers, and listeners?

Key Activity 10 minutes	<i>Let's take a Note Break. Choose one of these pieces of music to write and draw about. How does this music make you feel? What makes you say that?</i>
Closing 1 minute	<i>Today we compared two different selections of music from Cape Verde to see how they each help us begin to imagine and understand Cape Verde.</i>
Standards	<p>R.7.2.a Describe how words and phrases supply rhythm and meaning in a text.</p> <p>SL.2.2.a Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>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).</p> <p>SEL. Self Awareness</p> <p>SEL. Social Awareness</p>
Ongoing assessment	<p>Listen to children's comments and questions. Notice how children respond to the music and video.</p> <ul style="list-style-type: none"> What connections do they make? What questions do they articulate? What meaning are they making about how music reflects and defines a place and its culture? <p>Collect and review the Text Talk notebooks.</p> <ul style="list-style-type: none"> How are children responding to the music? How do they explain their responses?

Notes