

Concept/Topic: Drum		Week 5
Essential Question: 3	How does the drum foster a sense of community?	
Guiding Question: A, B	How are drums used for community events? What are the responsibilities of the community regarding the drum?	
Social Studies Learning Outcomes:	Students will recognize that families, tribes, or individuals own many songs that are regarded as personal wealth.	
Literacy Development Learning Outcomes:	Interviewing. Paraphrasing. Expository text. Developing an outcome.	Reading Skills: Reading for understanding Making connections, linking to prior knowledge Rereading for fluency
EALR(s):	Reading: 1.4, 1.5, 2.1, 2.3	Writing: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3
	Communication:	Social Studies: Other:
Vocabulary/ Language Development (words, phrases):	Beat, cadence, ceremonies, feelings, harmony, honored, participation, sing, song.	
Resources:	<i>Lake Tribe's Song of Today</i> (Introduction in <i>The Great Winter Dance</i>) –Patrick Finley Bragg Maric h and Lynn Bragg.	
Suggested Books:	<i>The True Book of American Indian Festivals</i> – Jay Miller <i>Keepers of the Animals</i> –Michael Caduto and Joseph Bruchac. <i>Drumbeat/Heartbeat</i> –Susan Braine. <i>If My Drum Could Talk</i> –Jerome Jainga. <i>Blackfoot Children and Elders Talk Together</i> –Library of Intergenerational Learning.	
Culminating Activity:	View video of Thursday's visitor. Make bulletin board of children's writing and drawings, along with any photos.	

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Circle				
<ul style="list-style-type: none"> • Discuss and define, “What is a community? Is it a classroom, school, home, tribe?” • Create a word web of “community.” • Discuss events where drums are used. 	<ul style="list-style-type: none"> • Say, “Recalling yesterday’s reading, tell me what the author had to know in order to write <i>Drumbeat/Heartbeat</i>.” • Show and discuss pages and pictures of the book again. • Ask, “Do authors of non-fiction or expository writing have to be experts? What did Susan Braine need to know to write <i>Drumbeat, Heartbeat?</i>” (Part 1 of D5.4). 	<ul style="list-style-type: none"> • Say, “Special times in our lives cause us to celebrate in a special way. The drum is a part of most all special celebrations in many communities.” • Say, “Let’s read and talk about these special times.” 	<ul style="list-style-type: none"> • Read 1 selection from intergenerational books. (i.e. <i>Blackfoot Children Talk Together</i>. See D5.6.) • Review chart of manners and questions created Wednesday. • Welcome visitors with your class song. 	<ul style="list-style-type: none"> • View the Thursday video if one was made. • Revisit the book, <i>Blackfoot Children Talk Together</i>, read “Ceremonies” p. 18 and “Future” p.22. (See D5.6). • Focus on tribe members and students talking together about drum.
Shared Reading				
<ul style="list-style-type: none"> • Read from <i>Drumbeat/Heartbeat</i> (preface). • Read p. 26-27 of same book. • Ask, “Can we add anything to include any experiences we have had?” 	<ul style="list-style-type: none"> • Say, “Let’s make a book of our own about the <i>Drumbeat/Heartbeat</i> of our community. Who do we have to interview or have come to us? What questions do <u>we</u> need to ask? Do we need pictures? What do we want our book to tell about us? We will be the experts!” (See D5.4 Part 2). 	<ul style="list-style-type: none"> • Read “Special Times in People’s Lives and Today” from <i>American Indian Festivals</i>, p. 36-43. • Say, “I have invited elders in to help us, as experts.” Brainstorm on a chart respectful behaviors for when elders visit Thursday. 	<ul style="list-style-type: none"> • Divide visitors and students into small groups for questioning and further learning. 	<ul style="list-style-type: none"> • Guide students to format book and assign writing. (Refer back to planning sheet, see D5.6).
Individual, Paired, or Small Group Work				
<ul style="list-style-type: none"> • Have students write about “How does the drum make you feel?” 	<ul style="list-style-type: none"> • Begin to plan above book in table teams. • Distribute planning sheet. (D5.5) 	<ul style="list-style-type: none"> • Organize a “role-play” about respect and asking appropriate questions of guests. • Re-check and clarify the questions. 	<ul style="list-style-type: none"> • Conclude the visitation with a celebration of the students’ reading and writing about the drum. • Choral read big books, how-to books, and all books shared thus far. • End with your class song. • Prepare a student planning sheet (see D5.5-6). 	<ul style="list-style-type: none"> • Have students write in teams about places and events where drums are used in their community. e.g. church, ceremonies Powwows, etc. • Discuss special people who use the drums. • Discuss favorite places to hear drums. • Discuss what the elders taught us about drums. • Ask, “How will we continue the tradition of the drum?” • Take photos or make illustrations.

Monday	Tuesday	Wednesday	Thursday	Friday
Teacher Instruction				
<ul style="list-style-type: none"> • Revisit “Cycle of Giving” from <i>Keepers of the Animals</i>, p. 9. • Anticipate community contacts. Invite elders for Thursday’s interview. 	<ul style="list-style-type: none"> • Give each table a planning sheet (D5.6) and continue on Wednesday. 	<ul style="list-style-type: none"> • Practice your class song 	<ul style="list-style-type: none"> • Arrange for a student or parent photographer to capture the day. • Develop film for Friday. • Arrange for a parent to tape record or video process. 	<ul style="list-style-type: none"> • Develop film. • Organize readings of children’s stories to another class.

Language Experience Chart: Teacher notes**Part One**

Susan Braine, author of *Drumbeat, Heartbeat* had to do many things in order to write this book.

This book explains what a powwow is and also what happens there, why folks attend powwows, where they happen, and so on. It is a teaching book!

What kinds of things did the author have to do in order to make this book? Guide the children to list such things as:

- observe
- photograph
- attend powwows
- talk to people at powwows
- read books and articles about powwows etc.

Part Two (teacher planning chart to do with students)**Pose the questions:**

Who in our community should we interview about the drum?

What questions do we still have about the drum in _____?(insert name of your own community.)

What pictures or illustrations do we need to take or make in order to finish our teaching book?

Student Planning Sheet:

Name _____

Topic: Drums in _____ (your community name)

* * * * *

Places, events where drums are used:

People who use the drum

Questions we still have about the drum in our community.

Pictures we need to take or draw.

Who do we need to come to our class or go and interview?

Teacher Direction: Intergenerational Learning

In the bibliography, we have made note of a newer collection of books called: Library of Intergenerational Learning-Native Americans, published by Rosen Publishing Group's Press: 1999. Use these books as a guide for the children to explore when they think about and plan for their own *book* about (insert your tribe name in the blank.)

_____ *Children and Elders Talk Together About The Drum.*

Look over the book selection: *Blackfoot Children and Elders Talk Together*, from the above selections. Draw the children's attention to the way the book is put together, and think out loud about what the author needed to know in order to create a book such as this. When the elders come into the classroom, using this book can help focus questions and information gathering.

Tell the children that they are going to be writing a similar text, based upon what they have learned about the drum during this unit.

Student planning sheet should include:

- Places and events where the drum is used in our community.
- Special people who create or use drums in our community.
- Our favorite places to hear the drum.
- What special things the elders have taught us about drums.
- The Future: How can we continue drum traditions?