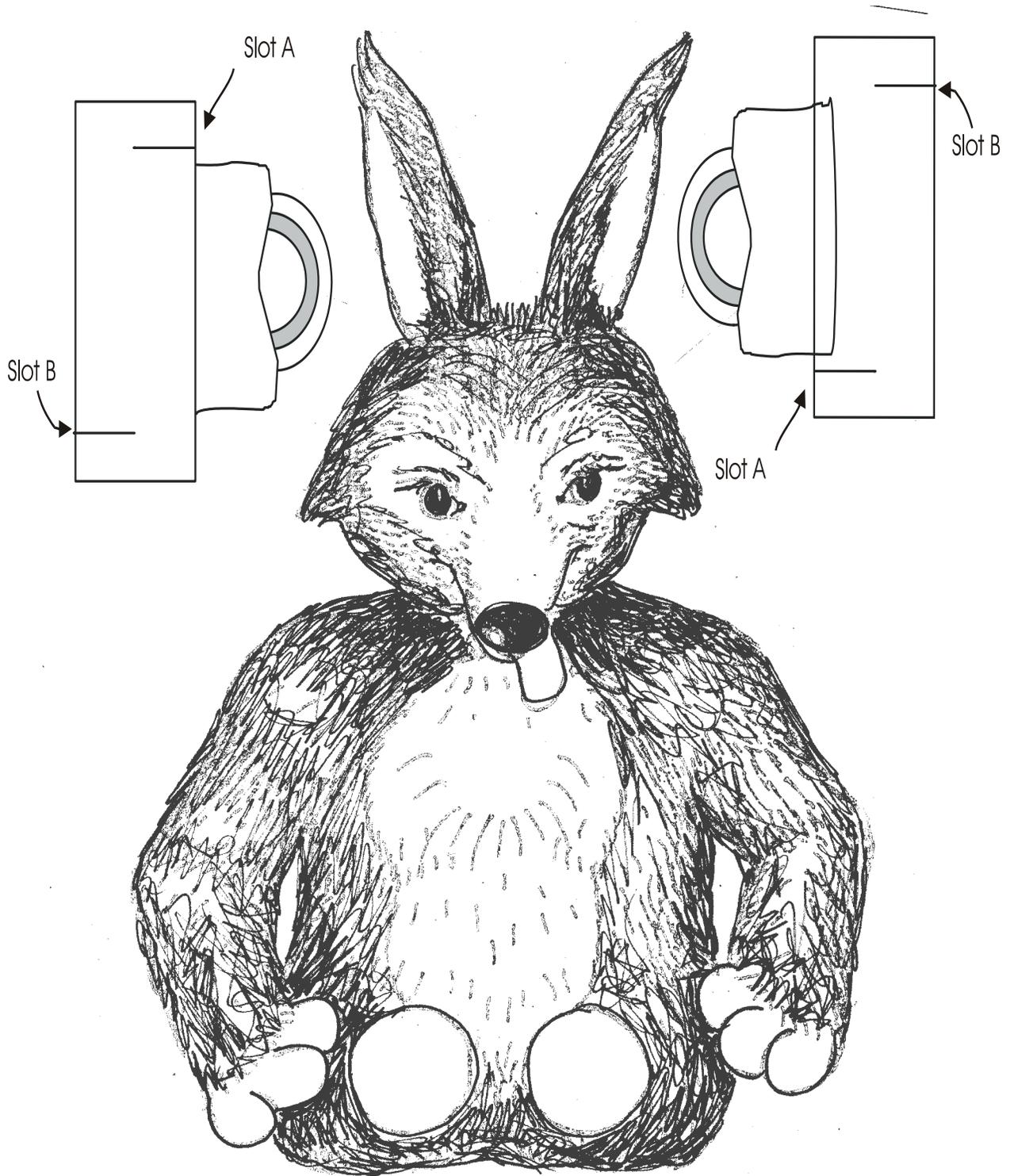


<b>Concept/Topic: Drum</b>		<b>Week 4</b>
<b>Essential Question: 2</b>	What is the role of the drum in the Northwest tribes?	
<b>Guiding Question: D</b>	When are drums used today?	
<b>Social Studies Learning Outcomes:</b>	Students will know how and when to use a drum.	
<b>Literacy Development Learning Outcomes:</b>	<p>Writing and creating a story.</p> <p>Writing and creating a song adhering to the genre of a legend.</p> <p>Re-reading familiar text.</p>	<p><b>Reading Skills:</b></p> <p>Rereading for fluency (pattern book).</p>
<b>EALR(s):</b>	<b>Reading: 1.1, 1.2, 1.3, 1.4, 2.1</b>	<b>Writing: 1.1, 1.2, 1.3, 2.2</b>
	<b>Communication: 2.2, 2.3, 2.4, 2.5, 3.2</b>	<b>Social Studies:</b>
		<b>Other:</b>
<b>Vocabulary/ Language Development</b> (words, phrases):	dance, music, remember, rhythm, sing, song, story, unity.	
<b>Resources:</b>	<p>“How Coyote Was the Moon” in <i>Keepers of the Earth</i> (p.111) –Michael Caduto and Joseph Bruchac.</p> <p><i>Coyote Places the Stars</i> –Harriet Peck Taylor.</p>	
<b>Suggested Books:</b>	<p><i>With My Drum</i> big book –Jerome Jainga.</p> <p><i>Many Drums</i> big book –Jerome Jainga.</p> <p><i>Sharing the Circle</i>, song types–Rebecca Chamberlain p. 6.</p> <p><i>Before Charlie Was Born</i> –Jerome Jainga</p> <p><i>Keepers of the Earth</i> – Michael Caduto and Joseph Bruchac.</p> <p><i>How Coyote Was the Moon</i> –Michael Caduto and Joseph Bruchac.</p> <p><i>The Great Winter Dance</i> –Patrick Finley Bragg Marich and Lynn Bragg.</p>	
<b>Culminating Activity:</b>	Storytelling for another class using drumming.	

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning Circle</b>				
<ul style="list-style-type: none"> <li>Invite older students (4<sup>th</sup> or 5<sup>th</sup> graders) to perform a drum song.</li> </ul>	<ul style="list-style-type: none"> <li>Have students create a class drumming song together.</li> <li>While students discuss the class song, record their new vocabulary on a chart.</li> </ul>	<ul style="list-style-type: none"> <li>Ask, "What are some of the reasons or occasions that people drum?"</li> <li>Say, "Recall what we've read and heard from community members."</li> </ul>	<ul style="list-style-type: none"> <li>Say, "We've learned a dance with a drum and written a song with our drum. Today we will write a story and use our drum to help tell our story."</li> </ul>	<ul style="list-style-type: none"> <li>Open with your class song.</li> <li>Discuss all the reasons that drums are made and what drumming means to them.</li> </ul>
<b>Shared Reading</b>				
<ul style="list-style-type: none"> <li>Read <i>With My Drum</i> big book.</li> <li>Say, "Just like in this book, drums can help us tell a story."</li> </ul>	<ul style="list-style-type: none"> <li>Read <i>With My Drum</i> big book and your new class song.</li> </ul>	<ul style="list-style-type: none"> <li>Read <i>The Great Winter Dance</i> p. 4-7.</li> </ul>	<ul style="list-style-type: none"> <li>Do a shared reading of <i>How Coyote Was the Moon</i> (from <i>Keepers of the Earth</i> p.111).</li> <li>Fill in the attached story form with students. (See D4.6.)</li> </ul>	<ul style="list-style-type: none"> <li>Direct students back to stories written on Thursday.</li> <li>Ask, "Are you using the sound of the drum to enhance your story?" Practice student stories with drum sounds.</li> </ul>
<b>Individual, Paired, or Small Group Work</b>				
<ul style="list-style-type: none"> <li>Using multiple copies, read <i>With My Drum</i> and <i>Many Drums</i>.</li> <li>Read individually then buddy read.</li> </ul>	<ul style="list-style-type: none"> <li>Individual students record their own song/poem into tape recorder or perform for other classrooms. (A parent volunteer could tape record the performances.)</li> </ul>	<ul style="list-style-type: none"> <li>Do cloze text retelling<sup>1</sup> of this boy's song.</li> <li>Beat drum and have students gather around (p. 45 of <i>Sharing the Circle</i>). This is a re-visit to the Owl Dance (see D2).</li> </ul>	<ul style="list-style-type: none"> <li>Have students work in pairs to write a short tale using 2 of the characters following the plan outline.</li> <li>Students should create a simple song and drumming within the story.</li> </ul>	<ul style="list-style-type: none"> <li>Perform for each other or for another class</li> <li>Use attached finger puppets (see D4.3-5) as a model for creating other puppets for the performance.</li> </ul>
<b>Teacher Instruction</b>				
<ul style="list-style-type: none"> <li>Make individual copies of <i>With My Drum</i> and <i>Many Drums</i>. Tape record for listening.</li> <li>Read aloud <i>Sharing the Circle</i> pp. 15, using video or CD-ROM of Pauline Hillaire.</li> </ul>	<ul style="list-style-type: none"> <li>Organize parent volunteers or aides to facilitate activities.</li> <li>Create student reading groups to include guided reading; buddy read; word wall; vocabulary; and listening center. See D2.6.</li> </ul>	<ul style="list-style-type: none"> <li>Make a story plan for each student and an overhead. See D4.6.</li> </ul>	<ul style="list-style-type: none"> <li>Have the students use their imagination for this lesson. A drum can be a thigh, a tabletop, a book, etc.</li> </ul>	

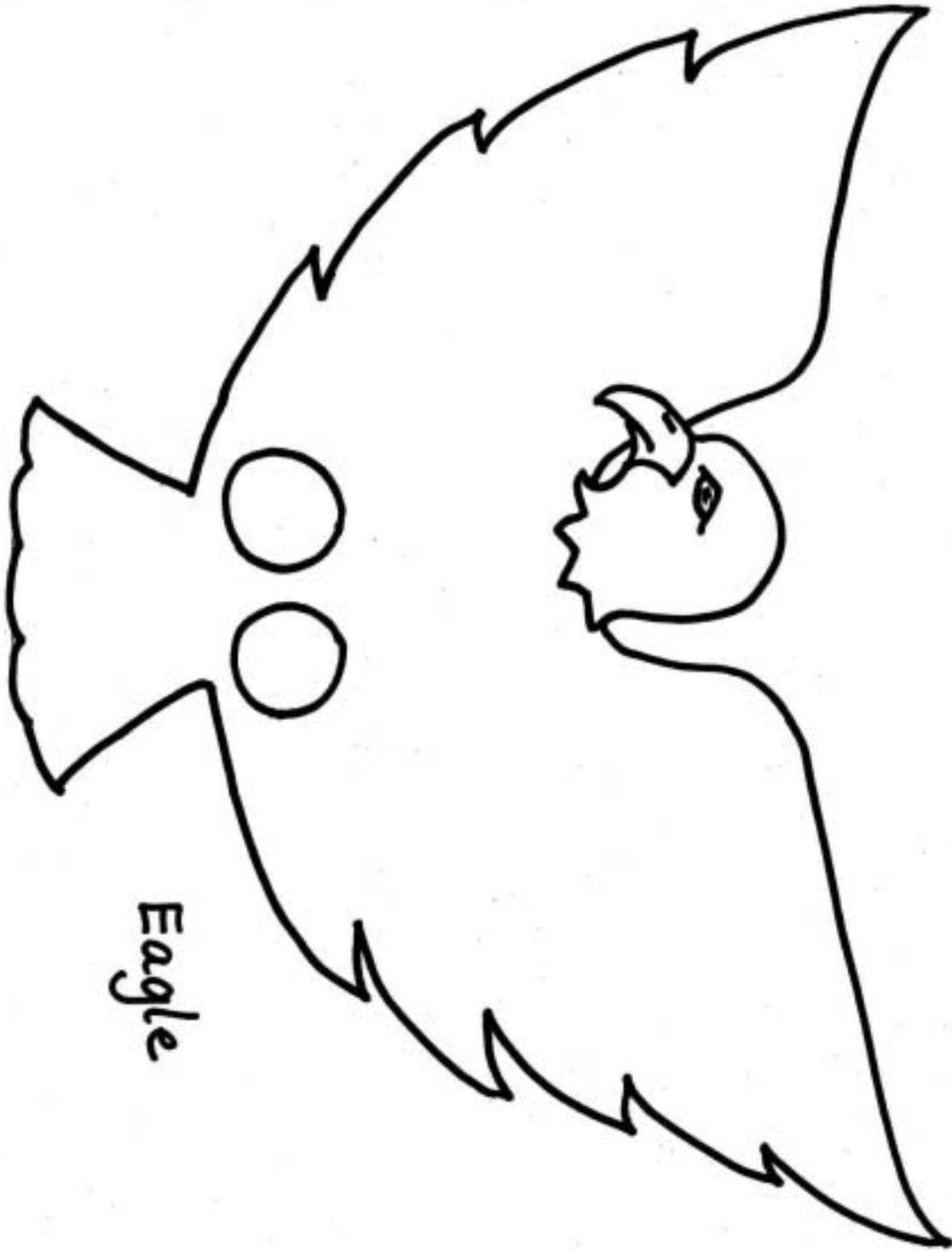
<sup>1</sup> omit every 5<sup>th</sup> word or leave out key vocabulary.

Coyote Puppet



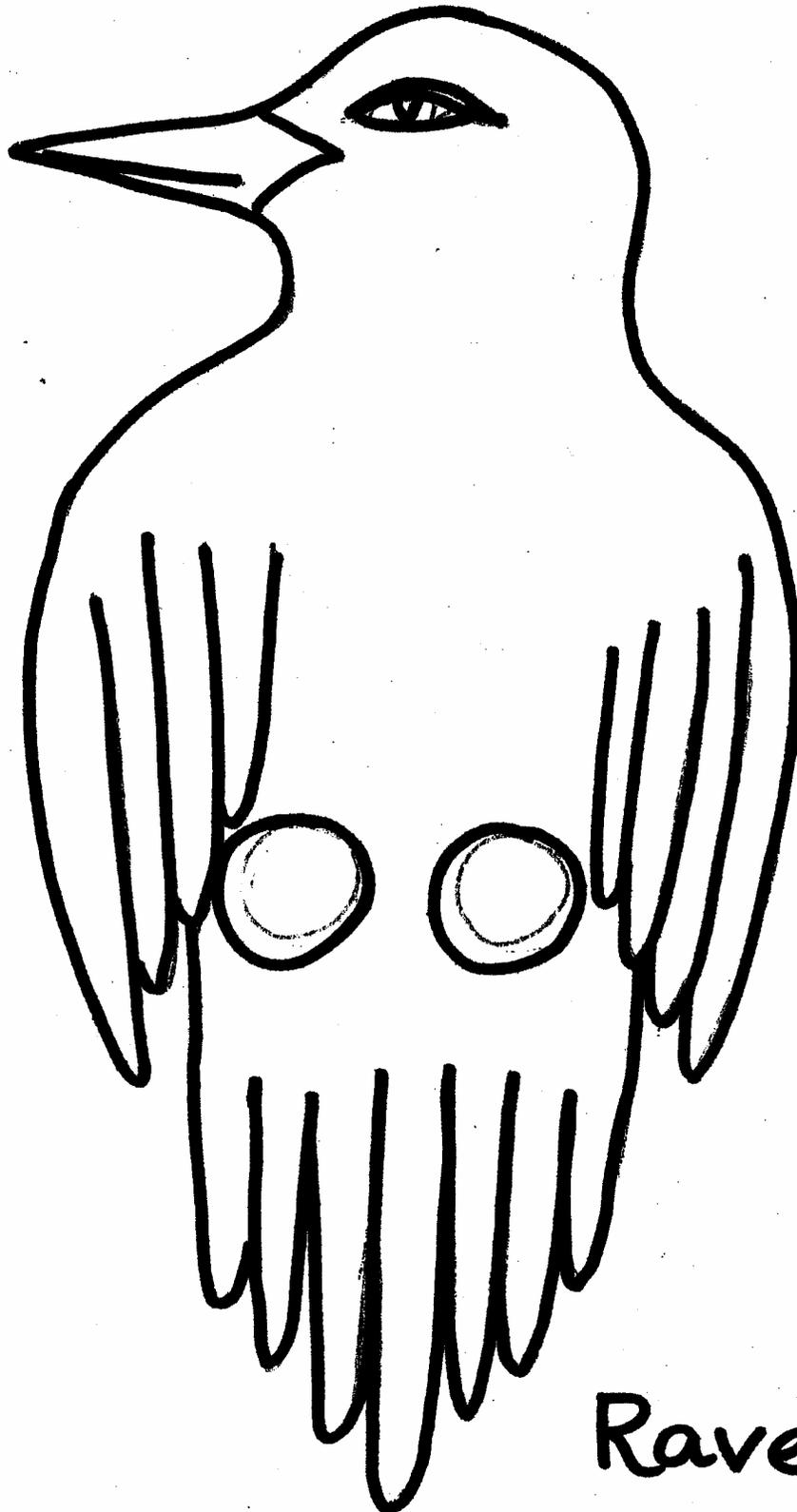
Coyote

Eagle Puppet



Eagle

Raven Puppet



Raven

Teachers:

Please refer to the definition of a legend found in Drum 1.3. Help students organize their thoughts for writing by offering the following plan.

## **Legends**

Students: Make a plan to write your own legend. Use the following questions to help you.

1. What is the title of your legend?
2. Who is the main character?
3. What is the character like? Is he or she wise, mean or maybe gentle?
4. Where does the legend take place?
5. Will you include any elements of nature such as the moon, stars or any animals?
6. Describe the drumbeat that you hear that will be part of your legend. Is it soft, fast or maybe loud in some places?
7. What thought do you want your reader to be left thinking or wondering about?