

**Concept/Topic: Drum****Week 2**

<b>Essential Question: 2</b>	What is the role of the drum in the Northwest tribes?		
<b>Guiding Question: B</b>	How does the drumbeat mirror the circle of life?		
<b>Social Studies Learning Outcomes:</b>	Students will become familiar with the story of the drum and relate the drum to their own lives.		
<b>Literacy Development Learning Outcomes:</b>	Retelling and recall. Reading created pattern book. Rereading familiar text. Reading and responding to narrative text. Reading to understand views of family and culture from literature.	<b>Reading Skills:</b> Rereading for fluency. Manipulating text by extending the pattern.	
<b>EALR(s):</b>	<b>Reading: 1.1, 1.2, 1.4, 3.3, 4.3</b>	<b>Writing: 2.2, 2.3</b>	
	<b>Communication:</b>	<b>Social Studies:</b>	<b>Other:</b>
<b>Vocabulary/ Language Development (words, phrases):</b>	ages, beat, beating, box, canoe, celebrations, ceremony, dance, drum, feelings, fist, hand, honored, hoops, horizon, longhouse, mallet, music, paddle, pulse, respect, rhythms, seasons, song, thongs, Twana, unity, womb.		
<b>Resources:</b>	<p><i>Before Charlie Was Born</i> (Big Book) –Jerome Jainga.</p> <p><i>Before Charlie Was Born</i> (Read by elder with a drum beat background and recorded on tape.)</p> <p>“The Owl Dance” from <i>Sharing the Circle</i> p. 35 –Rebecca Chamberlain.</p> <p>Background information and rationale on respect of ownership can be found in “A Note on Song Ownership” in <i>Sharing the Circle</i>, p. 8.</p>		
<b>Suggested Books:</b>	<p><i>Before Charlie Was Born</i> –Jerome Jainga.</p> <p><i>The Twana Culture</i> –Bruce Miller, retold by Ralph Pulsifer.</p> <p>“The Origin of the Drum” from <i>Sharing the Circle</i> –Kevin Paul</p> <p><i>Great Winter Dance</i>–Patrick Finley Bragg Marich and Lynn Bragg.</p>		
<b>Culminating Activity:</b>	Owl Dance and create a picture slider of Owl Dance.		

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning Circle</b>				
<ul style="list-style-type: none"> <li>• Have students sit in a circle.</li> <li>• Say, “We’re talking about the drum and its special shapes and what it symbolizes. Listen to why the drum is in the shape of a circle.”</li> <li>• Have students hold hands for unity as you read the <i>Twana Culture</i> book.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite elders or grandparents to visit and retell stories/legends of the Drum.</li> <li>• Listen to drum music from two different sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Share a few pages of the student-created book from Tuesday as a warm-up, then display.</li> <li>• Refer to vocabulary wall display for words about celebrations, ceremony, seasons, dance, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and paraphrase p. 8 <i>Sharing the Circle</i>.</li> <li>• Say, “Today we have a story from the Paul family. It is being shared with us but still belongs to them. Let’s sit in a circle and listen respectfully.”</li> </ul>	<ul style="list-style-type: none"> <li>• Invite an elder or another guest to come in and drum.</li> <li>• Read your student made book (Tues. &amp; Wed.’s book) to the guest.</li> <li>• Ask guest to help celebrate the week by learning the Owl Dance.</li> </ul>
<b>Shared Reading</b>				
<ul style="list-style-type: none"> <li>• Read <i>Before Charlie was Born</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Reread <i>Before Charlie Was Born</i>.</li> <li>• Say, “Remember that Charlie heard the drum beat at special times. In our lives, when are those special times?” (List in story, p. 3-4.)</li> </ul>	<ul style="list-style-type: none"> <li>• Show map of Washington. Locate Colville Reservation. (See D2.4.)</li> <li>• Read <i>The Great Winter Dance</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>The Origin of the Drum</i>. (First read aloud. The second time have students use thighs or floor to make drum beat sound.)</li> </ul>	<ul style="list-style-type: none"> <li>• Read together <i>The Owl Dance</i>.</li> </ul>
<b>Individual, Paired, or Small Group Work</b>				
<ul style="list-style-type: none"> <li>• Using a template of a circle, have students recall and retell the different kinds of reasons for the symbol of a circle.</li> <li>• Create an accordion shaped book “A Circle is _____”.</li> <li>• See D2.7.</li> <li>• Label and cut out pictures of circles.</li> </ul>	<ul style="list-style-type: none"> <li>• Say, “We will put our names in blanks and tell where we hear the drumbeat/pulse of life.” (D2.3)</li> <li>• Illustrate and bind student-created book.</li> <li>• Buddy read the page created with a friend.</li> </ul>	<ul style="list-style-type: none"> <li>• Students read (individually or with partner) <i>Before Charlie Was Born</i> and <i>Twana Culture</i> little books.</li> <li>• Pull guided reading groups together to listen to students read.</li> <li>• Have others paint a favorite picture of the <i>Great Winter Dance</i> display.</li> <li>• Listen to drum recordings or Indian legends (see D2.6 while you listen to groups read).</li> </ul>	<ul style="list-style-type: none"> <li>• Write to the Paul family and thank them for sharing <i>The Origin of the Drum</i>. Include students’ illustrations and/or photos.</li> </ul>	<ul style="list-style-type: none"> <li>• Working individually, have students make sliding picture of the Owl Dance (see D2.5).</li> </ul>
<b>Teacher Instruction</b>				
<ul style="list-style-type: none"> <li>• Find pictures of a real hand drum.</li> <li>• Find pictures of a long house.</li> <li>• Invite elders in for oral stories.</li> <li>• Copy <i>Twana Culture</i> and <i>Before Charlie Was Born</i> into small student copies.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a big book of <i>Before Charlie Was Born</i>.</li> <li>• Duplicate blank template of book for each child.</li> </ul>	<ul style="list-style-type: none"> <li>• Review background information on song ownership to share with students. (See <i>Sharing the Circle</i> p. 8.)</li> </ul>	<ul style="list-style-type: none"> <li>• Send information about <i>The Owl Dance</i> to the drummer for Friday.</li> <li>• Put <i>The Owl Dance</i> on a big chart (p. 35), <i>Sharing the Circle</i>.</li> </ul>	<p>Add'l activities:</p> <ul style="list-style-type: none"> <li>• Ask elder to play drum to enhance rhythm of song, p. 35 of <i>Sharing the Circle</i>.</li> <li>• If an elder is unable to visit, say, “There is a rhythm of life and story that the drum helps us feel.”</li> <li>• Read <i>Skunk and Coyote</i>.</li> <li>• Play Johnny Moses tape.</li> </ul>

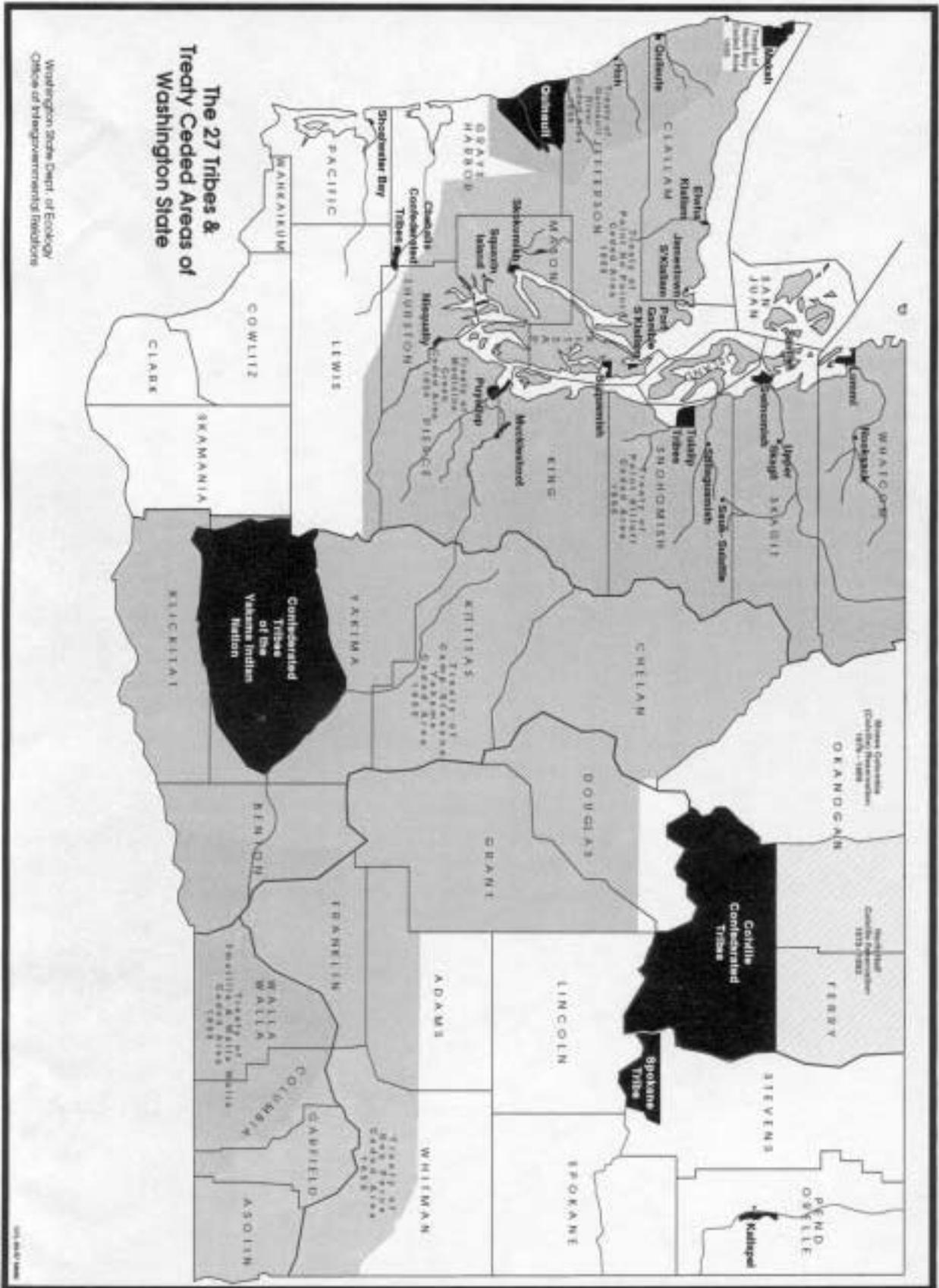
**Use with Before Charlie Was Born.**

\_\_\_\_\_ loves to hear

the drum beat at \_\_\_\_\_

and \_\_\_\_\_

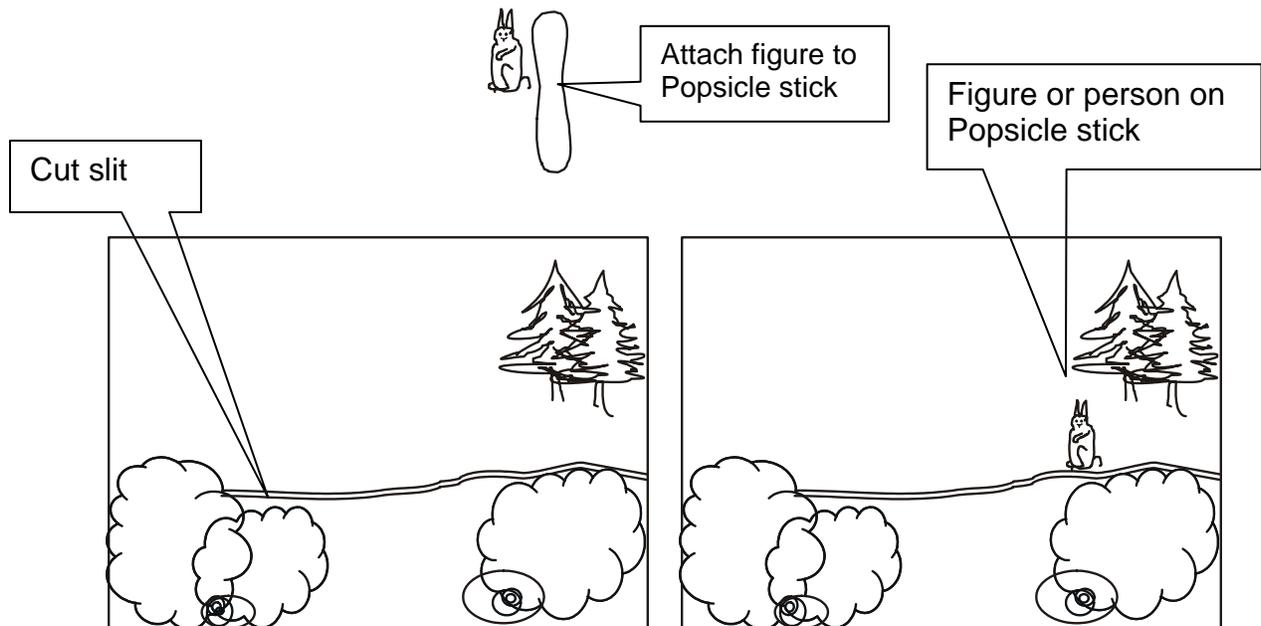
Boom, brom, boom brom, boom, brom



## Before Charlie Was Born.

### Directions to make puppet for use with *Before Charlie Was Born*.

1. Using a regular size piece of paper have students draw the background scene for the story. Cut a line across the picture in a place where the figure or animal would naturally move through the scenery.
2. Have children render the animal or figure to the proportional size of the scenery. Cut out the figure and attach it to a Popsicle stick.
3. Students are now ready manipulate figure from behind scene to tell the story using background and a puppet.



## **General Literacy Activities**

While you are working with small groups in guided reading, there are many other literacy activities your children can be introduced to throughout the year in order to insure meaningful independent activity while you are otherwise engaged.

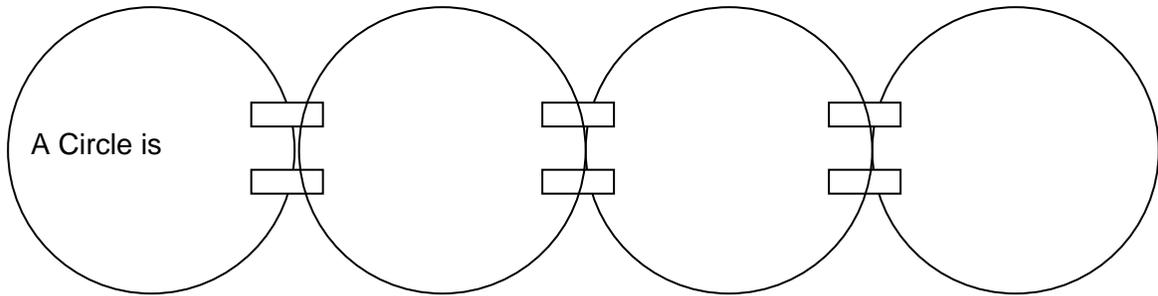
Teachers should have charts, poem boxes, class books, games and story tapes labeled and spread throughout the room. Children should be taught how to access these activities independently and how to use them without adult supervision. (Parent volunteers are always appreciated in these areas, of course!)

A list of reading activities might include:

- Read the room.
- Read three little books.
- Read three poems.
- Read the pocket chart.
- Read with a partner.
- Read a class book.
- Play an ABC game.
- Read an overhead story.
- Listen to a taped story.
- Tape-record a story.
- Use the computer.
- Read a theme book.
- Read a nonfiction text.
- Read an ABC book.

## ACCORDION SHAPE BOOK

This idea for an accordion shape book can be used with any shape that you might choose to enhance a theme. Cut one circle for each child out of tag board to represent the drum in this lesson. After each child has rendered his/her representation put the pieces together with tape and display. See below.



Week 2

Concept/Topic: Drum

Matrix example to hang in room to record student learning.

# DRUMS

TOOLS AND MATERIALS

DIFFERENT KINDS OF DRUMS

WHAT THEY ARE USED FOR