

# AROUND THE WORLD IN 8 DAYS

## LESSON/ACTIVITY PLAN

### OBJECTIVE:

1. Students will identify characteristics of music from eight different cultures.

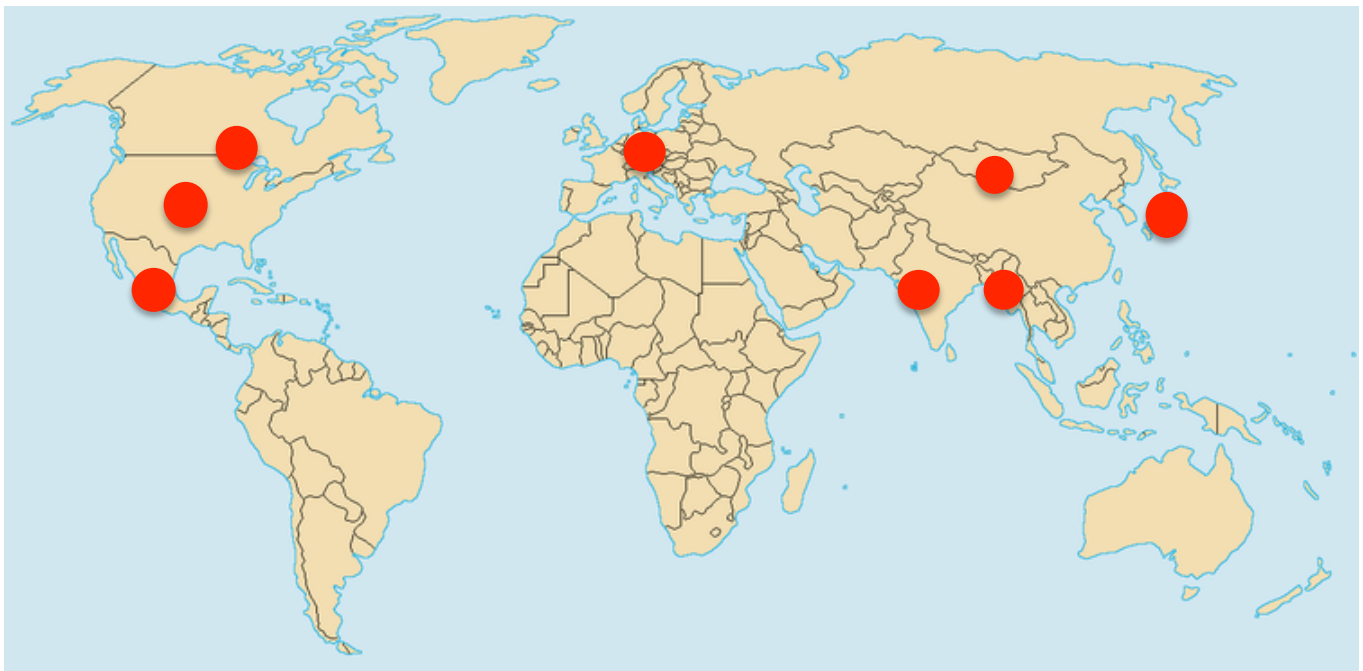
### ACTIVITIES:

1. Start with a blank world map like the one below. Here's a [link](#) to one in the public domain.  
Explain that you will visit eight different locations over eight class periods.  
During each "visit," you will learn about a particular style of music that originated in that area.



2. Select any eight locations/styles on the map that you are interested in exploring with your students. The remainder of this lesson plan is an example that you may feel free to use or modify to suit your needs. The styles, with corresponding location of origin, are:

- Traditional Ojibwe singing—Minnesota/the Dakotas/Canada
- Ragtime—St. Louis, MO
- Mariachi—Mexico
- Alpine yodeling—Switzerland/Austria
- Raga—India
- Tuvan throat singing—Mongolia
- Kwv Thxiaj—Southeast Asia/Laos
- Taiko—Japan



3. Mark the locations on the map (see above.)

4. When visiting a country, start by listening and/or watching some music. Fill out a fact sheet so that students learn fundamental characteristics of each style of music. You may choose to present the material to students or have them do research on their own. Use a worksheet or grid for processing information. Here's a sample template:

GENRE/STYLE	
LOCATION OF ORIGIN	
BASIC DESCRIPTION	
FACT #1	
FACT #2	
FACT #3	
EXAMPLE/MORE INFO	

General categories, such as FACT #1, are more universally applicable across a wide variety of genres. You may decide to be more specific, with categories like: "characteristic instrumentation," or "common melodic features." Point out that the place of origin might be very specific, or it might be a broader region. If students are conducting the research themselves, include a column for them to cite their sources or list web links. Below are complete grids for the eight kinds of music referenced above.

GENRE/STYLE	Traditional Ojibwe-Anishinaabe music
LOCATION OF ORIGIN	Parts of Minnesota and Canada, surrounding Lake Superior
BASIC DESCRIPTION	Songs from the Ojibwe-Anishinaabe. This music is often vocal and uses instruments such as rattles, shakers, and drums.
FACT #1	The number four is an important element in Ojibwe-Anishinaabe music and culture, representing balance.
FACT #2	Music is used for many things in Ojibwe-Anishinaabe culture: teaching, celebration, and traditional ceremonies.
FACT #3	You should ask permission to perform a song someone else has written.
EXAMPLE/MORE INFO	<a href="http://www.classicalmpr.org/story/2014/11/19/meet-class-notes-artist-lyz-jaakola">http://www.classicalmpr.org/story/2014/11/19/meet-class-notes-artist-lyz-jaakola</a>

GENRE/STYLE	Ragtime
LOCATION OF ORIGIN	St. Louis, MO, USA
BASIC DESCRIPTION	From dictionary.com: Music characterized by a syncopated melodic line and regularly accented accompaniment, evolved by black American musicians in the 1890s and played especially on the piano.
FACT #1	Was most popular during the early years of the 20 <sup>th</sup> century
FACT #2	Scott Joplin was a famous ragtime composer
FACT #3	Gets its name from its “ragged”, or syncopated, rhythms
EXAMPLE/MORE INFO	<a href="https://www.youtube.com/watch?v=6j5JCw5J-7U">https://www.youtube.com/watch?v=6j5JCw5J-7U</a>

GENRE/STYLE	Mariachi
LOCATION OF ORIGIN	Mexico
BASIC DESCRIPTION	Folk music from Mexico. There are variations in the music depending on the precise region of origin within Mexico.
FACT #1	Instrumentation usually includes violin and guitar and sometimes trumpet.
FACT #2	Some Mariachi music uses <i>falsetto</i> vocals.
FACT #3	Mariachi music is often used in celebrations or special events, like weddings, holidays, or funerals.
EXAMPLE/MORE INFO	Watch Classical MPR’s Class Notes Video about <a href="#">Mexican music</a> . And look at the associated <a href="#">curriculum</a>

GENRE/STYLE	Alpine yodeling
LOCATION OF ORIGIN	Switzerland, Austria
BASIC DESCRIPTION	Form of singing developed in rural areas of the Alps.
FACT #1	Involves fast changes between high and low pitches.
FACT #2	Singer must switch register, which is a practiced skill.
FACT #3	Was originally developed as a form of communicating over long distances.
EXAMPLE/MORE INFO	<a href="https://www.youtube.com/watch?v=GDzIJ3k6whY">https://www.youtube.com/watch?v=GDzIJ3k6whY</a>

GENRE/STYLE	Raga
LOCATION OF ORIGIN	India



BASIC DESCRIPTION	A traditional melodic pattern that is a fundamental part of Indian classical music.
FACT #1	Uses a series of five to nine notes as a basis for composition, then improvisation.
FACT #2	Specific ragas can be associated with certain times of day or seasons.
FACT #3	There are regional differences between ragas and raga interpretation.
EXAMPLE/MORE INFO	This <a href="#">clip</a> shows a number of traditional Indian instruments.

GENRE/STYLE	Tuvan throat singing
LOCATION OF ORIGIN	Mongolia, Siberia, Russia, Tuva
BASIC DESCRIPTION	A style of singing in which the singer produces two pitches at the same time, thus creating harmony.
FACT #1	Has origins in attempting to mimic or imitate sounds of nature.
FACT #2	The singer produces a fundamental pitch and then a particular <i>overtone</i> , part of the <i>harmonic series</i> .
FACT #3	There are a number of different ways of categorizing the different variations of Tuvan throat singing.
EXAMPLE/MORE INFO	<a href="https://www.youtube.com/watch?v=qx8hrhBZJ98">https://www.youtube.com/watch?v=qx8hrhBZJ98</a>

GENRE/STYLE	Kwv Thxaj (pronounced “k-ou ts-ee-ah”)
LOCATION OF ORIGIN	Southeast Asia, including Laos, Thailand, Vietnam, parts of China
BASIC DESCRIPTION	Vocal folk music of the Hmong people
FACT #1	Sung by both men and women of all ages.
FACT #2	This music is for voice only. The vocal quality is raw, powerful, and loud.
FACT #3	The language in these songs is referred to as “paj lug”, or “flowery language”. It is often used for courting.
EXAMPLE/MORE INFO	<a href="https://www.youtube.com/watch?v=16oDy9e8_s8">https://www.youtube.com/watch?v=16oDy9e8_s8</a>

GENRE/STYLE	Taiko
LOCATION OF ORIGIN	Japan
BASIC DESCRIPTION	Percussion-based music usually played in an ensemble using a variety of instruments.

FACT #1	Has ancient origins.
FACT #2	Has been used for many purposes, including communication, use in military activities, and use for theatrical accompaniment.
FACT #3	Styles vary by region.
EXAMPLE/MORE INFO	<a href="https://www.youtube.com/watch?v=C7HL5wYqAbU">https://www.youtube.com/watch?v=C7HL5wYqAbU</a>

#### STANDARDS:

These activities meet the following standards:

1. Grades K – 3. 1. Artistic Foundations 3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts area. Music. 0.1.3.3.1. Identify the characteristic of music from a variety of cultures including contributions of Minnesota American Indian tribes and communities.
2. Grades K – 3. 4. Artistic Process: Respond or Critique 1. Respond to or critique a variety of creation or performances using the artistic foundations. Music. 0.4.1.3.1. Compare and contrast the characteristics of a variety of musical works and performances.
3. Grades 4 – 5. 1. Artistic Foundations 3. Demonstrate understanding of the personal, social, cultural and historical contexts that influence the arts area. Music.4.1.3.3.1. Describe the cultural and historical traditions of music including contributions of Minnesota American Indian tribes and communities.
4. Grades 4 – 5. 4. Artistic Process: Respond or Critique 1. Respond to or critique a variety of creation or performances using the artistic foundations. Music. 4.4.1.3.1. Justify personal interpretations to a variety of musical works or performances.
5. Grades 4 – 5. 1. Artistic Foundations. 1. Demonstrate knowledge of the foundations of the arts area. Music. 4.1.1.3.3. Identify the characteristics of a variety of genres and musical styles such as march, taiko, mariachi and classical.



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