

FACES Teacher's Guide

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Students will use this issue for the basis of their research on music.

The Orchestra- Pages 4-5

Activity: Orchestra flashcards.

1. Use 3 x 5 blank index cards.
2. Pictures or drawings of the instruments in the Strings, Woodwinds, Brass and Percussion sections will be on the front; information about the instruments will be on the back.
3. Later, create a card game.

The Mozarts of the Night – Pages 6-7

1. Use the article to answer the following questions.
 - How can the study of bats help humans?
 - Describe the male bat song.
 - Why do female bats sing?
 - What is the reasoning behind bats vocalizing?
2. Have a class discussion about the mythology surrounding bats.

Ethnomusicology- The Study of Music and Culture- Pages 8-11

Activity 1: Play different types of music for the students: folk, classical, country, bluegrass, etc. Have students draw their interpretation of the music.

Activity 2: After reading and discussing the article, have students take on the role of an ethnomusicologist. Assign them a country to research its music. The outcome of their research will be an oral presentation.

Melodies and Messages- Pages 12-15

Activity: Writing "message" song lyrics

1. Play different types of music that have "message" lyrics for students. Choose different eras: Civil Rights Movement ("We Shall Overcome", for example), any song by Woody Guthrie, Peter, Paul and Mary, Bob Dylan, Neil Young, U2, or Bruce Springsteen
2. Open up a class discussion on the meaning of the lyrics.

3. Break students into groups so they can collaborate on lyrics of their own

Steel Drums of the Caribbean- Pages 18-20

Use the article to answer the following questions.

1. What is a steel drum?
2. Explain the connection between slavery and drumming.
3. What was wrong with the bamboo-bamboo drum?
4. What is the "secret" about steel drums?

You, a Rock Star – Pages 24-26

Activity 1: Have students pick their favorite rock group/musician to give an oral report on. Encourage students to bring in examples of their music.

Where the Thumb Piano is King- Pages 28-29

Use the article to answer the following questions.

1. How has the mbira helped Zimbabwe?
2. What is a missionary, and why do you think they believed mbira music was evil?
3. What is Thomas Mapfumo's role in Zimbabwe's music history?

Minstrels of the Ukraine- Pages 30-31

Use the article to answer the following questions.

1. What was the role of the kobzari?
2. How did the kobzari get in trouble with their government?
3. What happened to the kobzari under Soviet rule?
4. How are the kobzari like the minstrels of 16th and 17th century Europe?

The Legend of the Horse Head Fiddle- Pages 42-45

Activity 1: Have students retell the story through illustrations.

Use the article to answer the following questions.

1. Describe the three main characters: Khokhoo Namjil, Mountain Spirit, Wife
2. Why was Khokhoo Namjil homesick?
3. Why was the Mountain Spirit impressed with Khokhoo Namjil?
4. What did she give him?
5. Why did he have to leave his wife before the sun rose?
6. What was the result of his wife's actions?
7. What did the spirit of the horse tell Khokhoo Namjil?

Other Activities:

1. Create an informational booklet. Include the following:

- Vocabulary words: mbira, bira, chimurenga, kobzari, dumy, bandura, mendicant, rune, kantele, kalevala, kanteletar, kobza
- Identify: Winston "Spree" Simon, Shona, Thomas Mapfumo, Tuku music, Pavla Suprun, Mikael Agri, Elias Lonrot
- Maps of Trinidad, Zimbabwe, Ukraine, Finland
- Fact Sheets on the countries mentioned in the issue. Include the following information: population, type of government, head of government, area, bodies of water, landforms, religion, monetary unit, import, exports, national anthem, and tourist attractions.

2. Have a yodeling contest.