

Learning objectives:

- Students will explore various musical instruments and songs used by slaves during the Antebellum period.
- Students will identify reasons why slaves used music to create distinct identities.
- Students will put major historical events relating to music and slavery in chronological order.

Essential question: Why was music important to African Americans? How is music a part of **culture**?

Arkansas Frameworks:

- H.12.K.1: Discuss changes over time using chronological terms.
- H.12.K.4: Recognize historic figures and other people that have made an impact on history.
- H.13.K.3: Describe ways people learn about the past (e.g. photos, artifacts, diaries, oral histories, stories).

Music/Fine Arts:

- CR. 1.K. 1: Improvise short melodic and rhythmic patterns.
- CN. 11.K.2: Connect to music from various cultures, historical periods, and/or events by listening, singing, moving, or playing.

Common Core Standards:

Reading: CCRA.R.1, CCRA.R. 2, CCRA.R.3, CCRA.R.5, CCRA.R.7, CCRA.R.9, CCRA.R.10

Writing: CCRA. W. 2, CCRA.W. 3, CCRA.W.4, CCRA.W. 7, CCRA.W.8, CCRA.W.9

Speaking and Listening: CCRA.SL.1, CCRA.SL. 2, CCRA.SL.4, CCRA.SL.5, CCRA.SL.6

Mathematics: CCSS.MATH.CONTENT.K.CC.A.1, CCSS.MATH.CONTENT.K.CC.B.5

Vocabulary:

- Balafon: A type of xylophone made from wood or animal bones.
- Banjo: A guitar like musical instrument invented by African Americans.
- Call-and-response: A type of song sung by slaves. First, only one person sings a line of the song. Next, everyone else sings that same line.
- Culture: The things that a group of people do. Music, clothes, and food are a part of culture. They make us who we are.
- Fiddle: Another word for violin. A musical instrument with string that is played with a stick called a bow.

- Slavery: A system where some people are treated like objects because of how they looked. Slaves were bought and sold like things in a store. Even though many people treated slaves badly, slaves were people who created their own culture.

Activity One | Call-and-response song.

Songs and music were an important part of slave culture in the 1800s. While the slaves were forced to work in the fields, they would sing songs about their lives and culture.

Many of these songs were **call-and-response** songs. In a call-and-response song, one person is the “caller.” The caller had an important job. The caller sang the first line of the song. Then, everyone else would repeat what the caller sang. Sometimes the caller would sing a question and everyone else would sing an answer to the question. We still sing a lot of call-and-response songs today.

Learning objective: Create a call-and-response song as a class to demonstrate the structure and purpose of call-and-response songs.

Procedure:

- 1.) Select one student to be the “caller.”
- 2.) The caller will sing one line of the song. Record the caller's line on the board or a piece of paper.
- 3.) After the call has been recorded, all of the students repeat the call.
- 4.) Repeat steps 1-3 for your desired length of time.

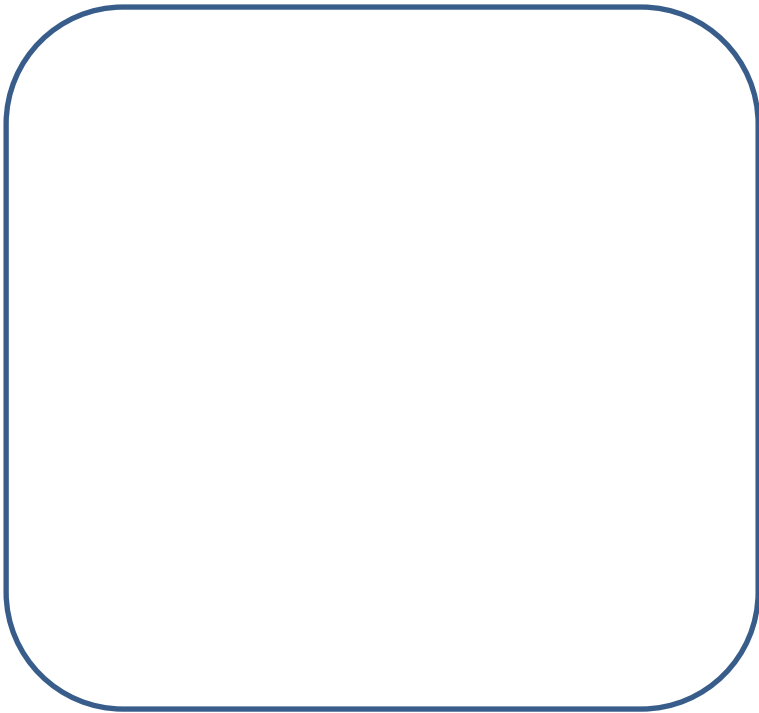
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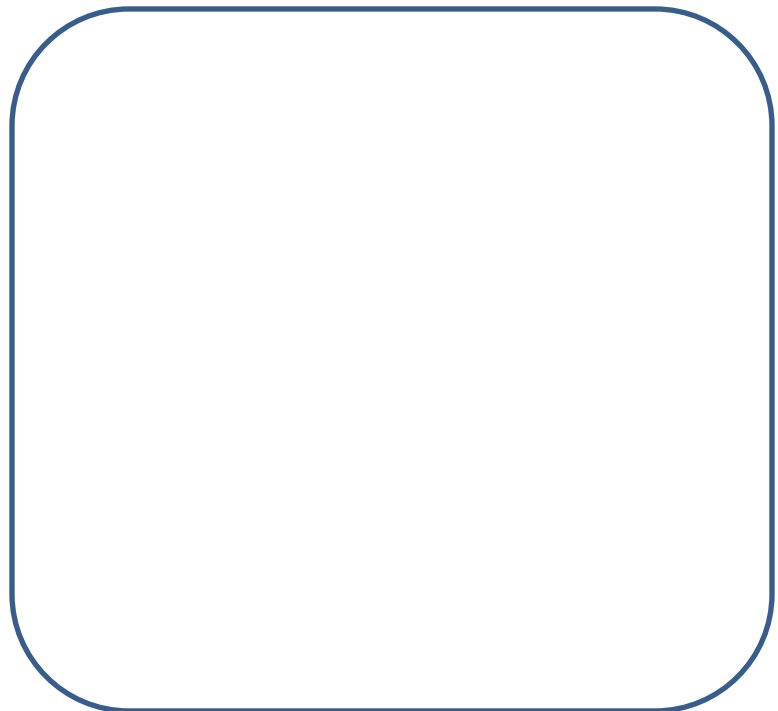
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Directions | Draw a picture to show how a call-and-response song is made.

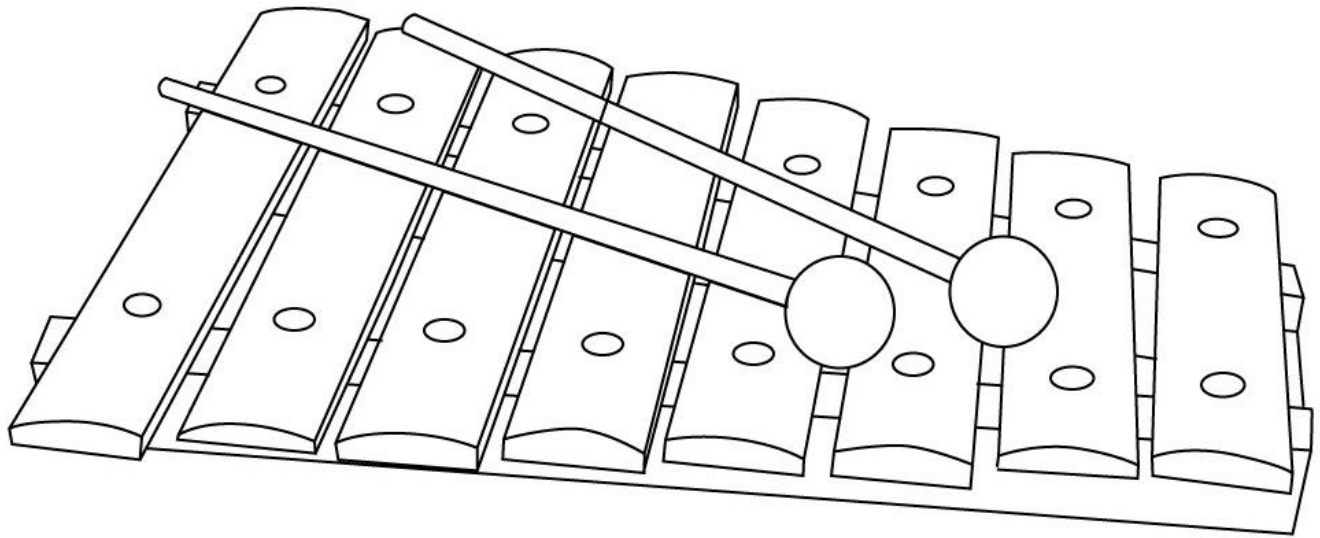
First



Second



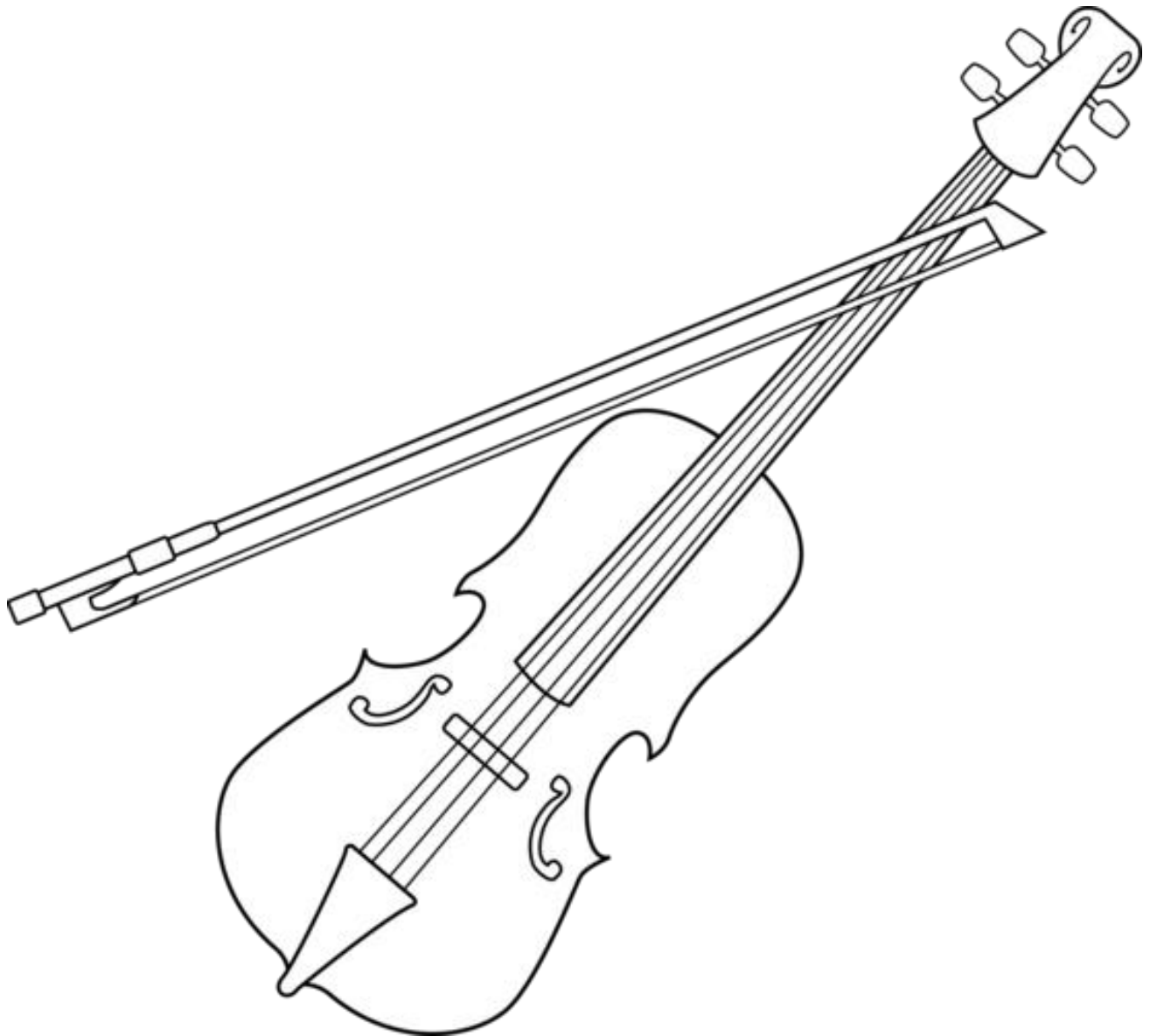
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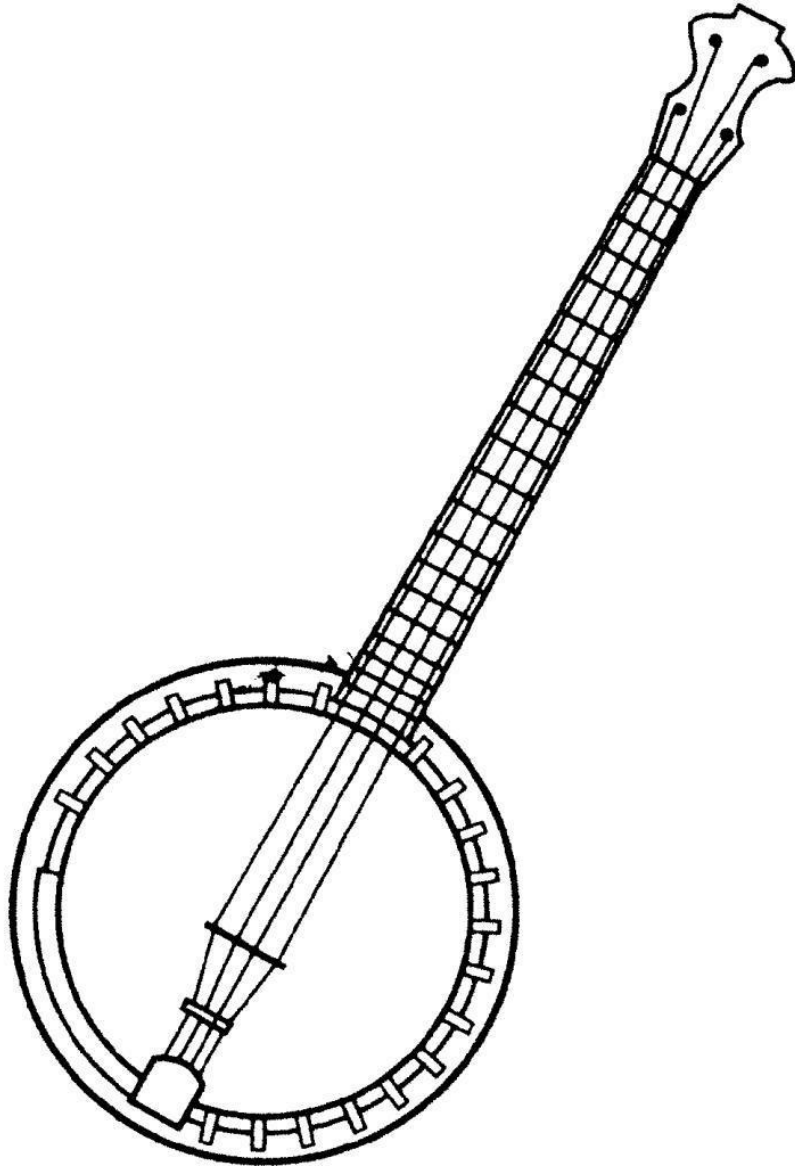
Balafon

Name: _____



Fiddle

Name: _____

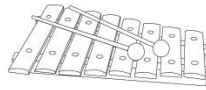


Banjo

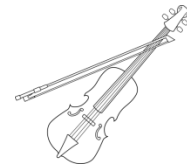
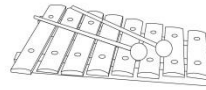
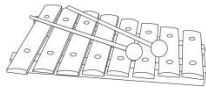
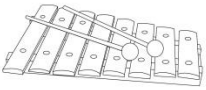
Name: _____

Directions | Circle the instrument that does not belong.

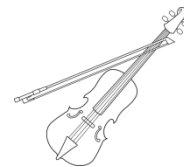
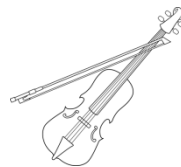
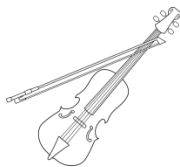
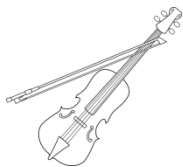
1.)



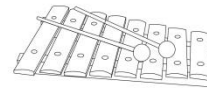
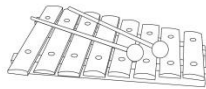
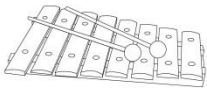
2.)



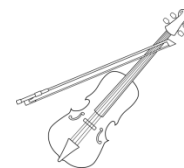
3.)



4.)



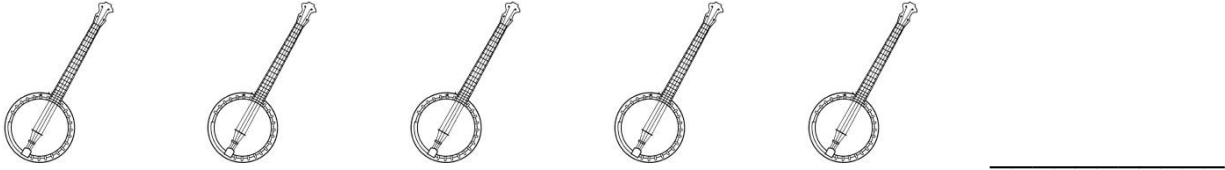
5.)



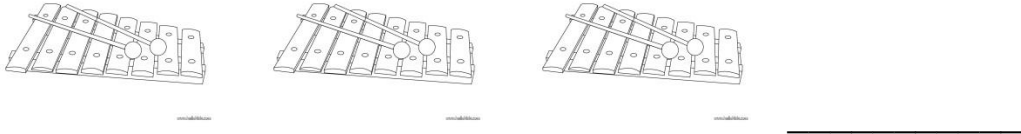
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Directions | Count the number of instruments. Write the number on the line.

1.)



2.)



3.)

