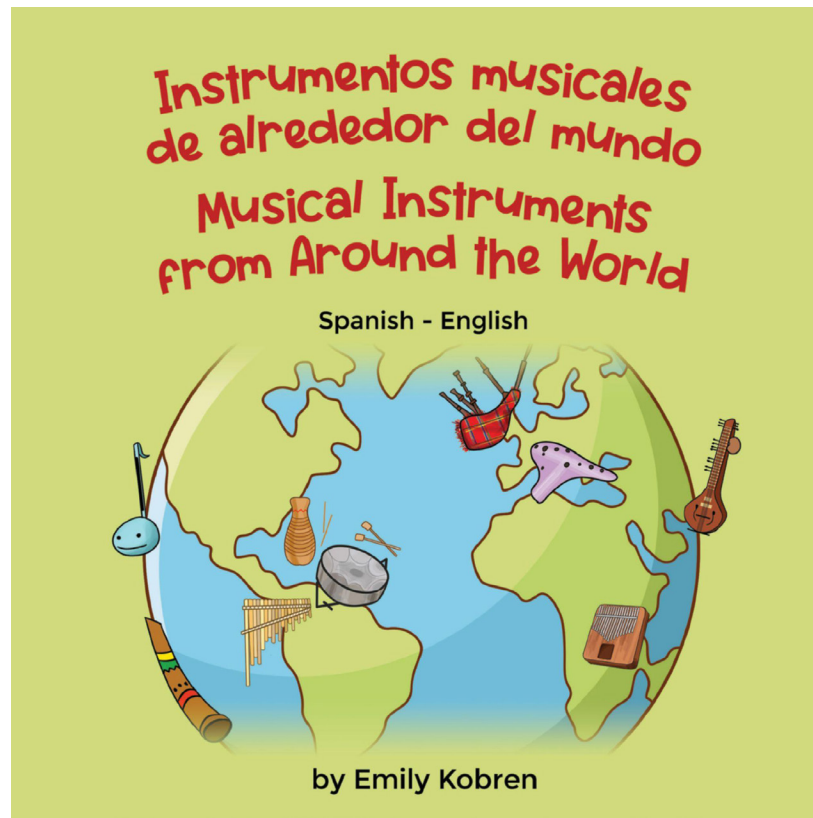


# THEME: Musical Instruments from Around the World



**Goal:** Recognize and celebrate diverse musical instruments from around the world. Foster awareness of instruments played in other cultures and areas of the world.

## **Book Used in Lesson:**

*Musical Instruments from Around the World* written by Emily Kobren  
Video [link](#) for instrument examples and sounds

## **Snapshot of Lesson:**

- Discussion of instruments that students have played or experienced.
- Complete a KWL chart.

- Develop vocabulary through the use of a word wall.
- Read-aloud of the story.
- Make connections by answering literal, inferential, and evaluative questions.
- Group work: research project or art/drama activity.

## **Background Information & Discussion Points for Facilitator:**

*Musical Instruments from Around the World* depicts instruments from diverse cultures and locations around the world. The book celebrates the ingenuity and uniqueness of different cultures and how they celebrate their culture through music.

This lesson can be adapted based on the age group of your students. Depending on the reading ability of your students, you may choose to have your students read the book independently or in pairs. For young students, you may want to extend the reading of this book over several days, reading and learning about one instrument at a time.

**Grade Level:** 1st-8th

**Time Frame:** 30-40 minute session

## **Objectives:**

### **Knowledge:**

- Learn about and identify multicultural instruments.

### **Skills:**

- Use language to describe a variety of instruments from around the world.
- Compare and contrast instruments from around the world.
- Compare instruments depicted in the story to instruments familiar to or played by the students.
- Enhance comprehension strategies using literal, inferential, and evaluative questioning.
- Identify the main idea of the text.

### **Attitudes:**

- Appreciate different instruments from around the world.

- Understand that music and instruments evolve and change over time.
- Recognize the important role that music plays in culture.
- Foster awareness of how groups of people use music to communicate and express themselves.

### **Essential Questions:**

- What can you learn about a country or culture based on the instruments that they play?
- What common elements can you identify in different instruments played around the world?
- How does music bring people together? How do all cultures use music to express themselves?

### **Materials and Resources:**

- *Musical Instruments from Around the World* written by Emily Kobren
- Vocabulary display
- Computers and materials for group work activity

### **Linkage and Integration Across Subject Areas:**

- **Language Arts:** Vocabulary development, reading, using language to explain and describe, using language to formulate and answer questions.
- **Geography:** Locate countries mentioned in the book on a map.
- **History:** Study the various ancient civilizations mentioned in the book.

### **Vocabulary to be developed in this lesson:**

Abolished	Indigenous
Ancient	Modernized
Banned	Originated
Convenient	Produce
Derives	Release
Development	Traditionally
Expressed	



### **Procedure:**

#### **Introduction:**

1. Build interest in the topic by posing the question: Do any of you play any instruments? Invite students to share about their experiences playing instruments. Then, ask the students to share about their favorite musical artists/songs.
  - i. If the facilitator has access to a computer or other music-playing device, they may wish to play some of the artists or songs the students mention. This is a great way to build interest in the lesson topic, as well as a way for students in the group to get to know each other better.
2. Elicit background knowledge by completing the first two columns of a KWL (Know - Want to know - Learned) chart as a whole group (Appendix A). Depending on the age/ability of the students, the facilitator can write on the chart based on the group discussion or the students themselves can write words and phrases.

#### **Vocabulary Development:**

3. Using the list of vocabulary words above, the facilitator should introduce the words to the students. The facilitator may choose to use a word wall, flashcards, an anchor chart, a visual display, or another method of their choosing.
4. Using the illustrations from the text as a visual aid, the facilitator should show the students an image of the instrument alongside the instrument's name. This will help generate interest, as well as familiarize students with the terms before reading.

5. The facilitator might also take the opportunity to develop language skills by asking students to describe what they see in the image and develop pre-reading strategies by asking students to make predictions about the text.
6. The facilitator should keep vocabulary visible to students on a word wall or on the board, so that the facilitator can refer back to the terms throughout the lesson.

**Reading:**

7. Read the text, *Musical Instruments from Around the World*. The facilitator should be sure to show all of the illustrations to help students recall the vocabulary as the text is read.
8. During the reading of the story, engage students in making connections to their own experiences, including:
  - i. Music they enjoy listening to or instruments they enjoy playing
  - ii. Countries they have visited or are from
  - iii. Languages they speak or are familiar with

**Discussion to Encourage Reflection and Response:**

9. Once the story has been read, allow for a class discussion based on the story. The facilitator may use questions from the list below or add questions based on their knowledge of the children with whom they are working.

**Literal Questions**

*(Readers use information directly from the text to answer this type of question. Facilitator may ask students to point to specific areas in the text to support their responses.)*

- i. What instruments are included in the story?
- ii. What countries are represented in the story?
- iii. Have you played any of the instruments mentioned in the story?
- iv. What are some of the materials from the story that are used to create instruments?

**Inferential Questions**

*(Reader must use the information in the text to deduce the answer. Facilitator may ask students to point to specific areas in the text to support their responses.)*

- i. What do some of the instruments in the story have in common?
- ii. How have instruments in the story changed over time?
- iii. How are different instruments in the story played?

### **Evaluative Questions**

*(Readers use their own knowledge to explore answers to this type of question.)*

- i. Which instrument from the book would you like to play most and why?
- ii. How are instruments in the book similar to instruments you have played or are familiar with?
- iii. Why do people from different cultures play and enjoy instruments?
- iv. How is music used to communicate and express ideas?
- v. Why do people around the world enjoy music and instruments?

### **Group Work Activity:**

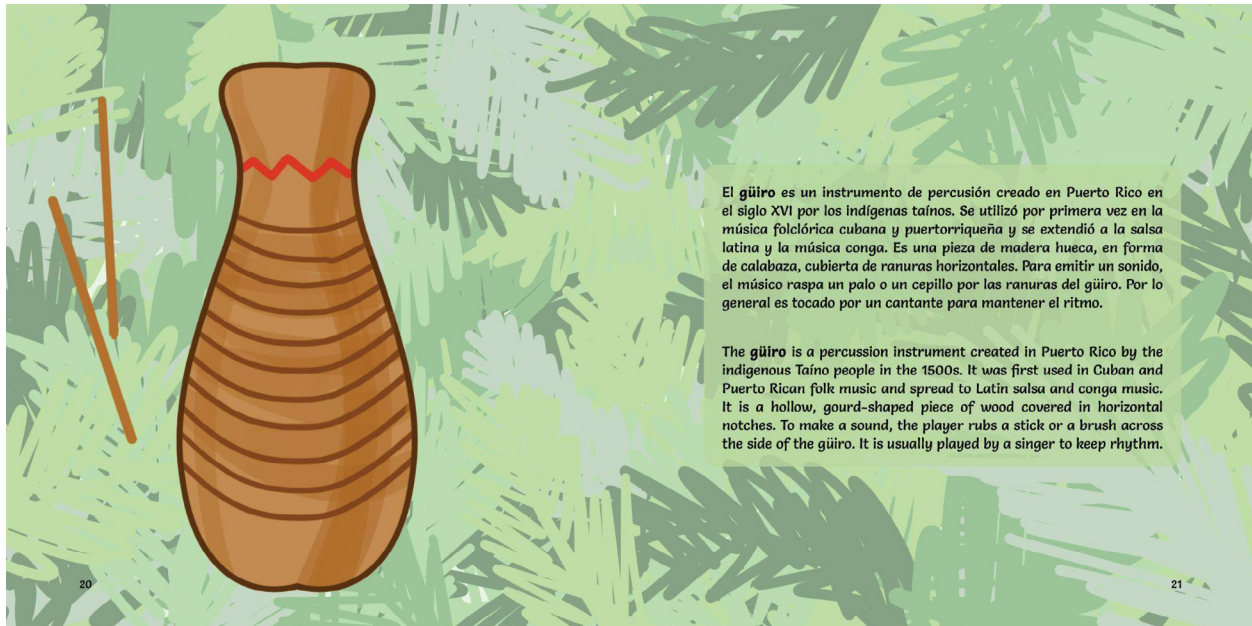
10. **Research Project (older students):** Split students into pairs or small groups and assign each group one of the musical instruments from the story. Groups will complete additional research about their instrument using the internet and books from the library if available. Groups will create a final product of their choosing - either a poster, slideshow, or brochure - that highlights important information about the instrument and the culture/country of origin. Projects should also include drawings and/or images from the internet. Projects should be shared and celebrated with the whole group.
11. **Art/Drama Activity (younger students):** Split students into pairs or small groups and assign each group one of the instruments from the story. The facilitator can allow groups to either make an instrument of their own, or create a short drama showing how/where the instrument is played. For the model, students may need to bring in supplies to create the instrument.

### **Conclusion:**

12. The facilitator should revisit the KWL chart from the introduction of the lesson and fill out the last column, Learned, with all the new knowledge gained from the story and group discussions. The facilitator should revisit the multicultural themes through discussion of the essential questions.

### **Assessment:**

- **Facilitator Observation:** Children's engagement and interaction with the lesson, engagement in discussions, engagement with the facilitator designed tasks.
- **Facilitator Questioning:** Higher and lower order questioning (i.e., literal, inferential, and evaluative questions).
- **Facilitator Designed Tasks:** Making predictions, vocabulary, group work activity, discussion.



El güiro es un instrumento de percusión creado en Puerto Rico en el siglo XVI por los indígenas taínos. Se utilizó por primera vez en la música folclórica cubana y puertorriqueña y se extendió a la salsa latina y la música conga. Es una pieza de madera hueca, en forma de calabaza, cubierta de ranuras horizontales. Para emitir un sonido, el músico raspa un palo o un cepillo por las ranuras del güiro. Por lo general es tocado por un cantante para mantener el ritmo.

The güiro is a percussion instrument created in Puerto Rico by the indigenous Taino people in the 1500s. It was first used in Cuban and Puerto Rican folk music and spread to Latin salsa and conga music. It is a hollow, gourd-shaped piece of wood covered in horizontal notches. To make a sound, the player rubs a stick or a brush across the side of the güiro. It is usually played by a singer to keep rhythm.

### **Accommodations/Differentiation:**

- **Differential Modes of Representation:** Illustrations, flashcards, pictures/ photographs.
- **Differential Questioning:** Use of higher and lower order questioning (i.e., literal, inferential, and evaluative questions).
- **Differential Product/Response:** Written responses, oral responses, art responses.
  - i. Provide extra wait time and language scaffolds/supports for students who need them (e.g. showing pages from the book, sentence starters).
  - ii. All students (but especially English language learners, or ELLs) will benefit from pictures accompanying the vocabulary to be learned in the story.
  - iii. For ELLs, it may be helpful to allow the child to take home the dual language book either before or after the lesson. It can then be read at home in the home language before class engagement which will promote students' confidence in talking about the book in class. If possible, ask the parents to record the book being read in the home language. The book and recording can then be brought into school so that other students can see and hear some of the home languages spoken by their classmates, deepening their appreciation for language diversity. Note that the student can also use the QR code at the front of the book to listen to an English recording of the book before class to increase their familiarity with the English vocabulary.

**Extension Activities:**

- **Art:** Students can create models of the instruments in the book. The facilitator may also use this as an opportunity to collect and use recycled materials to craft the instruments.
- **Music:** Students can work in groups to do research about the types of instruments that are used in their own favorite songs. The facilitator can instruct students to see if any artists have specific or unique types of instruments that they use.
- **Geography:** Students can locate the different countries from the story on a globe and conduct further research about the culture, environment, people, and languages of the country.
- **Geography/Architecture:** Page 16 shows a picture of the Taj Mahal, an important architectural landmark in India. Students can research important landmarks for the other countries mentioned in the book that could be “inserted” in as illustrations along with the instruments.
- **History:** Students can create a timeline to cover when each instrument was invented.
- **History:** Several instruments are used in modern times to show cultural significance of traditions and different cultures (e.g., drums, bagpipes). Students can research these traditions and give examples of where these instruments may be played in a more modern time.
- **Social Studies:** Pages 12 and 13 of the book mention the significance of drumming to the African and slave communities. Students can research the history of drumming and music and the effects that they have had on African culture, especially with regards to festivals and celebrations.
- **Music and Technology:** Using instruments from the story as inspiration, students can work to create their own instruments and make a song with a group. Using the Language Lizard videos as inspiration, the students can create their own videos for the instruments that they created.
- **Writing:** The materials of many of the instruments from the story are connected to the physical environment from which they were invented. For example, the ocarina was traditionally made from clay. Challenge students to imagine and write about how one of the instruments may have been constructed if it were invented in a different location.



# Appendix A - Part 1

## Know, Want to know, Learned chart

<b>Know</b>	<b>Want to know</b>	<b>Learned</b>

# Appendix B

## List of instruments with links

*Note: The links below provide sites where you can find more information about the instruments listed; they were relevant sites at the time of publication of this lesson. You can find more information, as well as some exciting videos, by searching online. **In addition, you can hear all of the instruments depicted in the book by watching the Language Lizard video [here](#).***

- Bagpipes - Scotland
  - i. <https://kids.kiddle.co/Bagpipes#:~:text=The%20bagpipes%20are%20a%20musical,pumping%20it%20with%20a%20bellows.>
  - ii. <https://kids.britannica.com/students/article/bagpipe/394870>
- Didgeridoo (did-ger-ee-doo) - Australia
  - i. <https://kids.kiddle.co/Didgeridoo>
  - ii. <https://kidskonnnect.com/social-studies/didgeridoo/>
- Güiro (gwee-ro) - Puerto Rico
  - i. <https://library.ccsu.edu/latinohistoryharvest/items/show/24#:~:text=Description,the%20outside%20of%20the%20G%C3%BCiro.>
  - ii. <https://www.allaroundthisworld.com/learn/latin-america/latin-american-instruments/guiro/>
- Karimba (kah-rim-bah) - Zimbabwe
  - i. <https://www.kalimbamagic.com/info/how-to-play/how-to-play-the-student-karimba>
  - ii. <https://pracownia-promyk.pl/karimba.php?setlang=en&redirect=no>
- Ocarina (ah-cah-ree-nah) - Italy
  - i. <https://kids.kiddle.co/Ocarina#:~:text=The%20ten%2Dhole%20ocarina%20was,made%20from%20an%20animal%20horn.>
  - ii. <http://academickids.com/encyclopedia/index.php/Ocarina>
- Otamatone (oh-tah-mah-tone) - Japan
  - i. <https://kids.kiddle.co/Otamatone#:~:text=Description,%22mouth%22%20on%20the%20notehead.>

- ii. <https://www.youtube.com/watch?v=djJxV3aJ7qM>
- Rondador (ron-da-dor) - Ecuador
  - i. <https://www.allaroundthisworld.com/learn/latin-america/latin-american-instruments/rondador/>
- Sitar (suh-tar) - India
  - i. <https://kids.kiddle.co/Sitar#:~:text=The%20sitar%20>
  - ii. <https://academickids.com/encyclopedia/index.php/Sitar>
- Steel Drum - Trinidad and Tobago
  - i. <https://www.britannica.com/art/steel-drum>
  - ii. [https://www.softschools.com/facts/music\\_instruments/steel\\_pan\\_facts/3002/](https://www.softschools.com/facts/music_instruments/steel_pan_facts/3002/)