



*Lesson: An Instrument Report*

5<sup>th</sup> Grade

**STANDARDS: California**

### **Chronological and Spatial Skills**

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
2. Students correctly apply terms related to time, including *past, present, future, decade, century, and generation*.
3. Students explain how the present is connected to the past, identifying both similarities and differences, and how some things change over time and while others remain the same.

### **Historical Interpretation**

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3. Students identify and interpret the multiple causes and effects of historical events.

### **U.S History and Geography**

5.4 Students understand the political, religious, social, and economic institutions that evolved in the [colonial era](#).

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from [1789 to the mid-1800s](#), with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

### **English: Writing**

- .2 Create multiple-paragraph expository compositions:
- a. Establish a topic, important ideas, or events in sequence or chronological order.
  - b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.
  - c. Offer a concluding paragraph that summarizes important ideas and details.

### **Research and Technology**



1.4 Create simple documents by using [electronic media](#) and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, a thesaurus, spell checks).

### 1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students' progress through the stages of the writing process as needed.

### Evaluation and Revision

1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.

2.3 Write research reports about important ideas, issues, or events by using the following guidelines:

- a. Frame questions that direct the investigation.
- b. Establish a controlling idea or topic.
- c. Develop the topic with simple facts, details, examples, and explanations.

## Social Studies: Instruments Role in History

**Motivation:** Ask students to list all the instruments they have heard in jazz. If students do not know what jazz is, ask them to make a general list of the instruments they are familiar with. Then ask them how much they know about these instruments. What countries do they come from? What are they made out of? What are some famous musicians that have played these instruments?

**Group Activity:** Watch *Latin Jazz, African Rhythms and European Melodies*, and *Funeral and Church Music* under *Origins of Jazz* in the e-presentation *Jazz with Wynton Marsalis*. Ask students what instruments they identified. How do these instruments represent ethnic groups in the United States? What historic circumstances led to the incorporation of these instruments into American music? For example, why were there [Africans in the US](#)? Why were there Europeans? What [Latin American](#) countries were represented?



***Independent Activity:*** Have students choose an instrument featured in *Jazz*. Choices include bongos, other types of drums, the marimba, the piano, the trumpet, etc. Tell students they will be creating reports and presentations about the influence of this instrument in American history, especially in the history of American music. Students should answer some or all of the following questions in their report:

- 1) What is the instrument made out of? How does this affect the instrument's sound? Ask students to apply what they have learned in science about metals.
- 2) What geographic factors influenced the material people chose to use for these instruments?
- 3) What country is the instrument from? How did it come to America? How did it spread from place to place in America? Why is it used in jazz?
- 4) How is the instrument important to the ethnic group which uses it? For example, Marsalis talks about how Africans used drums in rituals, and how Europeans used hymns in funerals.
- 5) What did the instrument look like during the time period the class is studying? (This time period can be varied depending on the teacher's convenience.) How has the instrument changed since then? Why has it changed?

Make time for students to share what they have found with the class using power point or some other presentation format.