

<b>Lesson Name</b>	<b>Drum making</b>
<b>Topic:</b>	<b>Language exploration around drums, lessons about drums and their significance and making of drums</b>
<b>Objectives:</b>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Research words from their tribe and understand the connection of those words to their learning.</b></li> <li>• <b>Use a graphic map to connect words to others they might know</b></li> <li>• <b>Create a drum from deer hide</b></li> <li>• <b>Learn a song during ENAEP group</b></li> </ul>
<b>Internal/External Assets addressed</b>	<p><b>INTERNAL ASSETS:</b></p> <ul style="list-style-type: none"> <li>• <b>Commitment to Learning-Learning songs and stories</b></li> <li>• <b>Positive Values- Understand their own tribe’s Traditions and Values</b></li> </ul> <p><b>EXTERNAL ASSETS:</b></p> <ul style="list-style-type: none"> <li>• <b>Other adult relationships—Young person receives support from three or more nonparent adults. (Help with drum making)</b></li> <li>• <b>Constructive Use of time-understanding and creating something from scratch, honoring the hide of the deer, the creation of something new</b></li> </ul>

<p><b>Standards or language proficiency descriptors:</b></p>	<p><b>Collaborative Language: Share their words orally to the group</b></p> <p><b>Productive Language: Write words on semantic mapping and see how far you get with connecting to other words/ideas</b></p> <p><b>Language Standards</b></p> <ul style="list-style-type: none"> <li>• <b>Communication Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</b></li> <li>• <b>Communities Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</b></li> </ul>
<p><b>Words of the week</b></p>	<p><b>Drum</b></p> <p><b>Drum Stick</b></p> <p><b>Song/Singing</b></p>
<p><b>STEPS to success</b></p>	<ol style="list-style-type: none"> <li>1) <b>Students will research their words for words of the week (Drum, drum stick, song/singing)</b></li> <li>2) <b>Students will share out their words as a warm up at ENAEP group</b></li> <li>3) <b>Students will begin to connect and create their word maps beginning with “drum” (See attached sheet)</b></li> <li>4) <b>Students will know why we are making drums and the significance of drums, songs and singing in our various cultures</b></li> </ol>

	<p><b>5) Following the instructions, students will create their drums and drum sticks</b></p>
<p><b>Guiding Questions:</b></p>	<p><b>1) What words were you able to find in your language?</b>  <b>2) What is the importance of drums and/or song and dance?</b>  <b>3) Do these ideas connect to other things we've learned and talked about?</b></p>
<p><b>Measurable student outcomes:</b></p>	<p><b>1) Students can share out 1 or more of the words</b>  <b>2) Students can create their drums</b>  <b>3) Students can learn a song and sing with the group when back together!</b></p>
<p><b>Traditional Knowledge or Teachings</b></p>	<p><b>-The history of drumming for our people</b>  <b>-The rhythm is important. Words aren't just meaningless chanting, the words mean something.</b>  <b>-Singing while drumming is important.</b>  <b>-This cultural piece has been mocked-it's important to know what to look for in media.</b></p>

Using “draw” or a stylus (or print this out-or even replicate on another sheet of paper) put your word for drum in the middle of the map. Connect as many words as you can to drum and see how many words you already know in your language. See how many boxes or connections you can make. These are just a start. You can always add more. See the example on the next page.



