

SUMMARY & OBJECTIVES	LEARNING ACTIVITIES (selected)	ASSESSMENTS	CURRICULUM STANDARDS			
			National Core Arts Standards & NAfME (PreK-8)	National Curriculum Standards for Social Studies (Early Grades)	Common Core Standards (K-5) & Next Generation Science Standards (K-5)	Social and Emotional Learning Competencies (SEL)
<p><b>SUMMARY</b></p> <p>In <b>Chapter 5</b>, students will travel with Ragnar to Egypt and learn about Egyptian civilization and the Egyptian trumpet, the <i>šnb</i>. They will learn about the physical and musical characteristics of the <i>šnb</i>, why it can play more “harmonic” notes than the instruments Ragnar had previously played, and its symbolic significance. In the <b>Practice Cave</b>, students will advance their playing by practicing moving between three harmonic notes, playing triplet march and fanfare figures, and song-like music.</p> <p><b>Key Terms &amp; Concepts</b></p> <ul style="list-style-type: none"> <li>Conical</li> <li>Bore</li> <li>Bell Flare</li> </ul> <hr/> <p><b>OBJECTIVES</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li><b>Consider</b> the characteristics of ancient Egypt, including its geography, trade, and social organization.</li> <li><b>Learn</b> about the physical and musical characteristics of the Egyptian <i>šnb</i> and think about why it could produce more notes than Ragnar’s previous trumpets</li> <li><b>Contemplate</b> the significance of the <i>šnb</i> for the ancient Egyptians after learning its uses, importance, and symbolism</li> <li><b>Practice</b> moving between three harmonic notes, playing triplet march and fanfare figures, and song-like music</li> </ul>	<p>After reading or listening online to <b>Chapter 5: The Pharaoh’s Trumpeters</b>, as the following:</p> <p><b>Q.</b> What were the things that Ragnar heard or saw that might have been new to him?</p> <p><b>A.</b> Stories about armies and chariots; the Nile river (likely the largest, longest river that Ragnar had encountered to date); boats; the pyramids; the pharaoh; large crowds; farming.</p> <p>Discuss key words <b>conical</b>, <b>bore</b>, and <b>bell flare</b>, using the natural trumpet to illustrate each feature, and ask the following:</p> <p><b>Q.</b> What were some of the characteristics of the <i>šnb</i> that were new to Ragnar? Why did one of the traders say that the <i>šnb</i> shines like the sun? What other instruments had Ragnar played previously that were conical in shape?</p> <p><b>A.</b> Whereas the animal horns, sticks, and bones were uneven in shape and had a dull surface, the <i>šnb</i> was longer, with a perfect conical bore and a wide bell flare. It had a shiny metal surface, which made it reflect light. Ragnar had seen metal weapons in Jericho, but the Egyptian <i>šnb</i> was the first metal lip-blown instrument he had encountered. Both the Bison horn and the <i>shofar</i> are also somewhat conical in shape.</p> <p><b>Q.</b> What was the purpose of the decorated wooden cores (stoppers) that were found inside the trumpets?</p> <p><b>A.</b> We don’t know for certain, but they could have been used to protect the trumpets or to silence the sound (see <b>Key Point #6</b>).</p>	<p><b>Skills: Unit II Assessment Rubric</b></p> <p>Posture</p> <p>Embouchure</p> <p>Breathing</p> <p>Sound Production</p> <p>Articulation</p> <p>Harmonic Series</p> <p>Pitch Accuracy</p> <p>Music Making</p> <p><b>Skills: UNIT II Student Self-Evaluation</b></p> <p>Long Note Exercises</p> <p>Articulation Exercises</p> <p>Harmonic Note Exercises</p> <p>Make Music!</p>	<p><b>Creating Anchor Standard #1</b> Generate musical ideas for various purposes and contexts.</p> <p><b>Enduring Understanding</b> The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of purposes and contexts.</p> <p><b>Essential Question</b> How to musicians generate creative ideas? <i>See MU:Cr.1.3a-5a</i></p> <p><b>Evaluate and Refine Anchor Standard #3</b> Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p><b>Enduring Understanding</b> Musicians’ evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criterion.</p> <p><b>Essential Question</b> How do musicians improve the quality of their creative work? <i>See MU:Cr3.1.2a-4a</i></p> <hr/> <p><b>VISUAL ARTS</b></p> <p><b>Creating: Anchor Standard #1</b> Generate and conceptualize artistic ideas and work.</p> <p><b>Enduring Understanding</b> Creativity and innovative thinking are essential life skills that can be developed.</p> <p><b>Essential Question (s)</b> What conditions, attitudes, and behaviors support creative and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p>	<p><b>PEOPLE, PLACES, AND ENVIRONMENTS</b> This theme helps learners to develop their spatial views and perspectives of the world, and to understand the relationships between people, places, and environments. Learners examine where people, places, and resources are located, why they are there, and why this matters. They explore the effects of the environment on human activities, and the impact of these activities on the environment. This area of study is crucial to informed civic decision-making about human-environmental relationships.</p> <p><b>Questions for Exploration:</b> Why do people move? What are the physical and human characteristics of place? How do people change the environment, and how does the environment influence human activity?</p> <p><b>Knowledge:</b> Physical changes in community, state, and region, such as seasons, climate, and weather; and their effect on plants and animals.</p> <p><b>Processes:</b> <b>Learners will be able to:</b> Investigate relationships among people, places, and environments in the school community, state, region, and world through the use of atlases, data bases, charts, graphs, maps and geospatial technologies.</p> <p><b>Products:</b> <b>Learners demonstrate understanding by:</b> Creating illustrations and composing answers to geographic questions about people, places, and environments.</p> <p><b>See also:</b> “Culture” #1 and “Time, Continuity and Change” #2</p>	<p><b>ENGLISH LANGUAGE ARTS</b> (grade 4) <b>Reading: Literature &amp; Informational Text</b> 4.1-3 – Key Ideas and Details; 4.4-6 – Craft and Structure; 4.7-9 – Integration of Knowledge and Ideas</p> <p><b>Reading: Foundational Skills</b> 4.3a – Phonetics and Word Recognition; 4.4 (a) (b) (c) – Fluency.</p> <p><b>Language</b> 4.3 – Knowledge of Language; 4.4 – Vocabulary Acquisition and Use</p> <p><b>Speaking &amp; Listening</b> 4.1 – Comprehension and Collaboration; 4.4. – Presentation of Knowledge and Ideas</p> <p><b>Writing</b> 4.3 – Text Types and Purposes</p> <hr/> <p><b>MATH</b> (grade 3) <b>N/A</b></p> <hr/> <p><b>SCIENCE</b> (grades 3-5) <b>Engineering Design</b></p> <p>ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time or cost. ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p>	<p><b>Social Awareness</b> The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.</p> <p><i>Students will be able to...put themselves in another’s shoes, see the other person’s point of view, and understand the other person’s thoughts and feelings and why they might feel that way.</i></p> <p><b>Self-Management</b> The ability to successfully regulate one’s emotions, thoughts, and behaviors in difficult situations-effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.</p> <p><i>Students will be able to...motivate oneself. Students will be able to monitor and sustain progress toward goal achievement, using motivational strategies and celebrating success.</i></p>