

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>By using the story of the Battle of Jericho as its starting point, this Unit opener charts the transition from the Paleolithic to the Neolithic periods and the beginnings of the Bronze Age. It investigates the development of early civilizations and the key role played by the discovery of bronze and other metals, and the ability of people to work with them. It demonstrates the changing importance of lip-blown instruments as religion and warfare become central in the lives of ancient peoples.</p> <p><b>Key Terms &amp; Concepts:</b></p> <ul style="list-style-type: none"> <li>• Neolithic</li> <li>• Bronze Age</li> <li>• Civilization</li> </ul> <hr/> <p><b>OBJECTIVES</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>Recount</b> the story of the battle of Jericho</li> <li>• <b>Describe</b> the changes in living patterns between the Paleolithic and Neolithic periods</li> <li>• <b>Identify</b> the characteristics of “civilization”</li> <li>• <b>Explain</b> why the sound of the ram’s horn was so important to the Hebrews</li> <li>• <b>Locate</b> the position of Ragnar’s story on the historical timeline and explain how lip-blown instruments evolved during the Bronze Age.</li> <li>• <b>Review and practice</b> previously assigned exercises and pieces and/or work to improve scores on <b>Unit I Student Self-Evaluation</b> forms.</li> </ul>	<p>After reading or listening to <b>Unit II: A Blast From the Ancient Past</b>, ask students the following questions:</p> <p><b>Q.</b> What were the things that Ragnar heard or saw around him that were different from the moment he disappeared in <b>Winter is Coming?</b></p> <p><b>A.</b> Walking with a thousand people; no trees or grass, just sand (desert); a great wall; shiny objects like spears (metal weapons); white and brightly colored cloth.</p> <p>Explain that large groups of people, man-made structures, metal objects and manufactured cloth are some of the characteristics of the next period of human history (the Neolithic period) and that Ragnar found himself in a famous biblical story about the Hebrews entering the city of Jericho. Find Jericho on a map and show that unlike Ragnar’s home, the terrain around the city was a desert.</p> <p><b>Q.</b> What kind of horn was Ragnar holding, and why did he blow it?</p> <p><b>A.</b> He was holding a ram’s horn, and he blew it because he was terrified by the angry-looking men shouting at him. Ragnar thought he might frighten them off, as this was one of the ways he used his bison horn in his prehistoric life.</p>	<p><b>SUMMATIVE: REVIEW &amp; RECORD</b></p> <p><b>Skills: Unit I 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 I 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>MUSIC</b></p> <p><b>Connecting:</b> <b>Anchor Standard #1 I</b> Relate musical (artistic) ideas and works with varied context to deepen understanding.</p> <p><b>Enduring Understanding</b> Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.</p> <p><b>Essential Question</b> How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? See <i>MU:Cn1 I.0.2a</i></p> <p>Demonstrate understanding of relationships between music, and other arts, other disciplines, varied contexts and daily life.</p> <p>See also: <i>MU:Cn1 I.0.3a</i> <i>MU:Cn1 I.0.4a</i> <i>MU:Cn1 I.0.5a</i></p> <hr/> <p><b>VISUAL ARTS</b></p> <p><b>Creating:</b> <b>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>TIME, CONTINUITY, AND CHANGE #2</b></p> <p>Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world.</p> <p><b>Questions for Exploration:</b> What questions are important to ask about the past? What happened in the past? How do we know about the past? How was life in the past similar to and different from life today?</p> <p><b>Knowledge:</b> The learners will understand: The study of the past is the story of communities, nations, and the world; Key concepts such as: past, present, future, similarity, difference, and change; That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future.</p> <p><b>Processes:</b> <b>Learners will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of sources to learn about the past;</li> <li>• Describe how people in the past lived, and research their values and beliefs;</li> </ul> <p><b>Products:</b> Learners demonstrate understanding by: Constructing timelines that indicate an understanding of a sequence of events; Writing stories and descriptions about life in the past.</p> <p><b>See also</b> “People, Places, and Environments” #3 and “Culture” #1</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> N/A</p> <hr/> <p><b>SCIENCE</b> (grades K-4)</p> <p><b>Waves and Their Applications in Technologies for Information Transfer</b> PS4-1 - Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. PS4-4 - Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.</p>	<p><b>Self-Awareness</b> The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately access one’s strengths and limitations, with a well grounded sense of confidence, optimism, and a “growth mindset.”</p> <p><i>Students will be able to...identify their interests and strengths, and build on those.</i></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>

# CHAPTER 4 THE SHOFAR CALL

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 Chapter 4, students will learn how Ragnar was taught the various parts of the <i>shofar</i> call—its meaning and significance—by one of the six priests at the battle of Jericho. They will also learn about the many uses of the <i>shofar</i> throughout history, how the sounds of the <i>shofar</i> were passed down from generation to generation over thousands of years, and how we know what we know about the <i>shofar</i> calls. They will learn to play the different parts of the <i>shofar</i> call, as well as continuing their regular musical exercises in the Practice Cave.</p> <p><b>Key Terms &amp; Concepts</b></p> <ul style="list-style-type: none"> <li>• Hebrews/Jewish People</li> <li>• Expressive Intent</li> </ul> <hr/> <p><b>OBJECTIVES</b></p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• <b>Discover</b> the various meanings of the parts of the <i>shofar</i> call</li> <li>• <b>Think about</b> the various uses of the <i>shofar</i> and its importance to the Hebrew people</li> <li>• <b>Contemplate</b> how the <i>shofar</i> call has been passed on over three millennia and whether or not it sounds similar today</li> <li>• <b>Practice</b> more advanced long note, articulation, and harmonic note exercises</li> <li>• <b>Learn</b> how to play each part of the <i>shofar</i> call—individually, and in sequence—demonstrating expressive intent</li> </ul>	<p>After reading or listening online to <b>Chapter 4: The Shofar Call</b>, explain some of the meanings of each part of the <i>shofar</i> call (Key Point No. 1) and then ask the following questions:</p> <p><b>Q.</b> How do you think hearing the sound of the <i>shofar</i> made the Hebrews feel after the battle was over? <b>A.</b> Thankful; grateful; joyous; happy; protected; safe.</p> <p>Ask students to read <b>Reality Check!</b> (SE p. 33) and ask them to list some of the ways the Hebrews used the <i>shofar</i>. <b>A.</b> For battle, religious ceremony, warning, to call people together, show joy or sadness.</p> <p>Explain that the <i>shofar</i> call wasn't written down in music notation for more than a thousand years after the story of the battle of Jericho, but that it is still being played in synagogues around the world to this day. Then ask the following:</p> <p><b>Q.</b> How do you think the Jewish people have continued learning how to play the <i>shofar</i> call for so long? <b>A.</b> It was passed down from person to person (like how the priest taught Ragnar in the story) and from generation to generation.</p> <p>Point out that even today no one actually learns the <i>shofar</i> call by looking at music. Then ask the following:</p> <p><b>Q.</b> Do you think the <i>shofar</i> call sounds exactly the same as it did 3,000 years ago? Why or why not?</p>	<p><b>FORMATIVE</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 #2</b></p> <p>Select and develop musical ideas for defined purposes and contexts.</p> <p><b>Enduring Understanding</b></p> <p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p><b>Essential Question</b></p> <p>How to musicians make creative decisions?</p> <p>See <i>MU:Cr.2.1.2a-5a</i></p> <p><b>Evaluate and Refine Anchor Standard #3</b></p> <p>Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p><b>Enduring Understanding</b></p> <p>Musicians' evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criterion.</p> <p><b>Essential Question</b></p> <p>How do musicians improve the quality of their creative work?</p> <p>See <i>MU:Cr.3.1.2a-4a</i></p> <hr/> <p><b>VISUAL ARTS</b></p> <p>N/A</p>	<p><b>PEOPLE, PLACES, AND ENVIRONMENTS</b></p> <p>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></p> <p>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></p> <p>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></p> <p><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></p> <p><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></p> <p>(grade 4)</p> <p><b>Reading: Literature &amp; Informational Text</b></p> <p>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></p> <p>4.3a – Phonetics and Word Recognition; 4.4 (a) (b) (c) – Fluency.</p> <p><b>Language</b></p> <p>4.3 – Knowledge of Language; 4.4 – Vocabulary Acquisition and Use</p> <p><b>Speaking &amp; Listening</b></p> <p>4.1 – Comprehension and Collaboration; 4.4 – Presentation of Knowledge and Ideas</p> <p><b>Writing</b></p> <p>4.3 – Text Types and Purposes</p> <hr/> <p><b>MATH</b></p> <p>(grade 3)</p> <p><b>Numbers and operations - Fractions</b></p> <p>NFA.3A &amp; NFA.3B - Develop understanding of fractions as numbers</p> <hr/> <p><b>SCIENCE</b></p> <p>(grades K-4)</p> <p>N/A</p>	<p><b>Social Awareness</b></p> <p>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>Relationship Skills</b></p> <p>The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</p> <p><i>Students will be able to...give and receive constructive feedback. Contribute to the achievement of group goals.</i></p>

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<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>