

WEEK I

MEET RAGNAR

Time: 45 minutes

Summary

Students will learn how to navigate *Around the World in Twenty-One Trumpets* and be introduced to the book's main character Ragnar and the Paleolithic world in which he lives. Students will contemplate the origins of lip-blown instruments and learn how to make lip-blown sounds of their own.

Lesson Overview

Learning Objectives

Students will:

- **Find** out how Ragnar's story begins and how he first discovered that he could make a lip-blown sound
- **Understand** the basics of daily life for hunter-gatherers, 25,000 years ago
- **Learn** how to navigate the features of *Around the World in Twenty-One Trumpets*, including online resources
- **Understand** the nature of simple lip-blown instruments—their characteristics and how they work
- **Produce** sounds using a variety of lip-blown objects
- **Contemplate** the impact of lip-blown sounds on hearers in prehistoric times
- **Consider** other possible uses for lip-blown instruments across the globe

Lesson Preparation

Teaching Methods

- Auditory Learning
- Classroom Discussion
- Hands-On Learning
- Collaborative Learning

Assessments

- Knowledge: Student Short-Answer Quiz

Key Words

- Resonate

Teacher Background

Read **Meet Ragnar, Your Tour Guide** (TE p. 4-5) and **Unit I: The First Trumpeter** (TE p. 22-25)

Cross-Curricular Elements

- English Language Arts
- Social Studies
- Science
- Visual Arts
- Social and Emotional Learning

Equipment & Materials

- Computer (wi-fi) & projector
- Simple lip-blown instruments such as horns and/or shells

STANDARDS

(See UNIT I Curriculum Map on p. 106)

National Core Arts Standards & NAfME (PreK-8)

Music
Connecting: Anchor Standard #1

Common Core Standards (PreK-8)

English Language Arts
Reading: Literature & Informational Text
Language: Speaking & Listening
Writing

National Curriculum Standards for Social Studies

Time, Continuity, and Change #2
Culture #1
People, Places, and Environments #3

1. Distribute books and give students a brief overview, showing table of contents: Introduction, Units, Chapters, Wrap Ups, Glossary, and Index. Then have students read or listen online to **Meet Ragnar, Your Tour Guide**, and complete **Learning Activities** as time permits (SE p. 4-5, TE p. 4-5).

15 min

2. Guide students to ‘Hear It Online’ and ‘Practice Cave’ icons and demonstrate how to access the corresponding web pages in class (SE p. 4-5). **5 min**

3. Students should read or listen online to **UNIT I: The First Trumpeter** and complete **Learning Activities**, including review of the key word **resonate** and how it relates to Ragnar’s story (TE p. 22-23). **10 min**

4. Ask for volunteers to play a simple lip-blown instrument or something similar. Explain that unlike the sound of the voice, which can go up and down, a simple lip-blown in-

strument (like Ragnar’s bone trumpet) can only produce one note, and students will need to create exactly the right vibration with the lips to make it sound. Remind students of the possible impact of these sounds on hearers in prehistoric times (TE p. 22-23) **10 min**

5. **SPECIAL PROJECT #1** Time permitting, divide students into small groups and have them collaborate to write their own “first trumpeter” story. This can also be given as an optional assignment on the **My Weekly Practice Cave** form (TE p. 131).

6. **SPECIAL PROJECT #2** Time permitting, ask students to make a simple lip-blown instrument using materials they find in their home and bring back to share with the class. Consider using homemade instruments in performances to highlight students’ accomplishments.

7. Copy and distribute the **My Weekly Practice Cave** form (TE p. 131).

Cross-Curricular Activities (Selected)

English Language Arts

SPECIAL PROJECT #1

Social Studies

Write a story that describes life in the Paleolithic period.

Math

N/A

Science

Draw a picture of the natural resources that paleolithic people used in their daily life.

Also: **SPECIAL PROJECT #2**

Visual Arts

SPECIAL PROJECT #2

Social and Emotional Learning

Discuss Ragnar’s interactions with the bone trumpet. Stress that he wasn’t able to make it sound again until he attempted it many times over. It was through his self-motivation and discipline that he discovered how to make it sound consistently.

National Core Arts Standards (PreK-8)

Visual Arts
Creating: Anchor Standard #1

Common Core Standards (PreK-8)

Math
N/A

Next Generation Science Standards (K-5)

Earth and Human Activity ESS3-1

Social and Emotional Learning Competencies (SEL)

Self Awareness
Social Awareness
Self-Management

WEEK II

HOW TO PLAY A BISON HORN

Time: 45 minutes

Summary

Students will learn how length and shape helps determine the sounds that lip-blown instruments can produce, and will be introduced to the natural trumpet, its characteristics and history. They will learn the role that posture, embouchure formation, and breathing play in sound production.

Lesson Overview

Learning Objectives

Students will:

- **Understand** how tubes of different lengths create higher and lower sounds and how a conical shape helps make the sound louder
- **Experience** how correct posture facilitates efficient use of the respiratory system
- **Identify** the characteristics of embouchure
- **Perform** the sequence of events necessary for sound production
- **Learn** about safety & hygiene issues related to playing lip-blown instruments
- **Learn** various terms related to lip-blown instruments
- **Discover** how lip-blown instruments evolved over time
- **Identify** the characteristics of the natural trumpet and learn how it differs from the modern trumpet

Lesson Preparation

Teaching Methods

- Auditory Learning
- Classroom Discussion
- Hands-On Learning
- Collaborative Learning

Assessments

- Skills: Unit I Assessment Rubric

Key Words

- Aperture • Embouchure
- Inhale • Lip-blown Instrument
- Posture • Natural Trumpet

Teacher Background

Read **How to Play a Bison Horn** (TE p. 26-29) and **What's a Natural Trumpet?** (TE p. 14-15)

Cross-Curricular Elements

- English Language Arts
- Social Studies
- Science
- Math
- Social and Emotional Learning

Equipment & Materials

- Computer (wi-fi) & projector
- BfB Natural Trumpet™

STANDARDS

(See Chapter I Curriculum Map on p. 107)

National Core Arts Standards & NAfME (PreK-8)

Music
Connecting: Anchor Standard #1 | Anchor Standard #5

Common Core Standards (PreK-8)

English Language Arts
Reading: Literature & Informational Text
Language: Speaking & Listening
Writing

National Curriculum Standards for Social Studies

Time, Continuity, and Change #2
Culture #1
People, Places, and Environments #3

Learning Activities

1. Ask a few student volunteers to share their “First Trumpeter” stories or play their homemade lip-blown instruments. Reward students for their ideas and consider using their stories and/or instruments for future presentations. **5 min**

2. Students should read or listen to **Chapter 1: How to Play a Bison Horn**, and complete **Learning Activities** (TE p. 26-27). **10 min**

3. Pass out *BfB Natural Trumpets* and paper towels (for water). Talk through the owners manual, explaining how to insert and remove mouthpiece, and how to remove water (onto paper towels). Let students give the trumpets a quick blow! **5 min**

4. Ask students to put down their trumpets and turn to SE p. 6-7 (TE p. 14-15). Ask students to read content and then cover **Learning Activities** as time allows. **7.5 min**

5. Turn to SE p. 18-19 (TE p. 28-29) and read **How to Make a Sound!, Get Ready: Check your Posture**, and cover corresponding **Learning Activities**. Then read **Get Set: Check Your Embouchure**, covering corresponding **Learning Activities**, and finally **Play! Count, Breath, and Blow!**, etc.. **15 min**

4. Show students how to find “Practice Cave: Chapter 1” online, and ask them to watch the videos and practice along at home (Use **My Weekly Practice Cave** form). These videos can also be used for demonstration in classtime. **2.5 min**

5. **SPECIAL PROJECT** Make a megaphone out of large sheets of card and experiment, using the voice and/or lip vibration to see how the cone makes the sound perceptibly louder. Attach the megaphone to the end of a tube. Make comparisons, and then make some music!

Cross-Curricular Activities (Selected)

English Language Arts

Describe in depth a character, setting, or event from Chapter 1, drawing on specific details in the text.

Social Studies

Describe how bison were used by Paleolithic people (i.e. food, shelter, clothing, and tools)

Math

Express the length of a natural trumpet in two measurement units; for example, in feet or inches.

Science

SPECIAL PROJECT

Visual Arts

N/A

Social and Emotional Learning

Point out that when learning something new such as a musical instrument, students will have different strengths and weaknesses, and if they keep trying (applying perseverance), they will gain confidence and can quickly improve their skills.

National Core Arts Standards (PreK-8)

Visual Arts
N/A

Common Core Standards (PreK-8)

Math
Measurement & Data

Next Generation Science Standards (K-5)

Waves and their Applications in Technologies for Information Transfer

Social and Emotional Learning Competencies (SEL)

Self-Awareness
Responsible Decision Making

U.S. LESSON PLAN: 10 WEEKS
WEEK III
THE PRACTICE CAVE

Time: 45 minutes

Lesson Overview

Learning Objectives

Students will:

- **Review** the basics of sound production: posture, embouchure, and “count, breathe, and blow!”
- **Understand** the importance of regular practice with repetition
- **Draw** connections between making a space resonate and making a horn resonate by buzzing their lips
- **Explore** other ways that caves might have been used as a part of prehistoric sound production
- **Learn** how the **Practice Cave** pages in the book are structured and how to access corresponding resources.
- **Practice** long note and articulation exercises, improvisations, and play along pieces

Summary

Students will learn why it became necessary for Ragnar to practice the technical aspects of playing as well as the calls and signals themselves in order to provide a reliable form of communication. They will learn about the caves where Paleolithic people lived and the role that art and sound probably played in them, leading to the introduction of the **Practice Cave** where they will learn how to play exercises and music.

Lesson Preparation

Teaching Methods

- Auditory Learning
- Visual Learning
- Classroom Discussion
- Hands-On Learning

Assessments

- Skills: Unit I Assessment Rubric

Key Words

- Articulation
- Improvise
- Pitch

Teacher Background

Read **Chapter 2: Practice..** (TE p. 30-34) and prepare **My Weekly Practice Cave** forms (TE p. 131)

Cross-Curricular Elements

- English Language Arts
- Visual Arts
- Social Studies
- Science
- Social and Emotional Learning

Equipment & Materials

- Computer (wi-fi) & projector
- BfB Natural Trumpet™

STANDARDS

(See Chapter 2 Curriculum Map on p. 108)

National Core Arts Standards & NAfME (PreK-8)

Music
Connecting: Anchor Standard #1
Anchor Standard #5
Anchor Standard #11

Common Core Standards (PreK-8)

English Language Arts
Reading: Literature & Informational Text
Language: Speaking & Listening
Writing

National Curriculum Standards for Social Studies

Time, Continuity, and Change #2
Culture #1
People, Places, and Environments #3

1. Review **Get Ready, Get Set, Play!** (SE p. 18-19, TE p. 28-29), checking to see if students are playing with good posture, embouchure, and breathing. **5 min**

2. Read or listen online to **Chapter 2: Practice, Practice, Practice!** and discuss key words **articulation** and **improvise** as they relate to Ragnar’s story. **5 min**

3. Cover **Learning Activities** (TE p. 30-31) as time permits. Use the activity of improvising a warning signal and having students repeat it to illustrate the need to practice until the signal is recognizable and consistent. Use the sports analogy to explain the importance of practicing basic skills. **10 min**

4. Read **Reality Check!** and **Did You Know?**, (SE p. 21, TE p. 31) discussing key words **resonate** and **pitch** as they relate to Paleolithic caves, other spaces, and simple lip-blown instruments. **5 min**

5. Introduce students to the **Practice Cave** (SE p.22, TE p. 32-34), how it is divided up, and how to access corresponding online resources including **Are You a Music Reader?** pages in the back of the book. **5 min**

6. Cover **Learning Activities** (TE p. 32-34), being sure to try all three **Play Along** pieces. Make a note of pieces that seem fun and accessible to use for future performances. **15 min**

7. Pass out **My Weekly Practice Cave** forms (TE p. 131) indicating assigned exercises and pieces from Chapter 2.

Cross-Curricular Activities (Selected)

English Language Arts

Identify the main ideas in “Reality Check” and “Did You Know?” Ask students to explain how the main ideas are supported by details in the text.

Social Studies

Examine images of cave art and ask students to discuss what the images tell us about life in the past.

Math

N/A

Science

Encourage students to find spaces at school (or home) with hard surfaces such as a hallway or bathroom, and vocalize, moving the pitch of their voice up and down until they hear a strong resonance (standing wave).

Visual Arts

Ask students to create their own piece of cave art, illustrating important objects from the world around them, to show that people from different places and times have made art for a variety of reasons.

Social and Emotional Learning

Divide students into “Practice Cave Stations” based on checklist categories (Long Notes, Articulation, etc). Have students practice together and listen to each other, providing and receiving constructive feedback.

National Core Arts Standards (PreK-8)

Visual Arts
Anchor Standard #11

Common Core Standards (PreK-8)

Math
N/A

Next Generation Science Standards (K-5)

Earth and Human Activity ESS3-1

Social and Emotional Learning Competencies (SEL)

Self-Awareness
Relationship Skills

U.S. LESSON PLAN: 10 WEEKS
WEEK IV
STUMBLING ON H2

Summary

Students will learn about the use of early musical instruments for hunting and think about possible origins of rhythmic and melodic music. They will begin to develop skills associated with navigating the harmonic series and will learn how to articulate in both a song-like and march-like manner. They will practice performing selected pieces together to work towards future performances or presentations.

Time: 45 minutes

Lesson Overview

Learning Objectives

Students will:

- **Understand** why Ragnar's bison horn was important to the well-being of his group
- **Learn** how to play loudly
- **Consider** how and why the stick trumpet could play two notes
- **Experiment** with the variables associated with moving between notes of the harmonic series
- **Contemplate** the origins of rhythmic and melodic music
- **Learn** how to play (articulate) in a march-like and song-like manner
- **Practice** performing selected pieces and student improvisations as a group

Lesson Preparation

Teaching Methods

- Auditory Learning
- Classroom Discussion
- Hands-On Learning
- Collaborative Learning

Assessments

- Skills: Unit I Assessment Rubric
- Skills: Unit I Student Self-Evaluation

Key Words

- Melodic
- Rhythmic

Teacher Background

Read **Chapter 3: Stumbling on H2** (TE p. 35-39) and **It's All Greek to Me** (TE p. 26-29)

Cross-Curricular Elements

- English Language Arts
- Social Studies
- Science
- Math
- Social and Emotional Learning

Equipment & Materials

- Computer (wi-fi) & projector
- BfB Natural Trumpet™

STANDARDS

(See UNIT I Curriculum Map on p. 109)

National Core Arts Standards & NAfME (PreK-8)

Music
Connecting: Anchor Standard #1

Common Core Standards (PreK-8)

English Language Arts
Reading: Literature & Informational Text
Language: Speaking & Listening
Writing

National Curriculum Standards for Social Studies

People, Places, and Environments #3
Time, Continuity, and Change #2
Culture #1

1. Collect weekly Practice Cave assignments (give rewards for students who have completed them) and review assigned exercises and pieces in **Chapter 2 Practice Cave** (SE p. 22, TE p. 32), reinforcing **Get Ready, Get Set, Play!** often. Ask students if they have found a good practice cave at home, and if they have found any spaces with acoustical effects. **10 min**

2. Students should read or listen online to **Chapter 3: Stumbling on H2** (SE p. 23-25) and complete **Learning Activities** (TE p. 35-36) as time allows, being sure to discuss key words **rhythmic** and **melodic** as they relate to Ragnar's story. **10 min**

3. Ask students to turn to **Chapter 3 Practice Cave** (SE p. 25) and cover Practice Cave activities as time allows (TE 37-39). Be sure to spend ample time on the technique of moving between harmonic notes (**Teaching Tips**, TE p. 38) as well as teaching how to articulate in a march-like and song-like

manner. Consider using **Listen & Play Online** sound files (**Teaching Tips**, TE p. 39) in the classroom to help students learn how to use them at home. **15 min**

4. Practice performing (**Teaching Tips**, TE p. 34) selected pieces and student improvisations to get students thinking about how they sound as a group. **10 min**

5. Pass out **My Weekly Practice Cave** forms (TE p. 131) indicating assigned exercises and pieces from Chapter 2 & 3.

Cross-Curricular Activities (Selected)

English Language Arts

Describe the character of Ragnar in Chapter 3—his traits, motivations, and feelings—and explain how his actions contributed to the series of events.

Social Studies

Construct a map showing the geography and physical features of the area where Ragnar lived.

Math

Explain how the notes of the harmonic series get closer together as you go higher using fractions. (TE p. 16-17)

Science

Demonstrate (using lip-blown instruments) that matter (air) is made up of particles too small to be seen; that is, the air cannot be seen, but can be perceived when excited by vibration.

Visual Arts

N/A

Social and Emotional Learning

Discuss the character of Ragnar—how he felt, and why he took certain actions or behaved the way he did in Chapter 3.

National Core Arts Standards (PreK-8)

Visual Arts
N/A

Common Core Standards (PreK-8)

Math
Numbers and Operations - Fractions

Next Generation Science Standards (K-5)

Matter and Its Interactions
Energy

Social and Emotional Learning Competencies (SEL)

Social Awareness
Self-Management
Relationship Skills

U.S. LESSON PLAN: 10 WEEKS
WEEK V
WINTER IS COMING

Time: 45 minutes

Lesson Overview

Learning Objectives

Students will:

- **Review** the prehistoric origins and uses of lip-blown instruments, the natural objects they can be made from, and their potential impact on hearers, both human and animal
- **Review** how lip-blown sounds are produced
- **Review** the basic skills that need to be practiced in order to become proficient, and why
- **Review** how the length of simple (short) lip-blown instruments affects the pitch they can play, and how longer ones can play additional pitches (notes of the harmonic series)
- **Review** the basic characteristics of the harmonic series and practice various strategies for navigating them

Lesson Preparation

Teaching Methods

- Auditory Learning
- Classroom Discussion
- Hands-On Learning
- Cooperative Learning

Assessments

- Skills: Unit I Assessment Rubric
- Skills: Unit I Student Self-Evaluation

Key Words (review)

- Unit I: The First Trumpeter
- What's a Natural Trumpet?
- Chapters 1, 2, and 3

Teacher Background

Read **Chapter 3: Stumbling on H2** (TE p. 35-39) and **It's All Greek to Me** (TE p. 26-29)

Cross-Curricular Elements

- English Language Arts
- Social Studies
- Visual Arts
- Social and Emotional Learning

Equipment & Materials

- Computer (wi-fi) & projector
- BfB Natural Trumpet™
- Simple lip-blown instruments such as horns and/or shells

STANDARDS

(See UNIT I Curriculum Maps on p. 106-109)

National Core Arts Standards & NAfME (PreK-8)

Music
Connecting: Anchor Standard #5

Common Core Standards (PreK-8)

English Language Arts
Reading: Literature & Informational Text
Language: Speaking & Listening
Writing

National Curriculum Standards for Social Studies

People, Places, and Environments #3
Time, Continuity, and Change #2
Culture #1

Summary

Students will review the possible origins and uses of lip-blown instruments as well as their potential significance in the daily lives of prehistoric people. They will read **Winter is Coming**, where they learn how Ragnar disappears from his Upper Paleolithic world. They will fill out Self-Evaluation forms, considering how to improve basic skills, and will practice performing selected pieces and improvisations as a group.

1. Collect weekly Practice Cave assignments (give rewards for students who have completed them) and review assigned exercises and pieces in **Chapter 2 & 3 Practice Cave** (SE p. 22 & 25, TE p. 32 & 37), reinforcing **Get Ready, Get Set, Play!** regularly. **10 min**
2. Students should read or listen online to **Winter is Coming** (SE p. 27, TE p. 41) and discuss **Key Points**. **5 min**
3. Arrange students into four “Practice Cave Stations” (TE p. 34) based on the **Exercises! and Make Music!** categories. Pass out **Student Self-Evaluation** forms (TE p. 130), explain how to fill them out, and rotate students every 3-5 minutes until they have completed their forms. Ask students to take the forms home to see if they can improve their scores as homework. **15 min**
4. Ask students to look at **Unit 1 Wrap Up** and cover Learning Activities (SE p. 26, TE p. 40). **5 min**
5. Practice performing (**Teaching Tips**, TE p. g34) selected pieces and student improvisations and ask students to think about how they can improve their performance. Consider having motivated students lead certain pieces. Make room for students’ ideas about how and what to perform. **10 min**
6. Pass out **My Weekly Practice Cave** forms (TE p. 131) indicating assigned exercises and pieces from Chapter 2 & 3.

Cross-Curricular Activities (Selected)

English Language Arts

Write a conclusion that follows from the narrated experiences and events in “Winter is Coming.”

Social Studies

Construct a timeline that indicates an understanding of the sequence of events in Ragnar’s life so far.

Math

Review how length affects both the pitch and number of harmonic notes lip-blown instrument can play.

Science

Discuss how energy is transferred when a lip-blown instrument is played.

Visual Arts

Work in small groups to create a 3D model landscape of Ragnar’s Paleolithic world.

Social and Emotional Learning

With five weeks remaining, establish and work towards achieving positive and realistic goals in playing the trumpet.

National Core Arts Standards (PreK-8)

Visual Arts
Anchor Standard #11

Common Core Standards (PreK-8)

Math
Numbers and Operations - Fractions

Next Generation Science Standards (K-5)

Matter and Its Interactions
Energy

Social and Emotional Learning Competencies (SEL)

Social Awareness
Self-Management
Relationship Skills

U.S. LESSON PLAN: 10 WEEKS
WEEK VI
A BLAST FROM THE PAST

Summary

This lesson uses the story of the Battle of Jericho to help students chart the transition from the Paleolithic to the Neolithic periods and the beginnings of the Bronze Age. Students will investigate the development of early civilizations and the key role played by the discovery of bronze and other metals. They will understand the changing importance of lip-blown instruments as religion and warfare become central in the lives of ancient peoples.

Time: 45 minutes

Lesson Overview

Learning Objectives

Students will:

- **Recount** the story of the battle of Jericho
- **Describe** the changes in living patterns between the Paleolithic and Neolithic periods
- **Identify** the characteristics of “civilization”
- **Explain** why the sound of the ram’s horn was so important to the Hebrews

- **Locate** the position of Ragnar’s story on the timeline and explain how lip-blown instruments evolved during the Bronze Age
- **Review and practice** previously assigned exercises and pieces and/or work to improve scores on **Unit I Student Self-Evaluation** forms
- **Practice Performing** selected pieces and student improvisations

Lesson Preparation

Teaching Methods

- Auditory Learning
- Classroom Discussion
- Hands-On Learning

Assessments

- Skills: Unit I Assessment Rubric (review & record)
- Skills: Unit I Student Self-Evaluation (review & record)

Key Terms

- Neolithic
- Bronze Age
- Civilization

Teacher Background

Read **A Blast from the Ancient Past** (TE p. 42-45)

Cross-Curricular Elements

- English Language Arts
- Social Studies
- Science
- Visual Arts
- Social and Emotional Learning

Equipment & Materials

- Computer (wi-fi) & projector
- BfB Natural Trumpet™

STANDARDS

(See UNIT II Curriculum Maps on p. 110)

National Core Arts Standards & NAfME (PreK-8)

Music
Connecting: Anchor Standard #11

Common Core Standards (PreK-8)

English Language Arts
Reading: Literature & Informational Text
Language: Speaking & Listening
Writing

National Curriculum Standards for Social Studies

People, Places, and Environments #3
Time, Continuity, and Change #2
Culture #1

1. Collect **My Weekly Practice Cave** assignments and give rewards for students who have completed them. If **Student Self-Evaluation** forms* (see no. 2 below) were sent home in Week V, ask students if they worked at home to improve their scores, collect forms to record assessments, and give rewards. **2.5 min**

2. Review assigned exercises and pieces in **Chapter 2 & 3 Practice Cave** (SE p. 22 & 25, TE p. 32 & 37), reinforcing **Get Ready, Get Set, Play!** regularly. **In programs where students do not take instruments home, repeat “Practice Cave Stations” (TE p. 34) and encourage students to improve their scores on Student Self-Evaluation forms from the previous week.* **15 min**

3. Students should read or listen online to **A Blast from the Ancient Past** (SE p. 28, TE p. 42) and cover Learning Activities through the first half of TE p. 43. **7.5 min**

4. Ask students to read **Reality Check!** (SE p. 31, TE p. 45)

discuss the term “civilization.” using Learning Activities on TE p. 43-44. **5 min**

5. Ask students to read **Did You Know?** (SE p. 31, TE p. 45) and discuss the significance of the *shofar* to the Hebrew people using Learning Activities on TE p. 43-44. **5 min**

5. Practice performing (TE p. 34) selected pieces and student improvisations and ask students to think about how they can improve their performance. Consider having motivated students lead certain pieces. Make room for students’ ideas about how and what to perform. **10 min**

6. Pass out **My Weekly Practice Cave** forms (TE p. 131) indicating assigned exercises and pieces from Chapter 2 & 3.

Cross-Curricular Activities (Selected)

English Language Arts

Based on what students have learned about the changes in human living patterns and the uses of lip-blown instruments in the Neolithic period, ask students to write an alternate version of the time-travel story that Ragnar took, putting him in another situation in which he may have needed to play a horn.

Social Studies

Do the classroom activity outlined in TE p. 43 **Reality Check!** (SE p. 31, TE p. 45) to highlight the similarities and differences between the Paleolithic and Neolithic periods.

Math

N/A

Science

Discuss whether or not sound waves (whether coming from lip-blown instruments or the shouts of a great number of people) could move or destroy a physical object, like the walls of the city of Jericho.

Visual Arts

Draw a scene in which lip-blown instruments are being used in the Upper Paleolithic period, and then draw the scene again using elements of the Neolithic period to highlight similarities and draw contrasts between the time periods.

Social and Emotional Learning

Discuss how Ragnar dealt with his fear when he realized he had found himself in a completely unfamiliar place, with unfamiliar people around him. Discuss how we can deal with situations where we feel threatened or intimidated. What did Ragnar learn from this experience?

National Core Arts Standards (PreK-8)

Visual Arts
Anchor Standard #1

Common Core Standards (PreK-8)

Math
N/A

Next Generation Science Standards (K-5)

Earth and Human Activity ESS3-1
Waves and their Applications in Technologies for Information Transfer PS4-1

Social and Emotional Learning Competencies (SEL)

Self-Awareness
Social Awareness
Self-Management

U.S. LESSON PLAN: 10 WEEKS
WEEK VII
THE SHOFAR CALL

Time: 45 minutes

Lesson Overview

Learning Objectives

Students will:

- **Discover** the various meanings of the parts of the *shofar* call
- **Think about** the various uses of the *shofar* and its importance to the Hebrew people
- **Contemplate** how the *shofar* call has been passed on over three millennia and whether it has changed over time

- **Practice** more advanced long note, articulation, and harmonic note exercises
- **Learn** how to play each part of the *shofar* call—individually, and in sequence—demonstrating expressive intent

Summary

In this lesson, students will learn how Ragnar was taught the various parts of the shofar 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 shofar throughout history, how the sounds of the shofar were passed down from generation to generation over thousands of years, and how we know what we know about the shofar calls. They will learn to play the different parts of the shofar call, as well as continuing their regular musical exercises in the Practice Cave.

Lesson Preparation

Teaching Methods

- Auditory Learning
- Classroom Discussion
- Hands-On Learning
- Collaborative Learning

Assessments (Formative)

- Skills: Unit II Assessment Rubric
- Skills: Unit II Student Self-Evaluation

Key Terms & Concepts

- Hebrews/Jewish People
- Expressive Intent

Teacher Background

Read **Chapter 4: The Shofar Call** (TE p. 46-50)

Cross-Curricular Elements

- English Language Arts
- Social Studies
- Math
- Social and Emotional Learning

Equipment & Materials

- Computer (wi-fi) & projector
- BfB Natural Trumpet™
- Simple lip-blown instruments such as horns and/or shells

STANDARDS

(See UNIT I Curriculum Maps on p. 106-109)

National Core Arts Standards & NAfME (PreK-8)

Music

Connecting: Anchor Standard #2 & #3

Common Core Standards (PreK-8)

English Language Arts

Reading: Literature & Informational Text

Language: Speaking & Listening Writing

National Curriculum Standards for Social Studies

People, Places, and Environments #3

Time, Continuity, and Change #2

Culture #1

1. Collect weekly Practice Cave assignments (give rewards for students who have completed them) and review assigned exercises and pieces in **Chapter 2 & 3 Practice Cave** (SE p. 22 & 25, TE p. 32 & 37), reinforcing **Get Ready, Get Set, Play!** regularly. **5 min**

2. Students should read or listen online to **The Shofar Call** (SE p. 32, TE p. 46) and cover Learning Activities through TE p. 47. **10 min**

3. Cover **Practice Cave** activities (SE p. 34, TE p. 48-50) and try using Solfège syllables (see Teaching Tips on TE p. 50) when practicing both the **Harmonic Note Exercises** and parts of the *shofar* call that require changing harmonic notes. When practicing *Teruah*, take time to have students think about how the numbers can be divided and have them practice counting in different divisions before attempting to play. Also be sure students are keeping airflow moving while articulating succes-

sive notes. **15 min**

4. Practice performing selected pieces and student improvisations, and discuss how students can play with Expressive Intent (**Teaching Tips**, TE p. 49). Ask students to think about how they can improve their performance. Consider having motivated students lead certain pieces. Make room for students' ideas about how and what to perform. **15 min**

5. Pass out **My Weekly Practice Cave** forms (TE p. 131) indicating assigned exercises and pieces from Chapter 4.

Cross-Curricular Activities (Selected)

English Language Arts

Recount the story of the battle of Jericho; determine the central lesson, or message or moral and explain how it is conveyed through key detail in the text.

Social Studies

(TBD: this will be about Culture)

Math

Discuss the different ways to divide the nine or twelve notes that comprise the *Teruah* part of the *shofar* call. Ask students to practice counting in groups of three or four notes to help them develop the ability to keep track of larger groups of notes.

Science

N/A

Visual Arts

N/A

Social and Emotional Learning

Ask students why when asked what he wanted in return for his help, Ragnar asked the Priest to teach him the *shofar* calls. Use this to help students understand that Ragnar placed a high value on knowledge and learning. Secondly, discuss how students can use their own emotions and experiences to bring expressive intent into the performance of the *shofar* calls.

National Core Arts Standards (PreK-8)

Visual Arts
N/A

Common Core Standards (PreK-8)

Math
Numbers and Operations - Fractions

Next Generation Science Standards (K-5)

N/A

Social and Emotional Learning Competencies (SEL)

Social Awareness
Relationship Skills

WEEK VIII

THE PHARAOH'S TRUMPETERS

Time: 45 minutes

Lesson Overview

Learning Objectives

Students will:

- **Consider** the characteristics of ancient Egypt, including its geography, trade, and social organization.
- **Learn** about the physical and musical characteristics of the Egyptian *šnb* and think about why it could produce more notes than Ragnar's previous trumpets
- **Contemplate** the significance of the *šnb* for the ancient Egyptians after

learning its uses, importance, and symbolism

- **Practice** moving between three harmonic notes, playing triplet march and fanfare figures, and song-like music

Summary

In **Chapter 5**, students will learn about Egyptian civilization and the Egyptian trumpet, the *šnb*. They will learn about its physical and musical characteristics, why it can play more notes than the instruments Ragnar had previously played, and its symbolic significance. In the **Practice Cave**, students will advance their playing by practicing moving between three harmonic notes, playing triplet march and fanfare figures, and song-like music.

Lesson Preparation

Teaching Methods

- Auditory Learning
- Classroom Discussion
- Hands-On Learning
- Collaborative Learning

Assessments

- Skills: Unit II Assessment Rubric
- Skills: Unit II Student Self-Evaluation

Key Words

- Conical
- Bore
- Bell Flare

Teacher Background

Read **Chapter 5: The Pharaoh's Trumpeters** (TE p. 51-56)

Cross-Curricular Elements

- English Language Arts
- Social Studies
- Social and Emotional Learning

Equipment & Materials

- Computer (wi-fi) & projector
- BfB Natural Trumpet™
- Cardstock and scissors

STANDARDS

(See UNIT I Curriculum Maps on p. 106-109)

National Core Arts Standards & NAfME (PreK-8)

Music
Connecting: Anchor Standard #2 & #3

Common Core Standards (PreK-8)

English Language Arts
Reading: Literature & Informational Text
Language: Speaking & Listening
Writing

National Curriculum Standards for Social Studies

People, Places, and Environments #3
Time, Continuity, and Change #2
Culture #1

1. Collect weekly Practice Cave assignments (give rewards for students who have completed them) and review assigned exercises and pieces in **Chapter 4 Practice Cave** (SE p. 34, TE p. 48-50), reinforcing **Get Ready, Get Set, Play!** regularly. **5 min**

2. Students should read or listen online to **The Pharaoh's Trumpeters** (SE p. 35-36, TE p. 51-52) and cover Learning Activities through TE p. 53. **10 min**

3. Cover **Practice Cave** activities (SE p. 38, TE p. 54-56) consider using Solfège syllables (see Teaching Tips on TE p. 50) when practicing both the **Harmonic Note Exercises** and pieces that require changing harmonic notes. **15 min**

4. Try out the ideas described in **Teaching Tips** on SE p. 56. to experiment with differentiation in the classroom. **5 min**

5. Practice performing selected pieces and student improvi-

sations, and discuss how students can play with Expressive Intent (**Teaching Tips**, TE p. 49). Ask students to think about how they can improve their performance. Consider having motivated students lead certain pieces. Take time to incorporate students' ideas about how and what to perform. **10 min**

5. Pass out **My Weekly Practice Cave** forms (TE p. 131) indicating assigned exercises and pieces from Chapter 5.

Cross-Curricular Activities (Selected)

English Language Arts

Write an account of the fainting of the trumpeter and the arrival of the pharaoh from the point of view of two Egyptians who were in the crowd. Use descriptive detail and dialogue to describe the scene and sequence of events.

Social Studies

In small groups create a large 3D map of the Nile. Include important elements such as transportation on the river, towns and trade along the riverbank, and structures such as the pyramids.

Math

N/A

Science

Discuss the simple design of a metal trumpet. What are the criteria for success? What has to be joined together and how is it joined? Discuss possible constraints and how they may be overcome.

Visual Arts

Make and decorate a core of an Egyptian *snb*. Use two sheets of white card - one rolled up in a tube to make the core, and another rolled to make the end cone. Decorate the mandrel with symbols representative of Egyptian civilization.

Social and Emotional Learning

Ask students to think about how they can improve their performance. Discuss the word "perseverance" as a vocabulary word.

National Core Arts Standards (PreK-8)

Visual Arts
Anchor Standard #1

Common Core Standards (PreK-8)

Math
N/A

Next Generation Science Standards (K-5)

Engineering Design ETS1-3

Social and Emotional Learning Competencies (SEL)

Social Awareness
Self Management