

UNIT III

"GREEKS! ROMANS! BARBARIANS!..."

CURRICULUM MAP

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>SUMMARY</p> <p>In Unit III, students will be introduced to the Iron Age (c. 1000 BCE-CE 50). More specifically, students will examine an era within the Iron Age known as classical antiquity (also known as the 'classical era' or 'classical period'). Classical antiquity refers to the period of history focused on the Mediterranean Sea and includes Greek and Roman civilizations. It begins with the writings of Greek poet Homer (8th–7th century BCE) and ends with the decline of the Roman Empire in the 5th century CE. Ragnar meets one of the most important historical figures in classical antiquity, Macedonian King Alexander the Great, who reshaped history through his defeat of the Persian Empire and unification/expansion of the Greek world. Ragnar's admission ticket into Alexander's world is his ability to pick up the Greek trumpet, the <i>salpinx</i>, and copy a call that he had just heard.</p> <p>OBJECTIVES</p> <p>Students will:</p> <ul style="list-style-type: none"> • Locate Greece on a map and understand the importance of sea travel for the ancient Greeks • Describe the characteristics of a Greek warship, the trireme • Identify the Greek trumpet, the cup-bell <i>salpinx</i> • Explain why learning to play a brass instrument can be described as an odyssey • Consider the role that Greek gods play in Greek civilization 	<p>After reading or listening to Unit II: A Blast From the Ancient Past, lead students the following discussions and activities:</p> <p>Begin by discussing Ragnar's warship, the Greek trireme, noting its features such as the number of oars and speed, as well as its historical significance. Then have them explore the <i>salpinx</i>, a type of Greek trumpet, and delve into Ragnar's ability to mimic calls he hears, highlighting the importance of musical skills like audiation, which involve imagining sounds mentally. As students investigate the significance of Alexander the Great in Greek culture, they also examine how geography influenced Greek civilization, leading to advancements that have shaped contemporary society. Additionally, students engage with the concept of an odyssey, considering the challenges and adventures associated with learning to play a brass instrument. They reflect on the role of Greek gods in Ragnar's journey, particularly Triton and Poseidon.</p> <p>The activities culminate in creative projects, including coloring a map of Greek civilization, comparing ancient and modern architecture, and creating posters that depict Greek mythology. This multifaceted approach encourages students to connect historical concepts with their own experiences and creativity.</p>	<p>UNIT III Teaching Rubric</p> <p>Posture Embouchure Breathing Sound Production Articulation Harmonic Series Pitch Accuracy Music Making</p> <p>UNIT III Student Self-Evaluation Rubric</p> <p>Long Note Exercises Articulation Exercises Harmonic Note Exercises Make Music!</p>	<p>MUSIC</p> <p>Connecting: Anchor Standard #1 I Relate musical (artistic) ideas and works with varied context to deepen understanding.</p> <p>Enduring Understanding Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p> <p>Essential Question How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? <i>See 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>VISUAL ARTS</p> <p>Creating: Anchor Standard #1 Generate and conceptualize artistic ideas and work.</p> <p>Enduring Understanding Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Essential Question(s) 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>GLOBAL CONNECTIONS #9</p> <p>Global connections of many types (social, political, cultural, and environmental) have increased at the personal, local, national, and international levels. New global connections have created both opportunities and challenges. The resulting global interdependence requires an understanding of the increasingly complex connections among individuals, groups, institutions, nations, and world communities in order to identify the issues arising from global connections, and to support informed and ethical decision-making.</p> <p>Questions for Exploration: How are people, places, and environments connected around the globe? What are the effects of increasing global connections?</p> <p>Knowledge: Global connections may be of various types (e.g. cultural exchange, trade, political, economic, or travel); All cultures have similar needs, but meet those needs in different ways that may influence or be influenced by global connections.</p> <p>Processes: Learners will be able to: Ask and find answers to questions about the connections we have to other people and places around the globe; Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.</p> <p>Products: Learners demonstrate understanding by: Constructing collages illustrating similarities and differences across cultures, and connections that link cultures. See also: "Culture" #1</p>	<p>ENGLISH LANGUAGE ARTS (grade 4) Reading: Literature & Informational Text 4.1-3 – Key Ideas and Details; 4.4-6 – Craft and Structure; 4.7-9 – Integration of Knowledge and Ideas</p> <p>Reading: Foundational Skills 4.3a – Phonetics and Word Recognition; 4.4 (a) (b) (c) – Fluency.</p> <p>Language 4.3 - Knowledge of Language; 4.4 - Vocabulary Acquisition and Use</p> <p>Speaking & Listening 4.1 - Comprehension and Collaboration; 4.4 - Presentation of Knowledge and Ideas</p> <p>Writing 4.3 - Text Types and Purposes 4.7 - Research to Build and Present Knowledge</p> <hr/> <p>MATH N/A</p> <hr/> <p>SCIENCE N/A</p>	<p>Self-Awareness 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>Social Awareness 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 supporting.</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>

CHAPTER 7 SALPINX SCHOOL

SUMMARY & OBJECTIVES	LEARNING & PLAYING ACTIVITIES (selected)	PLAYING 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>SUMMARY</p> <p>Chapter 7 discusses the Greek <i>salpinx</i>, its historical significance, and the importance of music and music education in Greek civilization. Students are introduced to Herodorus of Megara, a renowned trumpeter from ancient Greece who invites Ragnar to be his student. Ragnar takes full advantage of this opportunity, learning how to practice in order to achieve a higher level of mastery. In the Practice Cave, students will learn techniques like negotiating skips past harmonic notes, playing dance rhythms, and performing various calls, including one depicted on a piece of Greek pottery.</p> <hr/> <p>OBJECTIVES</p> <p>Students will:</p> <ul style="list-style-type: none"> • Identify the two types of Greek <i>salpinges</i>, their characteristics and uses • Discover how we know what we know about the <i>salpinx</i> • Discuss the importance of music education in Greek civilization • Learn why taking one's time and practicing slowly is important • Practice fundamental techniques 	<p>After reading Chapter 7: Salpinx School, introduce Raphael's <i>The School of Athens</i> and discuss why Ragnar is depicted with historical figures like Alexander the Great and Herodorus of Megara. Share insights from Key Point 3 on how music (trumpet) was taught throughout history.</p> <p>Discuss the Greek <i>salpinx</i> and its types (cup-bell and cone-bell), linking it to the natural trumpet. Cover its uses (signaling, entertainment) and how experts know about it through iconography, pottery, and writings.</p> <p>Study depictions of women playing trumpets in ancient Greece, like the female Amazon warrior on pottery, to explore gender roles. End with an art activity where students create pottery inspired by Greek trumpeters.</p> <p>Long Note Exercises challenge students to hold notes in different registers at varying volumes, increasing overall control of sound production. Harmonic Note Exercises require skipping notes, improving precise pitch control, and alternating between slurring and articulating to help establish consistent tongue position. The Improvise Prompt offers students a chance to decipher what could be the earliest writing describing a trumpet fanfare, while Make Music! pieces introduce a variety of genres, including a dance rhythm.</p>	<p>UNIT III Teaching Rubric</p> <p>Posture Embouchure Breathing Sound Production Articulation Harmonic Series Pitch Accuracy Music Making</p> <p>UNIT III Student Self-Evaluation Rubric</p> <p>Long Note Exercises Articulation Exercises Harmonic Note Exercises Make Music!</p>	<p>Rehearse, Evaluate, Refine Anchor Standard #5 Evaluate and refine personal... performances, individually or in collaboration with others.</p> <p>Enduring Understanding To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criterion.</p> <p>Essential Question How do musicians improve the quality of their performance? See: <i>MU:Pr.5.1.2b-5b</i></p> <p>Connecting Anchor Standard #1 I Relate musical ideas...with varied context to deepen understanding.</p> <p>Enduring Understanding Understanding connections to varied contexts and daily life enhances musicians' creating...</p> <p>Essential Question How do...other contexts, and daily life inform creating and performing, and responding to music? See: <i>MU:Cn1.1.0.2a-5a</i></p> <hr/> <p>VISUAL ARTS</p> <p>Creating: Anchor Standard #2 Organize and develop artistic ideas and work.</p> <p>Enduring Understanding Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.</p> <p>Essential Question (s) How do artists work? How do artists and designers determine whether a particular direction in their work is effective?</p>	<p>GLOBAL CONNECTIONS #9 Global connections of many types (social, political, cultural, and environmental) have increased at the personal, local, national, and international levels. New global connections have created both opportunities and challenges. The resulting global interdependence requires an understanding of the increasingly complex connections among individuals, groups, institutions, nations, and world communities in order to identify the issues arising from global connections, and to support informed and ethical decision-making.</p> <p>Questions for Exploration: How are people, places, and environments connected around the globe? What are the effects of increasing global connections?</p> <p>Knowledge: Global connections may be of various types (e.g. cultural exchange, trade, political, economic, or travel); All cultures have similar needs, but meet those needs in different ways that may influence or be influenced by global connections.</p> <p>Processes: Learners will be able to: Ask and find answers to questions about the connections we have to other people and places around the globe; Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.</p> <p>Products: Learners demonstrate understanding by: Constructing collages illustrating similarities and differences across cultures, and connections that link cultures. See also: "Culture" #1</p>	<p>ENGLISH LANGUAGE ARTS (grade 4) Reading: Literature & Informational Text 4.1-3 – Key Ideas and Details; 4.4-6 – Craft and Structure; 4.7-9 – Integration of Knowledge and Ideas</p> <p>Reading: Foundational Skills 4.3a – Phonetics and Word Recognition; 4.4 (a) (b) (c) – Fluency.</p> <p>Language 4.3 - Knowledge of Language; 4.4 - Vocabulary Acquisition and Use</p> <p>Speaking & Listening 4.1 - Comprehension and Collaboration; 4.4 - Presentation of Knowledge and Ideas</p> <p>Writing 4.3 - Text Types and Purposes 4.7 - Research to Build and Present Knowledge</p> <hr/> <p>MATH (grade 4) N/A</p> <hr/> <p>SCIENCE (grades 3-5) N/A</p>	<p>Social Awareness 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>Self-Management 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 develop a plan and action steps with reasonable timeframe for completion. Students will be able to anticipate possible barriers to the achievement of a goal and identify ways to overcome them.</i></p>

CHAPTER 8 TRUMPET OLYMPICS

SUMMARY & OBJECTIVES	LEARNING & PLAYING ACTIVITIES (selected)	PLAYING 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>SUMMARY</p> <p>Chapter 8 explores the idea of competing through Ragnar's experience at the Olympics. Students learn more about Herodorus of Megara, who acts as both Ragnar's supporter and rival in the story, and discover that the <i>salpinx</i> played a role both as a competitive event and for signaling during the ancient Olympic games. Toward the end of the chapter, students learn about Ragnar's next adventure, in Rome. Ragnar reflects on his travels to date, and the importance of his teachers on his journey. As part of the chapter's playing activities, students help create and take part in their own <i>salpinx</i> contest.</p> <hr/> <p>OBJECTIVES</p> <p>Students will:</p> <ul style="list-style-type: none"> • Reflect on the story of the contest, and what it says about the character of Herodorus and Ragnar • Explore the ancient origins of the modern Olympic games and the competitive use of the <i>salpinx</i> • Learn about the historical figure from ancient Greece, Herodorus of Megara • Practice exercises and musical pieces that reflect what is known about the <i>salpinx</i> in ancient Greece 	<p>After reading Chapter 8: Trumpet Olympics, discuss why Ragnar wanted to withdraw from the competition out of admiration for his teacher, Herodorus, who encouraged him to continue. Explore the respectful and supportive relationship between these two characters.</p> <p>Introduce the <i>salpinx</i> competition, the opening event of the Olympics, used for signaling and announcements, and compare it to modern event management systems like intercoms. Discuss the honor awarded to ancient <i>salpinx</i> contest winners, such as statues erected in their likeness.</p> <p>Ask students to analyze the meaning behind Ragnar's title, "Ragnaricles of Paleolithia," and explore how historical accounts about Herodorus may have been exaggerated to make him appear larger than life, much like modern-day celebrities.</p> <p>End with geography activities, mapping Ragnar's journey from Athens to Olympia and later to Rome. Introduce Zeus and other Greek gods, showing how the Olympics honored Zeus, and encourage students to create drawings or stories about life on Mount Olympus.</p> <p>Long Note Exercises include making a crescendo and decrescendo over 8 seconds. Have students first sing from soft to loud to soft, then attempt the same on trumpets. Practice Harmonic Note Exercises by first singing using solfege syllables to familiarize students with tonal context before playing. Articulation Exercises increase speed over repeated notes. Improvisations based on the use of the <i>salpinx</i> in ancient Greece encourage students to explore and share their creative ideas.</p>	<p>UNIT III Teaching Rubric Posture Embouchure Breathing Sound Production Articulation Harmonic Series Pitch Accuracy Music Making</p> <p>UNIT III Student Self-Evaluation Rubric Long Note Exercises Articulation Exercises Harmonic Note Exercises Make Music!</p>	<p>Rehearse, Evaluate, Refine Anchor Standard #5 Evaluate and refine personal... performances, individually or in collaboration with others.</p> <p>Enduring Understanding To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criterion.</p> <p>Essential Question How do musicians improve the quality of their performance? See <i>MU:Pr5.1.2b-5b</i></p> <p>Present Anchor Standard #6 Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</p> <p>Enduring Understanding Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <p>Essential Question When is a performance judged ready to present? See <i>MU:Pr6.1.2a-4a and 2b-4b</i></p> <hr/> <p>VISUAL ARTS Creating: Anchor Standard #1 Generate and conceptualize artistic ideas and work.</p> <p>Enduring Understanding Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Essential Question(s) What conditions, attitudes, and behaviors support creative and innovative thinking? How does collaboration expand the creative process?</p>	<p>PEOPLE, PLACES, AND ENVIRONMENTS #3 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>Questions for Exploration: 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>Knowledge: Physical changes in community, state, and region, such as seasons, climate, and weather; and their effect on plants and animals.</p> <p>Processes: Learners will be able to: 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>Products: Learners demonstrate understanding by: Creating illustrations and composing answers to geographic questions about people, places, and environments.</p> <p>See also: "Culture" #1 and "Time, Continuity and Change" #2</p>	<p>ENGLISH LANGUAGE ARTS (grade 4) Reading: Literature & Informational Text 4.1-3 – Key Ideas and Details; 4.4-6 – Craft and Structure; 4.7-9 – Integration of Knowledge and Ideas</p> <p>Reading: Foundational Skills 4.3a – Phonetics and Word Recognition; 4.4 (a) (b) (c) – Fluency.</p> <p>Language 4.3 - Knowledge of Language; 4.4 - Vocabulary Acquisition and Use</p> <p>Speaking & Listening 4.1 - Comprehension and Collaboration; 4.4. - Presentation of Knowledge and Ideas</p> <p>Writing 4.3 - Text Types and Purposes 4.7-8 – Research to Build and Present Knowledge</p> <hr/> <p>MATH (grade 4) N/A</p> <hr/> <p>SCIENCE (grades 3-5) N/A</p>	<p>Self-Management 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 develop a plan and action steps with reasonable timeframe for completion. Students will be able to anticipate possible barriers to the achievement of a goal and identify ways to overcome them.</i></p> <p>Relationship Skills 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. Listen reflectively and actively.</i></p> <p>Social Awareness 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>

CHAPTER 9 WHEN IN ROME...

SUMMARY & OBJECTIVES	LEARNING & PLAYING ACTIVITIES (selected)	PLAYING 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>SUMMARY</p> <p>In Chapter 9, students are introduced to ancient Rome where Ragnar witnesses an extravagant public display at the Colosseum featuring 200 trumpeters and tens of thousands of spectators. The Romans made use of lip-blown instruments on a scale never before seen. Ragnar learns that he has been recruited to play in a Roman legion and is taken to boot camp where he is tested on his skills at playing both the <i>tuba</i> and <i>cornu</i>. There he learns the discipline of playing as a member of a team before being shipped off to Britannia to fight the Celts.</p> <p>Key Terms & Concepts</p> <ul style="list-style-type: none"> • Fanfare <p>OBJECTIVES</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand the importance of the games for the Romans • Learn about the Roman Empire and its geographical and cultural reach • Explore the origins, forms, capabilities, and uses of Roman trumpets • Consider how large numbers of players perform together with a high degree of precision • Practice fanfares that could have been played on Roman trumpets 	<p>After reading Chapter 9: When in Rome... and Key Points before leading discussions on the following:</p> <p>Discuss the meaning of the phrase “When in Rome, do as the Romans do,” and its connection to Ragnar’s journey. Explain the historical context of the saying, including Christianity’s rise in Rome during the 4th century CE, when the Roman Empire transitioned from persecuting Christians to adopting Christianity as its official religion.</p> <p>Review facts about the Colosseum and ask students to compare it to modern venues like stadiums or arenas. Discuss the Roman use of games for entertainment and as a display of power. Introduce the Key Word fanfare, and ask students where they might hear a fanfare today, highlighting the role fanfares play in capturing attention at events or ceremonies.</p> <p>Have students research Roman trumpets used in battle. Discuss how their shape and size determined the sounds they produced. For example, the longer <i>cornu</i> could produce lower notes, which were useful for signaling over large distances.</p> <p>Discuss how Roman trumpet players performed together without a conductor, and how it could relate to how modern-day musical groups play together. Engage students in group exercises where they coordinate playing in unison by choosing a leader to provide visual or rhythmic cues. Encourage a friendly competition between groups (<i>cornu</i> vs. <i>tuba</i>) to simulate Roman trumpet battles, emphasizing teamwork and leadership.</p>	<p>UNIT III Teaching Rubric</p> <p>Posture Embouchure Breathing Sound Production Articulation Harmonic Series Pitch Accuracy Music Making</p> <p>UNIT III Student Self-Evaluation Rubric</p> <p>Long Note Exercises Articulation Exercises Harmonic Note Exercises Make Music!</p> <p>Playing Activities, cont.</p> <p>Long Note Exercises include practicing making a decrescendo and crescendo over 4 seconds to increase dynamic control and flexibility. Harmonic Note Exercises challenge students to move between four harmonic notes, alternating between slurring and articulating in quarter and eighth note patterns. Articulation Exercises focus on incorporating sixteenth-note fanfare figures, which are common in ceremonial music, preparing students to engage with the type of music referenced in Ragnar’s story. These activities aim to improve tongue positioning and breath control, fundamental for performing fanfares and ceremonial pieces effectively.</p>	<p>Rehearse, Evaluate, Refine Anchor Standard #5 Evaluate and refine personal... performances, individually or in collaboration with others.</p> <p>Enduring Understanding To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criterion.</p> <p>Essential Question How do musicians improve the quality of their performance? See <i>MU:Pr.5.1.2b-5b</i></p> <p>Evaluate and Refine Anchor Standard #3 Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>Enduring Understanding Musicians’ evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criterion.</p> <p>Essential Question How do musicians improve the quality of their creative work? See <i>MU:Cr.3.1.2a-4a</i></p> <p>Evaluate and Refine Anchor Standard #2 Organize and develop artistic ideas and work.</p> <p>Enduring Understanding Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Essential Question How do musicians make creative decisions? See <i>MU:Cr.2.1.2a-4a</i></p> <p>VISUAL ARTS N/A</p>	<p>CULTURE # 1</p> <p>Learners will understand how human beings create, learn, share, and adapt to culture. They will appreciate the role of culture in shaping their lives and the society in which they live. By recognizing various cultural perspectives, learners become capable of understanding diverse perspectives, thereby acquiring the potential to foster more positive relations and interactions with diverse people within our own nation and other nations. Cultural understanding will help learners make informed decisions in an increasingly interdependent society and interconnected world.</p> <p>Questions for Exploration: What questions are important to ask about culture? How do cultures change over time? How are groups of people alike and different?</p> <p>Knowledge: “Culture” refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.</p> <p>Processes: Learners will be able to: Demonstrate how holding different values and beliefs can contribute or pose obstacles to understanding between people and groups.</p> <p>Products: Learners demonstrate understanding by: Selecting a social group, investigating the commonly held beliefs, values, behaviors, and traditions that characterize the culture of that group, and creating an illustrated description of findings. See also: “Time, Continuity and Change” #2</p>	<p>ENGLISH LANGUAGE ARTS (grade 4)</p> <p>Reading: Literature & Informational Text 4.1-3 – Key Ideas and Details; 4.4-6 – Craft and Structure; 4.7-9 – Integration of Knowledge and Ideas</p> <p>Reading: Foundational Skills 4.3a – Phonetics and Word Recognition; 4.4 (a) (b) (c) – Fluency.</p> <p>Language 4.3 - Knowledge of Language; 4.4 - Vocabulary Acquisition and Use</p> <p>Speaking & Listening 4.1 - Comprehension and Collaboration; 4.4 - Presentation of Knowledge and Ideas</p> <p>Writing 4.3 - Text Types and Purposes 4.7-8 – Research to Build and Present Knowledge</p> <p>MATH (grade 4) N/A</p> <p>SCIENCE (grades K-2) Waves and Their Applications in Technologies for Information Transfer 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>Social Awareness</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>Relationship Skills</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. Listen reflectively and actively.</i></p>

CHAPTER 10 AT THE EDGE OF EMPIRE

CURRICULUM MAP

SUMMARY & OBJECTIVES	LEARNING & PLAYING ACTIVITIES (selected)	PLAYING 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>SUMMARY</p> <p>In Chapter 10 Ragnar travels to the northernmost edge of the Roman Empire, to Hadrian's Wall in Britannia. There he encounters the Celtic people (Celts) and their frightening trumpet, the <i>carnyx</i>. Ragnar's courage is tested, but because he has trained well and is able to focus on the task at hand, he survives the ordeal. Throughout the narrative, students will learn about Celtic culture, trumpets, and warfare, before learning how to play battle cries and fanfares that might have been played on Roman or Celtic trumpets.</p> <hr/> <p>OBJECTIVES</p> <p>Students will:</p> <ul style="list-style-type: none"> • Contemplate the difficult journey from Rome to Britannia for a Roman soldier • Investigate the Celts and their trumpet, the <i>carnyx</i> • Understand how the Celts were able to defend their land against the Romans • Consider how learning to focus on detail in practice can help students play well even if they experience nervousness during performance. • Learn to play calls that reflect the way Roman and Celtic trumpets were used in battle. 	<p>After reviewing Chapter 10: At the Edge of Empire and Key Points, trace Ragnar's journey north from Rome through the Alps and across France to England, emphasizing the difficulty of the trip and the additional trek to Hadrian's Wall. Discuss the Roman soldiers' fear of the Celts, the <i>carnyx</i>, and Ragnar's reaction to hearing them. Use this context to explore how people handle fear, relating it to activities like public speaking or performing music. Lead students to examine Roman battle tactics versus the unpredictable Pict warriors, and discuss how the Picts' tactics and their use of the <i>carnyx</i> added to the intimidation factor. Engage students by having them compare Roman and Celtic trumpets, noting differences in design and sound, such as zoomorphic instruments like the Celt-Iberian Clay Trumpets. Divide the class into Roman and Celtic groups to create battle calls based on the trumpets' uses, and culminate with a mock "battle" performance for an audience to determine the winner. Add costumes to make the activity more immersive and fun.</p> <p>Long Note Exercises require maintaining consistent sound while transitioning from loud to soft over eight seconds. Encourage students to sing before attempting on the trumpet. Harmonic Note Exercises involve singing solfege and vowel patterns to enhance pitch accuracy while exploring glissando techniques. Articulation Exercises draw from Roman historian Ennius' "tarantantara" and familiarize students with rhythmic patterns found in Beethoven's compositions (cont...)</p>	<p>UNIT III Teaching Rubric Posture Embouchure Breathing Sound Production Articulation Harmonic Series Pitch Accuracy Music Making</p> <p>UNIT III Student Self-Evaluation Rubric Long Note Exercises Articulation Exercises Harmonic Note Exercises Make Music!</p> <p>Playing Activities, cont.</p> <p>through singing and/or air and articulation before playing. Students are encouraged to improvise based on their understanding of the <i>carnyx</i> and Roman trumpets, which they can then share with the class for feedback. Lastly, the Play Along section features pieces that mimic animal sounds, integrating techniques like lip trills and shakes to create frightening effects, and includes singing exercises to prepare for more complex trumpet calls inspired by military signals.</p>	<p>Rehearse, Evaluate, Refine Anchor Standard #5 Evaluate and refine personal... performances, individually or in collaboration with others.</p> <p>Enduring Understanding To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criterion.</p> <p>Essential Question How do musicians improve the quality of their performance? See <i>MU:Pr5.1.2b-5b</i></p> <p>Present Anchor Standard #6 Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.</p> <p>Enduring Understanding Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</p> <p>Essential Question When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? See <i>MU:Pr6.1.2a-4a</i> and <i>2b-4b</i></p> <p>VISUAL ARTS N/A</p>	<p>PEOPLE, PLACES, AND ENVIRONMENTS #3 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>Questions for Exploration: 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>Knowledge: Physical changes in community, state, and region, such as seasons, climate, and weather; and their effect on plants and animals.</p> <p>Processes: Learners will be able to: 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>Products: Learners demonstrate understanding by: Creating illustrations and composing answers to geographic questions about people, places, and environments.</p> <p>See also: "Culture" #1, "Global Connections" #9, and "Individuals, Groups, and Institutions" # 5.</p>	<p>ENGLISH LANGUAGE ARTS (grade 4) Reading: Literature & Informational Text 4.1-3 – Key Ideas and Details; 4.4-6 – Craft and Structure; 4.7-9 – Integration of Knowledge and Ideas</p> <p>Reading: Foundational Skills 4.3a – Phonetics and Word Recognition; 4.4 (a) (b) (c) – Fluency.</p> <p>Language 4.3 - Knowledge of Language; 4.4 - Vocabulary Acquisition and Use</p> <p>Speaking & Listening 4.1 - Comprehension and Collaboration; 4.4. - Presentation of Knowledge and Ideas</p> <p>Writing 4.3 - Text Types and Purposes</p> <hr/> <p>MATH (grade 4) Solve problems involving measurement and conversion of measurements</p> <p>4. MDA.1 - Know relative sizes of measurement units within one system of units</p> <p>4. MDA.2 - Use the four operations to solve word problems involving distances, intervals of time.</p> <hr/> <p>SCIENCE (grades 3-5) Matter and Its Interactions 5-PS1-3 - Make observations and measurements to identify materials based on their properties. Examples of properties [of stone] could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility.</p>	<p>Social Awareness 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>Relationship Skills 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. Listen reflectively and actively.</i></p>