

Musical Ancestries: Algeria Lesson Prompts

Musical Ancestries™: Algeria

Each Musical Ancestries episode, through the audio story and *Prezi* resources, provides a wealth of *materials* for teachers and parents to use at their discretion. Shape the activity/lesson as you wish. Use bits and pieces of the resources as they fit into your plan or create something new. This is NOT a checklist of activities that must be followed or a curriculum that dictates how you use the resources. The *Prezi* materials have been vetted for accuracy, authenticity, and child appropriateness so *you* don't have to spend time doing so.

Students learn in various ways. Some may benefit more from the story format and adventure and others from independent research. Some students need to see it, some need to hear it, some need to do it. We encourage you to use the audio story and *Prezi* resources to address the differing learning styles in your classroom.

Lesson Prompts/Idea Board

Start Here

- Preview Radio Broadcast Story/Audio Recording, Script, and/or *Prezi* of educational resources

Children's Radio Story/Audio Recording

- Play all or part of the Musical Ancestries: Algeria Story/Audio Recording for the students
 1. Prep students for the story/audio recording by introducing select instruments and styles of music through the *Prezi*. Include vocabulary words/music terms.

2. As students listen to the story/audio recording, have them follow along with the Listening Map or create a listening map of their own.
3. As students are listening to the audio story, project the script and have them follow along. You can also project photos from the Prezi of instruments and other images of note.
4. After the listening exercise, ask students to write or talk about their choice of music, instruments, country, or traditions incorporating some of the vocabulary words/ music terms learned.

Prezi Educational Resources

1. Delve deeper with your choice of materials and resources from the Prezi presentation.
 - Play music samples. Compare and contrast musical elements. What is the same and what is different?
 - Play “drop the needle” with music from the Prezi or audio recording. Have students try to identify the country/region, the style or instruments based on the selected music samples. This could be across MA episodes, as well.
 - What do you get when you cross a great darbuka player and Mozart? What aspects of making sound on the darbuka make it possible to meld so well with Mozart’s music? (Find this in the Prezi: Algeria>Nuubaat>See It)
 - Learn the three main Darbuka strokes. (Find this in the Prezi: Algeria>Chaabi>Hear It)
 - Learn about the drum rhythms in Chaabi music, visually. (Find this in the Prezi: Algeria>Nuubaat>Do It)
 - Knowing that Rai music talks about social situations, try writing a poem to speak or sing with one of the guellal drum examples. (Find this in the Prezi: Algeria>Rai>Instruments>Guellal Drums>Hear It)
 - Have you played instruments similar to the bendir? Why do you think you find instruments like the bendir in a lot of

- different cultures? (Find this in the Prezi: Algeria>Berber>Bendir>See It>Extend Your Thinking)
- Pick a hand drum to research. Compare and contrast it with the bendir using a tool like a venn diagram. (Find this in the Prezi: Algeria>Berber>Bendir>See It>Extend Your Thinking)
2. DANCE: Learn some of the basic moves of Rai dance. (Find this in the Prezi: Algeria>Rai>Dance)
 3. Have a SCAVENGER HUNT through this episode or across other MA episodes. Keep it simple, not too detailed. Let the students explore.
 - Find the string, wind, or percussion instruments
 - Find the local musicians or organizations
 - Find the dances and celebrations/festivals
 - Find the traditional foods
 4. FOOD SCIENCE:
 - Compare and contrast the two different methods of making couscous. What are the pros and cons of each? (Find this in the Prezi: Algeria>Overview>Culture>Food>See It)
 - Try making couscous at home. (Find this in the Prezi: Algeria>Overview>Culture>Food>Do It)
 5. ELA (English Language Arts):
 - Arabic words are written from right to left, but in which way are numbers written? (Find this in the Prezi: Algeria>Language)
 - Write the Arabic Alphabet. (Find this in the Prezi: Algeria>Language>Do It)
 - Learn to say a few Arabic greetings. (Find this in the Prezi: Algeria>Language>Do It)
 6. ELA (English Language Arts): Discussion/Journaling Points
 - After reading the Algerian proverbs, what do you think the proverbs mean? Can you identify any figurative language? Draw a picture of the figurative language and explain the literal meaning of the proverb. (Find this in the Prezi: Algeria>Overview>Language>Extend Your Thinking)

- How can we be more inclusive in our schools and communities? (Find this in the Prezi: Algeria>Overview>Culture>Celebrations>Extend Your Thinking)
- Cheikha Rimitti, Rai artist, wrote about topics that directly affected her and those around her. Much like Rock and Roll, her music challenged the status quo and was often labeled scandalous, inappropriate, or distasteful. What topics directly affect you right now? If you wrote music about them, would there be anyone who would want to label your music in this way? Try writing lyrics or a poem about that topic and share it with a friend or teacher.

7. GEOGRAPHY

- On what continent will you find this country?
- Where is this country/region in relation to the USA?
- Compare the climate or seasons in this country or region with a similar climate/season in the U.S.
- Does a country's position on the globe impact its climate or seasons?

8. THEATER: Assign parts and allow students to read/act out the story.

- There can be two or three sets of cast members to include more students.
- Have students plan what the scenes might be and the stage set-up. Draw a picture or make a diorama or do the real thing.
- Create accompanying music similar to that of the audio recording using class instruments or use music from Prezi samples.

National Music Standards addressed:

MU: Cn10A.3a-5a

MU: Cn11A.3a-5a

MU: Pr5A.3b-5b

MU: Re7A.3a-5a

MU: Re7B.3a-5a

MU: Cr.2A.3a-5a