

# **Fulbright-Hays Seminar Australia 2005**

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## ***“The Kids’ Connection”***

Integrated Social Studies and Music: Lessons and Ideas  
Grade Level: 4

“I want to be a better teacher and share the joys of new discoveries with my students, all ages. I want to be a more informed, more enlightened person to help my students better understand the world in which they live now and the changing world in which they will live. An opportunity to broaden my own exposure to other cultures, to meet new people and learn from them, to learn experientially and to share whatever resources I have with new friends is an enriching, inspiring challenge. I owe it to my students and myself to pursue this.”

This is the first paragraph from the “REASONS FOR WISHING TO ATTEND THIS SEMINAR” paper I wrote one year ago when I applied for the Fulbright-Hays Seminar to Australia. I read those words now and think about all of the things I experienced, all of the places I visited, all of the people I met. I am humbled by it and grateful for it. I think the only project I could have planned, prepared and presented is the one on the following pages. Connections are what I made in July, connections are what I have and connections are what I will keep. My project then is about connections – global and local, events and places, cultures and traditions, and people.

The following paragraphs are necessary to understand the thought process behind the project. The sequence of lessons formed by the four essential questions will provide background information and resources that will enable teachers and students to glimpse Australia, past and present. It is my hope that the lessons and suggestions will set the stage for the pen pal program and make Australia a real place with real people!

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## Summary

“I want to be a better teacher and share the joys of new discoveries with my students, all ages. I want to be a more informed, more enlightened person to help my students better understand the world in which they live now and the changing world in which they will live. An opportunity to broaden my own exposure to other cultures, to meet new people and learn from them, to learn experientially and to share whatever resources I have with new friends is an enriching, inspiring challenge. I owe it to my students and myself to pursue this.”

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This project actually began when I met with the present fifth grade class in June to discuss my trip and to read their then fourth grade reports. As part of the fourth grade social studies curriculum, students study the continents throughout the year. They begin with North America and travel around the globe to Australia. Given my project deadline, the teachers were very accommodating and allowed Australia to be introduced earlier making it truly an antipodean connection!

Meetings with the teachers also began in June. They were enthusiastic about and supportive of this endeavor. They shared the vision of creating a teaching environment that would connect our School's *Global Awareness* mission and the Lower School's *Traditions* theme to my trip. They graciously gave me free rein to brainstorm, write lessons, create rubrics, plan activities, introduce and implement my project.

Following a specific pre-arranged set of directions and expectations, the students learned to use various methods to obtain information such as library and classroom books, encyclopedias, supervised on-line research in our computer lab, and me! Their task was to complete and share a one-page, type-written, factual report about the history, geography, people and culture of Australia. My task was to assist in the process through my background lessons and activities. I was also another resource for them through my travel memorabilia that included pictures, artifacts, maps, stories, books and music.

We decided to continue the connections with music and social studies throughout the year in different ways. One of the ways is a new and exciting piece - a pen pal program with an Australian school. The program is designed with the idea that, by connecting and sharing with children literally on the other side of the world in the Southern Hemisphere, the product - their research projects - will be more authentic, meaningful and fun!

This example of incorporating Australian studies into the social studies curriculum and music curriculum in the fourth grade is a guide to making connections that will lead to greater understanding. It is flexible and easily adaptable to any and all grade levels and timeframes. It is an exercise in cooperation not only with students, but with teachers and administrators as well. It is about Yankee ingenuity. It is about implementing ideas and taking risks. It is about children who are more alike than different.

I have been invited to be the authentic resource for things Australian cross-divisionally, PreK through 12, and have also incorporated Australian studies into the K-3 and grade 5 social studies, science and music curricula. I have been invited to participate in the grade 10 "*Colonization and Resistance*" course. It was written as an interdisciplinary unit for social studies and English by my colleague and 2004 Fulbright-Hays New Zealand

Seminar grantee, Chantel Acevedo. Many of our faculty and staff members have also shared their travel experiences with our school community in a variety of presentations. I'm privileged to work in a PreK-12 environment that promotes cross-divisional community experiences and whose motto is "Cease not to learn until thou cease to live."

I hope you will explore other connections to this fascinating country where birds laugh, eucalypts provide instant sinus relief and some people live underground! I hope you will find all of the resources listed in this project insightful and useful. They are meant to reify and provide factual information. Some books and web sites are meant to be used by teachers only. Those resources contain pertinent background information, but may be geared for adult interpretation. You will want to preview them first then choose the most appropriate for you and for the level of your students.

Enjoy and welcome to the "Land of Oz" for nine year olds! G'day!

## **Objectives**

1. To better understand the School's *Global Awareness* mission and the Lower School's *Traditions* theme;
2. To better understand and respect the world in which we live through positive educational experiences;
3. To create age-appropriate learning opportunities that engage and encourage student curiosity, creativity and imagination;
4. To connect with Australian nine year old students through a pen pal program.

## **National Standards**

### Social Studies

#### #1 Culture

- a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns;
- c. compare ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and

influence behavior of people living in a particular culture.

#9 Global Connections

- a. explore ways that language, art, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding;
- b. give examples of conflict, cooperation, and interdependence among individuals, groups, and nations.

Music

#6 Listening to, analyzing and describing music

- b. Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures;
- d. Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices.

#7 Evaluating music and music performance

- b. Students explain, using appropriate musical terminology, their personal preferences for specific musical works and styles.

#8 Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Students identify similarities and differences in the meanings of common terms used in the various arts;
- b. Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

#9 Understanding music in relation to history and culture

- a. Students identify by genre or style aural examples of music from various historical periods and cultures;
- b. Students describe in simple terms how elements of music are used in music examples from various cultures of the world;
- c. Students identify and describe roles of musicians in various music settings and cultures.

## **Core Expectations**

The students will be able to:

1. Correctly follow directions and expectations;
2. Use research materials and resources correctly and purposefully;
3. Answer the essential questions using critical thinking skills;
4. Work independently and cooperatively;
5. Meet the appropriate standards listed above;
6. Participate in activities.

## **Assessment**

Assessment will be on-going. It will be through: *observation, written assignments, graphic organizers such as KWHL charts (What I know, What I want to know, How I will learn this, What I learned), Venn diagrams, semantic webs, comparison charts, student responses, rubrics, teacher evaluations, peer evaluations, self-evaluations, individual and group performances.*

## **Essential Questions**

1. Why is it important to learn about other places and people?
2. What do you already know about Australia?
3. In what ways are the United States and Australia similar e.g. history, geography, people, culture?
4. What kinds of musical connections are there between the United States and Australia?

## **The Plan**

### **Lesson 1**

**(2 classes, 45 minutes; timeframes are very flexible.)**

1. Ask essential questions 1 and 2. *Note:* This will be the beginning of what promises to be a fascinating and insightful nine year old conversation!
2. Use maps and a globe to locate the United States and Australia.
  - a. Discuss the skills needed to interpret maps and globes.
  - b. What do the names of the two countries mean?
  - c. Are there states in Australia? How is a territory different from a state? Did the United States have territories at one time? Still?
3. Use graphic organizers such as a *semantic web* to brainstorm and a *KWHL chart* to define the learning process.
  - a. Define and encourage discussion about: people, animals, plants, Southern Hemisphere, constellations, opposite seasons, time zones, latitude, longitude, equator, Tropic of Capricorn, International Dateline, oceans, seas, rivers, straits, neighboring continents, environments, mountains, reefs, rainforests, deserts, drought, wet tropics, bush country, food, isolation, urban, money, weights, measures, Australia as an island, country and continent.
4. Locate the places discussed in #3 on the maps and globe.
5. Study and compare flags.
6. Show pictures and share artifacts. *Note:* I prepared a DVD slideshow with musical accompaniment. I also showed post cards. For artifacts, I showed two different styles of paintings from the desert and rainforest, burned-wood returning boomerangs, opal and burned wood jewelry, stamps and money.
7. Check your local community for potential guest speakers and performers. Use your school enrichment resources, parent associations and music organizations for sponsorship.

### **Materials and reference list:**

Laminated maps of the World, United States, Australia, a globe, flags of the U.S. and Australia, waxed garden twine to show travel and explorer routes on the laminated maps, graphic organizers.

DK Eyewitness Travel Guides Australia. London, England, UK: Dorling Kindersley Limited, 2004.

Lewis, R. The Beginner's Guide to Australian Aboriginal Art. Fremantle, Western Australia: Fountainhead Press, 2001.

Morris, Ian. Kakadu National Park. Queensland, Australia: Steve Parish Publishing, 1996.

Stokes, Deirdre. Desert Dreamings. Victoria, Australia: Reed International Books, 1993.

The Music Connection Resource Book, Teacher Edition, Book 3 (graphic organizers pgs. 27-31). Glenview, IL: Scott Foresman Pearson Education Co. (Silver Burdett Ginn), 2000.

Wood, Chip. Yardsticks. Greenfield, MA: Northeast Foundation for Children, 1997.

### **Web sites:**

Australian Government Information and Service. Canberra. 2005. [www.australia.gov.au](http://www.australia.gov.au)  
Taronga Park Zoo. Sydney. 2005. [www.zoo.nsw.gov.au](http://www.zoo.nsw.gov.au)  
The Responsive Classroom. Greenfield, MA. 2005. [www.responsiveclassroom.org](http://www.responsiveclassroom.org)

### **Lesson 2**

**(3 classes, 45 minutes each; timeframes are very flexible.)**

1. Ask essential question #3. Use a graphic organizer such as a *Venn diagram* or *comparison chart*.
2. Show pictures of places like deserts, mountains, oceans, lakes, rivers wet and dry, ranches, stations, rural areas, cities, businesses in both the United States and Australia.
3. Talk about transportation.
  - a. How did people travel before airplanes?

- b. How long do you think it took to cross the ocean from America to Australia in a tall ship?
  - c. Would they leave from the east or west coast? How did they travel to reach the port?
  - d. Where would they arrive in Australia? How did people travel once they arrived?
  - e. Discuss explorers, discovery, Columbus, Captain Cook, colonies, England, early America.
4. Talk about the Indigenous people in the U.S. and Australia. Define *culture*.
- a. What do the words Indigenous, Aboriginal and Native American mean?
  - b. Show pictures of people, their homes, families, communities, ceremonies, rock art galleries.
  - c. Discuss ancestors, belief systems, family structure, nation, mob, clan, totems, hunters, gatherers, reservations, languages, songlines.
  - d. Show and discuss the Aboriginal Language map.
  - e. Discuss the importance of land to Indigenous people.
  - f. Discuss colonization and resistance.
  - g. Talk about the settlement of both countries.
  - h. Talk about the diversity of the population in both countries.
  - i. Talk about modern-day Australia and America in general.
  - j. Talk about modern-day children in Australia and America. Do they like the same kinds of things? Do they think about the same kinds of things? Do they share similar concerns about issues? Do they study the same subjects in school? Do they speak and learn the same kinds of languages in school? At home?
5. Read, listen to and discuss: When I was Little Like You, Where the Forest Meets the Sea , The Rainbow Serpent narrated by David Gulpilil.
6. Listen to and discuss: Cooee (CD).
7. Discuss establishing a *pen pal program* with an Australian school. Include your administrators and classroom teachers in the conversation. When it is approved and you have created appropriate protocols that are understood and will be followed by both schools, involve students and make parents aware.

Questions to ponder:

- a. Will you make contact with an Australian school in a similar geographic location? In a similar economic situation? On the same grade level?
- b. How will you make contact? Through the internet? An agency? Do you have people in your community who have Australian connections?
- c. Will students use e-mail, traditional mail or both to communicate? Will the letters be typed or handwritten? Will the mail delivery times be quick?! How much will it cost to mail letters?
- d. How will the program be supervised? By whom?
- e. How often will students write to their pen pals?
- f. What information should and could be shared between students?
- g. What skills will students need to be successful?
- h. Will it be on-going?
- i. Will students connect these experiences with other disciplines?

Personal Note: The vision of shared experiences across thousands of miles, two countries, two continents and two hemispheres makes the world more accessible and the pen pal program very appealing. It has great potential. Encourage your students to make that global connection. Someone encouraged me to look beyond my small town when I was a child and I never had any regrets or felt any risk writing to my pen pals in Wisconsin and Malawi. In fact, I learned of the name change from Nyasaland to Malawi and the move to independence from my pen pal! That experience made an impact on my life and set me on the path to discovering the world! The Australian-American Fulbright Commission made that dream come true!

**References:**

Aboriginal Australia Language Map (compiled by David Horton). Map. AIATSIS, 2000.

Baker, Jeannie. Where the Forest Meets the Sea. London, England, UK: Walker Books Limited, 1989.

Cooee by Paul Taylor and Don Spencer. CD. Australian Broadcasting Corporation, 2002 and 2005. (Australian music including solo didgeridoo, traditional songs, stories, history)

Horton, David, ed. The Encyclopaedia of Aboriginal Australia. Canberra ACT: AIATSIS, 1994.

Insight Guides Australia (Discovery Channel). Germany: K.G. Saur Verlag Apa Publications GmbH and Company, 2004.

Lewis, R. A Beginner's Guide to Australian Aboriginal Words. Fremantle, Western Australia: Fountainhead Press, 2003.

Lewis, R. An Introduction to Dreamtime. Fremantle, Western Australia: Fountainhead Press, 2002.

Malbunka, Mary. When I was Little Like You. Crows Nest, NSW, Australia: Allen and Unwin, 2003.

Roughsey, Dick. The Rainbow Serpent. Sydney, NSW, Australia: William Collins Publishers, 1975. (Cassette tape narrated by David Gulpilil).

### **Web sites:**

Australian Education Portal. 2005. [www.education.gov.au](http://www.education.gov.au)  
Computer Pals Across the World. 2005. <http://reach.ucf.edu/~cpaw/>

## **Lesson 3**

**(3 classes, 45 minutes each; timeframes are very flexible.)**

1. Ask essential question #4. Use appropriate graphic organizers.
  - a. Play examples of Native American and Aboriginal music.
  - b. Play examples of early colonial music. British connections?
  - c. Play examples of music that reflect immigration, settlement and work e.g. folk music, ballads, sea chanteys. Brainstorm other examples.
  - d. Play the national anthem of each country i.e. “The Star-Spangled Banner”, “Advance Australia Fair”. Review the history and musical origins surrounding those songs.
2. List other styles of music that are enjoyed by both countries e.g. contemporary, classical, rock, country and western.
3. List composers and performers from both countries.
4. Listen to, discuss and compare the sounds of the Native American flute, gathering drum, tambourine, rattles and shakers, didgeridoo, boomerang, clap sticks, seedpod rattles, log drum, bull-roarer.

Note: We have a growing collection of world instruments for the students to hear and play. I shared my didgeridoo, clap sticks, bull-roarer and boomerangs. They learned about similarities between instruments such as the bagpipes and the didgeridoo which each produce a drone and require circular breathing. The students learned how a didgeridoo is made and that it is played at ceremonies and in contemporary compositions. They each made a didgeridoo using plastic pipe and decorated it with totemic designs. The instrument was introduced in the context of musical discovery and cultural awareness. The students discussed the need to respect the traditions which place restrictions on the playing of the didgeridoo.

5. Sing Australian and American songs. Discuss their history and language. Any connections? Some examples are: *Kookaburra*, *Waltzing Matilda* (bush poetry), *Botany Bay*, *Debil* (Yolngu), *Taba Naba* (Torres Strait Island), *Cherokee Morning Song*, *Now I Walk in Beauty* (Hopi), *Yankee Doodle*, *Doodle Dandy* (colonial), *Bound for South Australia*, *Cape Cod Chantey*, *Shenandoah* (sea chanteys), *Down the River* (river chantey), *Sweet Betsy from Pike* (pioneer song, westward movement), *Drill, Ye Tarriers* and *Pat Works on the Railroad* (railroad, immigration), *Old Settler's Song* (ballad), *Erie Canal* (work song), *This Pretty Planet*.

Note: There are many more wonderful songs to sing, instruments to be made and equally as many sources. Let your imagination and your music teachers inspire you!

### **References:**

Aboriginal Sound Instruments (recorded and edited by Alice M. Moyle). Cassette tape. Australian Institute of Aboriginal and Torres Strait Islander Studies Canberra ACT, 1990.

Collections of National Anthems Vol. 2 [America/Africa/Middle East/Oceania]. CD. A&S Records, 1990.

Lewis, R. The Really, Really Serious How to Play the Didgeridoo Book. Fremantle, Western Australia: Fountainhead Press, 2003.

Making Music, Teacher Edition, Book 5. Glenview, IL: Scott Foresman Pearson Education Co. (Silver Burdett), 2005.

Modern Music of Torres Strait (recorded and edited by Jeremy Beckett and Bryan Butler). Cassette tape. AIATSIS, 1981.

Parker, Adrian. Didjeridu Dreaming. South Australia: J.B. Books, 2003.

Songs from the Northern Territory (field recordings and notes by Alice M. Moyle). Cassette tape. AIATSIS, 1991.

Songs of Sea and Sky – Peter Sculthorpe. CD. Australian Broadcasting Corporation, 2004. (Contemporary Australian music with solo didgeridoo)

The Best of Banjo Paterson – An Illustrated Collection. Wingfield, South Australia: Cameron House, 2002.

The Rough Guide Series Australian Aboriginal Music. CD. World Music Network London, 1999. (Introduction to Indigenous performers; music from Bangarra Dance Theatre Company)

Tribal Dreams. CD. EarthBeat! California, 2001. (Contemporary and traditional Native American music)

Tribal Voice – Yothu Yindi. CD. Mushroom Records. Australia, 1992. (Contemporary Indigenous Australian music)

**Web sites:**

Australian Institute of Aboriginal Torres Strait Islander Studies. 2005. Canberra. [www.aiatsis.gov.au](http://www.aiatsis.gov.au)

National Archives of Australia. Canberra. 2005. [www.naa.gov.au](http://www.naa.gov.au)

National Gallery of Australia. Canberra. 2005. [www.nga.gov.au](http://www.nga.gov.au)

National Library of Australia. Canberra. 2005. [www.nla.gov.au](http://www.nla.gov.au)

National Museum of Australia. Canberra. 2005. [www.nma.gov.au](http://www.nma.gov.au)

Pete Onofrio Didgeridoo School Workshop. Madison CT. 2006. [www.didgequest.com](http://www.didgequest.com)

The Australian Museum. Sydney. 2005. [www.austmus.gov.au](http://www.austmus.gov.au)

Tjapukai Aboriginal Cultural Park. Caravonica, Smithfield. 2005. [www.tjapukai.com.au](http://www.tjapukai.com.au) (instrument ideas)

Yothu Yindi. Northeast Arnhem Land. 2005. [www.yothuyindi.com](http://www.yothuyindi.com)

## **Additional Activity Ideas**

1. Use sharing opportunities such as whole community or morning meetings (*Responsive Classroom* approach) to read parts of research papers, sing, dance, play instruments.

Note: Our Lower School follows the *Responsive Classroom* social curriculum. We meet weekly as a whole community and daily in each classroom. It's expected that our students will use these opportunities to share and they actually enjoy the experience.

2. Integrate Australian songs and instruments into performances such as Grandparents' and Special Friends' Day, winter concerts, spring concerts, world celebrations and multicultural concerts, Parents' Weekend, board meetings, faculty and staff meetings, other community events.

Note: The grades K and 5, 2 and 3 buddies recently performed for our Grandparents' and Special Friends' Day. They sang, among other pieces, *Kookaburra* in a round and *Epo I Tai Tai E* (I will be happy) from New Zealand. The audience remembered those songs and joined in! Our spring concert, PreK-5, will include songs from around the world.

3. Write an interdisciplinary curricular musical or class play based on an Australian-American theme. Involve classroom teachers.

Note: The fourth grade students hope to write a musical after the research papers. They hope to present it in the third trimester. As of this writing, the theme is TBD.

4. Create an original language. Include words and pictures. Make an historical record using that language. Involve foreign language and language arts teachers. Share and explain it at morning meetings!

Note: The fourth grade students would like to take this one step further and incorporate it with #3. At this writing, it is a work-in-progress!

## **Additional References**

Bryson, Bill. In a Sunburned Country. New York, NY, USA: Random House, Inc., 2000.

Chatwin, Bruce. The Songlines. UK: Jonathan Cape Limited, 1987.

Hughes, Robert. The Fatal Shore – The Epic of Australia’s Founding. New York, NY, USA: Alfred A. Knopf, Inc., 1987.

Welsh, Frank. Australia – A New History of the Great Southern Land. Woodstock, NY, USA: The Overlook Press, 2006.

The Edward A. Clark Center for Australian and New Zealand Studies, University of Texas at Austin. 2005. [www.utexas.edu/depts/cas/](http://www.utexas.edu/depts/cas/)

MENC: The National Association for Music Education. 2005. [www.menc.org](http://www.menc.org)

Education World - National and State Education Standards. 2005. [www.educationworld.com](http://www.educationworld.com)

### **Lectures:**

Burton, J. Bryan. “Music of Indigenous Peoples from North America, Australia and New Zealand”. Hartt School of Music, University of Hartford, West Hartford, CT. 16 October 2003.

(Professor at West Chester University, School of Music, PA)

Fox, Ani. “An Overview of Australia – Its History and Pre/Post European Settlement”. Australian National University, Canberra ACT. 2 July 2005.

(American Doctoral Fellow)

Smith, Robert. “Social and Cultural Development of Australia as Reflected in its Folk Music and Poetry”. Novotel Rockford Darling Harbour, Sydney, NSW. 13 July 2005.

(Lecturer at University of Wollongong, School of Music, NSW)

## **Appendix A**

### **Research Paper Guidelines** *Australia*

Task: Write a one-page research paper about the history, geography, people and culture of Australia.

Your paper must include the following:

1. A title
2. Factual information (capital city, population, size of country, languages, etc.)
3. Assigned areas of research (history, geography, people, culture)
4. Fun Facts (interesting facts about the country, people, plants, animals, etc.)
5. Correct paragraph formation (The first sentence must state the main idea of the paragraph. The following sentences must support your main idea. The last sentence of the paragraph must summarize what you have written.)
6. Information sources (books, internet, teachers, etc.)
7. Correct spelling
8. Your name

Your paper must be:

1. Neat
2. Typed

Examples will be available for you to study. This rubric will be used for teacher evaluation and self-evaluation. The research paper will be graded based upon the following:

- |          |          |
|----------|----------|
| 1. Title | 5 points |
| 2. Name  | 5 points |

3. Paragraph	20 points
4. Assigned areas	10 points
5. Factual information	10 points
6. Fun facts	5 points
7. Sources	20 points
8. Correct spelling	10 points
9. Neatness	10 points
10. Typing	5 points

**Appendix B**

Name: \_\_\_\_\_

**Research Paper Rubric**

*Australia*

		Points Earned
Title	5 points	_____
Name	5 points	_____
Paragraph	20 points	_____
Assigned areas	10 points	_____
Factual Information	10 points	_____
Fun facts	5 points	_____
Sources	20 points	_____
Correct spelling	10 points	_____
Neatness	10 points	_____
Typing	5 points	_____

Comments: