

Lesson: The Development of Athabascan Fiddle Music	
Essential Question(s): EQ #1: Found under Creating: Imagine in the Core Music Standards: EUs, EQs:	
<u>Enduring Understanding:</u> <i>The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</i> <u>Essential Question:</u> <i>How can other cultures influence the music we make?</i>	
Culturally Responsive Standard(s): From Alaska Standards for Culturally Responsive Schools	
<u>Cultural Standard B:</u> <i>A culturally-responsive curriculum recognizes cultural knowledge as part of a living and constantly adapting system that is grounded in the past, but continues to grow through the present and into the future.</i>	
<u>Number 2:</u> <i>A curriculum that meets this cultural standard: provides students with an understanding of the dynamics of cultural systems as they change over time, and as they are impacted by external forces.</i>	
Context: This stand-alone lesson will be taught to a beginning string orchestra class of sixth graders in Anchorage. Class periods last forty-five minutes.	
Objectives/Learning Goals: I CAN: Name different influences on Athabascan music in the 19th century and identify differences between Upriver and Downriver fiddle music.	
Materials/Resources: 1. iBook chapter on Athabascan culture in Interior Alaska, as created by the teacher and other colleagues. 2. Computer, projector, and speakers. 3. Orchestral string instruments. 4. The creation of the down coat article: http://mentalfloss.com/article/61097/near-death-experience-inspired-first-patented-down-jacket	
Anticipatory Set: The teacher will place a hard copy of the creation of the down coat article on every student's chair before class begins. As soon as they walk in, quiet Athabascan fiddle music will be playing, and students will be asked to read this article about the creation of the winter down coat on their chair.	5 minutes

<p>Lesson Plan:</p> <p>1. Musical Influence Activity The teacher explains that like the down coat, many other aspects of our everyday life and our culture are influenced by other cultures and ideas. The class will participate in an activity to show this influence. The students and teacher will sit in a circle with their instruments. The teacher will begin playing a percussive instrument. After a few measures of playing, the teacher will look at a student in the circle, and that student will then layer whatever they want to play on top of her melody. That student will give eye contact to another person who will join the teacher and that student. Eventually, the entire class will be contributing to the song. This entire process will be video recorded for later reflection and use.</p> <p>2. Discussion Students will be divided into groups of 3 or 4 with people who play instruments other than their own and discuss how this activity affected their view of music. They will be asked to answer these questions in their groups and then share out with the class:</p> <ol style="list-style-type: none"> 1. How did it feel to contribute to the music-making without having anything written down? Was it uncomfortable, exciting? 2. What did you think about how the song sounded as people were added in? Was there a time where it sounded really cool, or really strange? 3. How do you think adding people in each time changed the song we created? <p>3. Learning about Athabascan Fiddle Music After wrapping up the class discussion, the teacher will explain that similar to what the class just experienced, many different cultures' music has gone through this process of being affected and changed by other cultures. The teacher will use the iBook chapter resources to share about Athabascan culture and how its music has been shaped by other influences, much like the class' music was.</p> <p>As a class, students will explore the different videos, audio links, pictures, and text that explain about Athabascan fiddle music and its development.</p>	<p>5 minutes</p> <p>10 minutes</p> <p>15 minutes</p>
<p>Closure: Students get back together with their original groups and share about one new thing they learned about Athabascan fiddle music. The teacher sends students home with the assignment of finding one YouTube video, article, picture, or other piece of information about Athabascan fiddle music that they did not see in the iBook and would like to include in it.</p>	<p>5 minutes</p>