



6-8 LESSON 5

California County Superintendents Educational Services Association (CCSESA) Arts Initiative • www.ccsesaarts.org



RESOURCES

- Pre-assessment
 - “Module 19, Grades 6-8, Che-Che Kule” tutorial video and “Lesson Resources” slides
- Exploring Empathy
 - Optional lesson extension - “Stimela” (video) goo.gl/FcALZb
- Cultural and Musical Exploration
 - Module 19, Grades 6-8, "Gumboot Dance" tutorial video
 - “Shosholoza” (“Lesson Resources” slides and video) goo.gl/LRpd5B
 - Score for “Shosholoza” (pdf) goo.gl/Qc2JzQ
 - Percussion Instruments: djembe drums, Kpanlogo drums and mallets
 - If you do not have access to these specific drums, substitute two different drums or percussion instruments

STANDARDS

2.1 Creative Expression

Sing with accuracy in a developmentally appropriate range.

3.1 Historical and Cultural Context

Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians.

4.3 Aesthetic Valuing

Identify aesthetic qualities in a specific musical work.

OUTCOMES

Students will . . .

- Demonstrate awareness of the role music played in daily life for migrant laborers in the gold mines of South Africa.
- Demonstrate understanding of the use of **BEAT, RHYTHM, DURATION, TEMPO, PITCH** and **DYNAMICS** in traditional South African songs.
- Demonstrate traditional rhythms using body percussion and different South African (or similar)

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PRE-ASSESSMENT

5 mins

NOTE: To see this activity in action, watch the “Module 19, Grades 6-8, Che-Che Kule” tutorial video

1. What do you remember about South Africa from previous lessons?
2. Ask students to stand and teach them the words to a new call and response song called “Che-Che-Kule”

EXPLORING EMPATHY

7 mins

NOTE: To see this activity in action, watch the “Module 19, Grades 6-8, History of Migrant Laborers in South Africa” tutorial video

1. Ask students to raise their hands if they have ever had to move from one place to another such as between schools, cities, states, countries, continents, etc.
2. Ask students how they would define “migrant laborers”
3. Tell students that sometimes people need to move to provide for their families, such as for a seasonal job
4. Explain that due to the discovery of gold and diamonds in South Africa in the 1800’s, workers were needed, and many people moved here from many different countries in Africa (Zimbabwe, Zambia, Tanzania, and other countries)
5. What challenges would exist when people from many different countries all moved to South Africa (culture, language, food, traditions, overcrowding, etc.)?
 - a. Optional extension of the lesson: Share the lyrics of the song “Stimela” by Hugh Masekela to further explore the journey made by the migrant laborers

CULTURAL & MUSICAL EXPLORATION

15 mins

NOTE: To see this activity in action, watch the “Module 19, Grades 6-8, Gumboot Dance” tutorial video

1. Ask students to think about working conditions inside a gold mine and what they might need to wear for this work and why
 - a. Share your answers with a partner and then with the whole class
 - b. Share with students the need for the migrant laborers to wear work boots made out of rubber, called gumboots, in the mines because they would flood
2. Explain that one way the migrant laborers would communicate with one another would be through music
3. Teach students the rhythm for the “Gumboot Dance” one section at a time and then put the two sections together
 - a. Clap - Slap of the Boot - Stomp x 4
 - b. Slide - Slap of the Boot - Stomp x 4
4. Ask students what other purpose music could have to migrant laborers in addition to being a communication tool?
5. Share the lyrics for “Shosholoza,” another traditional work song that is also a call and response song (similar to “Czechoslovakia”)

- a. Pass out the djembes and the Kpanlogo drums and mallets to the students
- b. Students with the djembes will play the following rhythm:
 - i. eighth/eighth/quarter-eighth/eighth/quarter (1/and/2-3/and/4)
- c. Students with the Kpanlogo drums and mallets will keep the steady beat by using the mallet to strike their drum
 - i. quarter/quarter/quarter/quarter (1/2/3/4)
- d. Teach students the lyrics to “Shosholoza”
- e. Select one student, or small group of students, to sing the Call and have the rest of the students sing the response
- f. When students are comfortable with singing, add in the djembe and bembé parts

REFLECTION

3 mins

1. Ask students to share something new they learned about another student in their class during this lesson
2. Ask students to share something new they learned about South Africa during this lesson