

Unit One: Who's on First?

Lesson 1: Cultural Heritage

Lesson Overview:

Roberto Clemente was extremely proud of his Puerto Rican heritage. This lesson introduces opportunities for students to explore their own heritage and share their discoveries with others. This lesson provides a basis for celebrating cultural heritage throughout the year.

Standards:

The following National Standards in Social Studies will be addressed:

[NSS-G.K-12.2](#) Places and Regions

- Understand the physical and human characteristics of places.
- Understand how culture and experience influence people's perceptions of places and regions.

The following National Standards in Language Arts will be addressed:

[NL-ENG.K-12.1](#) Reading for perspective

[NL-ENG.K-12.2](#) Understanding the human experience

[NL-ENG.K-12.4](#) Communication skills

[NL-ENG.K-12.6](#) Applying knowledge

[NL-ENG.K-12.8](#) Developing research skills

[NL-ENG.K-12.9](#) Multicultural understanding

[NL-ENG.K-12.12](#) Applying language skills

Length of Lesson:

Ongoing

Objectives:

After completing this lesson, students will be better able to:

- Identify elements of culture and heritage
- Identify elements of their own culture and heritage

Supplies:

- Construction paper
- Magazines
- Glue
- Scissors
- Heritage Bank: a shoebox decorated with diverse cultural images
- Heritage Bank deposit slips: Teacher created slips of paper containing the statement: **"I am proud of the following aspect of my heritage**

"

Name: _____.



Instructional Plan:

Warm-Up:

- Ask students to define the term **heritage**.
- Copy the students' oral definitions onto the board.
- Decide on a collaborative class definition.

Activity Discussion:

Explain that the concept of **heritage** is shaped by one's country of origin, languages, rituals, foods, traditions, and other forms of culture such as dance and theatre.

Activity Instruction:

- Provide students with magazines.
- Instruct students to cut out cultural heritage-themed images found in the magazines.
- Each student should apply these images to a piece of construction paper in collage form.
- Have students complete this sentence on the back of their collage:
Cultural Heritage is _____.
- Break students into small groups. Each should share their collage with the group.
- Next, have students share the most important thing about their own heritage with the group. Example: "The most important thing about my heritage is that one of my ancestors was an Indian chief of the Oneida tribe."
- Next, students should complete Heritage Bank deposit slips recording the most important element of their own heritage.
- All slips should be deposited into the Heritage Bank shoebox.
- Once a week (each Monday) a student should be selected to make a withdrawal from the Heritage Bank. On Friday, the author of the deposit slip will be asked to share what appears on their slip in any way they choose. Example: bring in a photo, news article, story or food that relates to what they find most important about their heritage.

Wrap-Up:

How has this activity helped you to build knowledge and opinions about **your** life and the life and legacy of Roberto Clemente?

Assessment:

Students should be assessed based on the following criteria:

- Completion of Heritage collage.
- Contribution to Heritage Bank.
- Sharing an instance of pride in cultural heritage.

Unit One: Who's on First?

Lesson Two: Latin Rhythms

Lesson Overview:

Roberto Clemente loved music. He spent much of his free time listening to classical music. In this lesson, students will have the opportunity to engage in a musical “listening experience” and web-based research on the various genres of music that were “born” in Puerto Rico. The musical genres covered include: demica (folk), seis (folk), danza, plena, bomba, and salsa. Students will also research the different types of instruments used in these various genres of Puerto Rican music.

Standards:

The following National Music Standards will be addressed:

[NA.5-8.9](#) Understanding music in relation to history and culture.

[NA.5-8.8](#) Understanding relationships between music, the other arts, and disciplines outside arts.

Length of Lesson:

Five minutes at the beginning of the school day (or class period) for one week. Then, 1-2 class periods, depending on the availability of computer resources.

Objectives:

After completing this lesson, students will be better able to:

- Conduct web research.
- Discuss different types of instruments and music that are related to Puerto Rican culture.
- Identify the types of music studied by listening to clips and identifying instruments used.

Glossary:

1. **Demica (folk):** This folk music genre, originating in southern Spain, is probably the earliest example of the fusion of native rhythms to the lyrics and melodies of Spanish music.
2. **Seis (folk):** The 'seis', which literally means 'six' is, in fact, a great number of different melodic motifs each of which can then be used as the basis for sung poetic improvisation.
3. **Danza:** The danza may be described as a mix of the waltz with an Afro-Caribbean beat.
4. **Plena:** The plena is an important genre of folk music in Puerto Rico and typically associated with coastal regions of the island.
5. **Bomba:** The bomba is a uniquely Puerto Rican musical genre for dance.
6. **Salsa:** A popular form of Latin-American dance music, characterized by Afro-Caribbean rhythms, Cuban big-band dance melodies, and elements of jazz and rock.



Supplies:

- Computer resources, Internet access and speakers
- Pencils
- Activity Sheet: Latin Rhythms
- CD player
- Teacher-selected CDs of Puerto Rican music

Instructional Plan:

Background Information:

Puerto Rican music is rooted in native Taino, Spanish, and African traditions. There are many websites that explore Puerto Rican music and culture. It would be preferable to preview several prior to presenting this lesson to the class, bookmarking particularly helpful sites on student computers. Students should also listen to the different types of music listed in the glossary. The instruments that are connected to the different genres of music should also be explored. This exposure will help students more easily identify the different genres.

Warm-up:

- Play a selected clip of music at the beginning of the day, each day, for one week. (Smithsonian Folkways recordings <http://www.folkways.si.edu> are an excellent source of Puerto Rican music.)
- Ask students to close their eyes and listen to the music carefully. Ask students to open their eyes and begin the school day as usual.
- After a week, play the selected clip of music at the beginning of the day, and then lead them in an exploration of culture through music.

Activity Discussion:

- *Have you ever heard this kind of music before? If so, what kind of music does this remind you of?*
- *Can you identify the different instruments in the piece?*

Activity Instruction:

- After completing the discussion and listening exercises, students should be given the activity sheet to complete by utilizing the Internet as a research tool.
- Students will answer questions on the worksheet and share them in a class discussion.
- Students will be asked to find examples of music (streaming clips that they could cite and return to later to share with class members).
- The student should be able to identify the music genres, and challenge their classmates to try and guess the genre, based on their own research and music that they were exposed to.
- Students may present their research (based on the information they gather) to the group.
- Teacher may decide to have students listen to different types of music again and have them guess what genre it is and identify what instruments are being played.

Wrap-Up:

- Students discuss lessons learned from this activity.
- Students discuss how they may be able to use the information gained from completing this exercise in the future.

Assessment:

Students should be assessed based on the following criteria:

- Demonstration of knowledge of conducting web-based research to complete worksheet.
- Conclusions drawn from the information acquired in class.

Latin Rhythms

Roberto Clemente loved music and was proud of his cultural heritage. In this worksheet exercise, use a search engine, to conduct web-research on one of the following types of music. During your research, you should identify the different musical instruments which make the music unique. Be sure to list the links that you visit.

Music genre types (choose one):

- **demica (folk)**
- **seis (folk)**
- **danza**
- **plena**
- **bomba**
- **salsa**

Find the definition of the type of music you are researching. Paraphrase it below.

What are the origins of the musical genre that you chose?

What are some of the instruments used to make this particular type of music distinct from the others?

List links that you visited in your search below.