

Elementary 12

Musical Globe Trotters

Dr. Sarah Gulish

Grade Level/Class

Lower Elementary Grades

30 Minute Music Class

Cross-Curricular: Social Studies

Overall Theme

Connections between instruments traveling across the world. Global influence towards development of instruments.

Essential Questions

1. What is the mandolin and where did it come from?
2. How has the mandolin traveled and changed over the years?
3. How can musical songs and styles change over time?

National Standards

Connect

Mu.Con11.1.K-2: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Respond

Mu.Re7.1.K-2: Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.

Student Learning Outcomes

By the end of this lesson, students will be able to:

1. Identify the mandolin.
2. Articulate the mandolin's journey to the U.S.
3. Perform a memory game to demonstrate how songs and stories travel

Materials Needed

1. E12 Presentation
2. [Image](#) of Museum of Making Music mandolins
3. [Video](#) of mandolin performance

Procedures

Lesson Introduction (10 Min):

- Teacher (T) puts the picture of the Museum mandolins on the board and asks students (S) to respond to the following:
 - “Do you know what this instrument is called? Has anyone ever played one of these before?”
- T tells S that today they will be learning about the mandolin and how it has traveled around the world!
- First, T shares a video of a mandolin performance and asks S to respond: What does it remind you of? How would you describe the sound? How would you describe the look of the instrument?

Lesson Activity (15 Min):

- T shares a slideshow with a brief history of the mandolin’s journey, showing how it moved from Spain to the U.S. and landed in Kalamazoo with Gibson’s new model.
- T shares the difference between the two types of mandolins and how they changed over time.
- To demonstrate this idea, T moves students in a circle and invites students to keep a steady beat on their lap.
 - T explains that they are going to be creating a chant that will change as it moves around the circle. Moving clockwise, each student will speak to the steady beat:
 - “I love _(favorite food)___ I eat it for _(favorite meal)_____”
 - The next S replies “_(first student)___loves _(first student’s answers)_____and I love _____, I eat it for _____”
 - As the chant moves throughout the circle, students attempt to gradually perform faster and faster until they reach the end, trying not to “drop a beat.”

Assessment Strategies

Wrap-up and Assessment (5 Min.):

- T explains to S that even though all of their chants were similar, they changed throughout the circle.
- T invites students to answer the following question: *How can change be good AND hard at times?*
- Before leaving, T asks students to vote on which mandolin they liked best: the original version from Europe or the changed version from Kalamazoo.

Extensions/Adaptations

There are different ways that you might extend or adapt this lesson plan:

- Consider switching out the type of body percussion you use for each student throughout the circle
- Invite students to sing their answers or create a melody for students to use instead of a simple chant.
- Allow students to use speech-to-text software to listen along with “stories of people on the move”

- When showing the mandolin and asking students to name the instrument, provide a list of instruments for students to guess from
- Provide a visual worksheet for students to think through answering what the instrument SOUNDS like, LOOKS like, and what it is SIMILAR to (highlighting the words sounds, looks, and similar)
- Share a list of foods and meals for students to choose from in the chant. For students who have difficulty making decisions, provide cards that have food/visuals along with a meal they eat (eg: eggs for breakfast).
- Print a steady beat manipulative for students to follow along with the steady beat such as 4 hearts or 4 velcro dots on a line

Spotlight on Careers in Music

This lesson plan can be tied to specific careers in music:

- Instrument Manufacturer
- Performer
- Product Design
- Marketing
- Luthier
- Factory Floor Manager
- Distributor

For comprehensive information on careers in the music industry, please visit [Consider a Career in Music](#)