

Name _____ Date _____

Drum Beat

Find and circle the following words in the word find.

drum
rain
food

rhythm
dance
rattle

ceremony
chant
crops

beat
song
tribe

R H Y T H M U A S G
 A H M D D A N C E K
 I C H A N T B V C X
 N T D O L S Z P C B
 C E R E M O N Y R E
 R A U I A N C T O A
 O I M Q B G Y S P T
 P F O O D E R T S P
 S O G N R A T T L E

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MAKING IT EASY
to Help People Play and Learn

Rhythm Drum (Pk/12)

PLEASE READ ALL INSTRUCTIONS BEFORE STARTING



YOUR KIT CONTAINS:

- Wood Dowels
- Cardboard Tubes
- Plastic Circles
- Glue
- Beads
- Feathers
- Cord
- Colored Masking Tape

YOU WILL NEED:

- Scissors
- Ruler

AGE GROUP: 9 and up
PROJECT TIME: 60 minutes

Teaching Activities Inside

FIGURE A

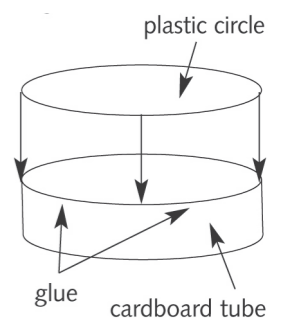


FIGURE B

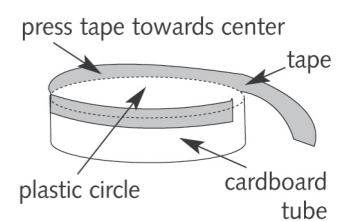
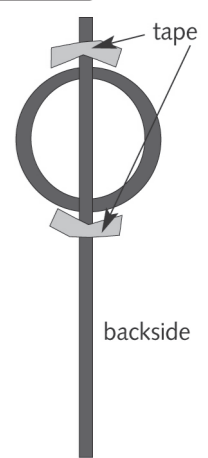


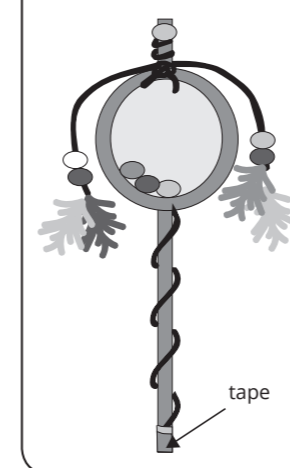
FIGURE C



INSTRUCTIONS:

1. Select 1 plastic circle and 1 cardboard tube. Dab a small amount of glue around the edges of the cardboard tube and press 1 plastic circle onto one edge of the cardboard tube (see Figure A). Let dry.
2. Turn the cardboard tube over (the plastic circle will be on the work surface) and put in 3 beads. Repeat Step #1 for the other plastic circle. Let dry.
3. Cut a 12" piece of tape. Starting at one point, overlap it half onto the plastic circle and half onto the cardboard tube. Continue overlapping the tape around the circle until you reach the point where you started (see Figure B). Press the tape down towards the plastic circle to make crease lines. Repeat with other side.
4. Cut another 12" piece of tape and tape around the center of the cardboard tube. No cardboard should be showing.
5. Cut a 13" piece of tape and wrap it around the wood dowel (no wood should be showing). Attach the wood dowel to the drum by taping it following Figure C on the front and back side. The top of the wood dowel should be 1" above the drum.
6. Cut a 14" piece of cord. At the top of the wood dowel, wrap the cord around the wood dowel 3 times and tie a knot.
7. Glue 1 bead onto the top of the wood dowel. Thread 2 beads onto each cord end. Make a knot to secure beads. Dab glue onto feathers and stick into beads. Let dry.
8. Cut one 11" piece of cord and wrap it around the wood dowel. Start at the bottom of dowel. Secure cord with piece of tape. Finish wrapping cord under drum. Secure end with piece of tape (see Figure D).

FIGURE D



ARTS RHYTHM

OBJECTIVE: Students will create a chant or march using their rhythm drums as instruments.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: Writing paper (optional).

PROCEDURE: Have students listen to music on a tape, CD or the radio. Encourage them to listen to the beat and clap their hands or tap their feet to it. Explain they are going to create their own chant or march using a specific beat. The chant can repeat phrases, tell a story or use only the beat and no words. Tell the students the beat can be quick, slow or based on a specific pattern. Allow them to write for 15-20 minutes and then have them begin to practice their chant or march, incorporating the use of their rhythm drum as an instrument. Allow each student to share their chant or march with the rest of the class.

SOCIAL STUDIES/ WRITTEN LANGUAGE

OBJECTIVE: Students will work in cooperative groups to learn about a specific tribe.

SUGGESTED TIME FRAME: 45 minutes

ADDITIONAL MATERIALS: Poster board (one per group), markers, research materials (encyclopedias and nonfiction books related to a specific tribe).

PROCEDURE: With the students, discuss a variety of tribes, writing their responses on the board. Explain to the class they are going to work in cooperative groups, and assign each group a tribe to research. Choose from Navajo, Cheyenne, Comanche, Sioux, Apache, Cherokee and Seminole. Give each group a poster board, markers and research materials. Allow them to spend 15 minutes finding facts about their assigned tribe and then recording them on poster board. When all groups have finished, allow them to share their results with the class.

live in Arizona,
New Mexico, and Utah

weaving, sheep

NAVAJO

live in a hogan – only have one room
live on a large reservation

SOCIAL STUDIES

OBJECTIVE: Students will create a map of where the Native Americans lived.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: Map of North America, encyclopedias (optional).

PROCEDURE: Prior to the lesson, photocopy a map of North America for each student. With the students, discuss that Native Americans settled in many parts of the United States and Canada. Using research materials, have the students discover and record on the map where their assigned tribe lived. Then, have the class discuss certain facts including how many tribes existed, where they lived and their location relative to each other.

SOCIAL STUDIES/ WRITTEN LANGUAGE

OBJECTIVE: Students will compare and contrast a day's activities for a Native American child and a contemporary American child.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: None.

PROCEDURE: With the students, discuss some of the activities they do during the day. Write their ideas on the board. Some ideas could be: play sports, read books, watch TV, listen to the radio, play board games, do chores like vacuuming or washing dishes, talk on the phone, eat, or go to school (the activities may vary based on the students' ages). Discuss activities that Native American children might have done years ago. Some ideas could be: taking care of sheep, weaving, chores such as cleaning or sweeping, gardening, hunting buffalo, using a bow and arrow, or participating in rain dances. Write their ideas on the board. Once the ideas are given, discuss similarities and differences based on the information written on the board. Ask students questions such as: What Native American activity would you like? What is your favorite activity? What activity would you not want to do and why?

MATH

OBJECTIVE: Students will create Venn diagrams depicting popular foods eaten by the Native Americans.

SUGGESTED TIME FRAME: 30 minutes

ADDITIONAL MATERIALS: None.

PROCEDURE: Discuss with students some of the foods that Native Americans may have eaten. Write their suggestions on the board. Some suggestions may be: corn, squash, and beans. After the list is completed, draw a Venn diagram (two overlapping circles or shapes) with the title Native American Foods. Above one shape, write a type of food and over the other shape write another type of food. Have the students write their initials in the shape if they like one or both of the foods listed. If they like both foods, then they write their initials in the overlapping part of the shape. After all the students have written their initials, the Venn diagram can be discussed. Some questions could be: How many children like corn? (7) How many children only like beans? (2) How many children like both beans and corn? (3)

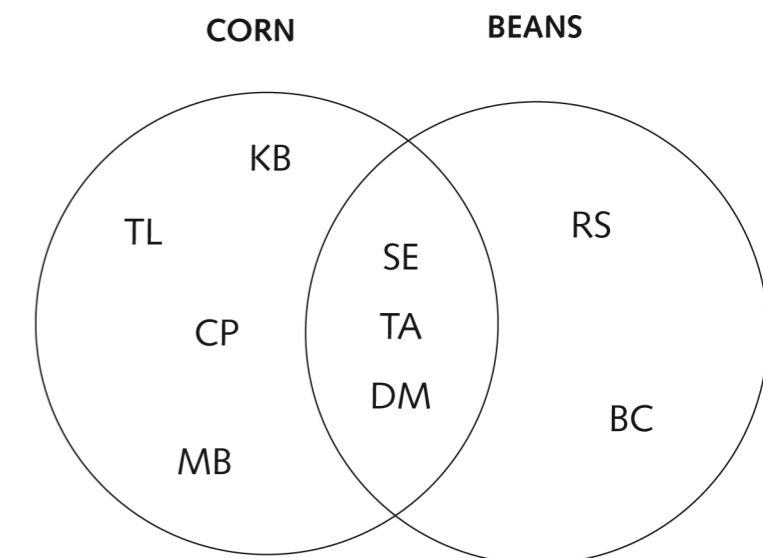
WRITTEN LANGUAGE

OBJECTIVE: Students will pretend they are a Native American and write about why their rhythm drum is so important.

SUGGESTED TIME FRAME: 45 minutes

ADDITIONAL MATERIALS: Writing paper.

PROCEDURE: Brainstorm with the students to determine why the rhythm drum was useful and important to the Native Americans. Write their ideas on the board. Some of their suggestions could be: used at ceremonies where Native Americans ask for rain or food, used when blessing a new child or for healing a sick person, or used as instruments with certain songs or chants. After the ideas are discussed, have students write a fictional story about being a Native American and how the rhythm drum would be used in their life. Make sure they include the importance of the drum and its effect on life as a Native American. When the stories are completed, they can share their stories with the class.



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