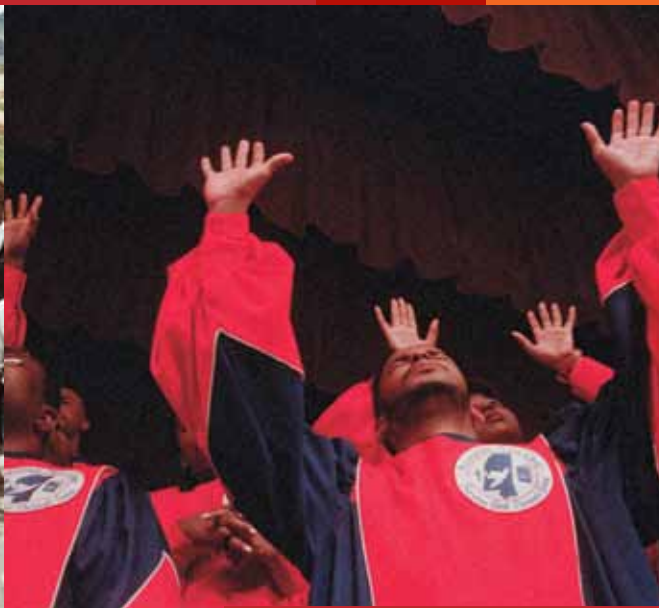


An Educational Program in Support of
*HONOR! A Celebration of the African American
Cultural Legacy* Curated by Jessye Norman



CARNEGIE HALL presents
Perelman American Roots

A Program of The Weill Music Institute at Carnegie Hall

AFRICAN AMERICAN SONG

Uniting Voices

Teacher Guide

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USING YOUR TEACHER GUIDE

The teacher guide for *African American Song: Uniting Voices* includes questions for class discussion. These are indicated throughout the teacher guide in light yellow shading. Please note that these questions do not appear in the student guide.

Information sheets, worksheets, and choral arrangements appear in both the teacher and student versions of *Uniting Voices*. These materials have been indicated with a red square, providing the instructor with the corresponding page number in the student guide (SG).

In this year’s curriculum, we have identified two types of supplements to selected lessons, as detailed below.

MUSICAL EXTENSIONS

These activity ideas are designed for music teachers who are implementing the full curriculum in their own music classrooms or who are helping to bring more music specialty approaches into an arts-integrated learning environment. These ideas emphasize skills-based learning approaches, and provide opportunities for collaboration between classroom teachers and music teachers.

CREATIVE EXPLORATIONS

These activity ideas are designed for Teaching Artists or music specialists whose work supplements that of either social studies or choral classroom teachers. These ideas emphasize hands-on work that gives students a chance to creatively respond to relevant artistic and historical contexts.

Corresponding page number in the student guide (SG), where applicable

Questions to be discussed as a class

Musical Extension

Creative Exploration

PRE-CURRICULUM SURVEY

1. How is music a part of your everyday life? _____

2. What kinds of ideas are expressed in the music you listen to now? _____

3. What are some occasions or events during which people sing? _____

4. What does the word *united* mean to you? _____

5. Can music unite a group of people or a society? If so, how? If not, why? Give at least one example to support your opinion. _____

6. Who or what comes to mind when you think of African American song? _____

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LESSON 11: The Final Project

AIM: How do we express what we've learned in our final project?

OBJECTIVE: Students reflect on the work they have done throughout the curriculum and prepare for the final project.

STANDARDS: NYS Social Studies—1.3; Blueprint—Making Connections

MATERIALS: Perelman American Roots, Perelman American Roots CD

PART 1: Reviewing Our Work

- Ask students to review their work from throughout the American Roots curriculum. While students work, play selections from the American Roots CD.
- When complete, discuss these questions as a class:
 - As you looked through your American Roots worksheets, what activities or information did you remember most vividly?
 - What was your favorite way of participating in the African American song lessons?

PART 2: Preparing for the Final Project

- Make a list of the creative work you've done in the lessons that might serve as a springboard for a final project. Possible options include:
 - developing a work song or rhythmic piece (Lesson 2)
 - a new arrangement of "Swing Low, Sweet Chariot" (Lesson 4)
 - the "A New Dream" speech (Lesson 5)
 - a new song based on students' dreams (Lesson 6)
 - a choreographed performance of a song (Lesson 8)
- Discuss these questions as a class:
 - Which project do we want to focus on?
 - What do we need to do to get ready to make an audio or video recording?
 - What roles can different people have?
 - What aspects of what we've learned do we want to include in our recording?

PART 3: Rehearsing

- Once students have voiced their opinions, give them a chance to practice and rehearse.

HOMEWORK

- Use the Letter to Paul Kwami worksheet to write a letter to the director of the Fisk Jubilee Singers. Express your feelings about the upcoming concert and include questions that you may have.

WORKSHEET: Letter to Paul Kwami

Paul Kwami
Fisk University
Nashville, Tennessee

Dear Mr. Kwami:

Sincerely,

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