

Facilitation Guide



Old World and New World Geographical Instruments Social Studies, Grade 7, Ancient South and Mesoamerica

EXPERIENCE OVERVIEW

In this lesson, students build on their knowledge of the physical geography of the New World and Old World, creating simplified versions of a string instrument and a shaker. They will then analyze how the availability of natural resources in each region influenced the development of these musical instruments.

Standards

MSDE/BCPSS CONTENT STANDARDS AND INDICATORS

- 7.6.1.a. – Explain the effects of the Columbian Exchange on European and Indigenous populations.

C3 STANDARDS – SKILL DEVELOPMENT

- D2.Geo.5.6–8. – Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.

COMMON CORE STATE STANDARDS

- CCSS.ELA–LITERACY.RI.7.3 – Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- CCSS.ELA–LITERACY.W.7.1.B – Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

NATIONAL CORE ARTS STANDARDS

- **Music** E:6–8:2 – With increasing independence, connect music to other people’s personal life experiences, when creating, performing, or responding to music.
- **Music** E:6–8:4 – Analyze and document how music is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.
- **Visual Art** E:6–8:2 – Explain the environmental, social, and ethical implications of using various tools, materials, equipment, and images to create works of art and design.
- **Visual Art** E:6–8:1 – Determine whether personal artwork meets established criteria and communicates intended meaning.

ESSENTIAL QUESTION:

- What lasting impact did the Maya, Aztec, and Inca civilizations have on the societies of today?

SUPPORTING QUESTIONS:

- What were the factors that encouraged European exploration and colonization of Latin America?

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Getting Ready

OBJECTIVES:

- Content: Students will be able to compare the geographical features of the Old and New World.
- AI Objective: I can explain how a region's differing material resources, geography and culture affect which musical instruments can be created.
- Language (Day/Part 1): Students will be able to verbally share information about their instrument with descriptive language using peer support.
- Language (Day/Part 2): Students will be able to analyze an image through writing with geographical vocabulary using collaborative peer dialogue.

ASSESSMENT:

- Students will complete the following questions in a written reflection:
 - How did the instruments differ around the room?
 - How did the geography of their origin impact these changes?

MATERIALS & SUGGESTIONS FOR CLASSROOM SETUP:

- Guitar (Old World): Tissue or shoe box, rubber bands (different lengths)
- Shaker (New World): Plastic eggs/any type of small jars, beads/beans
- General: Glue, scissor, tape

KEY SOCIAL STUDIES VOCABULARY:

- Old World, New World, Columbian Exchange

KEY ARTS INTEGRATION VOCABULARY:

- Strings, Chordophone, Percussion, Rattle, Lute/Guitar, Visual Analysis

TEACHER BACKGROUND

- Complete the prep work included in the TEACH section.

STUDENT PREREQUISITES

- Prior to this lesson, students must have received an introductory lesson on the Columbian Exchange and have an understanding of the movement of goods and resources between the New World and the Old World.

ACCESSIBILITY/ML SUPPORTS

- Sentence starters / verbal sentence starters
- Vocab sheets (for instruments/instrumental terms)
- Pictures
- **GAL:** View extension option below

EXTENSION

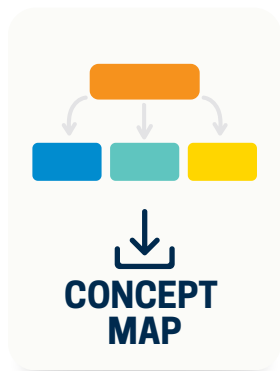
- Students will have the opportunity to create a song that ties both New World and Old World instruments.

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ARTS INTEGRATION MATERIALS



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TEACH

Opener

- Day/Part 1) What do you see? What inference can you make?
 - [Phyllis Wheatley Painting](#)
- Day/Part 2) What do you see? What inference can you make?
 - [Drum](#)



SLIDES

Prep

- Put materials on a back table.
- Print information cards with clipart. Make sure clipart is hidden until the student is able to identify their object.

Teacher tip: To reuse paper sheets, advise students to handle their papers gently.



VIDEO TUTORIAL

Day/Part 1

I DO

- Teacher reviews the location of the New World and Old World on a map.
- Teacher introduces activity by showing the two instruments they are creating. Explain to them that they come from different parts of the world and they have to identify which parts.
- Explain the world symbolism as the [information cards](#) are passed out.
- Share to students that each of them will receive one information card and they have to identify which of the 4 items they have. The 4 items represent 4 “real items” in which they are used to make instruments.



INFO CARDS

WE DO

- Give students 2-3 minutes to read and identify their item.
- After they read their item, clarify that they are looking for a partner that is from the same part of the world as them and that will bring their resources together to create an instrument.
- Once together, they can work on creating the instrument with their step cards.
- Once students have built their instruments, they can play the instrument and analyze the instrument using the [dialogue worksheet](#).



VIDEO DEMO



HANDOUT

YOU DO

- Students reflect on their own instrument in their [exit ticket](#):
 - *How does your instrument sound?*
 - *What about the geography of your part of the world impacts your instrument?*



EXIT TICKET

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TEACH

Day/Part 2

I DO

- Review instruments from yesterday.
- Keywords to emphasize: resources, symbolism, New World, and Old World

WE DO

- Have students find a set of partners from the other side of the world.
- Have students play each other's instruments.
- Students come up with how the instruments are the same and how they are different. They can use a Venn Diagram to capture this.
- Prompt students to talk about their geography, not just the physical instrument as they discuss.

Teacher note: The teacher can make a required comparison about their geography.

Have students share some responses aloud with the class if time permits.

YOU DO

- Visual Analyzation: Annotate 2 things on each instrument and describe how it connects to the resources in their geography. ([Exit Ticket](#) & [Rubric](#))



VENN DIAGRAM



EXIT TICKET



RUBRIC