



## ACTIVITY 2: COMMUNITY GATHERINGS

Using the resources from “Folkwriting: Lessons on Place, Heritage, and Tradition for the Georgia Classroom”

<http://www.valdosta.edu/library/find/arch/folklife/folkwriting/index.htm>

**Grade Level:** K-12

**Curriculum Areas:** English, Language Arts, Music, Social Studies

**Purpose of Lesson:** This activity draws from the [Folkwriting workbook](#) and from [Louisiana Voices Musical Landscapes Lesson 2](#). It provides suggestions for community-based writing and interviews on places in the local community where music and dancing occur. “Folkwriting” was a collaborative project by Cook County (Georgia) language arts teachers with a folklorist and English professor at Valdosta State University. It combines approaches from place-based education, heritage education and folklife education. This lesson relates to the “Community Gatherings” panel of the “Rhythm & Roots” exhibit and provides an opportunity to connect classroom, exhibit and community music traditions.

### Lesson Objectives:

1. Students use the writing process to describe community music and dance gatherings.
2. Students investigate how their community and regional traditional music contribute to a sense of place and to local history.
3. Students develop data processing, chronological thinking and research skills through community interviews.

**Time Required:** Three to five 45-minute class periods

### National Standards

NATIONAL STANDARDS: MUSIC

- [NA.5-8.6 Listening To, Analyzing, and Describing Music](#)
- [NA.5-8.8 Understanding Relationships Between Music, The Other Arts, and Disciplines Outside the Arts](#)
- [NA.5-8.9 Understanding Music in Relation to History and Culture](#)

## NATIONAL STANDARDS: LANGUAGE ARTS

- [NL-ENG.K-12.1 Reading for Perspective](#)
- [NL-ENG.K-12.2 Reading for Understanding](#)
- [NL-ENG.K-12.3 Evaluation Strategies](#)
- [NL-ENG.K-12.4 Communication Skills](#)
- [NL-ENG.K-12.5 Communication Strategies](#)
- [NL-ENG.K-12.6 Applying Knowledge](#)
- [NL-ENG.K-12.7 Evaluating Data](#)
- [NL-ENG.K-12.8 Developing Research Skills](#)
- [NL-ENG.K-12.9 Multicultural Understanding](#)
- [NL-ENG.K-12.11 Participating in Society](#)
- [NL-ENG.K-12.12 Applying Language Skills](#)

## NATIONAL STANDARDS: HISTORY K-12

- [Historical Thinking Standard 1: Chronological Thinking](#)
- [Historical Thinking Standard 2: Historical Comprehension](#)
- [Historical Thinking Standard 3: Historical Analysis and Interpretation](#)
- [Historical Thinking Standard 4: Historical Research Capabilities](#)

## NATIONAL STANDARDS: HISTORY K-4

- [Standard 2](#): History of Students' Local Community and How Communities in North America Varied Long Ago
- [Standard 6](#): Regional Folklore and Cultural Contributions That Helped to Form Our National Heritage

## [All National Arts Standards](#)

**Background Information for the Teacher:** Where do people go to hear music or go dancing? Prompt students to think about popular music (which they will be most familiar with), classical and traditional. Traditional music is the focus of the “Rhythm & Roots” exhibit (think about local jam sessions, community dance halls and music halls, oprys, shapenote singings, homecomings, religious settings, community festivals, special holidays or celebrations which include music and dance). What events in everyday life or special events include music or dance (think about lullabies, campfires, playground songs, school fight songs, weddings or birthdays)?

Begin by finding out what the students already know about community music and dance. The student worksheets above prompt students to brainstorm about music in their everyday life and in the community, and to prepare “Listening Logs.”

The [Folkwriting](#) workbook, available online in PDF format, has lesson plans for every grade level which can be adapted to your community and classroom to engage students in writing about places where people gather around music making. Each unit (which has tips to adapt to any grade level), is organized by “My Places,” “Their Places” and “Our Places.” Students may write descriptively about place in a variety of writing styles, interview musicians, take photos and make scrapbooks, write a monologue or preparing a flyer or brochure.

Here are some guides to specific sections of “Folkwriting” which may be most useful to writing activities around Community Music Gatherings:

Chapter 6: “Folkwriting with Young Children”, “Our Places Unit,” Lesson #1, “Getting to Know the Community” (question, writing skills and a classroom visit by a local musician).

Chapter 7 (Upper Elementary): “Welcome to the Neighborhood,” an entire place-based unit on neighborhood customs, including interviews to compare past and present activities in the neighborhood, photography and culminating with a brochure which can be tailored to places in the neighborhood where music and dance occur.

Chapter 9 (Middle Grades): “Students Writing about Everyday Lives,” “My Places Unit,” Lesson #2, “My Favorite Place in the County,” an essay assignment. Prompt students to describe a favorite place to dance or experience music.

Chapter 10 (High School): “Scrapbooking My World,” a unit that can be adapted to prepare scrapbooks about places for community music and dance in sacred or secular settings. Includes ideas for scrapbooking, a Verbal Collage Worksheet (“Their Places Unit,” Lesson #3), comparisons of students’ own places with those of an elder in the community (gained through an interview). Other products include a “Narrative of Places That Matter” and “Cultural Markers of Places that Matter.”

Chapter 11 (High School): “Plays About Place,” “My Places Unit,” Lessons #2-4 prompt students to identify a place where music and/or dance takes place; write and present a short monologue based on the place.

**STUDENT WORKSHEETS** (from Unit VI, Lesson 1, “[Louisiana's Musical Landscape](#),”)

[Music in Everyday Life](#)

[Sample Listening Logs](#)

[Listening Log - Community Soundscapes](#)

[Listening Log - Music Around Me](#)

[Creating Tables and Frames with Microsoft Word](#)

## Assessment Tools

[Listening Logs Rubric](#)

## Resources

Louisiana Voices Unit VI, "Louisiana's Musical Landscape," Students hone their listening skills, develop tools for approaching research into their own musical traditions and those of community and state and learn different ways of recording data.

[http://www.louisianavoices.org/Unit6/edu\\_unit6\\_lesson2.html](http://www.louisianavoices.org/Unit6/edu_unit6_lesson2.html)