



Unity Element 2

Sing It, String It, Bring it to the World

Connect lessons in science and geography to music Listen to the inspiring songs and consider how music can inspire unity.

Music, Social Science, Oral Speaking Skills, Geography, Chemistry	Sending Music and Stories to the World
<p>Grade Levels: Adjustable (Pre-K - Adults)</p> <p>Time Needed: 2 hours</p> <p>Key Points</p> <ul style="list-style-type: none">• Some substances in nature deflect or cling together. We can experiment with this principle to see why soap fights disease.• We can use the same materials to create a model of the continents• Music about our shared stories inspires us to share our own family stories• We can also share our musical talents to create joy and unity• We can work together to develop new skills to create joy and unity.	<p>Teacher or Caregiver:</p> <ul style="list-style-type: none">• Use experiments to see which substances attract or detract other particles. Create a geography project to show the unity of the continents.• View a music video to inspire stories of family histories.• View videos to see examples of learners who used music to share joy with family members and others during the coronavirus shelter-in-place orders.• Sing along with Andrew's version of Ode to Joy.• Discuss how you can use music to send joy to others.• With younger children, learn songs about unity and follow along with the actions on the audio tape.• Create a family percussion band.

Emigration, Geography and Songs about Unity



Experiment 1:

1. Place a dish of water on a table.
2. Sprinkle pepper in the water.
3. Ask one person to place a finger in the water and see what happens. The pepper may quickly collect around that finger.
4. In a second dish of water, swish a bar of soap. Place a finger in that water then back in the peppered water. Observe what happens. Did the pepper move away from the finger?

Imagine the pepper is a virus. It moves away soap. This is why washing hands frequently will help remove unseen germs that may have collected there. Teach this skill to others, to keep everyone safe.

Experiment 2:

Now try another experiment with water. Shape a small mound of clay, rice or other substance in a bowl. Does rice unite in mounds more easily than pepper?

Make high points and low points. Slowly pour in a little water. At first you will see high mountains in the water. Eventually, as the

water level grows higher, much of the “land” will be submerged as ocean floor.

Look at the map and imagine the earth as one large ocean, with land masses the size of continents. Suddenly this makes it easier to see that people from around the world are truly one human family, living on the same soil, submerged in ocean water.

As long as boats and planes have existed, people emigrated from one area to another, moving across the waters. Their stories traveled with them, until there was just one common human story with many chapters.

What chapter will you add?

Share Music and Stories



Gather for a family meeting. This meeting has three pieces of music, geared to all ages of children and adults.

If family members play music, ask them to contribute a song of their own..

1. Play the video called “The South that I Am,” By Rómulo Castro, at the link below. What countries united to make this song and dance?

<http://www.youtube.com/c/romuloyeltuira>

Talk about the song as a family. Ask your parents to tell you a story about family members from two households becoming united. Tell them a story about a time when you felt also united with others outside your family.

Plan a meal together and set a place for everyone you think of as family, even if they are not present.

2. Listen to the song “Ode to Joy,” played by Andrew Banderos Barrera.
<https://www.youtube.com/watch?v=Z3cykb8r01Q>

Talk about this song with your family. What languages do you think Andrew speaks? What language does his music speak? (A universal language of joy?) Plan to share the song with others online.

Why do you think Andrew decided to share his gift of song with others around the world? What gift of joy are you developing? How can you share it?

3. If you have preschool children in your family, play the Unity Circle song. Act out the motions together. Talk about things you do together to make everyone feel happy at home.

<https://www.fullcirclelearning.org/music>

(Beauty Is What You Do CD, Track 5)

Make a plan a way to create music for those in the neighborhood. Consider the drum activity that follows.

Drumming Up Unity

Look around your home for objects such as soft slippers or wooden spoons. (Children can put a shoe on each foot or tap two wooden spoons together to make a variety of sounds.)

The leader must count and clap a pattern numbering up to four. (e.g. (1...2,3,4) or (1,2...3,4) and the others repeat it. They practice each pattern until they can play the rhythm in unity. Go in a circle to take turns being the leader.

Next add the word “Unity-oh. Unity-oh...” Add a syllable to each beat instead of a number. After they have practiced, stop and ask, “What do we need most to have unity? To listen to each other? To be patient when someone cannot keep up? To practice again? To know our numbers?”

Extension Lesson

After completing the hopscotch game in Element 3, using the grid pattern to strengthen counting skills as you practice working in unity each day to make a percussion band.

Call out hopping patterns that always equal 4, such as:

2 long, 2 short hops

3 short, 1 long hop

4 tiny hops

In a game of hopscotch, assign each other math equations. Call out the equations as you hop (e.g. $2 + 2 = 4$)

Extended Music Math Challenge:

For older learners, gather boxes and develop rhythms and counter rhythms.

1. Using their hands, the first person drums 16 soft beats on a box or soft surface.
2. As the first person starts up again, the next person adds eight beats in the same time period (measure), drumming on every **second** beat of the first drummer's beats.
3. The third drummer drums on the **second** beat of the second drummer's beats.
4. Likewise, the fourth drummer drums on the **second** beat of the third drummer's beat.

How many times did they drum?

- Within 16 beats, how many times did the second drummer drum? (Eight, because $2 \times 8 = 16$)
- How many times did the third drummer drum? (Half as many, or four times, because $4 \times 2 = 8$.)
- How many times did the fourth drummer drum?
- (Half as many again, or two, because $2 \times 2 = 4$)
- Now each person can syncopate their rhythms, using the same basic count, just for fun.

