

Worksheet 1 – Response Journal for Movement and Dance

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Activity 1 – Culture Cubes

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Worksheet 1 – <i>Response Journal for Movement and Dance</i>

Name _____ Date _____

Directions: Watch the presentation. Write the name of the group or performer at the top.

Part 1: Place an X on the line in front of the elements you observed during the performance. If you saw a movement not listed, add it to the bottom of the list. .

ELEMENT OBSERVED

_____ Swapping

_____ Stepping

_____ Clapping

_____ Jumping

_____ Kicking

_____ Rocking

_____ Stomping

_____ Sliding

_____ Turning

_____ Hand motions

_____ Partners

_____ Moving in Lines

_____ Foot motions

_____ Singing or chanting

_____ Musical accompaniment

Part 2: For each element you observed, write a description (see worksheet on next page) of what you saw. Example: Clapping: All the dancers clapped together. They clapped to the beat of the music.

ELEMENT OBSERVED:

Swapping

Stepping

Clapping

Jumping

Kicking

Rocking

Stomping

Sliding

Turning

Hand motions

Partners

Moving in Lines

Foot motions

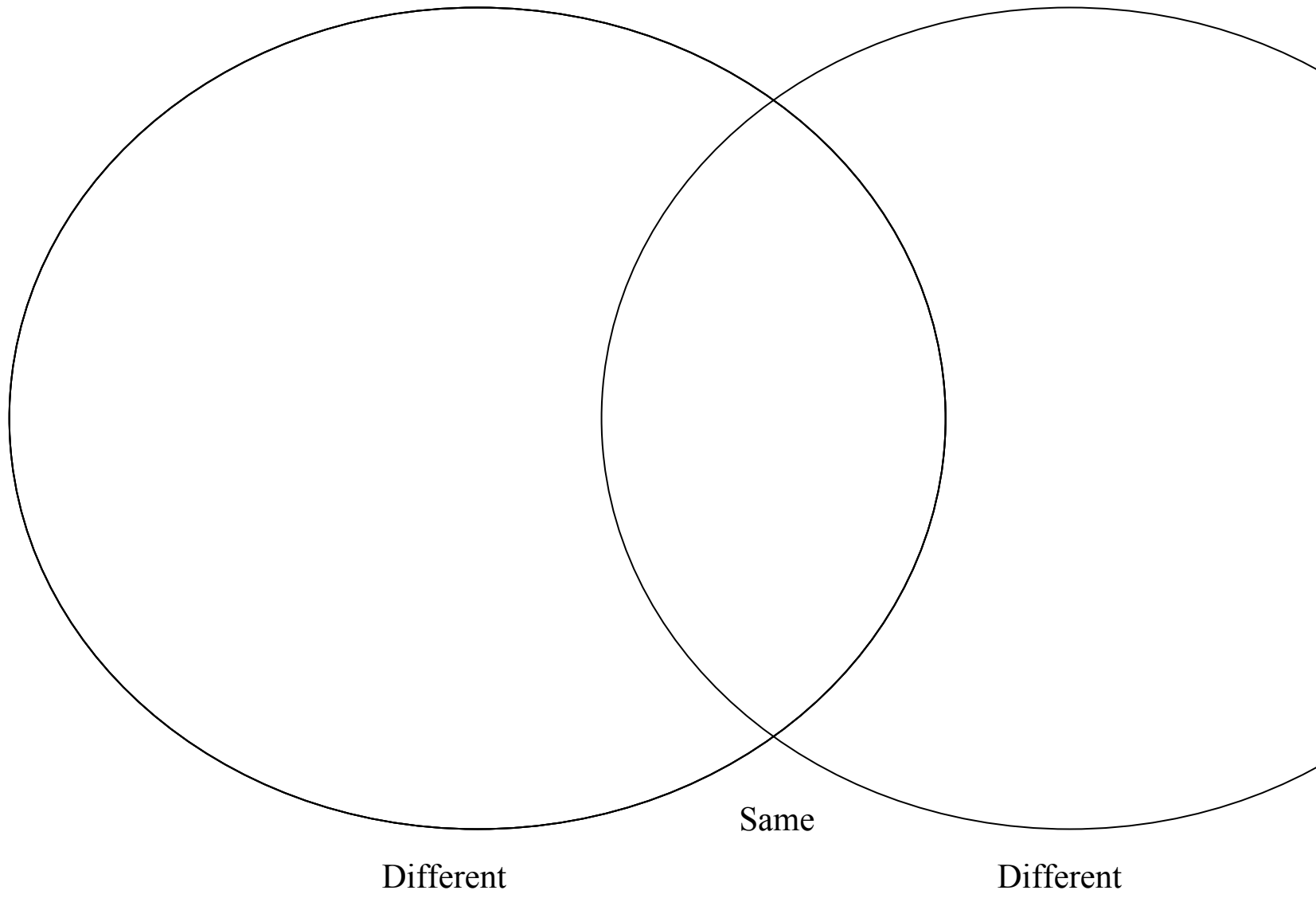
Singing or chanting

Musical accompaniment

Worksheet 2 – VENN Diagram

This activity can be done as an individual, group or whole class activity.

Directions: Use the Venn diagram pattern that follows, or have students make one by tracing two large circles, overlapping each other. Label each circle with a culture represented by one of the artist performances, or label one circle with a culture represented by an artist performance and label the other to represent the student's own cultural background. In each circle, have the students write about characteristics of the culture that are unique. In the overlapping area, have students write characteristics that are the same. For example: Irish folk dancers dance with just their feet (unique), and American teenagers dance with their whole bodies (unique), but both cultures enjoy dance (same).



Activity 1 – *Culture Clubs*

Materials: Cube Pattern
 Markers, colored pencils, or crayons
 Glue

Directions: Think about what you have heard and seen in the artist’s presentation. Cut out the Cube Pattern on the worksheet. Write your name on one of the 6 blank squares. On the other squares, write a descriptive word or phrase, or draw a picture, of what you learned from the presentation.

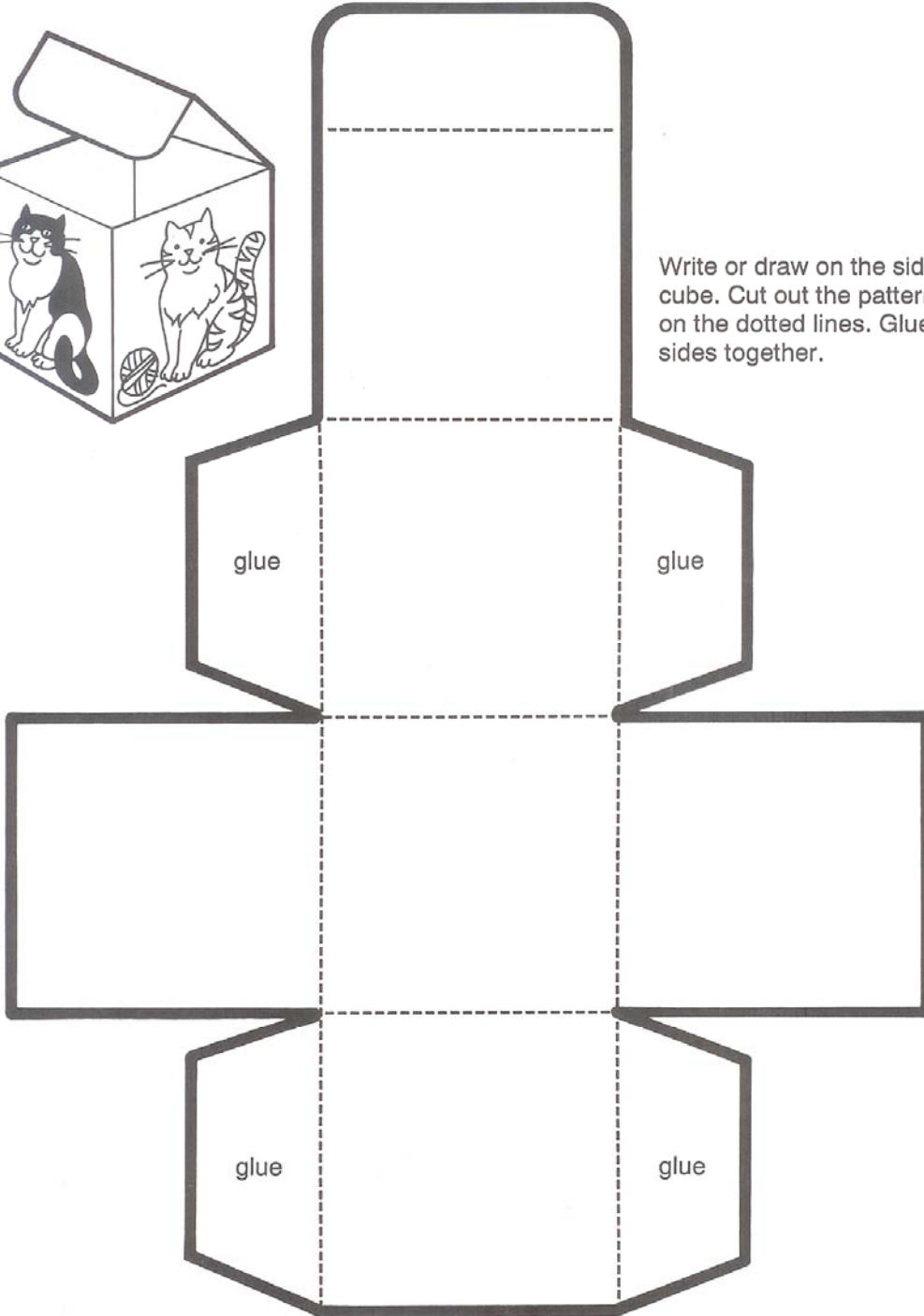
For example, if the presentation you saw was about Japanese cooking, you could draw pictures of Japanese foods, or you could write words related to the presentation, such as “sushi”, “edamame”, and “chop vegetables”.

When you have finished writing and drawing, fold the cube along the dotted lines and glue where directed.

Cube Pattern



Write or draw on the sides of the cube. Cut out the pattern. Fold on the dotted lines. Glue the sides together.



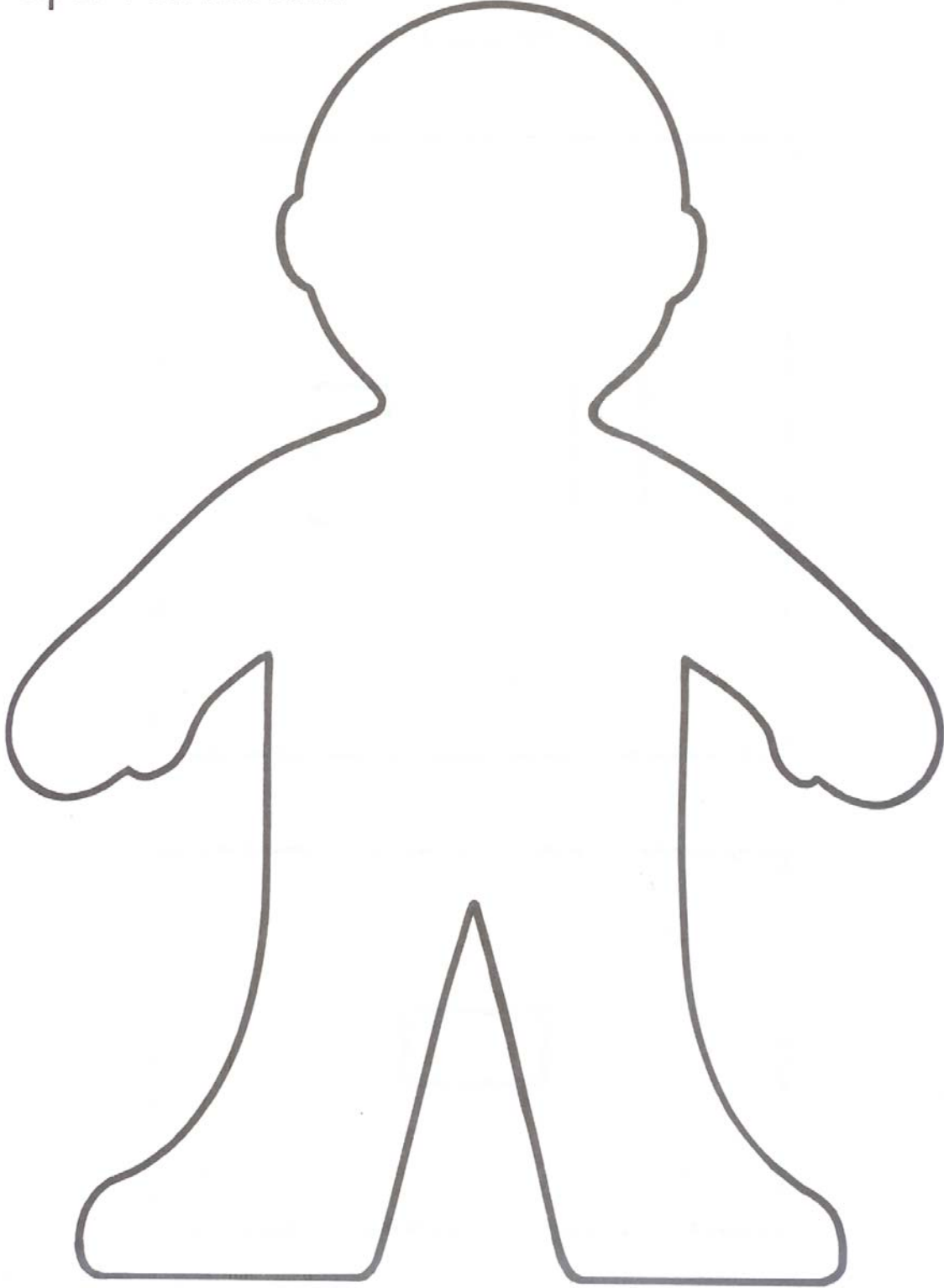
Activity 2 – *Traditional Costumes*

Materials: Costume Pattern
 Markers, colored pencils, or crayons

Directions: Think about what you have seen in the artist’s presentation. What type of cultural or traditional clothing was the artist wearing? Are there traditional clothes or costumes in your family traditions?

Cut out the Costume Pattern on the worksheet. Use markers, crayons or colored pencils to decorate the figure in a traditional costume. You may recreate a costume you saw in the presentation, or you may draw a costume from your own family traditions. Be sure to write your name and the culture your drawing represents on the back of your pattern.

Paper Doll Pattern



Activity 3 – Travel Brochure

Materials: Blank sheet of 8 ½ x 11 inch copy paper
Markers, colored pencils, or crayons

Directions: Take a blank sheet of copy paper. Fold the paper into thirds, as if it were a letter you were going to mail. Now fold the top fold in the other direction. Turn the folded paper one-quarter turn clockwise. The paper should look like a pamphlet or brochure. This will be your travel brochure.

Decorate the brochure with facts and pictures about the culture that was represented by the Folklife presentation you attended. Design your brochure to attract people to visit the country or area where this culture originates. For example, if you saw a presentation about Japan you could include food, costumes, music, dance, holidays, flags, and other facts. If you need more information, use reference books from the library or reference web sites. Ask your teacher or librarian for help finding references.

Activity 4 – Magazine Collage

Materials: Blank sheet of paper Old magazines
Scissors Glue

Directions: Think about the artist presentation you viewed. What words, phrases, or images represent the artist and his or her culture to you? Look in the magazines for pictures and words that represent the culture you were introduced to. Cut out each word or picture. Beginning in the center of your paper, glue each word or picture so that they slightly overlap each other. Be sure to write your name and the culture your picture represents on the back of your collage.

Activity 5 – Artist Mobile (individual or group activity)

Materials: Coat hangers Index cards
Pencils Yarn or string
Scissors Glue
Blank paper or construction paper
Markers, colored pencils, or crayons

Directions: Create a mobile representing the artist performance that you viewed. Use index cards to write facts and descriptions. Use white or colored paper to draw representations of what you observed. Cut pieces of yarn or string in various lengths. Tie one end of the string to your picture, and the other end to the bottom of the hanger. Be sure to write your name on one of the pieces hanging from your mobile.

Activity 6 – Group Talent Graph

This activity is a whole class activity.

Materials: Butcher paper or construction paper
Markers

Directions: Remind the students that the artists they have seen each had at least one special talent. A talent begins as something you like to do, and is nurtured by practice and training, either on your own or under a teacher of some kind. Write the following artistic talents on a piece of paper and tape them to the blackboard (or use an overhead projector). Read each talent aloud, and ask students who feel they have that talent, or that interest, to raise their hands. Take a count for each talent.

- Sing
- Dance
- Write Music
- Write Lyrics
- Play an Instrument
- Draw
- Paint
- Sculpt
- Craft (create objects such as baskets, wood artifacts, knitted sweaters, etc.)
- Perform Martial Arts
- Tell Stories
- Talk in Sign Language
- Act

After you have a count, make a bar graph or have students make a bar graph showing what talents are represented in the class. Leave off any talents that no students responded to, in order to make the graph a thoroughly positive representation of the student's talents and interests.

V. Appendix

A. Folklife Interview Form for Fieldwork

An integral component of studying folklife is the process of collecting information. Folklorists call this field work. It involves interviewing people in the community who practice the folklife being studied and documenting and analyzing their responses.

Now that you have studied folklife, try your hand at interviewing people in your community or invite artists to visit the classroom. If there is a camera available take pictures of the artist and the process of creating the art.

Folklife Interview Form

Collector: _____

Date: _____

School: _____ Grade level: _____

Interviewee: _____

Interviewee's address: _____

Phone: _____

Ethnic heritage: _____

Circumstances of interview: _____

Interviewee's date and place of birth: _____

Occupational experience: _____

Hobbies and interests: _____

Folklore collected: _____

Learned how, from whom and when: _____

B. Beyond the Classroom

The following resources can be used for extending your studies of Folklife.

Art and Tradition of Negro Spirituals

A study guide from Texas about Negro spirituals.

<http://www.texasfolklife.org>

Australian Aboriginal Art and Storytelling

Australian Aboriginal art is one of the oldest continuing art traditions in the world. Most of the important knowledge of aboriginal society was conveyed through different kinds of storytelling.

http://edsitement.neh.gov/view_lesson_plan.asp?id=652

Campfire Stories with George Catlin

These lessons focus on the: Ancestral lands, Catlin's Quest, Chiefs and Leaders (including folklore) and Western Landscape.

<http://catlinclassroom.si.edu/cl.html>

Crossroads of the Heart: Creativity and Tradition in Mississippi

Offers a look at the traditions of the people of Mississippi with lesson plans.

<http://www.arts.state.ms.us/crossroads/teacher.html>

Folklife as a Subject for Writing

By Diane W. Howard uses curriculum developed for the Cook County Georgia schools.

<http://www.valdosta.edu/folkwriting/pdf/chapter3.PDF>

Folklife and Fieldwork: A Layman's Introduction to Field Techniques

By Peter Bartis, 1979.

<http://lcweb.loc.gov/folklife/afc.html>

Identifying Structured Patterns in Folk Tales

By Paul D. Coverdell World Wise Schools Peace Corps

Students learn that folk tales follow a pattern and analyze a story to discover its pattern.

<http://www.peacecorps.gov/wws/educators/lessonplans/lesson.cfm?lpid=330&gid=2>

Jazz and World War II: A Rally to Resistance, A Catalyst for Victory.

The Second World War had an enormous effect on the development of jazz music, which in turn had a role to play in the American war effort. Jazz was a rallying cry for the U.S. servicemen. Contains several lesson plans.

http://edsitement.neh.gov/view_lesson_plan.asp?id=379

Learning the Blues

This lesson introduces students to the blues, one of the most distinctive and influential elements of African-American musical tradition. Students take a virtual field trip to Memphis, Tennessee, one of the prominent centers of blues activities and explore the history of the blues in the work of W.C. Handy.

http://edsitement.neh.gov/view_lesson_plan.asp?id=267

Mrs. Donn's Free Lesson Plans & Activities Native America

Lesson plans for several tribes including Pueblo and Anasazi.

<http://www.mrdonn.org/nativeamericans.html>

Native Visions of the Natural World

Enduring connections with the natural universe are the focus of the Carnegie Museum of Natural History's Alcoa Foundation Hall of American Indians.

http://www.carnegiemnh.org/exhibits/north-south-east-west/intro_main.html

Powwow in the Schools from the Texas Folklife Resources was developed to educate students about the traditional culture of Indians, including art forms passed down within a family or culture.

<http://www.texasfolklife.org>

Our Russian Folk Dance

Students learn the Russian folk dance "Troika" and perform to music.

<http://artsedge.kennedy-center.org/content/2152>

Radio Show

This activity offers the opportunity for students to use today's technology to explore historical themes of any era. Groups will present a fictitious radio show.

<http://www.si.umich.edu/chico/folkandblues/>

Sing the Blues

In this activity students explore examples of this musical form, then write their own lyrics for a blues song.

<http://pbskids.org/bigapplehistory/parentsteachers>

Smithsonian Global Sound: Tools for Teaching

Enrich students understanding of musical traditions and cultural heritage.

http://www.smithsonianglobalsound.org/teaching_activities.aspx

Spirituals. This lesson introduces students to the role that spirituals have played in African-American history and religion.

http://edsitement.neh.gov/view_lesson_plan.asp?id=318

Technique: How is Grandmother's mystery basket made?

Lesson plan on basketry from Burke Museum Basketry Exhibition.

<http://www.washington.edu/burkemuseum/baskets/idgame/id.html>

Ten Characters from American Folklore.

Students learn about Pecos Bill, Daniel Boone, Johnny Appleseed and characters from America's folk history.

http://www.education-world.com/a_lesson/02/lp279-04.shtml

Using Oral History Lesson Overview

This lesson presents social history through the voices of ordinary people. It draws on primary sources from the American Memory collection, 1936-1940.

<http://international.loc.gov/learn/lessons/oralhist/ohstart.html>

Westward Movement.

Lessons revolve around the move Westward in covered wagons, its impact on the nation's cultural life and Native Americans.

<http://edweb.sdsu.edu/T2ARP/quest/journeys/westlessons.html>

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Canby, Sheila R. *Persian painting*. New York: Thames and Hudson, 1993.

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D. Web Resources for Education and Curriculum

Cultural Arts Resources for Teachers and Students

A virtual extension of City Lore's educational programs and its National Network for Folk Arts in education. <http://www.carts.org/>

National Endowment for the Humanities

<http://edsitement.neh.gov/>

Music from Across America

http://edsitement.neh.gov/view_lesson_plan.asp?id=252

Native American Cultures Across the U.S.

http://edsitement.neh.gov/view_lesson_plan.asp?id=347

Nevada History and Culture – Online Nevada Encyclopedia

<http://www.onlinenevada.org/>

Traditions and Languages of Three Native Cultures: Tlingit, Lakota, and Cherokee

Folklife and Folk Art Education Resource Guide

http://edsitement.neh.gov/view_lesson_plan.asp?id=378

Hispanic Folk Arts and the Environment

http://www.nmculturenet.org/heritage/folk_arts/

From a New Mexico perspective

Louisiana Voices: An Educator's Guide to Exploring our Communities and Traditions

Online statewide curriculum model via Louisiana Division of the Arts Folklife Program.

http://www.louisianavoices.org/edu_home.html

Montana Arts Council: Folklife Documenting Traditions

http://art.mt.gov/folklife/folklife_documenting.asp

New Hampshire Folklife-Learning Center

<http://www.nh.gov/folklife/learning/educational.htm>

Pueblo Indian Watercolors

<http://www.americanindian.si.edu/>

Wisconsin Folks

Guide to traditional artists, lesson plans and other educational materials

<http://arts.state.wi.us/static/folkartsed/folkarts.htm>