

King Rhythm

Voices from the Past

Grades: 1-5

ABOUT THE PERFORMANCE

Join soprano/storyteller Hope Shiver and percussionist David Keepman on a fantastic ride through African American history via popular musical styles. Selected audience members will join in the fun, donning costumes and pantomime, becoming loveable characters Bluesy, Jazzy, and others. The program features lots of audience participation and is a year-round hit!

TEKS (Texas Essential Knowledge and Skills):

	Music	Theater	Lang. Arts	Social Studies	The Students Will: <ul style="list-style-type: none"> Demonstrate musical artistry by singing in groups. Relate music to history culture, and the world. Demonstrate appropriate concert etiquette during live performances. Relate music to history, to society, and to culture. Create and interpret timelines. Describe how individuals, events, and ideas have changed communities. Identify contributions of historical figures who have helped to shape the nation and who have made contributions in the area of civil rights. Explain how individuals' decisions can result in changes in the community. Summarize contributions of people of various racial, ethnic and religious groups to our national identity. Organize and interpret information in outlines, reports, databases and visuals, including graphs, charts, timelines. Write literary texts, stories and poems that express their ideas and feelings about real or imagined people, events, and ideas.
1	5.3, 5.5, 5.6	5.4, 5	5.16	5.5, 5.22, 5.24	
2	1.3, 1.4, 1.5	6.4, 5	6.15	6.21	
3	2.3, 2.4, 2.5	7.4, 5	7.15	7.7, 7.21	
4	3.3, 3.4, 3.5	8.4, 5	8.15	8.29	
5	Levels I.3, I.5, I.6 II.3, II.5, II.6 III.3, III.5, III.6 IV.3, IV.5, IV.6	I.5, 6	Eng. I 9.14, 10.14, 11.14, 12.14	US Hist. 1, 9, 29 Gov't. 20	

STAAR (State of Texas Assessments of Academic Readiness):

Writing	Grade 4	Reporting Category 1	The Students Will: <ul style="list-style-type: none"> Demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization; sufficient development; and effective use of language and conventions. Understand geographic and cultural influences on historical issues and events. Demonstrate an understanding of issues and events in U.S. history.
	Eng. I Eng. II Eng. III	Reporting Category 4	
Social Studies	Grade 8	Reporting Category 1 Reporting Category 2	
	US History	Reporting Category 1 Reporting Category 2	

Academic Vocabulary:

Spirituals	Music that originated during the time of slavery to communicate emotions and ideas. Spirituals are characterized by their religious meaning and syncopated rhythm. The songs were expressions of freedom, and sometimes the words became a code for sending messages, especially about activities related to the Underground Railroad.
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Abolition	The act of officially ending or stopping something; Ending slavery.
Abolitionist	Anti-slavery activist who, before the Civil War, agitated for the immediate, unconditional, and total abolition of slavery in the United States. Back when many landowners in the United States forced slaves to work their land, abolitionists believed that slavery violated the basic human right of freedom, and organized to make slavery illegal, writing anti-slavery literature, proposing new laws, and smuggling slaves into free Canada.
Slave	A person who is the property of another person, legally owned by them, and forced to work for that person without pay. To be a slave is to be owned and controlled by another person.
Slavery	Slavery refers to a condition in which individuals are owned by others who control where they live and what kind of work they do. The work is done under harsh conditions for no pay.
Chattel Slave	A chattel slave is an enslaved person who is owned forever and whose children and children's children are automatically enslaved. Chattel slaves are individuals treated as complete property, to be bought and sold.
Freedom	Not under the control or in the power of another; Able to act or do what one wishes.
Emancipation / Manumission	The freeing of someone from slavery.
Democracy	A form of government in which people choose leaders by voting and in which everyone is treated equally and has equal rights.
Suffrage	The right to vote in public elections.
Universal Suffrage	Everyone gets to vote, as opposed to only white men or property holders.
Suffragist	Before 1920, women did not have the right to vote in the U.S. The suffragist movement fought for these rights, and the people who were part of that movement were suffragists.

CLASSROOM CONNECTIONS:

Before the performance

- Find out what spirituals the students already know. Play or sing one or two.
- Clap the syllables of the student's names, vocabulary words, spelling words, or sight words.
- Find out what students already know about the Civil War.

After the performance:

- Tell, draw, write, sing, dance or act out what you liked best about the performance.
- Research photographs from the Civil War. Write a poem or story to go with one you like.

Language Arts:

- Work with a partner to create a graphic organizer, poster, pamphlet, newspaper article or web page to illustrate the ideas of the abolitionists and suffragists during the 1860's. Share your project with the class.
- Write a persuasive letter to Mr. Dumont from Sojourner Truth stating why he should grant her freedom.
- Ms. Truth always traveled with her Book of Life in which she kept inspirational scriptures, poems, quotes, sayings, and thoughts. In addition, she asked people whom she respected, such as President Lincoln, to write in her book. Make your own book of life:
 - Collect poems, song lyrics, cartoons, and sayings that are important to you.
 - Write your thoughts, feelings, and impressions.

- At the end of two weeks, review your book and write an essay on your personal values.







- What is your Truth? The format is your choice: prose, poetry, rap, song, performance, art, video.

Math:

- On a map, trace Sojourner Truth's journey to see the President from Battle Creek, Michigan, to Washington, D.C. Estimate, then count up the miles. How long would it take you today to travel the same route with modern modes of transportation?

The Sojourner Truth Memorial Highway, Interstate 194 (I-194), is a three-mile (5 km) long, north-south freeway between downtown Battle Creek and I-94 in the southern portion of the city. The highway has been locally designated the Sojourner Truth Downtown Parkway after the abolitionist, Sojourner Truth, who was active in the Battle Creek area. The entire highway is in Battle Creek, Michigan.

- Work in teams to create word problems using information in the chart below and a map to travel from Exits 1, 2, and 3 to the various destinations listed. Challenge other teams to solve your word problems.

Mile	km	Exit	Destinations
0.000	0.000	1	 I-94 – Detroit, Chicago  M-66 south – Sturgis
2.048	3.296	2	 M-96 (E. Columbia Avenue)
3.161	5.087	3	 BL I-94 (D. Road)
3.374	5.430		 BL I-94 (Hamblin Avenue)  M-66 north – Ionia
1.000 mi = 1.609 km; 1.000 km = 0.621 mi Source: Michigan Department of Transportation / Wikipedia			

- The Sojourner Truth Downtown Parkway carries 26,300 vehicles on an average day. Of these vehicles, 1,200 trucks are included in the total. Create word problems with these facts. Exchange problems with a partner and solve each other's problems. Present your solutions to the class.

Social Studies:

- Read and discuss Frances D. Gage's "Account of Sojourner Truth's Speech at a Women's Rights Convention, May 1851." (The artist has a copy of this.)
- Trace how a bill becomes a law through Congress. (See <http://bensguide.gpo.gov/3-5/lawmaking/index.html> for grades 3-5)

- Discuss: What were the effects of the Emancipation Proclamation? How do you think that affected life for previously enslaved individuals in the South?
- Study more about the Bill of Rights and compare it to the rights of the enslaved before the Civil War.

Science:

- Research technologies available during Civil War times. Make a list and compare with your classmates.
- What mode of transportation did Ms. Truth use to travel to Washington? What mode would she use in modern times?
- How has communication changed since Civil War times?

Related Websites:

<http://sojournertruthmemorial.org/her-history/>
http://www.ducksters.com/history/civil_rights/sojourner_truth.php
http://en.wikipedia.org/wiki/Sojourner_Truth
<http://www.historic-northampton.org/highlights/educationindustry.html>
<http://radicalequality.emergingamerica.org/>
<http://memory.loc.gov/ammem/aapchtml/aapchome.html>
<http://radicalequality.emergingamerica.org/for-students/grades-3-7/>
<http://radicalequality.emergingamerica.org/multimedia/naei-video/>
<http://radicalequality.emergingamerica.org/for-students/grades-8-12/>
<http://www.sojournertruth.org/Default.htm>

SmartBoard Activities:

<http://exchange.smarttech.com/details.html?id=3b94caa1-8af8-4b4c-91be-53250c378f2c>
<http://exchange.smarttech.com/details.html?id=d3127b51-bb3f-4219-9f4f-720166c82792>
<http://exchange.smarttech.com/details?id=31427b16-176a-4244-9791-822338b4b8af>
http://www.softschools.com/timelines/sojourner_truth_timeline/57/

ABOUT THE ARTIST:

Hope Shiver, Soprano and storyteller, has credits as a soloist with the Houston Symphony Orchestra, Houston Grand Opera, and the St. Louis Symphony, as well as acting credits on stage and screen. Ms. Shiver has a Master of Music degree in vocal performance from the University of Oregon. Her singing talents have taken her all over the world – Japan, Italy, France, Greenland, Egypt, Sweden, and Spain – performing for world leaders and appreciative audiences in international tours of *Showboat* and *Porgy and Bess*. An award-winning playwright and playwright-in-residence with Young Audiences of Houston, Ms. Shiver has written, produced and directed numerous plays for school, college and family audiences.