

# Music in the South Pacific

**Grade Level:** Music (8th Grade)

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**Length of Unit:** Seven 50-minute lessons

## I. ABSTRACT

Through hard cultural changes, racism, European settlement, and centuries of western influence, the south pacific has strained to hold on to its traditional musical and social identity. Through listening examples, movies, storytelling, and instrument making, this unit will develop a student's appreciation for the role of music in the engaging indigenous cultures of Australia, New Zealand, Vanuatu, and Tonga.

## II. OVERVIEW

### A. Concept Objectives

1. Develop an understanding of musical elements in non-western music.
2. Learn to recognize indigenous instruments used in non-western music.
3. Develop a sense of appreciation for non-western music.
4. Recognize that literature and art reflect the inner life of a people.

### B. Content from the *Core Knowledge Sequence (CKS)*

1. 8<sup>th</sup> Grade Music (pages 194-195)
2. Elements of Music
  - a. Recognize theme and variations
3. Non-Western Music
  - a. Become familiar with scales, instruments, and works from various lands

### C. Skill Objectives

1. Listen to selected music with varied instrumentation and voicing, and discuss textures and timbres. *Derived from the Colorado Standards and Grade Level Expectation for Music (CSGLE)*
2. Listen to a musical selection and explain how the composer used specific musical elements. (CSGLE for Music)

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. Blumenfield, L. *Voices of Forgotten Worlds/Traditional Music of Indigenous People*
2. *World Music/The Rough Guide Volume 1*

### B. For Students

1. Mapping the south pacific. (3<sup>rd</sup> and 4<sup>th</sup> grade World Geography: CSGLE)
2. Compose, read, and perform music in quarter, eighth, and sixteenth notes on a staff. (5<sup>th</sup> through 8<sup>th</sup> Grade Music: CKS)
3. Recognize verse and refrain (ABA form). (2<sup>nd</sup> Grade Music: CKS)

## IV. RESOURCES

- A. *Garland Encyclopedia of World Music/Africa* (Lessons One-Seven)
- B. Map of the South Pacific (Lessons One-Seven)
- C. Television and DVD/VHS player (Lessons One-Seven)
- D. DVD or VHS: Rabbit Proof Fence (Lessons One-Three)
- E. CD Player (Lessons One-Seven)
- F. DVD or VHS: Whale Rider (Lessons Four-Seven)

## V. LESSONS

### Lesson One: Australia (50 minutes)

#### A. Daily Objectives

1. Concept Objective(s)
  - a. Develop an understanding of musical elements in non-western music.
  - b. Learn to recognize indigenous instruments used in non-western music.
  - c. Develop a sense of appreciation for non-western music.
  - d. Recognize that literature and art reflect the inner life of a people.
2. Lesson Content
  - a. Elements of Music: Recognize theme and variations
  - b. Non-Western Music: Become familiar with scales, instruments, and works from various lands
3. Skill Objective(s)
  - a. Listen to selected music with varied instrumentation and voicing, and discuss textures and timbres.
  - b. Listen to a musical selection and explain how the composer used specific musical elements.

#### B. Materials

1. *Garland Encyclopedia of World Music/Australia and the Pacific Islands*
2. CD Player
3. CD track #28 from *Garland Encyclopedia of World Music/Australia and the Pacific Islands*
4. Writing utensils
5. White board, chalkboard, or large easel
6. Copies of Appendix A for the whole class
7. A map of the South Pacific (bigger is better)
8. DVD or VHS player with TV
9. DVD or VHS: *Rabbit Proof Fence*
10. Copies for all students of Appendix B: Rabbit Proof Fence Study Guide
11. Copy for all students of Appendix D: Permission slips

#### C. Key Vocabulary

1. Didjeridoo – a conical wooden trumpet with no finger holes, usually measuring between three to six feet long
2. Clapsticks – concussion sticks used to accompany song
3. Boomerang – angular Aborigine hunting tool also used as Clapsticks

#### D. Procedures/Activities

1. Before this lesson, permission slips will need sent home to parents explaining that this unit will be using two movies. Permission slips are located in the appendix section (Appendix D: Permission Slips).
2. As the class enters, hand out “Appendix A: Listening Worksheet”.
3. Play track 28 on the Garland CD. Circulate around the room as the song plays to keep the class listening in silence. Stop the CD when the song ends.
4. Spend no more than ten minutes reviewing answers from the listening sheets. During this review, allow the students to guess which country the music came from. Give them ample guesses, and if they do not get it right, then tell them the country is Australia. Once identified, allow a volunteer to find it on the map. Following the review, collect the sheets for grading.
5. Explain to the class that Australia is broken into six sections. Now, have student volunteers create a map of Australia on the boards by following the set of instructions below:
  - a. Draw a large oval (like an egg sitting on a table) on the board.

- b. Using vertical lines, split the oval into thirds.
  - c. In the left third of the oval, write in the name “Western Australia”.
  - d. In the middle third of the oval, write in “Northern Territory” on the top half and “South Australia” on the bottom half.
  - e. On the right third of the oval, write in the name “Queensland” in the top third.
  - f. Write in the name “New South Wales” in the middle third and “Victoria” in the bottom third.
  - g. Now write in the name “Sydney” on the outer edge of the circle in “New South Wales”.
  - h. Next, write in the name, “Melbourne” on the outer edge of the oval in “Victoria”.
  - i. On the bottom, outside-left of the oval (in Western Australia) write in the name “Perth”.
6. Explain to the class that these three cities are the most famous three cities in Australia.
  7. Say, “The indigenous people of Australia are the Aborigines. The Aborigine people have been in Australia for at least 10,000 years. In that time, they have learned that Australia is a fragile land and they have learned to work in harmony with the land. Unfortunately, settlers in the 1800’s did not understand this concept, or its indigenous people. This misunderstand has led to severe and sometimes deadly results. As with our American Indians, the Aborigines of Australia were threatened, pushed, herded, and killed in the struggle to settle the country. Because of the turmoil and changing laws, the traditions of the Aborigine have been slowly disappearing. Nevertheless, the Aborigine culture has prevailed to present day.”
  8. Explain that there was a woman by the name of Molly Craig, who lived in Western Australia (point to this area on the board). This section of Australia is famous for its harsh desert environment. Go on to say, “Molly’s story was so inspiring that it led to a book and a movie. The name of the movie was “Rabbit Proof Fence”.”
  9. Pass out Appendix B: Study Guide for Rabbit Proof Fence.
  10. Explain to the class that they will be watching the movie. They will need to fill in the study guide as they watch the movie.
  11. Play movie, “Rabbit Proof Fence”. Point out events in the movie, as they appear, that relate to the study guide. Encourage the class to take notes and keep their study guide updated as the movie plays.
  12. At the end of class, mark the chapter or location of the movie so it can be started in the same spot the following lesson. Collect all study guides for using during the coming lessons.
- E. *Assessment/Evaluation*
1. Completion and discussion of the Listening Worksheet (Appendix A).
  2. Ongoing completion of the Rabbit Proof Fence study guide (Appendix B).

**Lesson Two: Australia: Rabbit Proof Fence (50 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Learn to recognize indigenous instruments used in non-western music.
  - b. Develop a sense of appreciation for non-western music.
2. Lesson Content
  - a. Elements of Music: Recognize theme and variations

- b. Non-Western Music: Become familiar with scales, instruments, and works from various lands
  - 3. Skill Objective(s)
    - a. Listen to selected music with varied instrumentation and voicing, and discuss textures and timbres.
- B. *Materials*
  - 1. *Garland Encyclopedia of World Music/ Australia and the Pacific Islands*
  - 2. CD Player
  - 3. CD track #28 from *Garland Encyclopedia of World Music/ Australia and the Pacific Islands*
  - 4. DVD or VHS player with TV
  - 5. DVD or VHS: *Rabbit Proof Fence*
  - 6. All copies of Appendix B from the previous lesson
  - 7. A map of the South Pacific (bigger is better)
- C. *Key Vocabulary*
  - 1. Didjeridoo – a conical wooden trumpet with no finger holes, usually measuring between three to six feet long
  - 2. Clapsticks – concussion sticks used to accompany song
  - 3. Boomerang – angular Aborigine hunting tool also used as Clapsticks
- D. *Procedures/Activities*
  - 1. Play track #28 on the Garland CD for the class as they enter.
  - 2. Pass out the study guide (Appendix B) to each student.
  - 3. Begin movie from the same point that it was stopped in the previous lesson.
  - 4. At the end of class, mark the chapter or location of the movie so it can be started in the same spot the following lesson. Collect all study guides for using during the coming lessons.
- E. *Assessment/Evaluation*
  - 1. Ongoing completion of the Rabbit Proof Fence study guide (Appendix B).

**Lesson Three: Australian Instruments (50 minutes)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Develop an understanding of musical elements in non-western music.
    - b. Learn to recognize indigenous instruments used in non-western music.
    - c. Develop a sense of appreciation for non-western music.
  - 2. Lesson Content
    - a. Elements of Music: Recognize theme and variations
    - b. Non-Western Music: Become familiar with scales, instruments, and works from various lands
  - 3. Skill Objective(s)
    - a. Listen to selected music with varied instrumentation and voicing, and discuss textures and timbres.
    - b. Listen to a musical selection and explain how the composer used specific musical elements.
- B. *Materials*
  - 1. *Garland Encyclopedia of World Music/ Australia and the Pacific Islands*
  - 2. CD Player
  - 3. CD track #28 from *Garland Encyclopedia of World Music/ Australia and the Pacific Islands*
  - 4. DVD or VHS player with TV
  - 5. DVD or VHS: *Rabbit Proof Fence*

6. All copies of Appendix B from the previous lesson
  7. A map of the South Pacific (bigger is better)
  8. Reference of Appendix C: Didjeridoo Construction
  9. Materials as listed in Appendix C: Didjeridoo Construction
- C. *Key Vocabulary*
1. Didjeridoo – a conical wooden trumpet with no finger holes, usually measuring between three to six feet long
  2. Clapsticks – concussion sticks used to accompany song
  3. Boomerang – angular Aborigine hunting tool also used as Clapsticks
- D. *Procedures/Activities*
1. Play (track #1) on the Garland CD for the class as they enter.
  2. Pass out the study guide (Appendix B) to each student.
  3. Begin movie from the same point that it was stopped in the previous lesson.
  4. The movie will finish half way through class. When finished, explain to the class that the study guides must be kept for preparing for the unit final exam.
  5. Review the study guide questions and answers (take five to ten minutes).
  6. Explain that today; the class will discuss some of the instruments used in Aborigine music.
  7. “Say, in Australia, the Aborigine people use three instruments to accompany their singing. These instruments are the didjeridoo, the boomerang, and clapsticks. The Aborigine people use their music for three main reasons. They are funerals, coming of age and circumcision, and for social gatherings.
  8. Begin with the didjeridoo, and explain the definition for the didjeridoo (listed above) to the class. In the same fashion, define the boomerang and clapsticks.
  9. Play track 28 on the Garland CD once more for the class and have them identify the didjeridoo and clapstick/boomerang accompaniment. Once everyone has heard and identified the instruments in the recording, stop the CD.
  10. Say, “Today we will begin construction of our own Aborigine instrument”.
  11. Pass out “Appendix C: Didgeridoo Construction”, and proceed as the appendix instructs.
  12. **SAVE ALL LEFTOVER MATERIALS FOR THE LAST LESSON IN THIS UNIT.**
  13. This construction can take as little as fifteen minutes and as much as a week depending on the amount of detail desired on the project. Teachers should use their discretion as to when to add this component, and how detailed to get. Beyond what is outlined above, this construction can be used as an “end of the lesson” activity for the remainder of the unit, or it can become part of the culminating activity at the end of the unit.
- E. *Assessment/Evaluation*
1. Appendix B: Rabbit Proof Fence Study Guide completion and verbal review.

#### **Lesson Four: New Zealand (50 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop an understanding of musical elements in non-western music.
    - b. Learn to recognize indigenous instruments used in non-western music.
    - c. Develop a sense of appreciation for non-western music.
  3. Lesson Content
    - a. Elements of Music: Recognize theme and variations
    - b. Non-Western Music: Become familiar with scales, instruments, and works from various lands

3. Skill Objective(s)
    - a. Listen to selected music with varied instrumentation and voicing, and discuss textures and timbres.
    - b. Listen to a musical selection and explain how the composer used specific musical elements.
- C. *Materials*
1. *Garland Encyclopedia of World Music/ Australia and the Pacific Islands*
  2. CD Player
  3. CD track #28 from *Garland Encyclopedia of World Music/ Australia and the Pacific Islands*
  4. DVD or VHS player with TV
  5. DVD or VHS: *Whale Rider*
  6. Copies for each student of Appendix E: Whale Rider Study Guide
  7. A map of the South Pacific (bigger is better)
- C. *Key Vocabulary*
1. Maori – the indigenous people of New Zealand
- D. *Procedures/Activities*
1. Have the Garland CD (Track #28) playing as the class enters the room.
  2. Explain to the class that there is another country near Australia that was home to the filming of “Lord of the Rings”. Ask volunteers to guess which country you are hinting at. The correct answer is New Zealand.
  3. Have a student find New Zealand on the map.
  4. Explain to the class that the first people of New Zealand are called the Maori people. Say, “Because of their association with the ocean, whales and ocean hunting have always played a large part in their culture. So, today we will be watching the movie, “Whale Rider”.”
  5. Pass out Appendix E: Whale Rider Study Guide. Explain to the class that this study guide will need to be filled in as they watch the movie. Say, “This study guide will provide answers to questions on the unit final exam”.
  6. Play the movie, “Whale Rider”. Take time to circulate around the room and ensure that students are filling in their study guide as the movie plays.
  7. As class ends, record the chapter or tape position of the movie so that it can be started in the next lesson at the same place it stopped today.
  8. Collect the study guides so that students do not lose them.
- E. *Assessment/Evaluation*
1. Appendix E: Whale Rider Study Guide completion and verbal review.

**Lesson Five: Whale Rider (50 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Develop an understanding of musical elements in non-western music.
    - b. Learn to recognize indigenous instruments used in non-western music.
    - c. Develop a sense of appreciation for non-western music.
  2. Lesson Content
    - a. Elements of Music: Recognize theme and variations
    - b. Non-Western Music: Become familiar with scales, instruments, and works from various lands
  3. Skill Objective(s)
    - a. Listen to selected music with varied instrumentation and voicing, and discuss textures and timbres.
    - b. Listen to a musical selection and explain how the composer used specific

musical elements.

- D. *Materials*
  - 1. *Garland Encyclopedia of World Music/ Australia and the Pacific Islands*
  - 2. CD Player
  - 3. CD track #28 from *Garland Encyclopedia of World Music/ Australia and the Pacific Islands*
  - 4. DVD or VHS player with TV
  - 5. DVD or VHS: *Whale Rider*
  - 6. All copies of Appendix E from the previous lesson
  - 7. A map of the South Pacific (bigger is better)
- C. *Key Vocabulary*
  - 1. Maori – the indigenous people of New Zealand
- D. *Procedures/Activities*
  - 1. Have the Garland CD (Track #28) playing as the class enters the room.
  - 2. Pass out the collected copies of Appendix E: Whale Rider Study Guide. Once again, explain to the class that this study guide will need to be filled in as they watch the movie. Say, “This study guide will provide answers to questions on the unit final exam”.
  - 3. Play the movie, “Whale Rider”. Take time to circulate around the room and ensure that students are filling in their study guide as the movie plays.
  - 4. As class ends, record the chapter or tape position of the movie so that it can be started in the next lesson at the same place it stopped today.
  - 5. Collect the study guides so that students do not lose them.
- E. *Assessment/Evaluation*
  - 1. Appendix E: Whale Rider Study Guide ongoing completion.

### **Lesson Six: Whale Rider and Vanuatu (50 minutes)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Develop an understanding of musical elements in non-western music.
    - b. Learn to recognize indigenous instruments used in non-western music.
    - c. Develop a sense of appreciation for non-western music.
  - 2. Lesson Content
    - a. Elements of Music: Recognize theme and variations
    - b. Non-Western Music: Become familiar with scales, instruments, and works from various lands
  - 3. Skill Objective(s)
    - a. Listen to selected music with varied instrumentation and voicing, and discuss textures and timbres.
    - b. Listen to a musical selection and explain how the composer used specific musical elements.
- B. *Materials*
  - 1. *Garland Encyclopedia of World Music/ Australia and the Pacific Islands*
  - 2. CD Player
  - 3. CD track #2 from *Garland Encyclopedia of World Music/ Australia and the Pacific Islands*
  - 4. DVD or VHS player with TV
  - 5. DVD or VHS: *Whale Rider*
  - 6. Copies for each student of Appendix A: Listening Worksheet
  - 7. All copies of Appendix E from the previous lesson
  - 8. A map of the South Pacific (bigger is better)

C. *Key Vocabulary*

1. Aerophone – an instrument that makes noise derived from blasts of air
2. Biodegradable – capable of being naturally decomposed over time.
3. Vanuatu – a cluster of islands located in the South Pacific roughly between Australia and New Zealand

D. *Procedures/Activities*

1. Pass out the study guide (Appendix E) to each student.
2. Begin movie from the same point that it was stopped in the previous lesson. The movie will finish half way through class.
3. When finished, explain to the class that the study guides must be kept for preparing for the unit final exam.
4. Review the study guide questions and answers (take five to ten minutes).
5. Pass out “Appendix A: Listening Worksheet” to each student.
6. Play track 2 from the Garland CD.
7. Following the song, stop the CD and discuss student answers to the listening worksheet.
8. After asking for guesses on where the music comes from, tell the students that it comes from the nation of Vanuatu. (If you have a map that shows this island nation, please point it out here.) Say, “Vanuatu is a cluster of islands located in the South Pacific roughly between Australia and New Zealand”.
9. After taking guesses for what instrument was heard in the recording, explain that in Vanuatu, most of the instruments come directly from nature and are biodegradable. Tell the class that this recording was made with three conch shells. Remind them that initially the three shells were played separately, but by the end, the three were blown together in polyphony.
10. Explain that a conch is played by blowing into a whole cut from the tip of the shell. The sound comes from buzzing the lips like in a trumpet while sealing the lips tight against the hole and blowing air inside the shell.
11. In the section on the listening sheet that asks to identify form, ask if any students had guesses on the form. (The correct answer is A, B.) After taking guesses, explain that the form is “A, B”. Say, “When the music begins (the “A” section) the three conches play their own note, one after another. The music begins to speed up, creating an accelerando. Once the speed reaches its peak, the “B” section begins as the three conches blow their tones together in polyphony.
12. Play the recording again for the class so that they may hear the different sections.
13. When the recording is over, stop the CD player and collect the listening worksheets for grading.
14. Before leaving, remind the class that they need to keep their study guides for the unit final exam.

E. *Assessment/Evaluation*

1. Completion and discussion of the Listening Worksheet (Appendix A).
2. Completion and review of the Rabbit Proof Fence study guide (Appendix E).

**Lesson Seven: Vanuatu and Tonga (50 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Develop an understanding of musical elements in non-western music.
  - b. Learn to recognize indigenous instruments used in non-western music.
  - c. Develop a sense of appreciation for non-western music.
2. Lesson Content
  - a. Elements of Music: Recognize theme and variations

- b. Non-Western Music: Become familiar with scales, instruments, and works from various lands
  - 3. Skill Objective(s)
    - a. Listen to selected music with varied instrumentation and voicing, and discuss textures and timbres.
    - b. Listen to a musical selection and explain how the composer used specific musical elements.
- B. *Materials*
  - 1. *Garland Encyclopedia of World Music/ Australia and the Pacific Islands*
  - 2. CD Player
  - 3. CD track #2 from *Garland Encyclopedia of World Music/ Australia and the Pacific Islands*
  - 4. CD track #19 from *Garland Encyclopedia of World Music/ Australia and the Pacific Islands*
  - 5. Copies for each student of Appendix A: Listening Worksheet
  - 6. DVD or VHS player with TV
  - 7. DVD or VHS: *Whale Rider*
  - 8. A map of the South Pacific (bigger is better)
  - 9. Reference to Appendix F: Slit Drum Construction
  - 10. Materials listed in Appendix F: Slit Drum Construction
- C. *Key Vocabulary*
  - 1. Tonga – a kingdom in the south pacific made up of more than 100 islands
  - 2. Idiophone – a naturally sonorous body that produces a tone by striking
  - 3. Mallet – the beater used to play percussion instruments
  - 4. Nodes – the sections of bamboo inside the joint that close off the hollow wood from joint to joint; typically, these sections/nodes are carved open to aid in instrument design
  - 5. Slit Drum – a bamboo or wooden drum created by hollowing the insides with a thin carving tool, leaving only a small slit open to the inside; the instrument is struck with a mallet near the slit to play
  - 6. Fangugangu – a six-hole, four note bamboo nose flute from Vanuatu
- D. *Procedures/Activities*
  - 1. Play track two from the Garland CD as the class enters.
  - 2. Say, “Yesterday we talked about the use of the conch in Vanuatu. Today we will discuss another instrument used more frequently in Vanuatu than the conch. It is the log and bamboo idiophone.”
  - 3. Write the word “Idiophone” on the board and read the definition to the class.
  - 4. Explain that in Vanuatu, the most common way to make an idiophone is to cut a slit in a log and hollow it out with special tools. The surface is then decorated by carving and painting. Then a mallet is selected from local hardwoods and hand-carved. This type of drum is called a “slit drum”.
  - 5. To play, the mallet strikes against the surface of the hollowed out wood very near the slit/opening.
  - 6. Say, “Bamboo idiophones are created in the same manner, but the nodes are carved out as well to add length to the instrument”.
  - 7. From the leftover PVC piping (referenced in Lesson Three) create slit drums in the style of a bamboo idiophone from Vanuatu. Instructions are clearly noted in “Appendix F: Slit Drum creation”.
  - 8. In the last fifteen minutes of class, pass out the listening worksheets again (Appendix A).
  - 9. Play track 19 from the Garland CD for the class. As the song plays, circulate

around the room to make sure the students are listening and filling in their worksheets.

10. When the song ends, stop the CD player and review the student answers from the worksheet. (Spend no more than ten minutes on this review of answers. Do not tell what the instrument is, and do not tell where the music comes from until all answers from the worksheet have been discussed.)
11. Say, "You have just listened to music from the kingdom of Tonga. Tonga is made up of hundreds of islands in the south pacific. It is located east of Australia and Vanuatu, and Northeast of New Zealand. (If you have a map that shows this island kingdom, please point it out here.) While Tongan instruments are very similar to those found in other south pacific nations, there is one instrument that stands out from the rest, and is specific to just Tonga. It is the "Fangugangu" or nose flute. What you just heard in the last song was a nose flute from Tonga."
12. Explain that it is custom in Tonga not to awaken royalty. It is considered quite rude. The exception to this rule is the Fangugangu. The nose flute is used to awaken royalty and to announce a beginning or ending to notable occasions, such as the end of the day, or the end of a ceremony.
13. Say, "In 1953, Queen Elizabeth II visited the kingdom of Tonga and was awakened by the Fangugangu. Today, they aren't used as much, but they can still be heard when the Tongan radio station signs on and off."
14. Collect the listening worksheets for grading and play track 19 once again, as class ends.

E. *Assessment/Evaluation*

1. Appendix A: Listening Worksheet
2. Observation of the creation of Vanuatuan Slit Drums

## VI. CULMINATING ACTIVITY

- A. Students will take a paper and pencil final exam covering the content in the three lessons (Appendix G).
  1. Following the exam, students may continue their work on the Didgeridoos and the Slit Drums as outlined in their construction appendices.
  2. Using copies of "Appendix I: Manuscript Paper", write a 16 measure rhythm exercise for playing in teams of three or four on the PVC slit drums.

## VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Music Listening Worksheet
- B. Appendix B: Study Guide for Rabbit Proof Fence
- C. Appendix C: Didgeridoo Construction
- D. Appendix D: Permission Slips
- E. Appendix E: Whale Rider Study Guide
- F. Appendix F: Slit Drum creation
- G. Appendix G: Unit Exam
- H. Appendix H: Unit Exam Key
- I. Appendix I: Music Manuscript Paper

## VII. BIBLIOGRAPHY

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**Appendix A**  
**Listening Worksheet**

Name \_\_\_\_\_

Date \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_

Try and name the song and the country of origin? \_\_\_\_\_

1. Circle one of the following words that best describe the “style” of the music being played for you. Briefly explain your choice in the space to the right.

- a. Rock
- b. Country
- c. World
- d. Opera
- e. Jazz
- f. Reggae
- g. R&B
- h. Blues
- i. Classical
- j. New Age
- k. Rap
- l. Other (please list) \_\_\_\_\_

2. Using letters (starting with “A”) try to outline the form of the music being played for you, and write it in the space below. (For example: AABACA etc.)

3. Name as many instruments/sounds as you can from the music being played for you, and list them below.

4. Do you like the music being played? Why? Justify your reasoning in the space below.

Appendix B, page 1  
**Study Guide for Rabbit Proof Fence**

**Quick Facts:**

- a. Rabbit Proof Fence was directed by Phillip Noyce in 2002.
- b. The movie is based on a true story.
- c. The film was shot in Australia and the soundtrack was written by Peter Gabriel.
- d. The film features a small role by the extremely talented British actor, Kenneth Branagh.
- e. The movie is rated PG for emotionally thematic material.
- f. The movie is 93 minutes long.

**1. Very early in the movie, we see an eagle. The eagle is Molly's totem, or her spirit bird. Her mother tells her the eagle will look after her. When does the bird appear again in the film? Why?**

**2. As you watch the movie, write a description of the landscape the girls passed through.**

Beginning of the movie:

- 1.
- 2.
- 3.

The escape:

- 1.
- 2.
- 3.
- 4.
- 5.

Coming Home:

- 1.
- 2.
- 3.

**3. What is the policeman's role in the community?**

**Appendix B, page 2**

4. **What phrases does Mr. A. O. Neville use to justify taking the girls away? (Hint: there are more than five.)**
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.
  - g.
5. **Describe the Jigalong Depot.**
6. **Describe the Moore River Settlement.**
7. **What were the consequences for runaways caught by the tracker?**
8. **Describe the actual rabbit proof fence.**
9. **The end of the film tells what happened to the girls. Explain what happened to Molly, Gracie, and Daisy. (Use the back of this sheet if necessary.)**

Molly:

Gracie:

Daisy:

## Appendix C

# Didgeridoo Construction

Purchase enough 2” white PVC pipe to provide a 6’ piece for each student in the class.

1. With a miter saw, cut each piece of PVC at 4’ lengths (keep the 2’ piece for a later lesson).
2. If you have Beeswax sheets, rip off pieces and hand chunks to students. Let them work the chunks in their hands until they become pliable. Then have the students form the wax around the end of the PVC to create a mouthpiece. The goal here is to cover the sharp edge of the PVC, allowing the mouth to form an airtight seal with the instrument.
3. If you have blocks of beeswax, use a blow dryer to soften the wax before dividing it out to the students.

Once the beeswax is applied to the PVC, the instrument is ready to play. The instrument, at this point, will be functional, but rather plain. For effect, the Didgeridoo can be decorated to mimic a real wood Didgeridoo. The following instructions can help to make the Didgeridoo a beautiful keepsake for the students. This decorative process can take quite a few days worth of work, and can get very messy, but is worth the effort.

1. Find a place suitable for sanding and painting.
2. \*Using a plug-in electric burner, hold the instrument (with oven mitts) two inches above the burner, rotating slowly. In about one minute, the pipe will become rubbery and bendable. Bend the pipe slightly in two or three areas to give it a natural bent-wood look.
3. Sand off the shiny finish of the PVC until the entire surface is roughed up. Use very coarse grit sandpaper and only sand lengthwise. This unidirectional sanding will simulate a wood grain in the PVC.
4. With flat black paint, lightly coat the entire instrument. If using spray paint, spray the interior as well.
5. Sand the instrument again, leaving only the black paint in the deep grooves left from the first sanding.
6. Paint the instrument flat brown.
7. Lightly sand the brown paint, leaving small traces of the white PVC showing through.
8. \*Coat the PVC in a stain-urethane combination. Use a dark wood stain.
9. \*Using acrylic paints and a normal pencil tip, paint animal or totem figures and designs on the instrument by dipping the pencil tip into the paint and lightly touching the instrument.
10. Apply beeswax to one end (as explained above) for the mouthpiece.

- - optional steps

Materials: PVC piping, coarse sandpaper, miter saw, flat black and brown paint, stain-urethane, oven mitts, plug-in electric burner, acrylic paint, pencils, chunk or sheet beeswax.

**Appendix D**  
**Permission Slip**

Dear Parent or Guardian,

We at The Pinnacle Charter School have decided that there were certain videos that we would like to show for educational purposes. Although the films do have educational value and fit within our curriculum, the two films intended for use within our current unit are rated PG. They are *Whale Rider*, and *Rabbit Proof Fence*.

If you wish for your child to be allowed to see these educational movies, please fill out and return the slip below.

Thank you!

---

Student Name: \_\_\_\_\_

\_\_\_ The above named student has my permission to watch *Whale Rider*, and *Rabbit Proof Fence* at the Pinnacle Charter School.

\_\_\_ I DO NOT want the above named student to watch the two films named above.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

---

## Appendix E

# Whale Rider Study Guide

### Quick Facts:

1. Whale Rider was released in 2003.
2. Keisha-Castle-Hughes was nominated for an Oscar for best actress for her performance.
3. Keisha Castle-Hughes had never acted before and was picked from her classroom by a talent agent for the part.
4. This film was directed by Niki Caro.
5. The film is not a true story, but it is based on Maori mythology.
6. The film is 101 minutes long.

1. Why is there so much distress and shame in the opening hospital scene?
2. What does Paikea's name mean?
3. Why is Paikea not allowed to join the boys in training?
4. Paikea seems to have a connection to the ocean and to the whales. Find three moments in the movie where this connection is noticeable?
  - 1.
  - 2.
  - 3.
5. What is significant about the whale's tooth?
6. Why is Hemi excluded from going on the boat ride?
7. What is the significance of the fierce Maori warrior expressions?
8. Where is Maori traditional song used in the movie? What was its purpose?
9. When does Paikea's grandfather realize Paikea's true potential?

## Appendix F

# Slit Drum Creation

1. Using the PVC ends cut from the Didjeridoo construction, draw a straight horizontal line on the PVC from one end to the other.
2. On the line, drill a hole six inches from each end of the PVC.
3. Next, use a keyhole saw or jigsaw to cut from one hole to the other.
4. Cap off the ends of the PVC with 2" PVC caps. These caps will be near the PVC piping in any hardware store.
5. Use a rubber or yarn covered xylophone mallet to beat the drum.

The instrument, at this point, will be functional, but rather plain. For effect, the slit drum can be decorated to mimic a real wood slit drum. The following instructions can help to make the drum a beautiful keepsake for the students. This decorative process can take quite a few days worth of work, and can get very messy, but is worth the effort.

1. Find a place suitable for sanding and painting.
2. Sand off the shiny finish of the PVC until the entire surface is roughed up. Use very coarse grit sandpaper and only sand lengthwise. This unidirectional sanding will simulate a wood grain in the PVC. Sand the end caps as well, but don't worry about direction.
3. With flat black paint, lightly coat the entire instrument. If using spray paint, spray the interior as well.
4. Sand the instrument again, leaving only the black paint in the deep grooves left from the first sanding.
5. Paint the instrument flat brown.
6. Lightly sand the brown paint, leaving small traces of the white PVC showing through.
7. \*Coat the PVC in a stain-urethane combination. Use a dark wood stain.

Materials: PVC piping, PVC end caps, coarse sandpaper, keyhole saw or jig saw, flat black and brown paint, stain-urethane, rulers, pencils.

**Appendix G, page 1**  
**Unit Final Exam**  
(100 points)

Name \_\_\_\_\_

Date \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_

Multiple Choice (4 points each): Select the correct answer from the questions below:

1. What section of Australia did the movie *Rabbit Proof Fence* take place in?
  - a. Queensland
  - b. Victoria
  - c. Western Australia
  - d. Southern Australia
  
2. How many years have the Aborigine people inhabited Australia?
  - a. Over 5,000 years
  - b. Over 10,000 years
  - c. Over 1000 years
  - d. Over 500 years
  
3. Which instrument is not an Aborigine instrument?
  - a. Kangaroo Harp
  - b. Didjeridoo
  - c. Boomerang
  - d. Clapsticks
  
4. The “tracker” in the movie “Rabbit Proof Fence” was what race?
  - a. Aborigine
  - b. Caucasian
  - c. Oriental
  - d. American Indian
  
5. In the Aborigine tradition, what is a totem?
  - a. A large wooden carving
  - b. A dream
  - c. A spirit helper
  - d. A boundary marking
  
6. In the movie *Whale Rider*, why do the Maori warriors make extreme expressions?
  - a. To impress other villagers
  - b. To intimidate opponents
  - c. To fulfill requirements
  - d. To pass a test

## Appendix G, page 2

7. By finding the whale's tooth, Paikea found the right to:
  - a. ride the whale.
  - b. help out Hemi.
  - c. return to school.
  - d. become tribal leader.
  
8. Which two instruments are used in Vanuatu?
  - a. Slit Drums and Conch
  - b. Slit Drums and Nose Flute
  - c. Didgeridoo and Conch
  - d. Slit Drums and Didgeridoo
  
9. A nose flute is used for what purpose?
  - a. Party songs
  - b. Greeting royalty
  - c. Waking royalty
  - d. Funeral ceremonies
  
10. The nose flute is native to what kingdom?
  - a. Australia
  - b. Tonga
  - c. Vanuatu
  - d. New Zealand

Essay: Answer each question in paragraph form, using complete sentences. Use the back of this paper when necessary.

- a. (15 Points) Describe traditional Aborigine music. Be sure to include instrument names, and how they are used.
  
  
  
  
  
  
  
  
  
  
- b. (15 Points) Describe why Paikea is not considered eligible to become the leader for her Maori people. Explain how she changes this way of thinking.
  
  
  
  
  
  
  
  
  
  
- c. (15 Points) Describe the instruments used in both Tonga and Vanuatu and explain how they are played.
  
  
  
  
  
  
  
  
  
  
- d. (15 points) Draw a map of the South Pacific. Include Australia, New Zealand, Vanuatu, and Tonga.

Appendix H, page 1  
**Unit Final Exam Key**

Name \_\_\_\_\_

Date \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_

Multiple Choice (4 points each): Select the correct answer from the questions below:

1. What section of Australia did the movie *Rabbit Proof Fence* take place in?
  - a. Queensland
  - b. Victoria
  - c. **Western Australia**
  - d. Southern Australia
  
2. How many years have the Aboriginee people inhabited Australia?
  - a. Over 5,000 years
  - b. **Over 10,000 years**
  - c. Over 1000 years
  - d. Over 500 years
  
3. Which instrument is not an Aborigine instrument?
  - a. **Kangaroo Harp**
  - b. Didjeridoo
  - c. Boomerang
  - d. Clapsticks
  
4. The “tracker” in the movie “Rabbit Proof Fence” was what race?
  - a. **Aborigine**
  - b. Caucasion
  - c. Oriental
  - d. American Indian
  
5. In the Aborigine tradition, what is a totem?
  - a. A large wooden carving
  - b. A dream
  - c. **A spirit helper**
  - d. A boundary marking
  
6. In the movie *Whale Rider*, why do the Maori warriors make extreme expressions?
  - a. To impress other villagers
  - b. **To intimidate opponents**
  - c. To fulfill requirements
  - d. To pass a test

## Appendix H, page 2

7. By finding the whale's tooth, Paikea found the right to:
  - a. ride the whale.
  - b. help out Hemi.
  - c. return to school.
  - d. **become tribal leader.**
  
8. Which two instruments are used in Vanuatu?
  - a. **Slit Drums and Conch**
  - b. Slit Drums and Nose Flute
  - c. Didgeridoo and Conch
  - d. Slit Drums and Didgeridoo
  
9. A nose flute is used for what purpose?
  - a. Party songs
  - b. Greeting royalty
  - c. **Waking royalty**
  - d. Funeral ceremonies
  
10. The nose flute is native to what kingdom?
  - a. Australia
  - b. **Tonga**
  - c. Vanuatu
  - d. New Zealand

Essay: Answer each question in paragraph form, using complete sentences. Use the back if necessary.

- a. (15 Points) Describe traditional Aborigine music. Be sure to include instrument names, and how they are used.

*In Australia, the Aborigine people use three instruments to accompany their singing. These instruments are the Didgeridoo, the Boomerang, and Clapsticks. The Aborigine people use their music for three main reasons. They are funerals, coming of age and circumcision, and for social gatherings. The Didgeridoo is a conical wooden trumpet with no finger holes, usually measuring between three to six feet long. Clapsticks are concussion sticks used to accompany song. A Boomerang is an angular Aborigine hunting tool also used as a clapstick.*

- b. (15 Points) Describe why Paikea is not considered eligible to become the leader for her Maori people. Explain how she changes this way of thinking.

*Paikea is a female, and Maori tradition does not allow females to become chief. Paikea must pass every test designed for becoming a chief on her own, without the help of her grandfather, in order to be recognized for her ability. She succeeds in achieving her status as heir to the chief by finding the Whale's tooth,*

### Appendix H, page 3

*and fulfilling her destiny by riding the leader of the whales. This experience opens the mind of the chief and changes the history and traditions of her people.*

- c. (15 Points) Describe the instruments used in both Tonga and Vanuatu and explain how they are played.

*In Vanuatu, the conch and the slit drum are commonly used in music. Blowing into an opening while buzzing the lips plays the conch. The sound comes from buzzing the lips like in a trumpet while sealing the lips tight against the hole and blowing air inside the shell. Beating a mallet near to or against the slit opening plays the slit drum. In Tonga, the nose flute is played by blowing air from the nose into a hole in the flute. It is used to awaken royalty, and signal the beginning or end of an occasion.*

- d. (15 points) Draw a map of the South Pacific. Include Australia, New Zealand, Vanuatu, and Tonga.

*See the map of the South Pacific for grading. Score five points for including Australia at or near its appropriate position, five for New Zealand, and five for including Tonga and Vanuatu.*

Appendix I  
**Music Manuscript Paper**

The page contains 16 blank musical staves, each consisting of five horizontal lines. The staves are arranged in four groups of four, with a vertical gap between each group. The lines are evenly spaced and extend across the width of the page.