

Music Compositions to Accompany Seminole Legends

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Dr. Kassner

Pine Castle Elementary School
Music Lesson Plans

Goals from National Standards for Grades 1-4:

- National Standard 1a. Sing independently, on pitch and in rhythm.
- National Standard 2c. Perform expressively a varied repertoire of music representing diverse genres and styles.
- National Standard 2e. Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- National Standard 2f. Perform independent instrumental parts while other students sing or play contrasting parts.
- National Standard 3b. Improvise simple rhythmic and melodic ostinato accompaniments.
- National Standard 4a. Create and arrange music to accompany readings or dramatizations.
- National Standard 4b. Create and arrange short songs and instrumental pieces within specified guidelines.
- National Standard 5b. Use a system to write read simple pitch notation.
- National Standard 5d. Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher.
- National Standard 6b. Demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.
- National Standard 7a. Devise criteria for evaluating performances and compositions.
- National Standard 8b. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., geography: songs associated with various regions).
- National Standard 9b. Describe in simple terms how elements of music are used in music examples from various cultures of the world.

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Procedure:

1. Introduction to Seminole legends.

- a. Show map of Florida and location of pre-Seminole tribes (from Lee, 1989, page 16).

Tell short history. NS 8b.

(1) People had been living in Florida for hundreds of years before Europeans sailed their ships here. Ponce de Leon from Spain landed on the Atlantic coast on April 2, 1513. At that time there were about 10,000 "Indians" living in Florida divided into four major and about 50 subordinate tribes. Later, other Indians

migrated South into Florida from Georgia.

(2) White men fought and killed many Indians, starved some to death, brought diseases that killed many others, and turned others into slaves. About 1776, when the American colonies to the North declared their freedom from England, there were only small villages left of what had been many large tribes. These remnants banded together to form a loose coalition which they called the Seminole nation (pronounced Sem-in-o-li). *Seminole* means "runaway" or "renegade."

(3) As many white people moved into Florida, they took more and more land away from the Seminoles. The Indian Removal Act in 1830 decreed that all Indians still living in Florida were to be moved to Oklahoma. The Seminoles, led by the fierce warrior, Osceola, refused to go and fought the US army for five years. The Indians were eventually defeated and about 3,000 were moved to Oklahoma. (show picture of Osceola from Lee, 1989, p. 23)

(4) A few hundred Seminoles refused to move and escaped by running South into the Everglades where they learned to adapt to life in the swamp. (show picture of hammock from Lee, 1989, p. 26).

- b. Show video tape of Miccosuckee [13 minutes], explaining some things about their culture in general. Show dolls & baskets, and stylized pattern symbols from book. .

- c. Explain that Seminole children were taught important lessons through stories.

- d. Listen to a story told by Betty Mae Jumper: The Snake and the Rabbit [3'10"]

- e. Listen to the story selected for grade level:

* Grade 1: The Mice and the Bad Angel

* Grade 2: The Rabbit and the Lion

* Grade 3: Two Hunters

* Grade 4: The Little Turtle and the Wolf

* Grade 5: The Eagle (II)

2. Introduction to Seminole music.

- a. Listen to tape of authentic Seminole music examples. Translate and discuss the role of music in Seminole culture. NS 6b.

- b. Discuss MHRFE of Seminole music (NG 6b, 9b).

Melody: based on pentatonic scale: no Fa or Ti, chantlike

Harmony: usually no other pitches but melody, but accompanied by percussion instruments: drums, rattles bound onto girls ankles made of tortoise shells or tin cans..

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Rhythm: usually 4 meter, heavy beats, even 2-part division of beat

Form: one melody repeated many times with little, if any, variation (chant)

Expression: medium speed, medium to loud volume, timbre of human voice and percussion instruments, text often about nature and reverence for earth (its environment, animals, plants, etc.) and the sun, moon, stars, etc.

3. Explain that each group will be creating a short composition using an important phrase from the story and the composition will be performed after it is mentioned in the story. Write an example on the chalkboard: "I can tie snake and put him in a bag." The first thing your group will be doing is to decide the rhythm for the words. Write a ta (whole beat of time) or a ti (half of a beat) under each syllable and practice saying the words like a chant.
4. Distribute to each of the six cooperative learning groups a paper (see sample), which has written on it the phrase assigned to their group.
5. Students work together within their groups to choose a rhythm for their words and write the rhythm symbols under the words. Each group practices chanting the words in the selected rhythm. When completed, group raises hands, the teacher gives up to 5 points, and stamps the rhythm part of the paper, indicating that it is done. NS 4b.
6. Teacher demonstrates how to assign pitches to the rhythm, using the solfege system. The teacher experiments with several different tonal patterns by playing them on tone bells C, D, E, G, & A and has the students vote on the pattern they like best. Then the teacher writes the solfege pitches (d,r,m,s, or l) and letters under each rhythm symbol on the demonstration chant.
7. Each group gets a barred instrument and experiments with tonal patterns for its chant, decides which one the group likes best, then notates it. Raise hands, have teacher check it, give 5 points, and get a stamp on the pitch line, indicating that it is done. NS 1a, 2e, 5b.
8. Teacher demonstrates how to improvise with percussion ostinatos to accompany the song.
9. Each group gets one hand drum and one maraca and improvises with ostinato rhythms, decides on one, writes it on the appropriate line, raises hands for teacher to check, give 5 points, and stamp the line. NS 3b.
10. Groups practice their entire tune with singers and players and sit down when they are satisfied that they are ready to perform for the class. NS 2f. (Groups who finish much faster than others, may earn bonus points by improvising and notating another rhythmic ostinato to accompany their composition.)
11. Each group performs its composition, and the class "evaluates" first the composition (did they complete all parts?), then the performance (must have enough control to perform it the same way twice). The class indicates a score by raising up to ten fingers (10=Olympic Champion quality, 0=not even trying). Teacher estimates consensus and awards points to each group. NS 7a.
12. All groups perform at the appropriate place while teacher or designated student(s) read the legend. NS 2c, 2e, 4a, 4b.
13. Students or teacher play group compositions on a MIDI keyboard connected to a music printing program. Enter the text and composers' names, print out. Make copies of the print out so that every student has a copy to take home and a poster can be made of the legend with arrows pointing to the places where the composition fits into the story. NS 5d.

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14. Perform the legend and compositions for parents and video tape record. NS 2c, 2e. Watch the video tape of all performances and evaluate their own and others. NS 7a.

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Seminole Story Composition Unit

Pine Castle Elementary School

Homeroom Teacher _____ Group _____

Group Members (first and last names): _____

Text Phrase:

Word Rhythm:

Word Pitches:

Drum Ostinato:

Rattle Ostinato:

Other sound(s):

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Grade 1: The Mice and the Bad Angel (4 classrooms, 3 groups per class by combining the six existing groups into 3. Total of 12 phrases needed).

McKinney

- Phrase 1: two girls with long black hair
- Phrase 2: the girls were lying very still
- Phrase 3: mother ran and yelled for help

Hazlip

- Phrase 4: Bad Angel came and took their hearts
- Phrase 5: they will die in four days
- Phrase 6: no one can reach Skyland

Arthur

- Phrase 7: I can go and get it
- Phrase 8: who calls out with tiny voice?
- Phrase 9: a little tiny mouse ran out

Rasmussen

- Phrase 10: mighty angel can't do anything to me
- Phrase 11: I am--I am--far away land and sky
- Phrase 12: I'm bringing raw hearts back

Grade 2: The Rabbit and the Lion (3 classrooms of 3 groups each = 9 needed)

Huebner

- Phrase 1: many animals roamed the lands
- Phrase 2: lion wants to eat all rabbits
- Phrase 3: I know what I will do

Sanchez

- Phrase 4: so the rabbit got a rope and pulled the lands together
- Phrase 5: I can jump farther than you
- Phrase 6: the lion would jump, then eat the rabbit

Gregory

- Phrase 7: the lands were far apart and he could jump no farther
- Phrase 8: rabbit got the axe and chopped the rope
- Phrase 9: away went the land to the other side

Grade 3: Two Hunters (3 classrooms of 3 groups each = 9 needed)

Sykes

- Phrase 1: Now is a good time to hunt near the Big Lake
- Phrase 2: the hunter returned with two big fish
- Phrase 3: these fish are too good to throw away

Hooker

- Phrase 4: I think I'm turning into a snake
- Phrase 5: tell my family what has happened
- Phrase 6: they arrived at the lake beneath the full moon

McCleese

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Phrase 7: up came the head of a large snake

Phrase 8: I went against the forbidden law

Phrase 9: he waived goodbye and dove down deep

Grade 4: The Little Turtle and the Wolf (2 classes of 6 groups each = 12)

Carlsen

Phrase 1: a wolf came upon a little turtle

Phrase 2: do you want to race?

Phrase 3: I'll give you a big head start

Phrase 4: I will teach that wolf a lesson

Phrase 5: I am going to stand on you

Phrase 6: I'll sleep a while till you get ready

Murphy

Phrase 7: when the wolf reached the hilltop turtle was ahead

Phrase 8: your bones will quiver and the flies will buzz

Phrase 9: the wolf was mad and chased the turtle

Phrase 10: the wolf was tired, hot, and exhausted

Phrase 11: the turtle kicked the wolf a little

Phrase 12: I can't run fast, but I am smart

Grade 5: The Eagle (II) (3 classes of 3 groups = 9)

Topp

Phrase 1: one little boy did not take cover

Phrase 2: the eagle grabbed the little boy

Phrase 3: the eagle dropped him in her nest

English

Phrase 4: the baby eagles liked the boy

Phrase 5: the mother flew to get some food

Phrase 6: two teenage boys climbed up the hill

Ray

Phrase 7: when she flew off the boys went to the nest

Phrase 8: they picked up the boy and slid down the rope

Phrase 9: never underestimate the eagle

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Seminole Story Composition Unit

Pine Castle Elementary School

Dr. Kassner, Music Teacher

Homeroom Teacher McKinney Groups _____

Group Members (first and last names): _____

Text Phrase 1: **two girls with long black hair**

Word Rhythm:

Word Pitches:

Drum Ostinato:

Rattle Ostinato:

Other sound(s):

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Seminole Story Composition Unit

Pine Castle Elementary School

Dr. Kassner, Music Teacher

Homeroom Teacher McKinney Group _____

Group Members (first and last names): _____

Text Phrase 2: **the girls were lying very still**

Word Rhythm:

Word Pitches:

Drum Ostinato:

Rattle Ostinato:

Other sound(s):

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Seminole Story Composition Unit

Pine Castle Elementary School

Dr. Kassner, Music Teacher

Homeroom Teacher McKinney Group _____

Group Members (first and last names): _____

Text Phrase 3: **mother ran and yelled for help**

Word Rhythm:

Word Pitches:

Drum Ostinato:

Rattle Ostinato:

Other sound(s):

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Seminole Story Composition Unit

Pine Castle Elementary School
Dr. Kassner, Music Teacher

Homeroom Teacher Hazlip Group _____

Group Members (first and last names): _____

Text Phrase 4: **Bad Angel came and took their hearts**

Word Rhythm:

Word Pitches:

Drum Ostinato:

Rattle Ostinato:

Other sound(s):

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Seminole Story Composition Unit

Pine Castle Elementary School
Dr. Kassner, Music Teacher

Homeroom Teacher Hazlip Group _____

Group Members (first and last names): _____

Text Phrase 5: **they will die in four days**

Word Rhythm:

Word Pitches:

Drum Ostinato:

Rattle Ostinato:

Other sound(s):

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Seminole Story Composition Unit
Pine Castle Elementary School
Dr. Kassner, Music Teacher

Homeroom Teacher ___Hazlip_____ Group _____

Group Members (first and last names): _____

Text Phrase 6: **no one can reach Skyland**

Word Rhythm:

Word Pitches:

Drum Ostinato:

Rattle Ostinato:

Other sound(s):

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Seminole Story Composition Unit
Pine Castle Elementary School
Dr. Kassner, Music Teacher

Homeroom Teacher __Arthur_____ Group _____

Group Members (first and last names): _____

_____Murphy_____ Group

Group Members (first and last names): _____

Text Phrase 12: **I can't run fast, but I am smart**

Word Rhythm:

Word Pitches:

Drum Ostinato:

Rattle Ostinato:

Other sound(s):

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Seminole Story Composition Unit

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Dr. Kassner, Music Teacher

Homeroom Teacher ___Topp_____ Group _____

Group Members (first and last names): _____

Text Phrase 1: **one little boy did not take cover**

Word Rhythm:

Word Pitches:

Drum Ostinato:

Rattle Ostinato:

Other sound(s):

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Dr. Kassner, Music Teacher

Homeroom Teacher _____ Topp _____ Group _____

Group Members (first and last names): _____

Text Phrase 2: **the eagle grabbed the little boy**

Word Rhythm:

Word Pitches:

Drum Ostinato:

Rattle Ostinato:

Other sound(s):

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Dr. Kassner, Music Teacher

Homeroom Teacher _____ Topp _____ Group _____

Group Members (first and last names): _____

Text Phrase 3: the eagle dropped him in her nest

Word Rhythm:

Word Pitches:

Drum Ostinato:

Rattle Ostinato:

Other sound(s):

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Seminole Story Composition Unit

Pine Castle Elementary School

Dr. Kassner, Music Teacher

Homeroom Teacher _____ English _____ Group _____

Group Members (first and last names): _____

Text Phrase 4: **the baby eagles like the boy**

Word Rhythm:

Word Pitches:

Drum Ostinato:

Rattle Ostinato:

Other sound(s):

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Pine Castle Elementary School

Dr. Kassner, Music Teacher

Homeroom Teacher _____ English _____ Group _____

Group Members (first and last names): _____

Text Phrase 5: **the mother flew to get some food**

Word Rhythm:

Word Pitches:

Drum Ostinato:

Rattle Ostinato:

Other sound(s):

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Pine Castle Elementary School

Dr. Kassner, Music Teacher

Homeroom Teacher ____ English _____ Group _____

Group Members (first and last names): _____

Text Phrase 6: two teenage boys climbed up the hill

Word Rhythm:

Word Pitches:

Drum Ostinato:

Rattle Ostinato:

Other sound(s):

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Seminole Story Composition Unit

Pine Castle Elementary School
Dr. Kassner, Music Teacher

Homeroom Teacher _____ Ray _____ Group _____

Group Members (first and last names): _____

Text Phrase 7: when she flew off the boys went to the nest

Word Rhythm:

Word Pitches:

Drum Ostinato:

Rattle Ostinato:

Other sound(s):

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Dr. Kassner, Music Teacher

Homeroom Teacher ____Ray_____ Group _____

Group Members (first and last names): _____

Text Phrase 8: they picked up the boy and slid down the rope

Word Rhythm:

Word Pitches:

Drum Ostinato:

Rattle Ostinato:

Other sound(s):

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Pine Castle Elementary School

Dr. Kassner, Music Teacher

Homeroom Teacher _____ Ray _____ Group _____

Group Members (first and last names): _____

Text Phrase 9: **never underestimate the eagle**

Word Rhythm:

Word Pitches:

Drum Ostinato:

Rattle Ostinato:

Other sound(s):