

*Democratic Republic of the Congo- Slit Drum*

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| **Introduction** | |
| Why is it important to communicate our needs to others? What are some ways that we communicate our needs? Think about a baby, an animal, a deaf person... How do they communicate? Communicate means share or exchange information, news, or ideas. It is a verb (an action verb). The root of the word “communication” in Latin is **communicare**, which means to share, or to make common (Weekley, 1967). ATE which means to CAUSE & MAKE.  In the Democratic Republic of the Congo, the citizens might use the Slit Drum to communicate. Have you ever heard of an instrument talking? The Mangbetu slit drum is perhaps better described by its other name, the talking drum. The Mangbetu language is tonal and the drum is able to play different tones. Players are able to use the drum to mimic different tones and pitches used in the language. This means that the players can communicate through playing the drum. Drums communicate many types of important information in a community, such as births or deaths. | |
| **Indiana Standards Connections:**    5.RN.2 Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge about the subject.  5.W.1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.  5.W.3.2 Write informative compositions on a variety of topics that -   1. Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. 2. Employ sufficient examples, facts, quotations, or other information from various sources and text to give clear support for topics. 3. Connect ideas within and across categories using transition words (e.g. therefore, in addition). 4. Include text features (e.g. formatting, pictures, graphics) and multimedia when useful to aid comprehension. 5. Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience.   Provide a concluding statement or section related to the information or explanation presented.  5.W.5 Conduct short research assignments and tasks on a topic.   1. With support, formulate a research question (e.g., What were John Wooden’s greatest contributions to college basketball?). 2. Identify and acquire information through reliable primary and secondary sources. 3. Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. 4. Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.   Present the research information, choosing from a variety of sources.  5.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:  **5.W.6.2a Capitalization –** Applying correct usage of capitalization in writing.  **5.W.6.2b Punctuation –**   1. Applying correct usage of apostrophes and quotation marks in writing. 2. Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.   **5.W.6.2c Spelling –** Applying correct spelling patterns and generalizations in writing. | **Compelling Question(s):**  How do you communicate to your friends and family?  Why is it important to communicate? |
| **Lesson Objectives:**  To research different methods of communication around the world  To write an informative composition about a type of communication and why it is important | |
| **Materials** | |
| [Slit Drum: Explore Collections: Windows to the World: Digital Artifacts for Global Educators: Indiana University Bloomington](https://w2w.indiana.edu/explore-collections/slit-drum.html)  The internet  Books about communication  https://music.africamuseum.be/instruments/english/congo%20drc/bakpekpe.html  https://www.youtube.com/watch?v=\_KCT1aY-6pw (PG13)  [https://leohezhao.medium.com/no-drums-allowed-afro-rhythm-mutations-in-north-america-8230a5a663c0](https://leohezhao.medium.com/no-drums-allowed-afro-rhythm-mutations-in-north-america-8230a5a663c0 )  [Lukombé (slit drum) | Tetela, Kasai or Kusu | The Metropolitan Museum of Art (metmuseum.org)](https://www.metmuseum.org/art/collection/search/506173) | |
| **Learning Plan** | |
| **Activities**  Day 1- Teacher will pose the following questions: How do you communicate to your friends and family?  Why is it important to communicate? Teacher will introduce the Slit drum from the DRC as a means for communication. Teacher will show a picture and will show a video showing the playing of a Slit drum. Students will turn and talk with a partner about what they think the drummer is trying to say.  Day 2-4- Teacher will introduce the writing assignment to the students. Students will be able to research different types of communication around the world. Students will take notes on their type of communication.  Days 5-7 Students will write a 5 paragraph paper using the notes that they have taken. Teacher and student will meet to edit and revise their paper.  Day 8- Students will type their paper on Google Docs and share with the teacher. | |
| **Assessment Suggestions**   Informational Writing 5 paragraph paper | |
| **Extensions**  Students can come up with their own rhythms to communicate what they want to say. | |