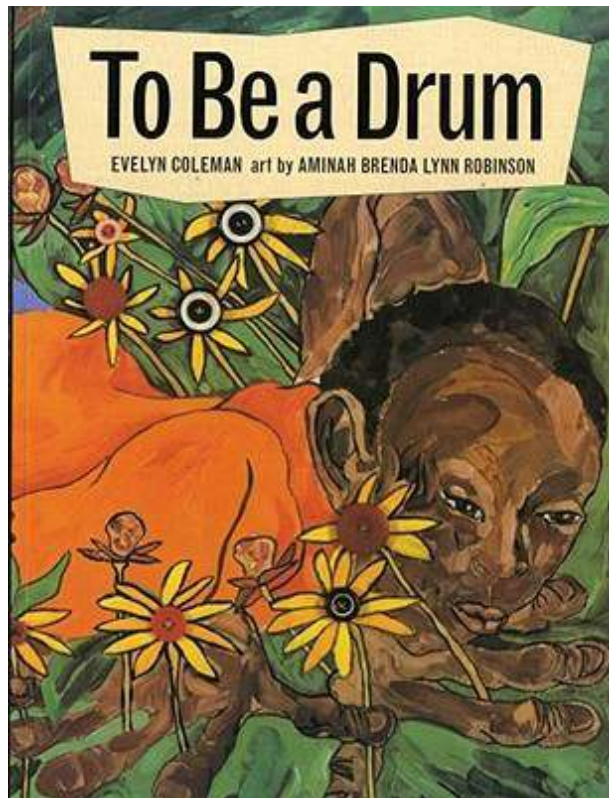




A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 2ND - 3RD



TO BE A DRUM

WRITTEN BY EVELYN COLEMAN
ILLUSTRATED BY AMINAH BRENDA LYNN ROBINSON

Watch the video of actor
James Earl Jones
reading this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

Daddy Wes whispers to his two young listeners one morning the story of the 'drum', the pulse that has moved through the African people and through time and place.

THEMES IN THE STORY

History, Cultural strength, Traditions, Life and music

READING AND WRITING

SUGGESTED GRADE LEVEL: 2ND - 3RD

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for 2nd and 3rd grades but can be adapted to 4th grade standards.*

BEFORE VIEWING

Standards: CCSS.SL.2.1, CCSS.SL.3.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure: Build background by discussing:

- Slavery in United States
- The drum as an important instrument in African Culture
- Introduce the story and ask students to predict what it might be about.

DURING VIEWING

Focus: Central Message

Standards: CCSS.SL.2.2, CCSS.SL.3.2

Objective: Students will listen to gain an understanding of determining the central message in the story.

Procedure: 1. Instruct students to listen to the story to try and answer the question:
Why is the title of the story, *To Be A Drum*?

2. Briefly discuss students' responses to focus question.

AFTER VIEWING

Standards: CCSS.RL.2.2, CCSS.SL.2.1, CCSS.RL.3.2, CCSS.SL.3.1

Objective: Students will determine the central message in the story by using key details.

Materials: Graphic Organizer (see page 8)

Procedure:

Step 1: Explain that the central message is the big idea of a story. It is what an author wants the reader to learn from a story. To find the central message, a reader should pay close attention to the key details. Using key details from *To Be A Drum* will help to determine the central message.

Step 2: Divide the students into pairs. Give each pair a graphic organizer. Tell students to identify key details in the story that help lead the reader to the central message.

Step 3: Have pairs discuss and complete the organizer.

Step 4: After pairs have completed the graphic organizer, have them share and explain their work to the class.

READING RESPONSE

Standards: CCSS.RL.2.1, CCSS.RL.3.1

Objective: Students will answer the prompt using at least two details from text to support the response.

Reading Prompt: Why is the title of the story *To Be A Drum*? Use at least two details from the text to support your response.

WRITING - RHYTHM IN POETRY

Standards: CCSS.W.2.3, CCSS.RL.2.4, CCSS.W.3.3, CCSS.RL.3.4

Objective: Students will write a poem with rhythm.

Materials: Writing tools
Teacher prep: Gather some nursery rhymes or other types of poems with a definitive beat.

Procedure:

- Step 1:** Explain to students that many poems have rhythm. The rhythm can be tapped, clapped, or rapped out as the poem is read. The beat, or rhythm, is created by the stressed and unstressed syllables in a line.
- Step 2:** Use familiar nursery rhymes or other poems with definitive rhythm and have students tap or clap out the rhythm.
- Step 3:** Pair students: One partner taps out the beat as the other recites the nursery rhyme. Switch roles.
- Step 4:** Brainstorm a list of topics.
- Step 5:** Have students work with a partner to write an original poem with a beat.
- Step 6:** **Extend It:** Have students write the poem as a rap and perform.

ACROSS THE CURRICULUM ACTIVITIES

TECHNOLOGY/RESEARCH

STANDARDS —


CCSS.W.2.6, CCSS.W.2.7, CCSS.W.3.6, CCSS.W.3.7

OBJECTIVE —

Students research and make a poster about a famous African American.

MATERIALS —

Computers with internet access

Graphic organizer ( **Google It!**: Biography Graphic Organizer to find an organizer to fit the needs of your class)

Poster board or large sheets of paper

Art supplies: crayons, markers, scissors, glue, etc

Option: create the project on a cereal box.

PROCEDURE —

- Step 1:** Have students use a search engine to find an interesting African American to report on (musicians, scientists, entertainers, statesmen, sports figures, etc.).
- Step 2:** After students have selected a person to research, distribute the organizer and have students use the internet to research using the organizer as a guide.
- Step 3:** Instruct students to find pictures or other visuals to print for their project.
- Step 4:** Have students make an oral presentation or use the posters for display during African American History Month.

SCIENCE — PITCH AND DRUM SIZE

OBJECTIVE —

Does the size of the drum surface change the pitch that is created?

MATERIALS —

Clear packing tape

Metal cans: small, medium, large (1 of each for each group)

Pencil

Cotton balls or quilt batting

Science Journal or recording sheet

Teacher prep: Collect cans. Make sure there are no rough edges on the cans that could cut fingers or damage the drum surface.

PROCEDURE —

- Step 1:** Present the science question to class: *Does the size of the drum surface change the pitch that's created?* (Write the question on the board or chart paper.)
- Step 2:** Divide students into groups and have them discuss the question.
- Step 3:** Instruct students to copy the question in their Science Journal. Form and write a hypothesis.
- Step 4:** Distribute cans and a pencil to each group and construct drums.
- Stand each can with open side up.
 - Attach a piece of clear packing tape to one side of the opening and stretch the tape across the opening. Secure the tape on the other side. Continue to do this until the entire opening of the can is covered in a layer of tight packing tape. Do this with all three cans.
 - Create a mallet by wrapping it in cotton or quilt batting. Use the packing tape to secure. Make sure all the cotton or batting is covered in a layer of packing tape.

- Step 4:** Set up Science Journal/sheet for observations:
- Make a drawing of all 3 cans in their Science Journal.
 - Questions: Which drum makes the highest pitch? Which drum makes the lowest pitch?
 - Have students make and write a prediction before beginning experiment.
- Step 5:** Conduct experiment: Use the mallet to bang each drum. Record which one makes the highest and lowest pitch by labeling the drum drawings in journal.
- Step 6:** Return to students' hypothesis and discuss. (The larger the diameter of the drum, the lower the pitch of the drum.)

ART – KENTE CLOTH FROM GHANA

OBJECTIVE —

Students weave a Kente cloth to symbolize their personality.

MATERIALS —

Various colors of construction paper (see below)

Scissors

Glue

Craft beads

Teacher prep: Use the internet to learn about Kente cloth and its symbolic meaning. Make a poster with the Kente Symbolism Colors.

Kente Symbolism Colors

Black – strong

Blue – love and harmony

Green – plants, good health

Gold – wealth

Grey – healing and cleansing

Purple – mother earth; protection

Pink – feminine; gentle and tender

Red – death

Silver – joy

White – pure

Yellow - beauty

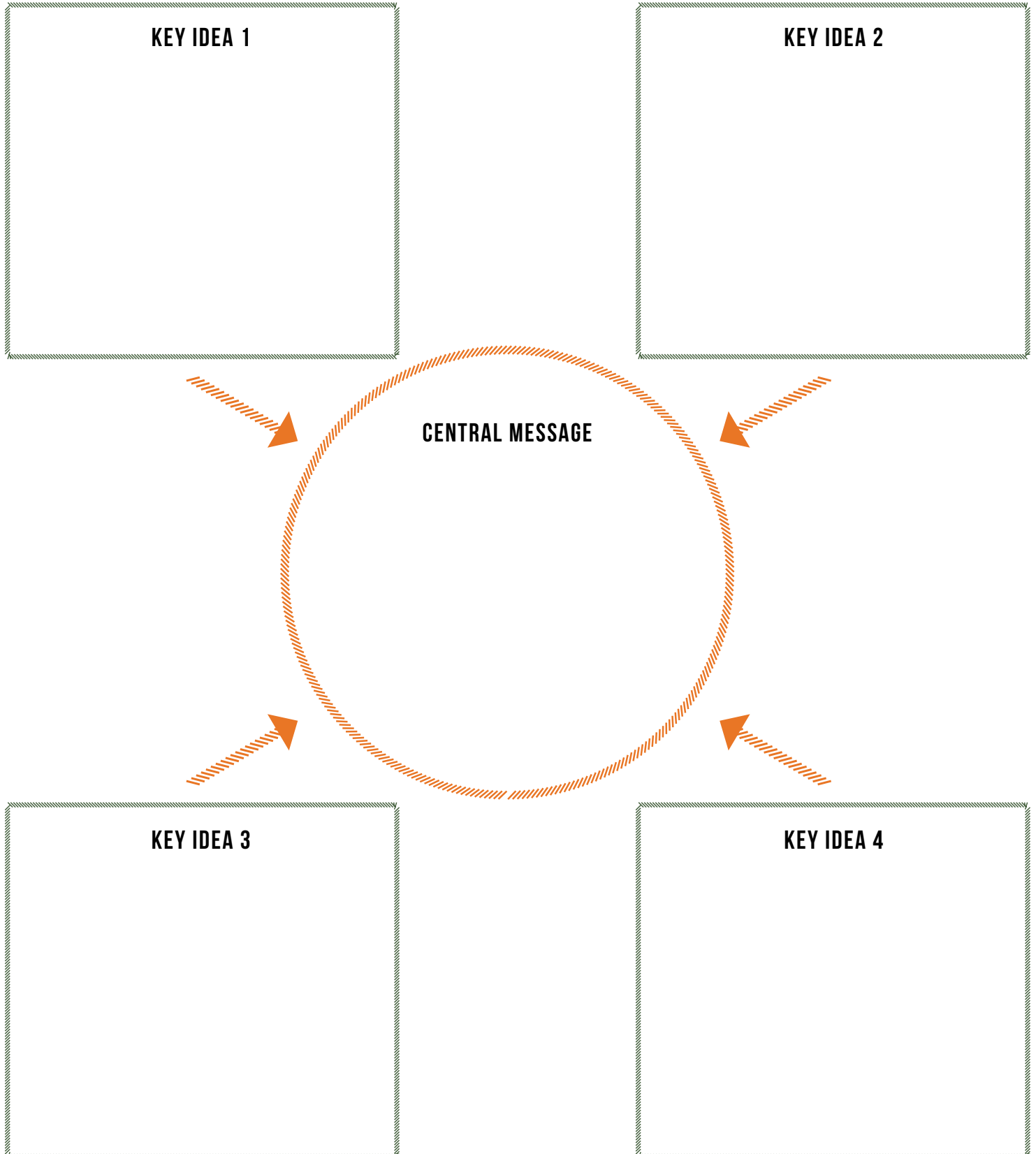
PROCEDURE —

- Step 1:** Build Background about Ghana and Kente cloth through internet sites or books.
- Step 2:** Explain to students that they will weave a Kente cloth design that describes themselves.
- Step 3:** Display **Kente Color Symbolism** and discuss.
- Step 4:** Make cloth as directed below:
- Cut a piece of construction paper into a square (any color).
 - Fold the square in half.
 - On the end opposite the fold, draw a line about one half inch from the edge. This will be used as a guide for the next step.
 - Starting from the fold, cut evenly spaced slits continuing up to the line at the opposite end. It may be helpful to measure and draw vertical lines to use as guides for cutting slits.
 - Open up the paper.

- Choose and cut various colored strips. Strips must be longer than the length of the square.
- Weave the colored strips across the strips going over and under the slits.
- Push each woven strip up to the top before starting another. The second strip should be woven in an opposite pattern from the previous strip. For example, if the first strip goes over and under across the slits, the next strip should go under and over the slits.
- Continue weaving more strips in an alternate pattern until the weave is full.
- Flip the square and apply glue to the ends of each strip. Trim strips evenly with square.
- Cut a larger piece of construction paper to frame the weave.
- Glue the paper weave on top of the frame. Decorate the frame with the craft beads.

TO BE A DRUM

How do we use key details to determine the central message, or lesson in a story?



ABOUT US

ABOUT STORYLINE ONLINE

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ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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