Description: Students will explore similarities and differences between cultures through music and dance.

Learning Objectives:
• Students will learn to recognize music and instruments of another culture.
• Students will demonstrate rhythm through expressive movements.

Activity Time: 20–30 minutes

Materials:
• CD player
• Music from other cultures
• Dance instructions

Directions:
Set Up:
• Review your curriculum and research the music, instruments and dance of a culture the class is studying. Locate a CD with music from that culture. To research dance information, log on to the teacher section of the American Folklore Center on the Library of Congress Web site at www.loc.gov or check the Web sites listed in the library of the Folk Dance Association’s site at www.folkdancing.org.

Day of the Activity:
• Begin a class discussion by asking students what kind of music they listen to, what kind of instruments are used in this music and why they like that particular kind of music.
• Have students demonstrate how they move to the music they listen to.
• Play a CD with music from the culture you are studying, and ask students what group of people this music represents and what kind of instruments they hear.
• Demonstrate traditional dance steps to the music.
• Have students join in the dance, performing the traditional dance steps and creating their own.

Note: Could be team-taught with physical education teacher.

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Correlation to National Curriculum Standards:

I. Culture
   c. explain and give examples of how language, literature, arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture
   e. articulate the implications of cultural diversity, as well as cohesion within and across groups

IV. Individual Development & Identity
   c. describe ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity
   e. identify and describe ways regional, ethnic and national cultures influence individuals’ daily lives

IX. Global Connections
   a. describe instances in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding

*From National Council for the Social Studies Curriculum Standards for Social Studies, Middle grades*