

## MUSICAL MELTING POT

**Apollo Chamber Players**

**Grades: K-8**

### ABOUT THE PERFORMANCE

The rich diversity of cultures in Houston offers an instructive look into the musical and folk elements of world cultures, while serving as a microcosm for the United States' unique ethnic melting-pot. The Apollo Quartet takes students on an engaging and interactive musical world tour, performing music from Mexico, Spain, and the U.S. Appalachian region while illuminating the folk traditions, important historical figures and events, and cultural contexts of each of these regions. Along the journey, students gain insight into the instruments and workings of a string quartet and learn the similarities between musical language and basic human interactions.

### TEKS (Texas Essential Knowledge and Skills)

Grade	Music	ELA	Social Studies	The Students Will:
K	K.3, K.4	K.14, K.15, K.20, K.23	K.4, K.12, K.14, K.15	<ul style="list-style-type: none"> <li>Relate music to history culture, and the world.</li> <li>Demonstrate appropriate concert etiquette during live performances.</li> <li>Write literary texts to express their ideas and feelings about real or imagined people, events and ideas.</li> <li>Write expository texts to communicate ideas for a specific purpose.</li> <li>Take notes and sort evidence into categories.</li> <li>Work productively with others in teams to participate in discussions.</li> <li>Create and use simple maps.</li> <li>Analyze the experiences and evaluate the contributions of diverse groups in multicultural societies.</li> <li>Obtain information about a topic using a variety of oral sources such as interviews and music.</li> <li>Create and interpret visuals, including pictures and maps.</li> <li>Analyze the effects of immigration on the growth of the U.S.</li> </ul>
1	1.5, 1.6	1.18, 1.19, 1.24, 1.29	1.5, 1.15, 1.17, 1.18	
2	2.5, 2.6	2.18, 2.19, 2.25, 2.30	2.5, 2.16, 2.18, 2.19	
3	3.5, 3.6	3.18, 3.20, 3.26, 3.31	3.5, 3.13, 3.17, 3.18	
4	4.5, 4.6	4.16, 4.18, 4.24, 4.29	4.6, 4.12, 4.19, 4.21, 4.22	
5	5.5, 5.6	5.16, 5.18, 5.24, 5.29,	5.6, 5.22, 5.13, 5.24, 5.25	
6	1.4, 1.5	6.15, 6.17, 6.23, 6.28	6.3, 6.15, 6.21, 6.22	
7	2.4, 2.5	7.15, 7.17, 7.23, 7.28	7.9, 7.19, 7.21, 7.22	
8	3.4, 3.5	8.15, 8.17, 8.23, 8.28	8.10, 8.23, 8.29, 8.30	

### STAAR (State of Texas Assessments of Academic Readiness):

Subject	Grade Level	Reporting Category	The Students Will:
Writing	Grades 4 & 7	Category 1	<ul style="list-style-type: none"> <li>Compose a variety of written texts with a clear central idea, coherent organization, sufficient development, and effective use of language and conventions.</li> <li>Demonstrate an understanding of issues and events in U.S. history.</li> </ul>
Social Studies	Grade 8	Category 1	

## ACADEMIC VOCABULARY

<b>Word</b>	<b>Definition</b>
Melting Pot	many cultures or ways of life from all of the different immigrants have blended together to make our country
Assimilation	In terms of cultural assimilation, it is the way a smaller group of people gradually copies the customs and attitudes of the larger culture around it.
Pluralism	is a concept used in many fields and mostly means that things are done in many parts
Violin	The violin is the smallest and highest pitched string instrument typically used in western music. It has four strings (G,D,A, and E) and is played with a bow.
Viola	is a musical instrument which is similar to the violin and cello. The viola sounds lower than a violin, but higher than a cello. It has four strings, called the C, G, D, and A strings.
Cello	a bass instrument of the violin family, held upright on the floor between the legs of the seated player.
Rhythm	a strong, regular, repeated pattern of movement or sound.
Ancestor	a person, typically one more remote than a grandparent, from whom one is descended
Tolerance	the ability or willingness to tolerate something, in particular the existence of opinions or behavior that one does not necessarily agree with
Immigrant	a person who comes to live permanently in a foreign country
Custom	a traditional and widely accepted way of behaving or doing something that is specific to a particular society, place, or time
Culture	the customs, arts, social institutions, and achievements of a particular nation, people, or other social group
Diversity	the state of being diverse; variety

## CLASSROOM CONNECTIONS

<b><i>Before the performance:</i></b>
<ul style="list-style-type: none"> <li>• Ask students what they know about string instruments and what experiences they have had with them.</li> <li>• Discuss the idea of the American Melting Pot.</li> </ul>
<b><i>After the performance:</i></b>
<ul style="list-style-type: none"> <li>• Write thank you notes to the performers and decorate the notes.</li> <li>• Discuss your favorite part of the performance.</li> </ul>

<b><i>Language Arts:</i></b>
<ul style="list-style-type: none"> <li>• Unpack this quote in a group: America is not like a blanket—one piece of unbroken cloth. America is more like a quilt—many patches, many pieces, many colors, many sizes, all woven together by a common thread.” ( Rev. Jesse Jackson)</li> <li>• Build a story quilt with your classmates. Interview your family members about the ancestry of your family and record their answers on an Interview Form. Create a “quilt square” on a piece of 10”x10” construction paper” in which you tell the story of your family and of your cultural identity through words and pictures. Present your quilt square to the class to tell the</li> </ul>

story of your family. "Sew" all of the squares together by punching holes along the sides of the square and lacing them together with yarn. Display your quilt in your classroom.

- Research one country from your heritage and use what you have learned to take an imaginary trip to your family's homeland. Write a story in which you describe what you see when you arrive and what cultural experiences you have while you are there.
- Write a paragraph that explains what cultural diversity is, discusses how you feel about cultural diversity, and explains what it means to be an "American."

**Math:**

- Collect data while you are listening to the Quilt Activity presentations about the ancestry of each person in your class. Create a bar graph recording the countries and number of classmates whose ancestors come from those countries.
- With a partner, use unifix cubes or small objects to create patterns. Create a rhythmic clapping pattern to follow the pattern created with the objects. Clap your pattern for the class and explain.

**Social Studies:**

- In a small group, discuss the Pros and Cons of the following topic and create a T-chart to capture the ideas discussed.:
- Topic: Some people believe the only way to create "one out of many" is through assimilation whereby immigrants and "minorities" should conform to already-established customs and attitudes. Others advocate for pluralism whereby the nation should expect ethnic, religious and cultural groups to exercise their individuality and help strengthen ever-evolving national customs and attitudes. Present your T-Chart discussion notes to the class.
- Discuss in small groups: Do immigrants have a different attitude today than in previous generations about holding onto their cultures? Is the "melting pot" metaphor an appropriate goal for today's society?
- After interviewing relatives about your heritage, make a family tree, and map your ancestors' migration to America. Hang your family tree and map on the class bulletin board.
- Draw an outline of America on bulletin board paper. Find as many examples of diversity as you can in newspapers and magazines. Glue the pictures on to the outline of America. You can overlap pictures but do not cover the faces of any of the people. In small groups, discuss what you have learned from the "Diversity Mural". Display the mural in your room or in the hall to celebrate our diverse nation.

**Science:**

- With a partner, research how musical sound is made. Make a poster to illustrate your research and present your findings to the class.

**RESOURCES**

***Related Websites***

- <http://www.tolerance.org/activity/immigrants-and-us>
- [http://www.scholastic.com/browse/search/teacher?query=melting+pot&as\\_values\\_067=&channelOnly=true](http://www.scholastic.com/browse/search/teacher?query=melting+pot&as_values_067=&channelOnly=true)
- <http://www.phys.unsw.edu.au/jw/strings.html>

***Smartboard Links***

- <http://teacher.scholastic.com/whiteboards/socialstudies.htm>



**ABOUT THE ARTIST / ENSEMBLE:**

The Apollo Quartet, a quartet of string musicians, studied at Rice University's Shepherd School of Music and made their Carnegie Hall debut in 2013. Apollo's trademark is a program that highlights the intersection between classical and folk music. The Apollo Quartet programming reflects the ethnic diversity of classical composers and the unique folk sounds and styles imbued in their music. The cultural melting pot that is the city of Houston provides a perfect palate with which to showcase the unique musical folk elements in the cultures of the globe.