

October 2005

## Extra! Extra! Read All About It @your Library! Feature Story

**Section (Subject): Social  
Studies, Music, Literature  
Beat (Level): Grade 3**

Norman Public Schools  
<http://www.norman.k12.ok.us>

Norman, Oklahoma

African song and story; using The Hatseller and the Monkeys .  
by Linda Cowen and Margie Tytenicz

### **Roosevelt Elementary Story (Procedures):**

This cooperative lesson was planned to extend the third grade study of the African continent. The library media specialist and the music teacher used the social studies curriculum as a springboard to collaborate on a lesson using the folktale, The Hatseller and the Monkeys; a West African Folktale Retold and Illustrated by Baba Wague Diakite.

Day 1: The music teacher had students develop an improvised melody using the pentatonic scale for the song within the folktale using a variety of accompanying instruments. The Library Media Specialist explained the need for careful listening in order to be able to retell the story, and then read the The Hatseller and the Monkeys; a West African Folktale Retold and Illustrated by Baba Wague Diakite aloud. Students sang the song using their improvised melody within the tale. A globe was used to locate the country of Mali and students discussed unique characteristics of Africa.

Day 2: After sharing examples of Kente cloth, the cloth like those used in the Hatseller illustrations students created "hats" using 4-6 inch bands of manila tagboard decorated with original crayon designs. Students were asked to recall the events in the story and perform their improvised song. One student was selected to retell the story using the book to assist and another was selected to be BaMusa. The remaining students became three monkey groups: those with green scarves for leaves; red, yellow and orange scarves for fruit; and those with the hats. The retelling was videotaped.

### **Headline (Goals): The student will:**

**Recognize an African folktale as a source  
for cultural information.  
Work with pentatonic scale.  
Retell a story using creative dramatics .  
Work collaboratively with a peer.**

### **Sidebar (PASS Skills and Information Power Skills):**

#### ***Information Literacy***

**Standard 3: The student who is information literate uses information accurately and creatively.**

**Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.**

**Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue**

and generate information.

*Visual Art, Grade 3*

**Standard 2: Visual Art History and Culture**  
The student will recognize the development of visual art from an historical and cultural perspective.

*Music, Grade 3*

**Standard 1: Language of Music.** The student will read, notate and interpret music.

**Standard 3: Music Expression.** The student will perform, imitate, compose a variety of music within specific guidelines.

*Social Studies, Grade 3*

**Standard 1:2:** The student will examine and use children's literature to compare and contrast his or her own community to other United States and global communities.

**Standard 3:** The student will analyze the human characteristics of communities.

...use art, music and stories to communicate.

**Survey (Evaluation):**

Students were able to recall the major events in the story and act them out.

LMS and music teacher observed students retelling and performing the song within the story using the pentatonic scale.

Students completed self evaluations using the videotaped performance.