

## The Djembe Drum Lesson Plan

### Lesson Overview (50 Minutes)

Hook - Find videos of your choosing of musicians playing the Djembe drum. While the videos are playing, circulate the Djembe drum around the room.

Explain to students that we are going to learn more about the Djembe drum by breaking into small groups and reviewing sources about the drum. Each group will be responsible for reviewing their source, answering the questions, and giving a short presentation to the rest of the class and sharing what they learned from their source. During the short presentations each group should project their slide or write their answers on the board. Ensure each group explains the following:

1.1 - The Djembe Drum is from the Mali Empire roughly 1200 CE. They used the device to signal the coming of the king and it doubled as a device for music and for communication. It is made out of animal skin and wood.

1.2 - The Djembe Drum is made by carving it directly out of a tree into the perfect shape. The Drum is then decorated intricately with carvings and beads. Finally the skin fitted to the opening in the drum.

1.3 - In Early America, The Djembe drum was used for a few purposes. First, the Djembe drum helped preserve African culture while enslavement was rampant in the Americas. Moreover, the drum was used as a communication device amongst enslaved Africa People.

1.4 - The Djembe Drum is used to heal trauma by giving people an outlet for their emotions. The Drum allows those who play it to pour their feelings into music and it has helped countless people deal with hardship.

### Standards Covered

#### Social Studies Standards Covered:

##### **SS7G1 Locates selected features of Africa.**

1. Locate on a world and regional political-physical map: Sahara, Sahel, savanna, tropical rainforest, Congo River, Niger River, Nile River, Lake Victoria, Great Rift Valley, Mt. Kilimanjaro, Atlas Mountains, and Kalahari Desert.

##### **SS7G2 Explain environmental issues across the continent of Africa.**

1. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.

#### Information Processing Skills

11. Draw conclusions and make generalizations

#### Reading Standards for Literacy in History/Social Studies

**L6-8RHSS2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**L6-8RHSS7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

1.5 - The Djembe drum is still featured in many modern songs and modern songs have been influenced by classic rhythms played with the Djembe Drum.

Finally, have students complete the final question and write their answers in complete sentences.

**(If you are completing this lesson using the printable worksheet, share the links below with the class electronically or hang up the QR code pages around the classroom (found on printable) and allow students to use mobile devices to scan codes.)**

Web Resources

- 1.1 [https://www.youtube.com/watch?v=JXY4XPp\\_IM8](https://www.youtube.com/watch?v=JXY4XPp_IM8)
- 1.2 [https://www.youtube.com/watch?v=TyH0joQf7\\_A](https://www.youtube.com/watch?v=TyH0joQf7_A)
- 1.3 <https://www.news.com.au/world/the-history-and-meaning-of-the-djembe/video/1ee9d8deb8fecfedb73b9eccac682eae>
- 1.4 <https://www.youtube.com/watch?v=aLeede5z1vQ>
- 1.5 <https://www.youtube.com/watch?v=q5U8md4rZS8>

Materials from Aboki Box:

Aboki Box Magazine  
Student Workbook

**Additional Instructional Supports**

**Specially Designed Instruction for Special Education Students**

**Strategies for English Language Learners**

Re-voicing

Conferencing

visuals

	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Explaining</li> <li><input checked="" type="checkbox"/> Prompting for participation</li> <li><input checked="" type="checkbox"/> Challenging or countering</li> <li><input checked="" type="checkbox"/> Asking "Why?" "How?"</li> <li><input checked="" type="checkbox"/> Reread</li> <li><input checked="" type="checkbox"/> Practice new academic vocab.</li> <li><input checked="" type="checkbox"/> Assistive technology</li> <li><input type="checkbox"/> Pre-teach &amp; re-teach in a different way</li> <li><input checked="" type="checkbox"/> Repetition</li> <li><input type="checkbox"/> Use of manipulatives</li> <li><input checked="" type="checkbox"/> Collaborative work</li> <li><input type="checkbox"/> Direct/explicit instruction</li> <li><input type="checkbox"/> "Chunking"</li> <li><input checked="" type="checkbox"/> Accommodating different learning styles</li> <li><input type="checkbox"/> Create differentiated text sets</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Additional Time</li> <li><input checked="" type="checkbox"/> Small Group Collaboration</li> <li><input type="checkbox"/> Modify quantity of work</li> <li><input type="checkbox"/> Take student dictation</li> <li><input type="checkbox"/> Scaffold information</li> <li><input type="checkbox"/> Differentiated content process or product</li> <li><input type="checkbox"/> Consistent reward system</li> <li><input checked="" type="checkbox"/> Refer to students IEP or 504 plan</li> <li><input checked="" type="checkbox"/> Assistive technology</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Front-Loading</li> <li><input type="checkbox"/> Echoing/Choral response</li> <li><input type="checkbox"/> Color-Coding</li> <li><input checked="" type="checkbox"/> Multiple exposures in different media</li> <li><input checked="" type="checkbox"/> Pair Share</li> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Language Scaffold</li> <li><input type="checkbox"/> Deconstruct complex sentences and texts</li> <li><input checked="" type="checkbox"/> increased opportunities for student to student talk</li> <li><input type="checkbox"/> Strategic vocabulary instruction</li> <li><input checked="" type="checkbox"/> Additional think time</li> </ul>
--	---	--	--