

Kentucky Core Content Standards

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Culture is a system of beliefs, knowledge, institutions, traditions, and skills shared by a group.

ss.2.1.1 Language, music, art, dress, stories, food and folk tales help define culture and may be shared by various groups.

ss.2.1.2 Elements of culture (language, music, see above) serve to define specific groups and result in unique perspectives.

Activity 1. Tell how the language, music, costumes and stories used in Mr. Bob's program described the people he was talking about.
2. Compare and contrast the cultures based on their music and dress.

The Basic economic problem confronting individuals and societies is the scarcity or imbalance between unlimited wants and limited resources available for satisfying those wants.

ss.3.1.1 Scarcity requires people to make choices (at both personal and societal levels) about using goods, services, and limited resources.

ss.3.3.2 The direct exchange of goods and services is called barter. Money has generally replaced barter as a more efficient system for exchange.

Activity 1. Why do we call a dollar a buck? (one buckskin was worth one dollar)
2. Explain why the scarcity of items for the Native Americans (guns, knives, metal objects) and the Europeans (furs & clothing) would encourage trade between the two cultures.

Patterns on Earth's surfaced can be identified by examining where things are, how they are arranged, and why they are in particular locations.

ss-4.1.1 Simple physical, political, and thematic maps, globes, charts, photographs, aerial photography, and graphs can be used to find and explain locations and display information.

ss-4.1.2 Every point on Earth has an absolute location, defined by latitude and longitude, and a relative location, compared to other points on Earth's surface.

Activity 1. Find the location of your school on a map.
2. Find the locations of the stories told by Mr. Bob on the map or globe.

Patterns emerge as humans move, settle, and interact on Earth's surface

- ss-4.3.1 Human settlement develops in different ways based on the culture and needs of settlers.
- ss 4.3.2 Humans usually settle where there are adequate resources to meet their needs -- area with water, fertile land, protected land, and different modes of transportation.

Activity 1. Locate the early settlements of Boonesborough and Harrodsburg on a map and discuss the importance of their location by the rivers.
2. Follow the early trails and rivers on a topographical map and explain why the rivers provided easy transportation for Native Americans and early settlers and affected their choices of where to live.
3. Review the stories told by Mr Bob and discuss the effect of the land and the rivers on the people's lives he talked about.

Human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.

- ss.4.4.1 People depend upon the physical environment for food, shelter, and clothing
- ss.4.4.2 People adapt to or modify the environment (produce food, build shelter, make clothing) to meet their needs.

Activity 1. Review the stories told by Mr. Bob and discuss the types of homes and dress used by the people he described.

- ss.4.4.3 The physical environment both promotes and limits human activities (mountains as barriers or as protection; rivers used as boundaries or transportation routes). The natural resources of a place or region impact its political, social, and economic development.
- ss.4.4.4 People and individuals may have different perspectives concerning the use of land (building developments; cutting down forest for farming).

Activity 1. How did the different cultures in Mr Bob's stories relate to the land.
2. Compare and contrast the differing views of the Native Americans and the settlers regarding ownership of the land.

Students understand, analyze, and interpret historical events conditions, trends, and issues to develop historical perspective.

- ss.5.1.1 Accounts of historical events are influenced by the perceptions of people and the passage of time. Different perspectives (gender, race region, ethnic group, nationality, age, economic status, religion, politics) result in different interpretations of historical events.
- ss.5.1.2 History can be understood by using a variety of primary and secondary sources and tools (artifacts, diaries, time lines).
- ss.5.1.3 Historical events have multiple causes. History is a series of connected events tying the past to the present.

Activity 1. Interview your relatives and write your personal history
2. Read journals of Lewis & Clark, Daniel Boone and Frederick Douglas.
3. Review the timeline and discuss how the events affected the cultures.

The history of the United States is a chronicle of a diverse people and the nation they formed.

ss.5.2.1 Native American cultures, both in Ohio, Kentucky and the United States, had similarities (gender roles, family organizations, religions, values) and differences (language, shelter, tools, foods and clothing) America's diverse society began with the “great convergence” of European, African, and Native American people beginning in the late 15th century.

Activity 1. Discuss the ways the cultures interacted. How was each culture changed by this interaction? (language -words used now that were Native American words; dress -- leggings, moccasins, trade shirts; items used around the home - pots and iron ware, etc.)
2. Listen to the music of the different cultures. How have the various styles blended to make modern American music?

ss.5.2.2 People explored and settled America, Ohio, and Kentucky for multiple reasons (freedoms, opportunities, fleeing negative situations). The ideals of equality and personal liberty, as developed during the colonial period, were motivations for the American Revolution and proved instrumental in forging a new nation.

Activity 1. Discuss how the separation and distance from the European governments allowed and sometimes forced settlers to be more independent and to make their own decisions.
2. Discuss why settlers from various countries (England, France, or Germany) that might hate each other in Europe would join together and fight on the same side in America. Topics could include how the isolation made them dependent upon each other or created enemies. Review the history of Indian confederacies and how various tribes who often fought each other, joined instead to fight the settlers.

ss.5.2.4 The study of US history is categorized into broad historical periods and eras. The growth of democracy and geographic expansion was significant in American history (Louisiana Purchase, impact on Native Americans, early woman's rights).

ss.5.2.5 Symbols (national flags), slogans, patriotic songs, poems and selected readings are used to describe or illustrate important ideas and events in Ohio, Kentucky and American history. Political, social, economic, and cultural differences (slavery, federal v state's rights) among sections of the U.S. resulted in the American Civil War.

Activity 1. Discuss how Mr. Bob's stories came from different points of view about such events as the “discovery of Kentucky” or women of the frontier. How did he use symbols to represent the various points of view?
2. Use the timeline to discuss how the events listed affected the different cultures living in Kentucky.

The history of the world is a chronicle of human activities and human societies.

ss.5.3.1 As early hunters and gatherers developed new technologies, they settled into organized civilizations. During the Renaissance, humans began to rediscover the ideas of the Classical Age and to question their place in the universe.

ss.5.3.2 New ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and significant changes to other regions of the world.

ss.5.3.5 The Age of Exploration produced extensive contact among isolated cultures and brought about massive political, economic, and social changes.

Activity 1. Discuss the reasons behind most of the explorations -- land, wealth and power.
2. How did the contact change the people and their cultures? Native Americans lost land, religion, culture and their lives. Diseases and technology changed their culture forever. How did it change the European or African cultures? (Slavery and its effect on both continents)

Elements of Music

AH 1.1.2 *Creating-- Create simple melodic or rhythmic accompaniments*
Responding -- Form: Call and response; verse/chorus

Activity 1. Discuss how Mr. Bob used call and response in his performance.
2. Find the words to Mr Bob's songs in a music book and review the verse/chorus structure of the songs.

Historical and Cultural Context

AH 1.2.31 Responding-- Identify similarities and differences in musical elements used in the Music of Native American, American folk and West African cultures, including instruments or songs unique to each culture.

Activity 1. Compare and contrast the music used by Mr. Bob in his performance. Discuss the differences and similarities between the Native American flute and the tin whistle. Discuss how the various cultures used drums.

Elements of Drama, Productions and Performances

AH 3.1.33 Identify and discuss elements of production (scenery, costumes, props, music and roles) and elements of performance (speaking, listening, acting, storytelling).

AH-3.1.37 Identify and compare the similarities and differences between audiences attending live performances and audiences viewing television or film.

Activity 1. Discuss how Mr. Bob used the elements of production in his show.
2. How was watching Mr. Bob different from watching a video?

Historical and cultural Context -- visual art elements

AH 4.2.37 Subject matters: landscape. Relate to scenery and set.

AH-3.1.45 *Creating* Assume roles that communicate aspects of a character from literature, history, or a script.

AH 3.1.32 Responding: Elements of production: staging, scenery, props, and costumes.

AH. 3.1.37 Responding: Describe characters' use of elements of performance using appropriate vocabulary.

AH 3.1.38 Responding: Identify and describe types of stages

AH 3.1.39 Responding: Identify the skills necessary for jobs associated with theatre (playwright, director, actor, actress, designers, scenery, props, costumes etc.).

AH 3.1.311 Responding: Compare and contrast forms of theater, musical theatre, TV, film, and dance.

Activity 1. After the show, discuss how Mr. Bob used the elements of production in his performance. What elements did you think he used well? How would you have improved his stage presentation?

2. Describe how Mr. Bob assumed the roles of various characters. Did he "become" the character (as an actor) or did he just tell you about the person (as a storyteller)?

3. Read a story about Harriet Tubman or other historic characters and create your own story and perform it for the class. What elements of the theater would help you in your performance?

Historical and Cultural Context

AH. 3.2.32 Discuss how diverse cultures, periods, and styles affect drama.

Activity 1. Read Native American, African American and European stories. Compare and contrast their styles. How did the African stories change as they were later told by the slaves? Discuss how theater production was used in religious activities of the Aztecs, African Americans or European settlers. Examples include festivals like Thanksgiving or Christmas plays.

2. How did Mr. Bob change his style of performance when he was telling a story about different people.

Culture is a system of beliefs, knowledge, institutions, traditions, and skills shared by a group.

ss.2.1.1 Language, music, art dress

Activity 1. What items did Mr. Bob use in his performance that told you immediately what culture he was talking about? How did those items relate to his stories? Did they help you understand the differences or the similarities between the Native Americans, African Americans or Europeans?