

Destination: America Activity 3 Diversity

Teaching Objective

Students will develop an understanding that music can reflect diversity.

Resources

Accompanying Youth Concert CD

Vocabulary

Diversity — Having variety, not uniform

Pre-Assessment

- In the following discussion students will become familiar with the meaning of the word diversity and will be able to recognize its presence in a variety of contexts.
Ask students to think of times when having variety is important. Some examples:
Food on a buffet, a gift basket, a menu at a restaurant, music at a concert, colors on a painting, flowers in a garden, music on a playlist, your classes at school.
- As students suggest ideas, write them on the board. Tell students that another word for variety is diversity.
- Using some of their examples, ask students to share some ideas about why diversity might be important (gives a painting more visual interest and energy, adds a strong design feature to a garden, keeps your interest at a concert or listening to a CD, a diverse diet is more healthy).

Teaching Sequence

1. Expanding on this idea, ask students to suggest ways in which the US is diverse. Answers could include food, landscape, culture, climate, beliefs, customs, dress, traditions.
2. Tell students that in their upcoming DSO concert they will hear music that was inspired by some aspect of American diversity.

Culminating Activity

- Over several days, play the following pieces of music from the accompanying Youth Concert CD:
 - ◆ Still, Symphony No. 1, Mvmt. 3 (Track 3)
 - ◆ Grofé, Grand Canyon Suite, “On the Trail” (Track 4)
 - ◆ Copland, Variations on a Shaker Melody from *Appalachian Spring* (Track 6)
- Tell students that each of these pieces was inspired by some aspect of American diversity that has been discussed.
- Ask students to record their impressions as they listen. Be sure and give them more than one chance to listen to each selection.
- After the concert have a follow-up discussion to review what was said about the music in the concert. Tell students that their ideas may be different since they are the product of one’s own experiences and knowledge.
- For younger students or instances where time is a concern, write the following on the board as a multiple choice:
 - ◆ Diversity of musical styles inspired by different cultures;
 - ◆ Hot, rocky, arid climate; nearby oasis with a waterfall;
 - ◆ Rolling hills and beautiful lush valleys.

Evaluation

Did student responses indicate an understanding that music can be inspired by diversity?

TEKS Connections

English Language Arts: 110.14b(29-30); 110.15b(27-28); 110.16b(27-28); 110.18b(26-27)

Social Studies: 113.14b(4,5,13,14,19); 113.15b(6-9,19); 113.16b(6-8,17,21); 113.18b(1,2,4,6,7,15-19)

Music: 117.12b(1,5); 117.15b(1,5); 117.18b(1,5); 117.33b(1,5)