

HIS 131: American History I

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1. Activity Basic description

Students will read, conduct research and take part in a written activity and an in-class oral presentation on how music from Africa impacted early American History.

2. Objective:

The purpose of this activity is to help students understand the complex influences of this global cultural impact through written and visual presentations. At the end of this lesson students should be able to:

- Discuss the evolution of African music
- Describe the impact African music had on captured Africans
- Compare how African musical genres influenced the lives of colonized slaves
- Create a presentation using the researched readings, images, audio, and other visuals to show the evolution of African music

3. Time:

Two to three weeks

4. Materials and Resources:

Access to a computer and the Internet; Learning Management System (for example BlackBoard), provided links to appropriate web sites, links to previous research provided by National Resource Centers (NRCs), access to YouTube and PowerPoint or Prezi for presentations. Also access to Microsoft WORD (or another instructor approved word processor).

Resources:

~ *Out of Many; A History of the American People*, by Faranger et al, published by Pearson.

~ *African American Heritage*, by David T. Adamo, published by Resource Publications, a division of Wipf and Stock Publishers, Eugene, OR, 2001.

~UNC Chapel Hill African Studies Center film recommendation: Bela Fleck's, *Throw Down Your Heart*, DVD.

~[http://www.academia.edu/8888747/The Rhythm and Soul of America The History of African American Music](http://www.academia.edu/8888747/The_Rhythm_and_Soul_of_America_The_History_of_African_American_Music)

~ http://www.aaregistry.org/historic_events/view/banjos-african-american-heritage

~ [http://www.newworldencyclopedia.org/entry/Music of Africa](http://www.newworldencyclopedia.org/entry/Music_of_Africa)

~ <https://www.andrew.cmu.edu/course/79-326/slave03.htm>

5. Procedure:

This activity will be conducted during Chapter 4 of *Out of Many* by Faragher et al which covers the Trans-Atlantic Slave Trade topic. Instructors using a different textbook can likely adopt for the appropriate section of that textbook. This activity will include:

- ~ An oral presentation accompanied by a PowerPoint presentation
- ~ A written summary for turn-in (must be in MLA format)
- ~ The presentation must contain at least one visual example of African musical impact on the early colonies. (i.e. a Youtube example)
- ~ The presentation and summary will contain at least five different, credible, sources.

For above assignment:

1. Students will read Chapter 4 in its entirety.
2. Students will be assigned into groups of two to begin specific research on the impact African music had on lives and culture in Africa as well as its impact on captured Africans as they were forced across the Atlantic.
3. Students will also research how African musical genres influenced slave lives in the colonies.
4. Students will research and include in said report, the evolution of African music from the beginning of the Transatlantic Slave Trade leading up through today's society.

6. Assessment:

**HIS 131 Global Component – Music Activity
Rubric**

Content of Visual Presentation:

25 points

Instructor is looking for quality of PowerPoint (or Prezi) construction, clarity and relevance to the topic. Do not make slides too text heavy, include visuals. Also assessed here is the selection and quality of your song or musical selection example to be included.

Oral presentation: 50 points

Instructor is looking for familiarity with the content. Do not simply 'read' the class the information. Also, instructor is looking for organization and preparedness. Did it meet the assigned time limit? Did students leave time for questions from the class?

Written summary: 25 points

Written summary should be in MLA format with sources clearly cited. Paper must be typed and free of grammatical and spelling errors. A visit to the campus's Writing Resource Center is heavily suggested before turning in the written summary.