

**IMPORTANCE OF TEACHING**

**NATIVE AMERICAN MUSIC**

By

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## ABSTRACT

Music Education has always been the doorway to experiencing something new and wonderful. Music Education, before now in America, has always taught western-styled music. Today, culture has become an essential ingredient to being an American. The learning and appreciation of other cultures have become particularly important in a student's journey within music to ensure the feeling of community, respect for others, and the experience of different styles. Native American music has become threatened with extinction by the shortage of information available and the lack of instructors that can teach it. Generations upon generations have lost this opportunity to learn and experience the culture due to this misfortune. The research paper and curriculum project will demonstrate how students will benefit and learn from Native American Music through the development of learning the brief history of Native tribes, instruments used, and techniques produced by those instruments. Researchers early on attempted to record and illustrate the music but did not fathom the significance of the culture, so the results were poorly recorded. Due to the lack of documentation, many natives understand the culture. The paper's research will answer the question, "How can Music Education open the door for teaching Native American music?" The curriculum project will demonstrate the sense of importance with the process of delivering the information, demonstrating the information, and conducting assessments that ensure the students can digest it. This study will also show that teaching Native American music can alter and broaden each student's mind.

## **Chapter 1**

### **Introduction**

Music Education is a bridge for students to lead them through strange worlds, experiences, and cultures through music. The bridge grants students a passport to safely cross into these unknown experiences and see our diversity of music education classrooms. Allowing students this ability can enhance the passion of learning the culture and give students the desire to respect their unique community.

Learning other cultures within the classrooms has not always been a positive move. Until recently, learning other cultures outside of the western genre was unfamiliar and disapproved of within our education curriculum. History has shown that many cultures were minimized in importance and deemed part of the past. Research was conducted in the 1800s but not labeled as culturally specific.

Within this paper, the research will show that cultures, specifically Native American music, have been documented poorly, leading to a one-sided history. History has shown that Native Americans were savages and superfluous through poor documentation, Western shows, television, and books. This influence has led to glamorizing Native Americans today and not truly exposing the authentic native culture.

Studying Native American music within Music education can provide many benefits to the students. "I am concerned that if we do not teach our students about multiple cultures, traditions, heritages, and life other than just theirs, then we are doing a great injustice to our

students." <sup>1</sup> Learning the music can help students with becoming aware of their community. Students can become familiar with the local tribes creating a closer community. Students can learn respect from the difference of others. Allowing students to learn of other cultures within their personal lives helps create relationships that lead to respect. Music Education can help.

Classrooms are given a chance to expose students to Native American music by teaching a curriculum in today's classrooms. "The challenge of making music education a multicultural endeavor is to seek ways to match the program offerings to student needs, to understand differentiated learning modalities, to develop social transaction skills, and to gain as teachers the cultural competence to communicate music-any music- to young people of various cultural backgrounds." <sup>2</sup> The teaching of this curriculum has brought several challenges. Educators will need to take these challenges into account when developing the content of the curriculum. For example, teachers today lack the education required to teach Native American music successfully. Education and resources for teachers are in short supply and need to be improved. Knowing this, educators have begun to utilize local tribes to obtain the accurate information needed for teaching.

#### Statement of the Problem

Native American music is fading away within the music education society. History has spoken of the hardships within the Native American community and shaded the experience of learning the music. Previous research considered tribes and their music; however, this research

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<sup>1</sup> Kelly A. MacDonald, "Native American Music Forgotten." *Music Educators Journal* 89, no. 4 (2003) pg. 3. doi:10.2307/3399895. <https://www.jstor.org/stable/3399895>.

<sup>2</sup> Patricia Scehan Campbell, "Music Education in a Time of Cultural Transformation." *Music Educators Journal* 89, no. 1 (09, 2002)5.

was not considered "well-documented." "Tragically, one of the greatest blunders committed by historians peripherally interested in Indians at the turn of the century was their failure to collect or use oral accounts held by many tribal members whose life spanned much of the nineteenth century."<sup>3</sup> As a result, many non-natives feel that the culture is something of the past, but this is not true. Due to the lack of research and teaching, many generations do not have this opportunity to participate or know the Native American community's impact on today's music. Teaching cultural music will help students understand that other cultures, like Native American music, are integrated into the history and the daily lives of the United States of America. Unfortunately, institutes and instructors are not prepared to teach such things and need to have the training. In order for the institutes and instructors to receive this training, there is a need to bring the issue forward and supply an introductory class on the music of Native Americans.

Educators will need to become exposed to teaching the culture with curriculums created, demonstrating the basic information of the music, and special instructions from the educators experienced in the subject. The author of this curriculum will demonstrate that Native American music provides knowledge of the community, the importance of the foundation of their music, and the involvement in a culture that plays an integral part of history for America to the student. The curriculum project will invite students to enter a world many do not know, understand, and appreciate.

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<sup>3</sup> David R. Edmunds, "Native Americans, New Voices: American Indian History, 1895-1995." *The American Historical Review* 100, no. 3 (1995): 721. doi:10.2307/2168602.

### Need for the Study

Native American music is considered to be something of the past. Many researchers feel that it is a culture that will remain old. Due to the lack of research, Native American music is slowly being forgotten. The culture can be preserved by educating on the techniques, the value that the music adds to the history, cultural awareness, and personal growth. Teaching the culture ensures that students can understand the impact and appreciate the difference." In the curriculum, Native American music can properly evoke qualities of Indian cultures and reality, opening minds to old wisdom, providing non-Indians with alternative perspectives on life...." <sup>4</sup> As educators, the opportunity needs to be offered to students to preserve the culture, and the students can experience it through their music education path.

### Research Questions

#### *How can educators teach Native American music?*

Educators can teach Native American culture first by knowing their students. Classrooms contain many students of different backgrounds. Once the cultures are determined, the instructors must research the students' importance and best teaching practices. Second, the instructors will need to search out resources and instructions from someone knowledgeable in the culture. Many available resources can help with the teaching content, but instructors need to experience the

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<sup>4</sup>Andrea Boyea, "Teaching Native American Music with Story for Multicultural Ends." *Philosophy of Music Education Review* 8, no. 1 (2000): 14.  
<http://www.jstor.org/stable/40327148>.



culture to teach it at a deeper level. "Becoming knowledgeable about these aspects and skillful in using them for personal music expression should be the goals of music education." <sup>5</sup>

*What can be taught in the Native American music Appreciation class?*

Native American Appreciation class is exactly what the title says. It is a class teaching student about the appreciation of Native American Music. First, the class would teach the basic facts and foundational information. The information will include a brief history of selected tribes. The brief history is essential due to the student's lack of background information on Native American tribes. The history will explain how each tribe is different and have some of the same traditions. Second, the curriculum will teach about three of the most used instruments in the Native tribes. The author of the curriculum will demonstrate the percussion, native flute, and vocables. Every few weeks, the student will learn the instrument's history, made, and materials. The student will be able to recognize the instruments and the materials used to make them. The information taught within the curriculum will help students learn Native American music.

*What are the benefits of teaching Native American music to students?*

Teaching music can help students learn of other culture's issues and values called sociological position. "The sociological position is based on the belief that, first and foremost, all music reveals aspects of a particular society and culture." <sup>6</sup> Music Education is opening the door into another world for students. First of all, the teaching of Native American music opens the minds and eyes of the student. It leads them to a place they have never been before. Native

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<sup>5</sup> Roger Rideout. "Whose Music? Music Education and Cultural Issues." *Music Educators Journal* 91, no. 4 (2005): 39-41. Accessed May 2, 2021. doi:10.2307/3400157. 40.

<sup>6</sup> Ibid.,40.

American music is part of the foundation of the United States of America. "We must include Native American Music in college curricula, for it is a window into the heart and soul of the people indigenous to this land." <sup>7</sup> Second, teaching Native American music ensures that the music and culture will be preserved. The Native world is slipping slowly away, but the culture can become alive again with music teaching. "Another reason for learning Indian music in the curriculum is to provide these music's legitimacy in the larger world, to ensure their preservation and maintenance against the forces that would engulf them or let them die." <sup>8</sup>

### Limitations of the Study

Teaching Native American culture and music can experience limitations. One would be the availability of resources on Native American music. Many resources are not considered reliable and cause more confusion. Resources need to be determined if they are reliable and truthful. Several researchers, over the years, wrote books or articles with their opinions on Native American culture and music, but the information was not factual but the writer's opinions. Many claim to be native but, truthfully, are not.

Another limitation would be the ability and understanding of the instructors. Students need the instruction to be solid and knowledgeable. Each tribe has its traditions and explanations of music. Therefore, the teaching will need to be cultural as well as tribal sensitive. Searching

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<sup>7</sup> Loran Olsen, "Native Music in College Curricula?" *Wicazo Sa Review* 2, no. 2 (1986): 59-65. Accessed May 2, 2021. doi:10.2307/1409019. 61.

<sup>8</sup> Andrea. Boyea, "Teaching Native American Music with Story for Multicultural Ends." *Philosophy of Music Education Review* 8, no. 1 (2000): 14-23. Accessed May 2, 2021. <http://www.jstor.org/stable/40327148>. 14.

out reliable information can ensure that the correct information will be taught and that the instructors have the support needed.

### Assumptions

The research and curriculum will support teaching Native American music. Students will learn to appreciate the differences and how these distinctions can impact the musical route and the student's awareness. Understanding differences will help students become sensitive to others as well as appreciate their own stories. The results combined will suggest how much a positive impact teaching Native American music can be and how the student will not leave the class empty-handed.

## **Chapter 2**

### **Literature Review**

#### Introduction

Many cultures are fading away due to the inability to teach or simply do not want to teach within Music Education courses. Teaching cultural music, especially Native American music, consists of learning the music and learning about the tribe. Students can learn the history of the culture, such as the tribe. First, history gives the students a foundation that will enhance their understanding of music. Native American music represents the tribe and person. Second, the importance of learning music from different cultures will explain how students learn community, respect for others, and broaden their musical talents. Educators have begun the journey of learning the resources available and the resources needed to teach. Researchers within the music education field are working steadfastly to ensure that instructors are prepared to instruct students and correct the information concerning the tribes. Cultural music needs to be experienced within music education by learning different aspects of the culture.

#### History

Native American culture has always been labeled as something of the past. History describes natives as a nation that was considered to be uncivilized and completely disregarded. After the arrival and planting of colonies, colonialists brought new ideas, new people, and new ways of living. These colonies wanted to control those that were different, such as the Native Americans. In order to control the natives, they took away their culture and freedom with force. The government devised many steps to remove the tribes from their homeland and modernize

them.<sup>9</sup> Modernizing consisted of taking away the traditions, their individualism, and freedom. Each step that the government took ensured that the natives were becoming a broken people. Invading the tribes and taking the children finally broke them. In order to civilize them, the settlers removed children from the tribes and relocated them to schools. The schools were more of an institution that refused to allow them to live, sing, dance, or speak in their language. These steps erased "the Indian" in each child.<sup>10</sup> Throughout history, Native Americans had to fight to keep their traditions secret. If discovered, they would be killed. With the Native American culture disappearing, the traditions and cultures were becoming something of the past. Children were being taught how to live as white settlers and did not learn the traditions of their parents. Researchers before the 1900s tried to record the culture to the best of their abilities. Challenges arose from these recordings of bias opinions, understanding the culture, and realizing that the music and culture represented a group of people. The challenges created more of a confusing or wrong impression in the description taken of the researcher.

Researchers opened the path for early composers to utilize native sound within their creations. Most composers had never met or studied native music except through reading articles or a western live show. Early on, composers were unable to notate the music but would add the sound into a composition.<sup>11</sup> Most musicians only heard of the red man from settlers or explorers, causing the entire nation to be misunderstood. Due to the misunderstanding or the lack of interest in the culture, several composers would refuse to research the music. Few of the composers felt

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<sup>9</sup> John W. Troutman, "Indian Blues: The Indigenization of American Popular Music." *World Literature Today* 83, no. 3 (2009) 44.

<sup>10</sup> Susan Burch, "Erase and Replace." In *Committed: Remembering Native Kinship in and beyond Institutions*, (Chapel Hill: University of North Carolina Press), 2021. 40.

<sup>11</sup> Michael V. Pisani, "The Indian Music Debate and "American" Music in the Progressive Era." *College Music Symposium* 37 (1997).73

that it was essential to research the music to show appreciation. "Although much of his alleged expertise was self-promotional, Farwell did research the melodies he chose for adaption, and he attempted to utilize them in a way that related them to their original context, which had not been a priority for MacDowell."<sup>12</sup> Not many researchers had previously studied Natives American music as a culture. Limited amounts of documents that were written could be considered to be untruthful.<sup>13</sup> Many were unable to understand the Native Americans truly and honestly with their traditions. Due to this misunderstanding, much of the information we know today is not valid.

Over the years, a few researchers have surfaced that indeed studied Native American culture and music. David P. McAllister wrote and lectured about the intensity of the music of the native tribes.<sup>14</sup> The tribes considered it to be a significant part of their lives. Another researcher that put most of her life into studying the Native Tribes was Frances Densmore. She wanted to preserve Native American music.<sup>15</sup> The research was personal to Frances. As a child, she would fall asleep listening to the neighbors playing their native drum.<sup>16</sup> In order to work with the tribes, she would use a translator. The translator was needed due to the language barrier. Unfortunately, one was at the mercy of these interpreters. They used their cultural background to interpret what

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<sup>12</sup> Tara Browner, "'Breathing the Indian Spirit': Thoughts on Musical Borrowing and the 'Indianist' Movement in American Music." *American Music* 15, no. 3 (Fall, 1997)277.

<sup>13</sup> R. David Edmunds, "Native Americans, New Voices: American Indian History, 1895-1995." *The American Historical Review* 100, no. 3 (1995) 721.

<sup>14</sup> Patricia Shehan Campbell, and David P. McAllester. "David P. McAllester on Navajo Music." *Music Educators Journal* 81, no. 1 (1994)17-23.

<sup>15</sup> Joan M Jensen, and Michelle Wick Patterson, eds. *Travels with Frances Densmore: Her Life, Work, and Legacy in Native American Studies*. (Lincoln; London: University ofNebraska Press, 2015). 4.

<sup>16</sup> Michelle Wick Patterson. "She Always Said, 'I Heard an Indian Drum'." In *Travels with Frances Densmore: Her Life, Work, and Legacy in Native American Studies*, edited by Patterson, Michelle Wick and Jensen Joan M. (Lincoln; London: University of Nebraska Press, 2015). 29.

they saw and heard and then interpreted Frances.<sup>17</sup> Such misunderstanding caused much information to be lost. Natalie Curtis was another female that wanted to save native music. At first, she believed that the music had no form. After spending time with a tribe, she changed her mind stating that Native Americans were not savages but had beautiful ceremonies and traditions.<sup>18</sup> With this change of perception, she found that the vocables began to make sense. The music, words, and traditions began to display how they were a part of the music and the people. The traditions reflect the tribe. Many researchers have come and gone, creating a small pool of research for others to learn the culture. In today's world, native music has become intertwined with the white culture, called Pan-Indianism.<sup>19</sup> It has caused the tribes to lose their individuality.

Native Americans respected their traditions. Throughout history, people tried to erase these traditions because they did not understand them. Music within the tribes connects them to nature and the Creator. Today, Non-Natives are beginning to understand and respect this connection. The music is a reminder of the native's heritage, traditions, and roots.<sup>20</sup> Understanding the different cultures can help students bridge the gap between cultures. Some of the native musical groups of today use lyrics that stress the growing issues among the native

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<sup>17</sup>Ibid.,29.

<sup>18</sup> Michelle Wick Patterson. "'I Am Full of Plans': Curtis Discovers Native Americans and Their Music." In *Natalie Curtis Burlin: A Life in Native and African American Music*, (Lincoln; London: University of Nebraska Press, 2010). 90.

<sup>19</sup> Howard, James H. "Pan-Indianism in Native American Music and Dance." *Ethnomusicology* 27, no. 1 (1983)68.

<sup>20</sup> Andrea Boyea, "Native American Music and Curriculum: Controversies and Cultural Issues." *Philosophy of Music Education Review* 7, no. 2 (1999) 105.

people. If students understand the music, they can learn about the issues that native communities face.<sup>21</sup>

### Importance of Learning Native American Music

Looking at our world today, one can see that the population has changed and become more diverse. With this gradual change, our students in the classroom have changed, causing the need to teach multiculturalism to become especially important. "Multiculturalism, as practiced within the school curriculum, has been based upon the perceived need to serve an increasingly diverse population in the U.S. and to develop in students the understanding of the cultural thought and practices of populations across the globe."<sup>22</sup> The population will continue to change because of continuous immigration. "Continuous immigration since the arrival of our explorer/entrepreneur forefathers has only enriched our diversity."<sup>23</sup> Music education is the portal for students to learn new things. Within this portal, educators need to make it possible to teach and learn Native American music. What are the benefits of students learning Native American music?

First, the instructors need to teach the music within the curriculum, which helps the students learn to respect and understand other cultures. Educators will take the information and create this curriculum. Once created, the curriculum will enable students to learn information

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<sup>21</sup> Samantha Hasek and April E. Lindala. "HEARING THE HEARTBEAT: Environmental Cultural Values in the Lyrics of Native Songwriters." In *Indigenous Pop: Native American Music from Jazz to Hip Hop*, edited by Berglund Jeff, Johnson Jan, and Lee Kintal (University of Arizona Press, 2016). 126.

<sup>22</sup> Patricia Scehan Campbell, "Music Education in a Time of Cultural Transformation." *Music Educators Journal* 89, no. 1 (09, 2002)28.

<sup>23</sup> Anne K Rasmussen. "Mainstreaming American Musical Multiculturalism." *American Music* 22, no. 2 (2004)298.



about other cultures through lectures or demonstrations of the music. Children worldwide need to experience some of the same cultures so they can experience the same experiences.<sup>24</sup> In fact, it is also referred to as cultural studies. "Multiculturalism assumes that the values of all students are sought and accepted and that the design and delivery of knowledge and skills are sensitive to their experiences, interests, and needs."<sup>25</sup> All students need to be celebrated and feel essential through the music. Bringing different cultures into the classroom will enable students to accept that there is more besides their own culture. "I am concerned that if we do not teach our students about multiple cultures, traditions, heritages, and life other than just theirs, then we are a great injustice to our students."<sup>26</sup> The United States of America is a combination of many different cultures and should be shared. Teaching within the classroom will ensure that the student will learn about cultures from around the world.<sup>27</sup> Researchers have shown that Native American music is also a part of America's history. "We are a nation of many cultures, and we need to include everyone in our curriculums."<sup>28</sup> Allowing the cultural studies, then Native American music would fall into this category.<sup>29</sup>

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<sup>24</sup> Alexandra Kertz-Welzel. "Developing a Global Mindset." In *Globalizing Music Education: A Framework*. (Bloomington, Indiana, USA: Indiana University Press, 2018). 89.

<sup>25</sup> Patricia Scehan Campbell, "Music Education in a Time of Cultural Transformation." 31.

<sup>26</sup> Kelly A MacDonald, "Native American Music Forgotten." *Music Educators Journal* 89, no. 4 (2003) 3.

<sup>27</sup> Peter Dunbar-Hall, "Colliding Perspectives? Music Curriculum as Cultural Studies." *Music Educators Journal* 91, no. 4 (2005) 34.

<sup>28</sup> Kelly A MacDonald, "Native American Music Forgotten." *Music Educators Journal* 89, no. 4 (2003) 3.

<sup>29</sup> Steven N., Kelly, and Kimberly Van Weelden. "Connecting Meaningful Music and Experiences in a Multicultural, Multimusical Classroom." *Music Educators Journal* 90, no. 3 (2004):36.

Second, learning Native American music can ensure the preservation of the culture.

"Another reason for Indian music in the curriculum is to provide these kinds of music legitimacy in the larger world, to ensure their preservation and maintenance against the forces that would engulf them or let them die" <sup>30</sup> As previously discussed, Native American history, traditions, and music have not had the representation that other cultures have. The resources, availability, and basic knowledge are very inadequate, causing the truth to be unreliable. "In addition, teachers must realize that the traditional American curricula have not represented Native Americans well and that all students need to learn accurate information about Native American people and their culture." <sup>31</sup> Some feel that the information is not available due to using oral traditions to establish past histories. "Another reason for misconception is because Native Americans tend to be more isolated than other groups, so knowledge about Native Americans likely does not come from direct experience." <sup>32</sup> With this insufficient availability of information, the culture may vanish. The world has made misconceptions about Native Americans through music, movies, and textbooks. "Unfortunately, education research reveals that school systems can also be responsible for propagating Native American stereotypes in several ways." <sup>33</sup> As educators, they need to ensure that this does not happen. Allowing students to learn the culture will ensure the passing of the information from generation to generation. Students will learn the truth about the traditions, the music, and the history.

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<sup>30</sup> Andrea Boyea, "Teaching Native American Music with Story for Multicultural Ends." *Philosophy of Music Education Review* 8, no. 1 (2000): 14.

<sup>31</sup> Hani Morgan, "Teaching Native American Students: WHAT EVERY TEACHER SHOULD KNOW." *The Education Digest*, (02, 2010) 47.

<sup>32</sup> Ibid., 45.

<sup>33</sup> Emory C. Helms, Austin M. Hitt, Jason A. Schipper, and Adam M. Jones. "Native American History in a Box: A New Approach to Teaching Native American Cultures: A Journal for Readers, Students and Teachers of History." *The Social Studies* 101, no. 4 (Jul 2010) 160.

Lastly, students will learn community. Native American music and traditions unify their tribes. The songs and cultural traditions bring families together, creating a community. "Music provides continuity and a natural bridge between persons, between communities, and especially in modern times-between cultures." <sup>34</sup> Learning these essentials enables the students to understand who is in their community. This world is becoming genuinely diverse and needs to be taught that everyone is essential. Each student represents a different walk of life and needs to be shown that they matter. Within the classrooms, they find numerous students from all walks of life. Showing students what these cultures are about and experiencing them will help students become more of a community than a classroom. Creating communities within the classroom causes a life-changing event. "When we, as teachers, introduce distant kinds of music and communities as neighborly, likable, familiar, or funny, we can hook students' curiosity." <sup>35</sup>

### Curriculum

Native American music can have the opportunity to be studied and used by the students' abilities and creativities.<sup>36</sup> The teaching of music can open the eyes of the students so they can see new things. <sup>37</sup> Teaching the music will help in preserving the culture and the traditions of these tribes. It teaches students multiculturalism and the benefits of being in a community. The music also brings to light the issues that tribes are facing. Music is a release of many natives, allowing them to express and explain the issues they face to outsiders. "In reality, in doing such

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<sup>34</sup> Andrea Boyea, "Encountering Complexity: Native Musics in the Curriculum." *Philosophy of Music Education Review* 7, no. 1 (1999): 32.

<sup>35</sup> Anne K Rasmussen. "Mainstreaming American Musical Multiculturalism." *American Music* 22, no. 2 (2004): 305.

<sup>36</sup> Andrea Boyea. "Encountering Complexity: Native Music's in the Curriculum." *Philosophy of Music Education Review* 7, no. 1 (1999) 32.

<sup>37</sup> Andrea Boyea. "Teaching Native American Music with Story for Multicultural Ends." *Philosophy of Music Education Review* 8, no. 1 (2000) 14.

an examination of lyrics by Native peoples, non-Native students may also find a clearer understanding of multiple issues affecting American Indian communities." <sup>38</sup> If the music classroom does not do this, the traditions and music will die. <sup>39</sup> The instructors need to look at whom they are teaching within the classroom and what cultures are represented within the classroom to decide the presentation and delivery of content in the curriculum.

Culturally Responsive Education (CRE) can help students learn cultural music they can relate to outside the classroom. "In recognizing each student's cultural and social capital, one can validate students' backgrounds and empower them to promote their experiences as a resource."<sup>40</sup> Also, Instructors would need to learn how to teach and what to teach. Many different resources are available on teaching methods, but the information or content would need to come from the original source, Native Americans. Instructors need to be guided by true Native Americans.<sup>41</sup> This allows the information to be correct and gives the instructor direction on what to teach. "Because the teachers were unfamiliar with the materials, they had to learn the lessons as they taught it, which extended instructional time."<sup>42</sup> Having help from local tribes will ensure that the students are learning the local community. Teaching Native American music not only impacts

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<sup>38</sup> Samantha Hasek, and April E. Lindala, "HEARING THE HEARTBEAT: Environmental Cultural Values in the Lyrics of Native Songwriters." In *Indigenous Pop: Native American Music from Jazz to Hip Hop*, edited by Berglund Jeff, Johnson Jan, and Lee Kimberli. (University of Arizona Press, 2016.) 126.

<sup>39</sup> Andrea Boyea. "Teaching Native American Music with Story for Multicultural Ends". 14.

<sup>40</sup> Vanessa L. Bond, "Culturally Responsive Education in Music Education: A Literature Review." *Contributions to Music Education* 42 (2017) 155.

<sup>41</sup> Loran Olsen, "Native Music in College Curricula?" *Wicazo Sa Review* 2, no. 2 (1986) 61.

<sup>42</sup> Emory C., Helms, Austin M. Hitt, Jason A. Schipper, and Adam M. Jones. "Native American History in a Box: A New Approach to Teaching Native American Cultures: A Journal for Readers, Students and Teachers of History." *The Social Studies* 101, no. 4 (Jul 2010): 161.

the student but also the music education world. Education helps students understand and appreciate who they are.

How is this going to happen? Several things can be incorporated within the classroom to help reach the goal of learning about other cultures. First, by creating a curriculum that can ensure the students are receiving the information in a timely and organized manner to ensure that they are learning yet having fun at the same time. Curriculums are slowly beginning to reflect the cultures represented in the classrooms within the music education world. The curriculum shown in this thesis would allow students within a specific time frame to learn a brief history of specific tribes, learn three instruments, including how the instruments are made, and explain the significance of each part. Students will receive a brief history of selected tribes that are considered to be large and possible familiar to them.

The author of the curriculum will allow the students to experience and learn specific details of the tribes' struggles. Students need to understand the cultural history of Native Americans first in order to change how the world perceives them. "For students to change the stereotypical perspectives, they need to investigate the diverse cultural and technological achievements of Native Americans in a meaningful way."<sup>43</sup> Curriculums can be the doorway into this understanding. Throughout the curriculum, students experience the Native American instruments through demonstrations and lectures. The demonstrations allow them to hear and feel the instruments. Each technique and each sound represent the culture. The music explains how natives bring humans and the earth together.

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<sup>43</sup> Emory C., Helms, Austin M. Hitt, Jason A. Schipper, and Adam M. Jones. "Native American History in a Box: A New Approach to Teaching Native American Cultures: A Journal for Readers, Students and Teachers of History." *The Social Studies* 101, no. 4 (Jul 2010): 160.

Students will be able to name the three instruments, how they were made, and recall the history of the tribes. Creating a curriculum enables students to relate to the culture.

Learning and teaching multiculturalism can be quite different within the classroom. Instructors need to be prepared for several different cultures being represented within the class. Learning the different cultures, Native Americans particularly can help students learn community, respect for others, and broaden their musical abilities.

## **Chapter 3**

### **Methodology**

#### Introduction

In order to expose the information that the thesis has, the research was completed within two different research designs. The two different designs include research completed through articles and books and a survey. Due to the lack of topical information, this research included many different channels, but the research of the articles and a survey conducted within the Florida State University will be discussed. The content gathered, and the research studied will confidently support the questions offered previously within chapter one concerning the importance of teaching Native American music within music education. The process shown within the paper will help students understand the research gathered and will ensure the ability to follow the steps.

#### Research Design

The research design used within the thesis will be the Mixed Method Design. Mixed method design allows the researcher to utilize all the information gathered, no matter the content. "Mixed Methods research is an approach to an inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks." <sup>44</sup> The research utilized the available content within Liberty's resources and a survey conducted by an outside source. Research has been conducted within the Jerry Falwell library using specifically articles and books written on

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<sup>44</sup> John Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5<sup>th</sup> ed. (Los Angeles, CA; SAGE Publications, Inc.;2018) 4.

the teaching of Native American music. A survey will also show the importance of teaching multiculturalism within the music classroom through a set of questions. The research design will help encourage the music education to push for more educating the instructors and the importance of learning other cultures, specifically Native American music. The survey shows, with graphs and data, the impact of learning different cultures within the classroom.

### Participants of Survey

The survey was conducted at Florida State University. The students used are in the music department, and the participants chosen were undergraduate instrumental music students involved in the summer semester. The students were involved within the band or a music education class. Sixty students were selected, but due to two being disqualified, only 58 students fully participated.

### Setting and Procedure of the Survey

The survey set was conducted through a list of questions given to students who were currently involved within the music courses and band. Information collected from the students included the race, sex, and the year the students were in concerning college. According to the author, the reason for the survey was "The purpose of this study was to ascertain the attitudes of colleges/university students towards multicultural instrumental music and reference culturally appropriate methodology for future instrumental music teachers." <sup>45</sup> The researcher required students to answer 35 questions but allowed the students to answer at their own pace. <sup>46</sup> Students

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<sup>45</sup> Edward R. McClellan, "Multicultural Teacher Education: Methodology for the Future Instrumental Music Teacher." *Contributions to Music Education* 29, no. 2 (2002) 89.

<sup>46</sup> "Multicultural Teacher Education: Methodology for the Future Instrumental Music Teacher." 90.



answer the questions, and the researcher manually recorded the information. The data was then calculated using the 5-point Likert scale. "All responses to survey items 1-35 were indicated on a 5-point Likert scale from strongly agree (5) to strongly disagree (1)." <sup>47</sup>Once the students answered the questions, the researcher analyzed the information and combined it to create graphs.

### Summary

The mixed-method research design used for the thesis included research within the Jerry Falwell Library, including articles and books and a survey conducted at Florida State University. The research supported the need for additional education and training for instructors to teach multiculturalism, specifically Native American music, within the classroom. The survey gave students at Florida State University an opportunity to give their opinion by answering questions and giving feedback on ways to improve.

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<sup>47</sup> Ibid., 90.

## **Chapter 4**

### **Survey Results**

#### **Introduction**

The results within the research completed showed several things. First, the research completed within articles and books showed a need for additional information to create the curriculum. The classroom content needs to have the assistance of a local tribe to help ensure that students can relate to their community. The research also gave several references indicating that Native American music is not represented very well within the music education world.

Second, the survey conducted by Florida University, represented a group of undergraduate students attending Florida University. The students were given a set of questions to answer and give their responses. The results gave insight as to how students feel about combining multiculturalism with traditional music. The results also respond to the student's feelings about the teaching of different cultures within the courses.

#### **Results**

The results from the research within the articles and books showed the need for research and involvement of Native American tribes. The research indicated a lack of truthful or tribal-specific information that instructors can create a teachable curriculum. Many resources are available, giving suggestions on teaching techniques. The research also gave examples of how instructors could include the local tribes to become involved with the teaching of Native American music. Having the tribes become involved in creating the curriculum can ensure the information is correct and the students become a part of the community.

The results vary throughout the survey. Different questions reflect different results. According to the article, questions 1 and 2 show that learning other culture's music within the rehearsals and performance was a positive response.<sup>48</sup> Students could learn to respect the different cultures taught within the class. Although they were positive responses to learning the different cultures, they still did not support adding the music and materials to a group or individual lesson.<sup>49</sup> Students showed through the survey responses that the music could be added to the traditional ensembles. The students felt that it could be a step towards learning respect for other cultures.<sup>50</sup> Within the results, there is data that shows that the students do not fully understand the contributions of the different cultures to music. "The data reveal strong evidence of deficient comprehensive knowledge by the subjects and contributions of African-American, Native American, Latin, and Eastern Musics to the ensemble literature."<sup>51</sup> The survey allowed students to give several recommendations to strengthen the exposure of other cultures within the music classroom. Students seem to be encouraged to learn the culture but show that the previous teaching of other cultures is lacking and needs to be addressed.

### Summary

Research has given ample documentation that Native Americans are not represented very well within the classroom. The article's referenced shows that past research tried to represent Native Americans but did so with their own bias. Due to this bias, so much valuable information

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<sup>48</sup> Edward R. McClellan, "Multicultural Teacher Education: Methodology for the Future Instrumental Music Teacher." *Contributions to Music Education* 29, no. 2 (2002) 93.

<sup>49</sup> "Multicultural Teacher Education: Methodology for the Future Instrumental Music Teacher." 93.

<sup>50</sup> Ibid., 93.

<sup>51</sup> Ibid., 93

was lost. Results showed that within multiculturalism, the music could be studied and possibly saved.

The survey strengthened the statement that teachers need to have more education and training to teach other cultures within the classrooms. The survey results have shown that students are curious about other cultures and wish to learn more about the cultures. The results also show that currently, student's knowledge of cultural music is at an all-time low. The students answered questions honestly and showed that the cultural difference could be integrated within the traditional instrumental ensemble, but they were unsure about the small groups.

## Chapter 5

### Conclusion

#### Introduction

"Music Should be recognized as a phase of the culture of the American Indian." <sup>52</sup>

Teaching Native American music within the music education classroom enables students to learn many different things. Students will learn more about community, respect, and new techniques. Students will learn whom they have within their community and begin to understand the culture of that community. History has not been kind to other cultures, which the research shows, but in today's classroom, instructors will change that. Teaching the culture's music can help with encouraging students to learn more about other cultures. The experiences they receive through the curriculum can increase this encouragement. The research conducted through the survey showed the curiosity students have in learning new cultural music.

#### Summary of Findings

The research conducted within the Thesis paper concluded that students need instruction on other cultural music and need more training. The articles shared concluded that the information has either been wrong, bias or not transcribed correctly. This alone would cause the resources to be unreliable. Over time, many researchers interpreted the different cultures, specifically Native American music, as a culturally specific style and treated it with respect.

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<sup>52</sup> Douglas, Spotted Eagle, *Voices Of Native America: Instruments and Music*. (Liberty, Utah; Eagles View Publishing, 1997) 107.

The survey discussed in chapter three showed specifically within a group of students at Florida State University that they would appreciate integrating the music within traditional music but do not understand its significance. The students did not utterly understand how different cultural music impacted the music of today. Allowing more robust instruction with the teachers, the students will learn the impact.

### Significance

The significance of teaching Native American music or any other culture is that students need to know the cultures that make America. Within our own culture, several types of cultures come together and impact our America. Students can learn different techniques, sounds, and materials used to create music. The student can broaden their music knowledge and improve personally. They are also going to learn community and respect within the classroom. The students in the classroom have become diverse. Instructors need to adjust to that diversity.

### Limitations

The limitations of teaching Native American music are, first, the available resources. Research has proven that the available resources on this subject are sparse and, at times, unreliable. Several researchers that have documentation of studying native tribal music did not understand the significance of the music. The researchers did not translate correctly causes so much information to be lost. Within today's music education, educators are searching for reliable teaching methods and curriculum to help. Several researchers are looking at the records to rediscover what was lost.

Second, a limitation for teaching Native American Music is the lack of instruction for the instructors. Many teachers feel they lack the content and the techniques needed to teach other

cultures. Under a curriculum specifically designed for teaching, other cultures can help with the lack of instructions.

### Summary

Teaching other cultures has proven to be a complicated process. Many limitations are being faced and, over time, will be conquered. The research presented within this paper has proven that the resources needed to teach other cultures within music education effectively are needed. The lack of information has taken a toll on the teachers' instructions to teach the content thoroughly and adequately.

The significance of learning multiculturalism is the students learning the history of America, learning different techniques, and broadening their musical knowledge. Research has shown that students do not have much knowledge of other cultures, specifically Native American culture. Many know Natives through Hollywood, which contributes to stereotyping. Students also need to know that their culture is essential. Within the United States of America, we have a large number of other cultures living here. Students come into the classroom and feel unimportant. Due to these reasons, they must learn about other cultures. Learning of other cultures brings students together and can bridge the gap between communities. "Music provides continuity and a natural bridge between persons, between communities, and especially in modern times-between cultures." <sup>53</sup> Learning of other cultures can initiate respect for others. All cultures look at life differently, and learning about the cultures can help with this understanding. "Within the frame of a larger world-view, each specific culture and subculture maintains a local

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<sup>53</sup> Andrea. Boyea, "Encountering Complexity: Native Musics in the Curriculum." *Philosophy of Music Education Review* 7, no. 1 (1999): 32.

perspective-its own specific world-view-carried in its unique mythologies, belief systems, cultural practices, and lifeways." <sup>54</sup>

Creating a curriculum can help with this. Taking the curriculum and combining it with local natives can ensure students receive the correct and truthful information. The class can teach students how to respect those that are living within their communities. Teaching cultures other than their own ensures the respect of a kind of music different from their own. It opens the eyes to experience new things. The curriculum can also give hands-on experience, allowing the students to feel the instruments and hear the sounds they make. Students can see a live demonstration which will improve their awareness.

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<sup>54</sup> Ibid., 40.



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# APPENDIX

## COURSE SYLLABUS

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**NAME OF COURSE:** *NATIVE AMERICAN MUSIC APPRECIATION*

### COURSE DESCRIPTION

THE COURSE IS THE INTRODUCTION TO THE STUDY OF NATIVE AMERICAN MUSIC AND THE INSTRUMENTS USED. SPECIFICALLY, THE COURSE WILL STUDY A BRIEF HISTORY OF SELECT NATIVE AMERICAN TRIBES, THE PERCUSSION, WOODWIND AND VOCAL INSTRUMENTS USED WITHIN THIS CULTURE.

### RATIONALE

AS MUSICIANS, IT IS IMPORTANT TO EXPERIENCE AND LEARN DIFFERENT GENRES OF MUSIC FROM DIFFERENT CULTURES LEARNING OF OTHER GENRES ALLOWS THE STUDENT TO GROW AS A MUSICIAN. THE COURSE WILL ENSURE THAT STUDENTS WILL CONFIDENTLY EXPERIENCE OTHER CULTURES AND GENRES THAT ARE NOT FAMILIAR.

### I. PREREQUISITES

NONE

### II. REQUIRED RESOURCE PURCHASE(S)

Spotted Eagle, Douglas. *Voices Of Native America: Instruments and Music*. Liberty, UT: Eagles

View Publishing, 1997. ISBN: 0-943604-56-7

Crawford, Richard and Larry Hamberlin, *An Introduction to America's Music*. 3<sup>rd</sup> ed., New York:

W.W. Norton & Company, 2019. ISBN: 9780393602500.

Recommended Resources:

Turabian, Kate L., *A Manual for Writers of Research Papers, Thesis, and Dissertations*. Current edition, Chicago; Chicago Press: 2018. ISBN-13: 978-0-226-43057-7.

**III. ADDITIONAL MATERIALS FOR LEARNING**

- A. COMPUTER
- B. INTERNET ACCESS
- C. MICROSOFT OFFICE

**IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Name a few Native American Tribes and discuss a brief history.
- B. Discuss the different instruments used by Native American Tribes.
- C. Demonstrate the knowledge obtained through the writing and reading of materials.
- D. Compare the musical instruments used by Native Americans to the instruments used today.
- E. Select other styles and cultural music to experience and learn from

**V. COURSE REQUIREMENTS AND ASSIGNMENTS****A. Course Requirement Checklist**

After student reads the Course Syllabus and Student Expectations, they complete the checklist located in week 1.

**B. Discussion Board (12)**

The student is required to participate in 12 discussion board forums. Student will provide a thread of 250 words minimum in response to the discussion board by Thursday each week. Each response needs to reflect the reading and reference of 1 source. Student is also required to respond with a minimum of 150 words to 2 classmates' threads by 11:59 pm Sunday.

**C. Quizzes (3)**

Each quiz will cover the weekly readings of Quiz #1 Weeks 1-4, Quiz #2 Weeks 5-8, and Quiz #3 Weeks 9-12. Each quiz will contain 25 multiple choice questions and will be open book.

**D. Essay (3)**

Each essay will be 1 page minimum in length and written in Turabian style.

**E. Power Point Assignment**

Power Point Assignment will consist of the student creating a power point of the instruments discussed in the class. The power point must be a minimum of 15 slides and reflect the information that we discussed in the class.

**F. Final Research Paper**

Student will select 1 instrument and develop a 5-page paper explaining the history, importance, and the significance of the instrument to the Native American tribe. Research must show the history and important details of the tribe as well as the music. The Final Research paper must be written in Turabian format.

**VI. COURSE GRADING AND POLICIES****A. Points**

Course Requirement Checklist	10
Discussion Board (12 at 20 pts each)	240
Quizzes (3 at 40 pts each)	120
Essay (3 at 100 pts each)	300
Power Point Assignment	140
Final Research Paper	200
Total	1010

**B. Scale**

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859

C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739

D- = 680–699 F = 0–679

**C. Late Assignment Policy**

Students are expected to turn in all assignments by assigned deadlines, unless due to special circumstances such as a death in the family or significant personal issues. If the student is

unable to submit the work on time, he or she will contact the instructor immediately to make other arrangements.

<b>Student:</b> Kimberly Fowler	<b>Course for which you are creating curriculum:</b> Native American Music Appreciation
<b>Required Textbook for Class (at least two textbooks should be entered with complete information in Turabian style):</b> <b>Required:</b> Spotted Eagle, Douglas. <i>Voices Of Native America: Instruments and Music</i> . Liberty, UT: Eagles View Publishing, 1997. ISBN: 0-943604-56-7 Crawford, Richard and Larry Hamberlin, <i>An Introduction to America's Music</i> . 3 <sup>rd</sup> ed., New York: W.W. Norton & Company, 2019. ISBN: 9780393602500. <b>Recommended:</b> Turabian, Kate L., <i>A Manual for Writers of Research Papers, Thesis, and Dissertations</i> . Current edition, Chicago; Chicago Press: 2018. ISBN-13: 978-0-226-43057-7.	
<b>Identify the problem:</b> <i>(What does the student not know how to do? What is the student's gap in the training or experience?)</i>	
Students must be able to recognize certain musical instruments that Native Americans use and be able to discuss the purpose.	
<b>Who are the learners and what are their characteristics?</b> <i>(Age, major, pre-requisites, residential, online, or a hybrid of the two)</i>	
Undergraduate or graduate levels Online (asynchronous)	
<b>What is the new desired behavior?</b> <i>(Overall, what is the main change or new addition to the student's demonstrated ability?)</i>	
The course will enable students to experience different instruments and styles associated with the Native American culture as well an introduction to the history.	
<b>What are the delivery options?</b> <i>(Explain the materials you will develop for the course.)</i>	
Students will need a reliable Computer, Internet access, Microsoft Office Software.	
<b>What are the pedagogical considerations?</b> <i>(Describe your general content and methodology for the course.)</i>	
The course will illustrate instruments used within the Native American culture. The 12 weeks of content will demonstrate a brief history of the Native American culture musical instruments that include the percussion, woodwind, and vocals. The course will enable the student to understand the significance of music in the daily lives of Native American through the lectures that demonstrate the instruments, the reading materials as well as additional resources. Students will receive additional resources that include	

videos and PDFs to see, hear and read of the musical instruments and the history of the Native American culture's music.

**What learning theory applies to your curriculum? Why?**

The learning theory that will be used for the curriculum is Kolb's Experiential Learning. The Kolb's Experiential Learning theory ensures that the students have an experience, reflect what they have learned, learn from the experience, and use the knowledge obtained from the course.

## **CURRICULUM PROJECT – ANALYSIS CHART**

### **PART I: CURRICULUM INFORMATION**

#### **Learning Outcomes**

**IMPORTANT: Make sure that you begin each of the learning outcomes with an action learning verb from Bloom's Taxonomy. Also, make sure that the action learning verbs you selection begin with the left-hand side of the column, and then choose your next learning verb from the next column to the right (move from left to right).**

**At the end of the course, the student will be able to:**

1. Name a few Native American Tribes and discuss a brief history of each.

2. Discuss the different instruments used by Native American Tribes

3. Demonstrate the knowledge obtained through the writing and reading of materials.

4. Compare the musical instruments used by Native Americans to the instruments used today.



5. Select other styles and cultural music to experience and learn from

## Part II: Learning Outcomes

### CURRICULUM PROJECT: DESIGN CHART

<b>Student:</b> Kimberly Fowler		<b>Course for which you are creating curriculum:</b> Native American Music Appreciation- Online (asynchronous)	
<b>Concept Statement:</b> <i>(Briefly describe the overall purpose and point of the instructional unit.)</i> Native American Music Appreciation allows students to experience the history and musical instruments of the Native American people.			
<b>Learning Outcomes</b> <i>(List in the order you plan to address in 12 weeks)</i>	<b>Content</b> <i>(What must be learned to reach this objective?)</i>	<b>Learning/Training Activity</b> <i>(How will you teach the content?)</i>	<b>Assessment</b> <i>(How will you know that the student has met the objective?)</i>
Name a few Native American Tribes and discuss a brief history	<b>Week 1-</b>  *Discuss the Cherokee, Lakota Sioux, and Choctaw tribes.  *Discuss each tribes history of survival, traditions, and the importance of music.  <b>Week 2-</b>  *Discuss the Creek, Ojibwe, and Seminole tribes  *Explore the traditions and the importance of music to each tribe.	<b>Week 1-</b>  <a href="#">Video-Cherokee</a> <a href="#">Video- Lakota Sioux</a> <a href="#">Video- Choctaw</a>  <b>Week 2-</b>  <a href="#">Video- Creek American Indians</a> <a href="#">Video- Ojibwe</a> <a href="#">Video- Seminole</a>	<b>Week 1-</b>  -Course Requirement Checklist -Discussion Board  <b>Week 2-</b>  -Discussion Board

<p>Discuss the different instruments used by Native American Tribes</p>	<p><b>Week 3-</b>            * Discuss Woodwind Instruments            *List the different types of flutes.            *Hear the difference of each flutes sound.</p> <p><b>Week 4-</b>            *Discuss Percussion Instruments            *List the different types of drums Native Americans play            *Explore the different events the drums are used.</p> <p><b>Week 5-</b>            *Discuss Vocals (Vocables)            *Discuss the importance of vocals.            *Identify the different types of vocables used.</p>	<p><b>Week 3-</b>            Video Lecture showing and playing of Woodwind instruments. Reading VNA pages 27-38  <a href="#">Video- R. Carlos Nakai</a></p> <p><b>Week 4-</b>            Video Lecture showing and playing of Percussion instruments. Reading VNA pages 55-70  <a href="#">Video- Pow Wow Drum</a></p> <p><b>*Week 5-</b>            Video Lecture showing and playing of Vocal examples. (Vocables) Reading VNA pages 103-113 Addenda  <a href="#">Video- Ancestral Chants</a></p>	<p><b>Week 3-</b>            -Discussion Board            -Essay #1</p> <p><b>Week 4-</b>            -Discussion Board</p> <p><b>Week 5-</b>            -Discussion Board            -Quiz #1- True or False, Fill in the blanks, and multiple choice.</p>
<p>Demonstrate the knowledge obtained through the writing and reading of materials.</p>	<p><b>Week 6-</b>            *Discuss how the Woodwind instruments are made and used.            *List the different types of materials used to make woodwind instruments.            *Explain the use of the Wood wind instrument.</p> <p><b>Week 7-</b>            *Discuss how the Percussion instruments are made and used.</p>	<p><b>*Week 6-</b>            Lecture of Instructor discussing the different materials used to make the Woodwind and how the woodwinds are used. Reading VNA pages 47-54 and pages 39-45  <a href="#">Video- Native American Flute Making</a></p> <p><b>Week 7-</b>            Lecture of Instructor discussing the different materials used to make the Percussion</p>	<p><b>Week 6-</b>            -Discussion Board            -Essay #2</p> <p><b>Week 7-</b>            -Discussion Board            - Power Point Project Due</p>

	<p>*List the materials used to create the percussion instrument. *Explain the use of the percussion instrument.</p> <p><b>Week 8-</b> *Discussion on the Vocals and how they are used. *Recognize how the vocals are used in Native American music.</p>	<p>instruments and how they are used. Reading VNA pages 71-78 and Pages 79-86 <a href="#">Video- How to Make a Native Hand Drum</a></p> <p><b>Week 8-</b> Lecture of Instructor discussing the ways Native Americans use the voice as an instrument. (Vocables) Review reading VNA pages 103-113 and AM 140-146)</p> <p><a href="#">Video- Teaching Appreciation and Understanding for Native American Music and Culture</a></p>	<p><b>Week 8-</b> -Discussion Board -Quiz #2- Short Answers and True or False</p>
Compare the musical instruments used by Native Americans to the instruments used today.	<p><b>Week 9-</b> *Discuss how the Native American instruments are used today. *Explore the difference of how the instruments are being used today.</p> <p><b>Week 10-</b> *Compare the woodwind, percussion, and vocals to today's music industry. *Discuss the difference of today's instruments compared to the Native American instruments.</p>	<p><b>Week 9-</b> Lecture of Instructor discussing the ways Native Americans use the instruments today.</p> <p><b>Week 10-</b> Lecture of Instructor discussing the ways Native Americans instruments compared to the use of today's instruments. Reading VNA 5-26 <a href="#">Video- Teaching Appreciation and Understanding for</a></p>	<p><b>Week 9-</b> -Discussion Board -Essay #3</p> <p><b>Week 10-</b> -Discussion Board</p>

		<a href="#"><u>Native American Music and Culture</u></a>	
Select other styles and cultural music to experience and learn from	<p><b>Week 11-</b> *Discuss how the Native American culture affected our musical culture in America. *Explore how the Native American music has influenced the music of today.</p> <p><b>Week 12-</b> *Discuss the type of influence of learning other cultures. * Review how learning other cultures can help musicians to improve their own music.</p>	<p><b>Week 11-</b> Lecture of Instructor discussing different ways how Native American culture affected our musical culture. Reading AM Chapter 7</p> <p><b>Week 12-</b> Lecture of Instructor discussing different ways how learning of other cultures can be positive.</p>	<p><b>Week 11-</b> -Discussion Board</p> <p><b>Week 12-</b> -Discussion Board -Quiz #3- Multiple Choice and Short Answers - Research Paper Due- students will write a research paper on one of the instruments discussed in this class.</p>

<b>Learning Outcomes</b> <i>(List them in the order you plan to address during the 12 weeks of curriculum.)</i>	<b>Rational for Sequence</b> <i>(Describe why you believe this sequence is the most effective.)</i>
Name a few Native American Tribes and discuss a brief history	The student will learn the brief history of a few Native American tribes and how the music is an intricate part of their lives.
Discuss the different instruments used by Native American Tribes.	Students will have an introduction of the Native American instruments and music. Specifically, students will learn about the Woodwinds, Percussion and Vocals.
Demonstrate the knowledge obtained through the writing and reading of materials.	The student will demonstrate the understanding of Native American history and musical instruments with projects.

Compare the musical instruments used by Native Americans to the instruments used today.	Students will be able to take the knowledge and use it to compare the musical instruments of Native American culture with present day instruments.
Select other styles and cultural music to experience and learn from	The knowledge learned in the content of the class will enable the student to select other cultural music and feel comfortable in researching the cultural.

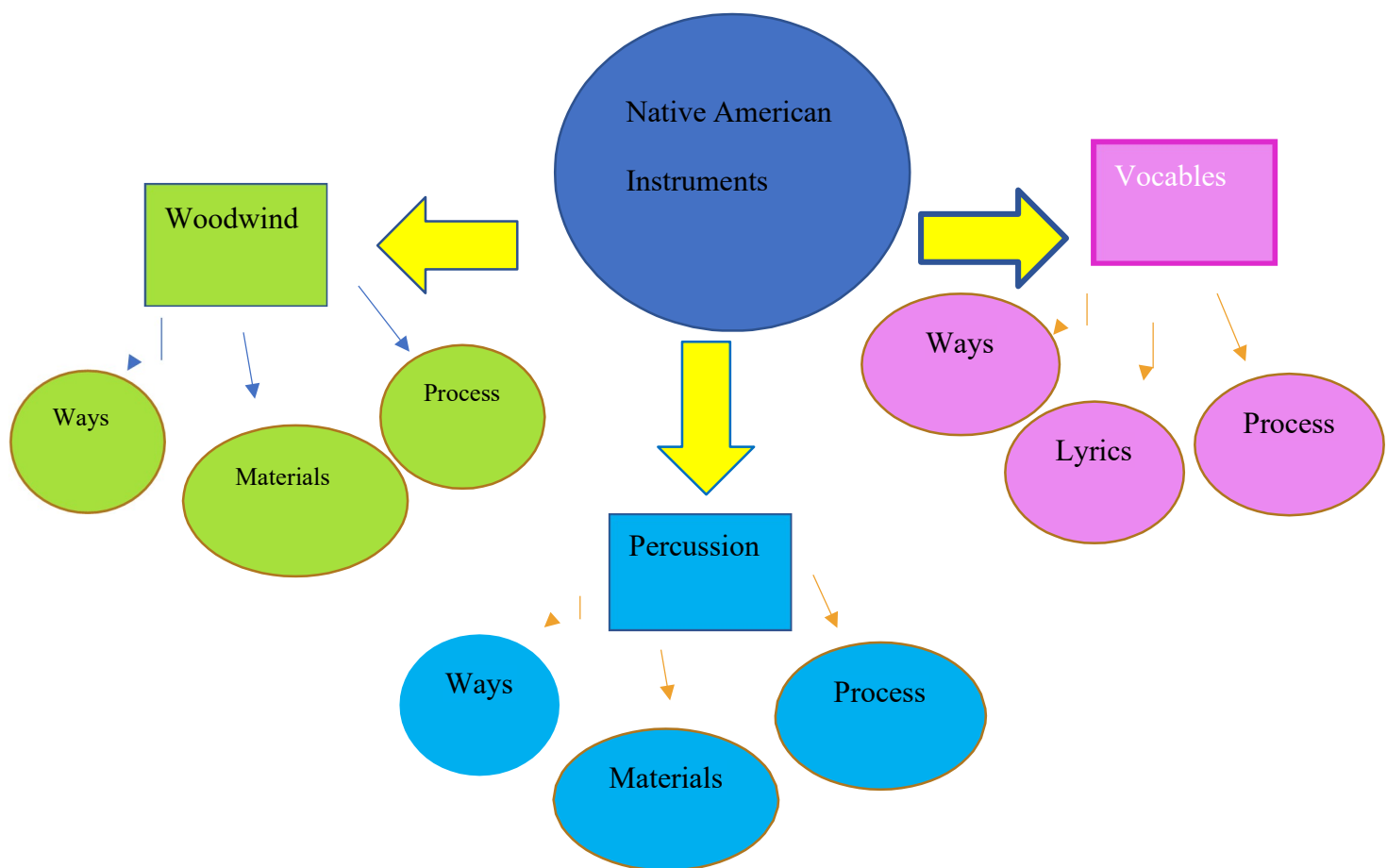
### CURRICULUM PROJECT: DEVELOPMENT CHART

<b>Student:</b> Kimberly Fowler	<b>Course for which you are creating curriculum:</b> Native American Music Appreciation.
<i>Consider the 3 advance organizer methods below. You must create an advance organizer for <b>each</b> method below to use as a pre-instructional strategy (to prepare the student to link what they <b>do</b> know to what they <b>do not</b> know).</i>	
<b>Expository</b> (You are verbally describing the new content you are about to cover; enter below what you will say)	
<p>Hello Everyone-</p> <p>In this class, we are going to study three types of Native American musical instruments that Native American tribes used in the past as well in today's society. During the next three weeks, we will discuss and learn a type of instrument that includes the materials, uses and the parts of each. The three types we are going to explore are the woodwind, percussion, and vocables. Each has a specific purpose and reason for use.</p> <p>This week, we will begin with exploring the world of Native American woodwind instruments. The woodwinds instrument that Native American tribes used were called flutes. During this module, we are going to talk about how and why the flutes were used, the materials used to make them how to care for them.</p>	
<b>Narrative</b> (You are presenting the new information in a story format; enter below what your "Story" will be.	
<p>Hi class,</p> <p>Native American flutes were used in many different ways. The men would use them to serenade a female, they were used in rituals or ceremonies and even for personal recreation. The sound of the flute was considered to be an emotional expression.</p> <p>The materials used to create the flute, depended on the tribal location. Each tribe lived near materials that were available in abundance and could be used to create these flutes. The materials mainly used by the tribes included bone, bamboo, birch bark, cane, eagle quills or clay. Each flute was made differently not only by the materials but also the techniques used by the tribes.</p>	

The making of the flute was a very sacred and intricate process. The flute contained 4 different important parts. The parts include air chamber, tonal chamber, a saddle, and tone holes. Each part contributes to next part in creating the beautiful sounds we hear.

**Graphical Organizers** *(You are presenting an original visual pictograph, chart, or concept pattern.)*  
*Describe the visual below and then copy and paste your original graphic.*

The graphical organizer below shows that relationship of Native American instruments to the three major instruments that will be discussed in this class. The module for week 3, shows the Woodwind instrument broken down to subtitles of the way the instrument is being used, the materials used to create the instruments and the process of making and playing of the instrument.



## Gagne's Nine Events of Instruction

Instruction Event	Describe how each instructional event will be addressed in your instructional unit. Cite a reference from your text as to why this approach will be effective.
Gain attention	The instructor will begin the class demonstrating the instrument that will be discussed during the module by playing them. During this time, the students are encouraged to listen to the different styles being played and the sound of each instrument. The playing of the instrument will be done with lots of enthusiasm to show the enjoyment of the instrument. At the end of the class, the instructor has a video of a Native American Musician that will demonstrate the playing of the instrument to show the students how to the instrument is played. <sup>55</sup>
Inform learners of objectives	The instructor will sequence the objectives to ensure that the students will learn the content in an organized way to ensure student success. In module 3, the woodwind instrument is broken into 3 different subtitles to ensure organization for the students. The instructor will break it down to the ways, materials, and processes. <sup>56</sup>
Stimulate recall of prior learning	Instructor will ask the students in a class at the beginning of class, what they previously know of the module content. The question helps to see how much each of the students know. The instructor will also assign a discussion question that will help students recall the prior learning content. <sup>57</sup>
Present the content	The instructor will use learning aids to help ensure that the students are listening and obtaining the information. The instructor will create visuals by playing the instruments during the lecture and showing videos online, giving examples of the instruments, materials, and the processes, and try to reinstate the information throughout the lecture to ensure the connection of all the information. <sup>58</sup>
Guide learning	The instructor will first use a lecture video to introduce the instrument and give history of the materials, process, and the ways the instrument is used. After the lecture, the instructor will provide visual pdf documents and power points to help with seeing the information for the student. Students need to see and hear the information to help with

<sup>55</sup> Linda Nilson, *Teaching at Its Best: A Research-Based Resource for College Instructors*. (San Francisco, CA; Jossey-Bass, 2016) 99.

<sup>56</sup> Ibid., 101.

<sup>57</sup> Ibid., 159.

<sup>58</sup> Ibid., 145.

	retaining it. The visual and the verbal complement each other and empower the student. <sup>59</sup>
Elicit performance (practice)	The instructor will allow discussion of the different materials used to create the materials they believe could be used. The internet will be used at this time to help with the quick research. Instruments. Instructor will allow the students to share research of different materials. Allowing students to research online, gives them practice of researching the content. <sup>60</sup>
Provide feedback	The instructor will allow time to speak with the students about their thoughts on the content being discussed. Student will give an assessment on the subject and how it personally affects them. Research of student's experiences can help with retaining the new information. The instructor can open up a discussion about the students' thoughts. <sup>61</sup>
Assess performance	The instructor has assigned for this module, an essay to see how much the students are retaining of the content so far. The essay will discuss the woodwind instrument that is in this module. It gives the students the ability to review the information learned. The essay helps to share the information that the students have learned in a summary format. <sup>62</sup>
Enhance retention and transfer	The instructor will review the content in an organized power point slide so that students can have summary of the module. The instructor will encourage students to keep exceptionally good notes of the content and review them every day. Students will have the opportunity to return to the lecture and the power point slide throughout the semester to review before test. The instructor will make sure that the student understands the language used in the presentation and the power point by discussing the information. <sup>63</sup>

### CURRICULUM PROJECT: IMPLEMENTATION CHART

<b>Student:</b> Kimberly Fowler	<b>Course for which you are creating curriculum:</b> Native American Music Appreciation
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<sup>59</sup> Ibid.,253.

<sup>60</sup> Ibid.,46.

<sup>61</sup> Ibid.,273.

<sup>62</sup> Ibid.,164.

<sup>63</sup> Ibid.,284-285.



<b>Physical Item</b>	<b>Rationale for Use</b> Cite a reference from your text for each item indicating its effectiveness
<b>Create information for Power Points</b>	Creating visual cues can help students retain the information. "Whatever the type, visuals cue the text, helping students remember the indicated relationships and the contents inside the boxes, circles, or cells." <sup>64</sup>
<b>Create the information for the recorded lectures</b>	Create the recorded lectures to show the instrument being introduced. By demonstrating the instrument and playing it, the students are experiencing a student-active learning situation. "A well-crafted lecture can be a student-centered and student-active learning experience." <sup>65</sup>
<b>Gather the instruments used for the video lecture</b>	The instructor will gather the instruments in order to demonstrate the Native American Instruments. This ensures, the students will learn visually and with audio the instruments. "Rather students need to process the same material through different parts of their brains." <sup>66</sup>
<b>Prepare/Create the platform for the class</b>	Instructor will need to create and prepare the platform that students are going to use for the class. The way a platform is created and presented will ensure a friendly atmosphere for the student. "You have to convey to your students that you designed the course to foster their learning and care very much not only about their learning the material but also about their developing as human beings." <sup>67</sup>
<b>Computer with a Camera</b>	Instructor will need to make sure to have the computer with a camera installed for the recording of lectures and responding to the students. The instructor will need to be prepared for communication, submitting of content and the ability to speak with students via email or on zoom. "Teaching at its best requires that we consider every educational tool at our disposal to give our students the richest possible educational experience." <sup>68</sup>
<b>Confirm that I have all reference materials/books</b>	Instructor will confirm that they have all of the books and materials needed for the class. "Along with course materials, prepare your agenda for the first day of class." <sup>69</sup>

## Part II:

<sup>64</sup> Linda Nilson, *Teaching at Its Best: A Research-Based Resource for College Instructors*, 258.

<sup>65</sup> Ibid.,154.

<sup>66</sup> Ibid.,256.

<sup>67</sup> Ibid.,81.

<sup>68</sup> Ibid.,45.

<sup>69</sup> Ibid.,82.

Task	<b>Rationale for Task</b> <b>Cite a reference from your text for each task indicating its effectiveness</b>
Record the Class Lectures	Instructor will need to use the camera to record the lectures for each module. By creating a lecture for each module, it helps the students to concentrate and learn one thing at a time. "Whenever possible, limit a lecture or recording to one major topic" <sup>70</sup>
Create the content for Essays	Instructor will need to create the Essays that students will need to complete throughout the semester. It allows the students to study deeper, discourages last minute cramming and make cheating more difficult. <sup>71</sup>
Upload additional resources	Instructor will provide additional resources to help students learn the materials in many different ways. "The web contains a wealth of free resources that you may want your students to read, view, hear, critique, analyze, play, or respond to as an assignment, in class activity, or research source." <sup>72</sup>
Create the Discussion Questions	Instructor will gather weekly Discussion questions to ensure the students are retaining the information presented each week. "Well planned and well managed, discussion can help your students achieve every type of learning out-come with the possible exception of knowledge/remembering, and it isn't bad at that either." <sup>73</sup>
Respond to any student questions	Instructor will respond to any communication from students to ensure the students are being heard and learning the information. "Therefore, you will listen to them, honor their voices, seek and respond to their questions and feedback, adapt to their individual and cultural differences, encourage their participation and best thinking, relate to them with honesty and empathy, and convey your enthusiasm about teaching." <sup>74</sup>
Ensuring the Virtual link is accessible	Instructor will ensure the Virtual link is available for concerns or face to face discussions. "First, inspect the room to ensure that all of the technology that you will need is there and in working order and that you know how to access and operate it." <sup>75</sup>

### Part III:

Formative Assessment Type	Assessment Details
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<sup>70</sup> Ibid.,144.

<sup>71</sup> Ibid.,299.

<sup>72</sup> Ibid.,56.

<sup>73</sup> Ibid.,155.

<sup>74</sup> Linda Nilson, *Teaching At Its Best*, 81.

<sup>75</sup> Ibid.,82.

<b>Essay Questions</b>	<b>I would choose the Essay questions as one of my Formative Assessment. The essay question will target one specific subject that students will need to recall information on. The student will be able to answer using their own words to write everything they know concerning the subject. This gives the instructor the ability to see if the students are retaining the information. I have placed the essay questions weeks apart to allow content to be discussed. The essays also allow the students to see if they need to improve on retaining the information as well as practicing their writing.</b>
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## CURRICULUM PROJECT: EVALUATION AND SYLLABUS CHART

### Your Evaluation Plan

In the chart below, describe your plan for a formative assessment for each learning outcome in this unit.

(This is something you would do before a summative assessment or exam to gauge the learner's grasp of the learning objective)

<b>Student:</b> Kimberly Fowler	<b>Course for which you are creating curriculum:</b> Native American Music Appreciation	
<b>Learning Outcomes</b>	<b>Your Formative Assessment Plan</b>	<b>Rationale for Formative Assessment Type</b> <i>(Describe why you believe this assessment is the most effective and cite a reference from your text for support)</i>
Name a few Native American Tribes and discuss a brief history.	After each short lecture, the students are encouraged to participate in a discussion question that will relate to the lecture content. Creating the thread for conversation will help students reflect the information learned. Ending the modules with the discussion helps to ensure students ability to focus on the reading.	Assigning the discussion questions will ensure an early formative assessment so that I can see how the students are digesting the information. Allowing students to write down their thoughts helps to ensure it is making sense to the students. "To improve student achievement, we need feedback from students to assess their progress and suggest how we might enhance their learning."

		<sup>76</sup> The defining of the tribes is in the first group of Blooms Taxonomy.
Discuss the different instruments used by Native American Tribes	During week 3 through 5, the students will participate in the weekly discussion questions, the first essay and the first quiz. The Essay will cover the first few week's studies on history of Native American Tribes. The First quiz will cover all content that was covered which includes the instruments and the brief history.	The discussion questions give an assessment weekly to the instructor of the student's discussions of the content. "You can use them regularly or intermittently without violating the structure and content of your course and quickly identify trouble spots your classis encountering." <sup>77</sup> The essay will review and apply the knowledge that the students have received so far.
Demonstrate the knowledge obtained through the writing and reading of materials	Within these modules, students will again participate in the discussions weekly to encourage the discussion of the students' knowledge of the Native American tribes and the three types of instruments. The students will demonstrate this knowledge through an Essay #2 and a Power Point Project.	Allowing students to create discussion responses helps to create a discussion that studies can learn from each other and talk about their thoughts. Essay questions help students to focus on one particular part of the content being taught. Students can use the information learned and transfer it into a situation. "This CAT gives students practice in transferring knowledge to useful applications." <sup>78</sup>
Compare the musical instruments used by Native Americans to the instruments used today.	Students will compare the information that they knew before the first module to the information that they have now. The students will answer discussion questions and the final Essay question.	Student creates a discussion thread with information learned during the modules. Recorded lectures and the final essay. The essay will ask the student's about one specific part of the content in the modules. The essay is to help students recall particular information about an important part of the content. "By incorporating the proper procedure to follow, the instructions reinforce students' understanding of historical

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<sup>76</sup> Ibid.,271.

<sup>77</sup> Ibid.,277.

<sup>78</sup> Ibid.,278.

		interpretation and analysis while assessing their ability to do it." <sup>79</sup>
Select other styles and cultural music to experience and learn from	Students will talk about the content they have learned through the discussion questions, the final quiz, and the research paper. The students will take the research paper and select a particular part of the content in the class and create a research paper.	Students continue with weekly discussion questions. The student will participate in a final quiz, which will give feedback to the instructor of the students' knowledge. The final quiz can demonstrate the weaknesses of the students and tell the instructor if changes need to be made for learning outcomes. "Useful as a diagnostic tool since student's wrong choices can indicate weaknesses and misconceptions." <sup>80</sup>

### Evaluation and Reflection

Consider all of the charts and stages of development in order to create your syllabus. List at least 6 issues or strategies that must be addressed to make your unit stronger and more concise.

Provide a rationale for your choice.

Issue/Strategy	Rationale for Changing
Locating textbooks and resources for this class can be challenging.	The information concerning the brief history of Native American tribes and music are few and could cause a challenge. There are not many textbooks that are specifically written on Native American. The instructor will need to stay on top of the history books available written by specific tribes so that the information stays up to date. Instructor will need to supply the students with additional resources such as libraries or websites that are available. As for the instruments, the instructor will encourage the students to do their own research so that they are comfortable in discussing the content.

<sup>79</sup> Ibid.,300.

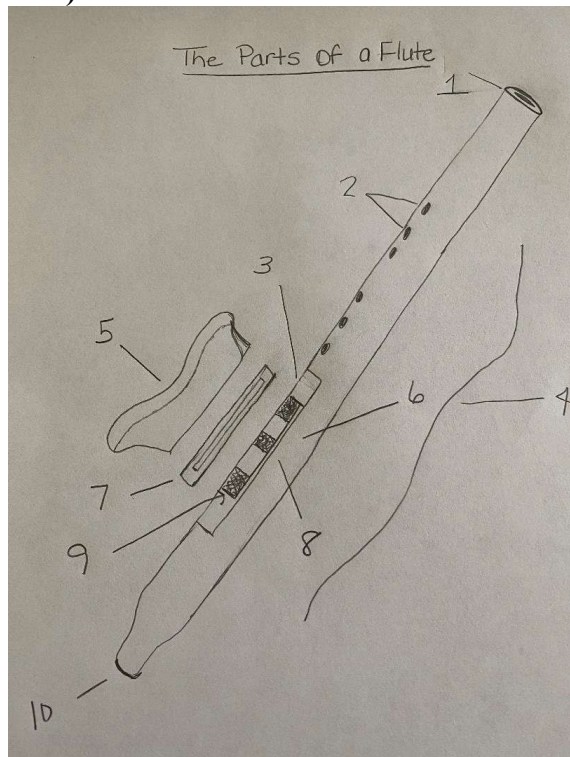
<sup>80</sup> Ibid.,296.

Recorded lectures play a large part of this presentation.	The class is an online format so students will watch a recorded lecture. The instructor will need to make sure that the information discussed in the lecture is different than the information the students will read. The instructor will need to utilize different styles of presenting the information needed for the students to learn the content. The instructor will need to make sure that the lecture is short but filled with information and demonstrations of the instruments.
Communication could get lost with the discussion questions.	The instructor will need to make sure that the responses to the students' emails and questions are within a measurable time. Instructor needs to make sure that they respond so students' questions are answered, and issues can be addressed.
Students will receive the majority of their information with the recorded lectures and the reading materials.	The class is an online format so it will be the student's responsibility to listen to the lectures and to read the assigned reading. The instructor will need to make sure that the lectures are not too long and that it does not discuss the reading content word for word.
The majority of the information will cover the musical instruments of woodwind, percussion, and vocables. Due to a large number of instruments, the students may want to discuss other cultures and their instruments taking away from the original content.	The instructor will need to make sure that they are prepared for the discussions of the different instruments and the ability to explain the materials, techniques and usage of each instrument is presented in a timely, organized, and clear fashion. Students will need to be able to understand the information so that they can relay it within the essays, research paper and tests.
The information within the first two weeks may be too much and students may get bored with it.	The instructor will need to make sure that the information of the first few modules will not overload the students. The brief history will need to stay brief. Native American history has a lot of pieces to it and will need to be decided early on, which and how much to cover.

## Summative Assessment Quiz

**Label each of the sections**

1. \_\_\_\_\_ **(Flute End)**



2. \_\_\_\_\_ **(Finger Holes)**
3. \_\_\_\_\_ **(Flattened Are)**
4. \_\_\_\_\_ **(Binding Thong)**
5. \_\_\_\_\_ **(Saddle)**
6. \_\_\_\_\_ **(Lower Hole)**
7. \_\_\_\_\_ **(Chamfer)**
8. \_\_\_\_\_ **(Air Stop)**
9. \_\_\_\_\_ **(Upper Hole)**
10. \_\_\_\_\_ **(Mouthpiece)**

### True or False

11. Indian songs begin high, end low and have more rhythm than melody. **TRUE** <sup>81</sup>
12. Music should not be recognized as a phase of the culture of the American Indians. **FALSE (should)** <sup>82</sup>
13. Very old songs are highly regarded by the Indians and are handed down from one generation to another. **TRUE** <sup>83</sup>
14. Certain mannerisms are connected with various classes of songs. **TRUE** <sup>84</sup>
15. Music is a source of leadership to Indians. **FALSE (pleasure)** <sup>85</sup>

### Fill in the Blank.

16. \_\_\_\_\_ is an important phase of Indian music that is common to many tribes. **(Dream Song)** <sup>86</sup>
17. The term "Great Spirit" is commonly used as the English equivalent of the Sioux word "\_\_\_\_." **(WakanTanka)** <sup>87</sup>
18. A Study of the dream song in many tribes reveals the place that song \_\_\_\_\_ in the life of the American Indians. **(occupied)** <sup>88</sup>
19. \_\_\_\_\_ singing differs from our own in that it is not accompanied by an instrument giving gradations of pitch. **(Traditional)** <sup>89</sup>

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<sup>81</sup> Douglas Spotted Eagle, *Voices Of Native America: Instruments and Music*. (Liberty, Utah; Eagles View Publishing, 1997) 103.

<sup>82</sup> Ibid, 107

<sup>83</sup> Ibid, 106

<sup>84</sup> Ibid, 109

<sup>85</sup> Douglas Spotted Eagle, *Voices Of Native America*, 110

<sup>86</sup> Ibid

<sup>87</sup> Ibid, 111

<sup>88</sup> Ibid, 113

<sup>89</sup> Ibid, 103



20. Indigenous people of the Eastern Plains and Woodlands used \_\_\_\_\_ instead of pots for their water drums. **(trunks of trees)** <sup>90</sup>

### Multiple Choice

21. Drum \_\_\_\_\_ might be made out of commercially tanned cow, elk, horse, or deer hides, but are most commonly covered by rawhide. <sup>91</sup>

- a). stand
- b). frame
- c). style
- d). Heads**

22. A Fallen tree that is of the desired \_\_\_\_\_ is the traditional ways of making drums. <sup>92</sup>

- a). diameter**
- b). color
- c). length
- d). texture.

23. If the drum frame is too \_\_\_\_\_, the drum will not resonate properly. <sup>93</sup>

- a). long
- b). thick**
- c). loud
- d). soft

24. As the rawhide dries, the pitch of the drum will \_\_\_\_\_. <sup>94</sup>

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<sup>90</sup> Ibid.,67.

<sup>91</sup> Douglas Spotted Eagle, *Voices Of Native America*,55.

<sup>92</sup> Ibid.,57.

<sup>93</sup> Ibid.,58.

<sup>94</sup> Ibid.,63.

- a). rise
- b). sing
- c). harden
- d). separate

25. The \_\_\_\_\_ is predominately used in Southern western cultures and is also used by singers in the Native American Church. <sup>95</sup>

- a) Hand Drums
- b) Cedar box Drum
- c) Water Drum**
- d) Pow Wow Drum

### **Formative Assessment- Quiz**

Short Answer

1. What instrument accompanies the singing of the Natives? <sup>96</sup>

**Percussion instruments**

2. What do you need to do in order to create a strong fundamental tone with a flute? <sup>97</sup>

**Gently breathe air into flute while covering the flute holes**

3. What are two of the most important factors in being able to create some of the more difficult sounds heard from the greatest flute players? <sup>98</sup>

**Breathing Skills and diaphragm control**

4. What is the key to a solid flute sound? <sup>99</sup>

**Vibration**

5. What classification of wind-blown instruments is the flute from? <sup>100</sup>

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<sup>95</sup> Douglas Spotted Eagle, *Voices Of Native America*, 65.

<sup>96</sup> Ibid., 103.

<sup>97</sup> Ibid., 50.

<sup>98</sup> Ibid., 52.

<sup>99</sup> Ibid., 39.

<sup>100</sup> Ibid., 47.

## Flute-a-bec

### True or False

6. Native songs are sung by singing called Vocables. **TRUE** <sup>101</sup>
7. Alice Fletcher wrote "Study of Omaha Indians music" in 1893. **TRUE** <sup>102</sup>
8. Brave Buffalo received a sign in a dream to travel. **FALSE (of his name)** <sup>103</sup>
9. Frances Densmore began recording American Indian music in 1956. **FALSE (1907)** <sup>104</sup>
10. In the late 1800's show business Indians grew. **TRUE** <sup>105</sup>

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<sup>101</sup> Richard Crawford and Larry Hamberlin, *An Introduction to America's Music*. 3<sup>rd</sup> ed., (New York: W.W. Norton & Company, 2019) 141.

<sup>102</sup> Ibid., 144.

<sup>103</sup> Ibid., 145.

<sup>104</sup> Richard Crawford and Larry Hamberlin, *An Introduction to America's Music*, 144.

<sup>105</sup> Ibid., 142.