

November 1, 2010

TO: Doug Funnie et al.
FROM: Elizabeth Montmagny
RE: New Course Proposal

Dear Mr. Funnie and members of the School Board:

I am thrilled that you are willing to hear my new course proposal. As you know, I am the current music teacher, but I also hold a degree in Native American Studies. I would like to propose an honors course that combines history, art and music into a single course, titled *Native American Culture: Music, Art and Lifestyles of the Indigenous Peoples of North America*. The course will focus on a timeline of Native American history from ~1500 to present day, cultural traditions of those times, artwork created and inspired by the people, and both traditional and contemporary music.

Many of my students and colleagues have expressed an interest in the Native American culture, and I find that it is a subject lost in the American curriculum. Students spend part of their 4th grade class learning about New Hampshire, and all other states have similar lessons, but little time is spent on the founding members of our country. Despite popular belief, the Native Americans were here centuries before Columbus “discovered” America. In fact, Columbus discovered South America; he never set foot on North America, nor did he have any contact with the indigenous peoples of North America. The Native Americans believed the earth belonged to no one and for that reason shared their space with new settlers. I firmly believe that an accurate depiction of this country’s beginnings and original settlers is a perfect course to add to Elizabethtown’s admirable course selection. If this course is successful, it will be a valuable addition to our school’s mission to spread knowledge and acceptance of diversity within the community.

I have been given a budget estimate of \$2500 to jump-start this course. There are three textbooks I would like to purchase, each pertaining to the three main subjects covered in the course. While I have a personal collection of instruments, I would like to purchase authentic instruments for students to use with care. I feel that it is important to encourage kinesthetic learning in any classroom situation. I also have a personal collection of CDs and DVDs that I plan to use for this course, but there are endless amounts of supplemental material choices and the school should have a library of media to draw from. The biggest part of the budget will go towards a field trip to an authentic powwow in the area. I believe that my students will appreciate this course much more if they can physically see, hear, and interact with the culture they are learning about. One of the advantages of this world course, as opposed to another culture on a different continent, is that it *is* close to home and can easily be experienced.

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Elizabethtown High School is most definitely a model for diversity education, and I have been truly inspired and blessed to be a part of it. This course has personal connections to my ancestry and interest, and I believe has great potential to be a success. There is student and faculty interest and support for this course and it fits in nicely with the school's curriculum and mission. I hope you will consider my new course proposal and I look forward to hearing from you.

Sincerely,

Elizabeth Montmagny
Music Teacher

ELIZABETHTOWN HIGH SCHOOL

Budget: \$2500

Item	Price	Quantity	Total
Native North American Art (textbook)	\$8.00	15	\$120.00
Native American Music in Eastern North America: Experiencing Music, Expressing Culture (textbook)	\$25.00	15	\$375.00
Native American History: A Chronology of a Culture's Vast Achievements and Their Links to World Events (textbook)	\$12.00	15	\$180.00
Instruments of various kinds	\$400.00	1	\$400.00
Supplemental CDs and DVDs	\$250.00	1	\$250.00
Field Trip	\$1000.00	1	\$1000.00
Misc. Items	\$175.00	1	\$375.00
			Total: \$2500.00

*Native American Culture: Music, Art and Lifestyles
of the Indigenous Peoples of North America*

Syllabus

Fall 2011

MWF 9:30-11:00

Course Instructor: Ms. Elizabeth Montmagny
Elizabeth.Montmagny@gmail.com

Course Description

This course is designed to connect world music with other facets of life, specifically the art and history of Native Americans. We will begin at the questionable “discovery” of America in 1492 and work our way to modern indigenous lifestyle, unearthing historical facts and cultural traditions in association with art and music. This course counts as both a music and history course. (Designed with the assumption that I have degrees in both Music Education and Native American Studies ☺)

Students are expected to have an open mind and are encouraged to make connections to other cultures, disciplines and classes.

Prerequisite: Honors Course, Junior Status

Course Objectives – According to the National Standards

#6 – Listening, analyzing & describing music

- Students will listen to powwow drum music and make an educated guess as to the region (ie. Northern, Southern, Eastern) of the drum and the song style (ie. Round Dance/Two Step, Sneak Up, Duck and Dive, etc.) based on vocal technique, timber and tessitura, musical format and rhythmic use
- Students will outline the basic format of a powwow song
- Students will listen to flute music and describe or create the story being told through the music

#8 – Understanding relationships between music and other arts and disciplines

- Students will describe the significance and use of music in the Native American culture
- Students will relate music to art, dance, prayer, and other disciplines within the Native American culture

#9 – Understanding music in relation to history and culture

- Students will identify important dates, events, and people from Native American history
- Students will identify instruments and their uses in both ancient and modern Native American culture

Required Materials

- Three ring binder with dividers
- Lined paper
- Writing utensils
- TEXTS (Provided)
 - Native American History: A Chronology of a Culture's Vast Achievements and Their Links to World Events, Judith Niles, 1st edition (ISBN: 0345393503)
 - Native American Music in Eastern North America: Experiencing Music, Expressing Culture (includes CD) (Global Music Series), Beverley Diamond (ISBN: 0195301048)
 - Native North American Art (Oxford History of Art), Janet Catherine Berlo and Ruth B. Phillips (ISBN: 0192842188)
- Supplemental materials handed out throughout the course

Attendance Policy

Attendance is mandatory. If you are sick or absent for whatever reason, you must make up the work and get the day's notes from another class member. I am more than willing to help if you set up an appointment. If you are caught skipping it is an automatic detention. Prolonged tardiness is unacceptable. If tardiness becomes a problem, you will be sent to the Vice Principal to discuss proper time management.

Grading

30% - Final Presentation
30% - Midterm (15% Listening, 15% Written)
20% - Research Papers (Two papers, each worth 10%)
15% - Pop Quizzes
5% - Class Participation and Attendance

Research Papers

You will have two papers to research any topic, in accordance with the course, that interests you. Topics must be approved at least two weeks prior to the due date. Each paper must be at least four pages, double-spaced, in MLA format. Include a works cited page. Each paper must include aspects of art, music and history and be well connected. Be creative. Be intriguing. Surprise me.

Final Presentation

Your final will be a presentation for the class and must include at least one piece of art, one musical excerpt, and historical information. The presentation must also include one original musical work. The presentation must be between 10-15 minutes and all aspects must be connected. Include a works cited page in MLA format. Think out of the box with these presentations. Don't be limited by a PowerPoint or a poster board.

Rubric

	Excellent (4)	Average (3)	Basic (2)	Poor (1)
Mechanics (ie grammar, punctuation, sentence structure and clarity)	Little or no mechanical errors, well written, clear statements	Some mechanical errors, fairly well written, some unclear statements	Many mechanical errors, many unclear statements	Very many mechanical errors, little or no structure or clarity
Creativity and originality	Very creative and original, obvious thought	Somewhat creative and original, some decent thought	Somewhat cliché, little or some thought	Little or no creativity and originality, little or no thought
Flow and connection	Easy flow, all elements are connected	Decent flow, most elements are connected	A little flow, some elements are connected	Little or no flow, little or no elements are connected
Content: art	Excellent use of art, connected to all elements	Decent use of art, somewhat connected to all elements	Mediocre use of art, somewhat or little connection to all elements	Little or no use of art, little or no connection to other elements
Content: music	Excellent use of music, connected to all elements	Decent use of music, somewhat connected to all elements	Mediocre use of music, somewhat or little connection to all elements	Little or no use of music, little or no connection to other elements
Content: history	Excellent use of history, connected to all elements	Decent use of history, somewhat connected to all elements	Mediocre use of history, somewhat or little connection to all elements	Little or no use of history, little or no connection to other elements
Works Cited	Proper use of MLA format, legitimate and copious sources	Decent use of MLA format, legitimate and multiple sources	Mediocre use of MLA format, some sources	Poor or no use of MLA format, little or no sources

Grading Scale will be determined by percentage. There are 28 possible points. If you get 25 of 28, you receive 89%.

A – 90-100

B – 80-89

C – 70-79

D – 60-69

F – 59 or lower

Weekly Schedule

Mondays and Wednesdays, unless otherwise noted, will be split into three sections: 9:30-10:00 History, 10:00-10:30 Art and Literature, 10:30-11:00 Music. Fridays will be spent on music within the Native culture.

Week 1 – History: Introduction, Tribes and Regions

Music: Powwow Drums

Week 2 – History: Descendants, 1492: Columbus

Music: Powwow song forms

Week 3 – History: 1500-1700, Contact with the Puritans, The First Thanksgiving

Music: Hand Drums, song forms

Week 4 – History: 1700-1800: Relations with Colonial America, Trading and Disease

*Field Trip: Mt. Kearsarge Indian Museum and Powwow

Week 5 – History: American Revolution, Bureau of Indian Affairs

Music: The Making of Drums

*PAPER #1 DUE

Week 6 – History: Indian Removal Act of 1830: The Trail of Tears

Music: Rattles and Shakers

Week 7 – Monday – Review for midterm

Wednesday – Listening midterm

Friday – Written midterm

Week 8 – History: December 29, 1890: The Massacre at Wounded Knee

*Movie: Bury My Heart at Wounded Knee

Week 9 – History: Presidential Points of View: From Jackson and Lincoln to Clinton and Obama

Music: Flute Music, part one

Week 10 – History: Turn of the Century – World War I

Music: Flute Music, part two

Week 11 – History: World War II - Vietnam

Music: The Making of Flutes

Week 12 – History: 1970's to 2000

Music: Modern Day Traditional Artists

Week 13 – History: Native American life today

Music: Contemporary Artists

*PAPER #2 DUE

Week 14 – Catch up/research week

Monday – Final Presentations

Wednesday – Final Presentations

Friday – (Final Presentations), Evaluations