

Create Your Own Music

Educational Guide: Research & Activity

Level: 3-12

Time: Teacher Choice

Origin: Petra

Key Words: Student Choice

More about this resource:

This lesson gives students with musical talent or music interest the opportunity to create their own raps or songs featuring Petra information. The keyboard is the instrument of choice; what students can do with a keyboard is amazing.

This lesson includes:

- Use of Petra information
- Materials needed
- Procedure for music making

Michigan Framework:

Strand 1 Historical Perspective

Standard 1.2 Comprehending the Past

Students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events.

Benchmark 1.2.1

Identify who was involved, what happened, and where it happened in stories about the past.

Benchmark 1.2.2

Describe the past through the eyes and experiences of those who were there as revealed through their records.

Benchmark 1.2.10

Select conditions in various parts of the world and describe how they have been shaped by events from the past.

Benchmark 1.2.14

Select events and individuals from the past that have had global impact on the modern world and describe their impact.

Lesson Site

Petra Lost City of Stone

Activity: Research and Activity

Time Required: Teacher Choice

Age Level: 3-12

This activity centers on identifying the people involved with Petra, life in Petra, description of the setting, and the sequencing of events that led to the decline of Petra. This activity allows those students who have a bend toward Gardner's musical intelligence to produce a rap or a song that sufficiently tells the story of Petra through a medium that allows learning to last.

Materials:

- At least one keyboard (even a \$19.99 one will be adequate.)
- Paper and pencils
- Optional: a microphone (adds to the enjoyment)

Procedure:

After becoming familiar with the many aspects of Petra, students would be encouraged to write a verse with the knowledge they have learned. These verses could be set to one of the many musical options of the keyboard or set to rap. Students could do this activity on their own or work with a partner or a small group (of no more than five). Students will sign up for the keyboard after their verse is complete. Keyboard use could be at break, lunch, library, study hall, or at teacher-assigned times. Putting their words to music can be done in a surprisingly short period of time, considering all the selections a keyboard has to offer. As these musical scores are completed, they should be shared with the class to enhance learning. Some tunes and raps will catch on, and your students will be singing or rapping about Petra years from now.