

CHF

Music to Farm By!



Lesson 2: Music to Farm By!

Description

1x40 minute lesson and 1x20 minute lesson (for song and instrument playing)

Students learn about farming in Africa and specifically Ghana, through music and song. They are introduced to typical rhythm from Ghanaian music, in an active, hands-on approach. They will make their own instrument and will then use this instrument during the singing and dancing of a familiar song which focuses on farming and market practices in Ghana.

Subjects

Music (Grades 1, 2 & 3), Visual Arts (Grades 1, 2 & 3), Drama and Dance (Grades 1, 2 & 3), Mathematics (Grades 1 & 2), Health and Physical Education (Grades 1, 2 & 3), Social Studies (Grades 1, 2 & 3), Science and Technology (Grades 1 & 3)

See the Curriculum Connections section for detailed links to subjects and expectations.

Materials Needed

For shakers:

- Paper towel or toilet paper rolls
- Plastic bottles
- Potato chip cans
- Small margarine tubs

For drums:

- Large margarine tubs
- Large tin cans

To secure ends (if needed):

- Tape
- Heavy paper
- Elastic bands

To go inside shaker/drum:

- Seeds
- Dried Beans
- Rice

For decorating:

- Paint
- Glue
- Feathers
- Shells
- Colourful yarn or cloth
- Construction paper to decorate outside of cans/tubs

Student Handout ([BLM 2.1](#)) introduces farming and music in Ghana

Student Handout ([BLM 2.2](#)) explains Adinkra symbols

Student Handout ([BLM 2.3](#)) has printed song lyrics

Pictures of a kidi ([BLM 2.4](#)) and a shekre ([BLM 2.5](#)), traditional Ghanaian instruments

Audio Clips ([drums 1](#)) and ([drums 2](#)) to play at beginning of lesson

Computer, LCD Projector, and Speakers

Note: This lesson is easier to do with an LCD Projector and computer, however it may be taught without one.

Note: French BLMs/Student Sheets can be found [here](#).

Lesson Preparation

1. Have folder with music and pictures open on the computer. If no LCD projector is available, prepare photocopies of [\(BLM 2.1\)](#) and [\(BLM 2.2\)](#). These BLM's outline farming and music in Ghana, as well as Adrinka symbols.
2. Review the Teacher Background Notes for this lesson for an explanation of the musical instruments from Ghana as well as suggestions for Ghanaian music that can be played for students. Also view the [Teacher Resource folder for Interesting Facts, Country Information, Country Maps, and Resource Section](#). The resources found under the Country Information can be used to give students further information about the Caribbean, Ghana and Vietnam (such as maps, statistics, flags, histories, etc.).
3. For the instrument making part of the lesson, inviting a volunteer to assist would be helpful.

Teaching/Learning

1. Introduce the activity by playing the two audio clips, [\(drums 1\)](#) and [\(drums 2\)](#), of traditional Ghanaian drumming. Have students locate Africa on a [world map](#), then Ghana on a [map of Africa](#). Use the projector to show the information sheet [\(BLM 2.1\)](#) about farming and music in Ghana. Read either as a class, in pairs, or individually (depending on the level of your students). Afterwards, show students two photos of traditional instruments from Ghana, a kidi [\(BLM 2.4\)](#) and a shekre [\(BLM 2.5\)](#), and explain to students they will be making their own instruments today. (See Teacher Background Notes for a suggested website that has more instrument photos and descriptions).
2. Have students make their own shakers and drums, typical of rhythm instruments from Ghana, using the materials listed above or others found in the classroom. Allow students to choose whether they would like to make a shaker or a drum instrument and choose one of the containers listed in the materials section depending on the instrument to be made. Help students use the seeds, dried beans and rice to fill the containers halfway to get various musical sounds. To seal the instruments, tape can be used or heavy paper and elastic bands can be placed around the ends of the instrument if the container does not have ends or a lid.
3. Allow students time to decorate their instruments. The Adinkra Symbols Sheet [\(BLM 2.2\)](#) about hope, peace, love and other themes, can be projected, or it can be photocopied so that symbols can be cut out, pasted onto the instruments and coloured. They may also be traced by older students onto their instrument using paint, or onto colourful material, to be cut out, and pasted onto the instrument. Other materials for decoration may include shells, yarn or feathers.

4. Project the song ([BLM 2.3](#)) and teach the students the words (to the tune of “Old MacDonald”). Encourage them to use their instruments to create music. The class could be split up into two groups and students could take turns singing and doing actions/dancing or singing and playing their musical instruments. (Also see Teacher Background Notes for children’s songs from Ghana).

5. Once the class learns the song and has an opportunity to practice singing it, the teacher can focus on the actions that students may do for each round. Go through each action in the song to explain to students about the challenges and the amount of effort required to grow food and farm in rural Ghana.

Song to the Tune of “Old MacDonald”

“Mr. Kofi and/or Mrs. Asha had some land”
“And on that land they...”

V.1 had a farm (“hoe, hoe here and a hoe-hoe there, here a hoe, there a hoe, everywhere a hoe-hoe”)

Demonstrate to students what hoeing might look like, much like using a rake for leaves.

V.2 planted beans (“soybean here and a soybean there, here a bean, there a bean, everywhere a soybean!”)

Demonstrate bending over and planting beans into the row that’s been hoed.

V.3 wished for rain (“pitter-patter here and a pitter-patter there, here a pitter, there a patter, everywhere a pitter-patter”)

Demonstrate rain falling by lifting hands above head, wiggling fingers, then lowering hands to the ground. Repeat with hands above head, etc.

V.4 picked the beans (“pick-pick here and a pick-pick there, here a pick, there a pick, everywhere a pick-pick”)

Demonstrate picking beans from the ground and putting them in a basket.

V.5 cooked the beans (“bubble-bubble here and a bubble-bubble there, here a bubble, there a bubble, everywhere a bubble-bubble”)

Demonstrate stirring a large pot of soup with both hands making circular motions.

V.6 went to market (“Buy beans here! Buy beans there! here a bean, there a bean, everywhere a soybean!”)

Demonstrate carrying bags of beans to the market to be sold.

6. Discussion areas around the lyrics could be:

V.1 had a farm... Many Africans depend on farming, and small-scale subsistence farming. This farming means growing just enough food to feed the family.

V.2 planted beans... Farmers in Africa often grow one or two different crops. Popular crops are grains such as corn, sorghum and tef. Soybean is also grown in some areas.

V.3 wished for rain... Rain is particularly important to successfully grow plants. Because Africa generally experiences dry seasons and rainy seasons, there is an expectation and hope for rainfall after sowing seeds.

V.4 picked the beans... Farming is generally done by hand in Africa. It also might require help from all family members. Children may miss opportunities to go to school in order to help out with the picking of the beans. Beans do help families, though, as they are a nutritious crop, and are high in protein.

V.5 cooked the beans... Cooking meals in rural Africa generally involves cooking over an open fire, which takes a long time. This requires gathering fire wood to maintain the fire, which may prevent some children from having enough time to go to school.

V.6 went to market... If farmers have any extra food from farming, they will take the extra to the market to sell it. Money raised from selling their extra food can then be used to pay for family necessities. Money could buy nutritious food to supplement their diet, clothing, school books or medicine.

Extension Activities

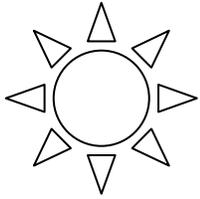
- Build a storyboard using the 6 planting actions
- Vocabulary building from the story
- Exploration of the plant life cycle
- Discussion of similarities and differences between Canadian and Ghanaian farm practices and shopping for food in supermarkets, stores and markets
- Learning Stations, as available, for background information: library books, pictures of farming practices, pictures from Ghana, musical instruments, musical tapes/CDs of West African music, woven cloth, internet sites for computer research

Teacher Background Notes

Ghanaian Music

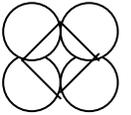
For further information on musical instruments and suggested music from Ghana, please see www.africaguide.com and in the Africa Guide section click on Countries, Ghana, and then People and Culture.

For children's songs from Ghana visit <http://www.mamalisa.com/world/> and click on Africa and then Ghana to see lyrics and samples of songs in French and English.



Music to Farm By!

Mr. Kofi and Mrs. Asha are farmers in Ghana. Kofi is a common man's name and Asha is a common woman's name. Ghana is a country in Africa. Today we will be learning about what it is like to be a farmer in Ghana. Then we will sing a song about Mr. Kofi and Mrs. Asha.



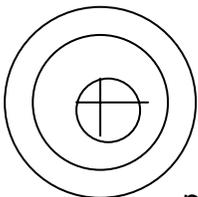
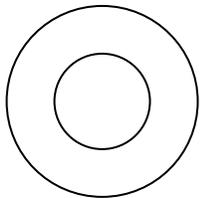
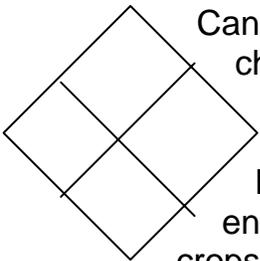
Farming in Ghana is very different from farming we see in Canada. In Ghana, farmers grow crops to feed their families and try to grow a little extra to sell at the market. Most farms in Ghana are not as big as the farms we see in Canada. Farming in Ghana is often very difficult because of many challenges, like hot weather, drought and infertile soil.

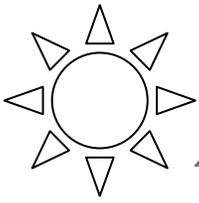
When Mr. Kofi and Mrs. Asha work on their farm in Ghana, they use a hoe, not a tractor, to prepare their land. This takes a lot of time and energy. When Mr. Kofi and Mrs. Asha finish preparing their soil, they plant crops such as beans. After their crops are planted, they need rain to help them grow. When the rains do not come, Mr. Kofi and Mrs. Asha wish for rain. If it rains there will be a good growing season. Mr. Kofi and Mrs. Asha will then pick their beans. Most of the beans they pick will be eaten by their families. If there are extra beans, they will be sold at market. Mr. Kofi and Mrs. Asha can use this extra money to spend on other nutritious food, medicine or school supplies.

People in Ghana play music and sing almost every day. People who live in small villages in Ghana might not have a lot of money to buy a musical instrument from a store. They make them from whatever materials they can find such as gourds (which are like pumpkins or squash), seed pods from trees, wood from a tree that fell down, leather from animal skins, seashells, tin cans or boxes. The shakers are filled with rice, corn, seeds or little pebbles. They decorate the instruments with symbols, called Adrinka symbols, to make them pretty and so they can tell who made the instrument.

You can make a shaker drum too!

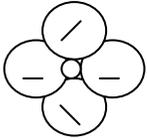
When you are finished, you can sing and play your musical instrument to the tune of "Old MacDonald". Maybe your music will even make you get up and dance like people do in Ghana!





Adinkra Symbolism

BLM 2.2



On this page are some traditional Adinkra designs from Ghana. Adinkra designs are very old and have a special meaning. Choose a design to decorate your shaker or drum.

Adinkra hene - Adinkra king: Chief of all the Adinkra designs.

Adinkerahene. Another version of Adinkera hene.

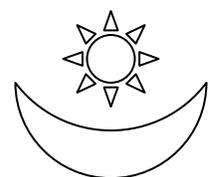
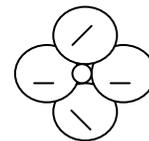
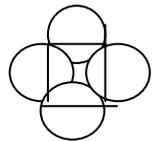
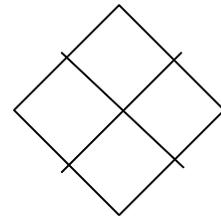
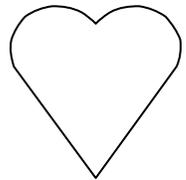
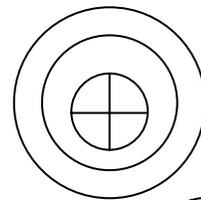
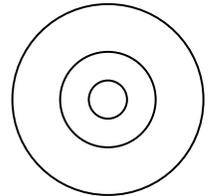
Akoma – (the heart) Symbol of Patience and Endurance:
"Nya akoma" Take Heart.

Aban (fence) – Symbol of being safe and sound: A protector.

Kuntinkantan – Symbol for humility and service: do not boast.

Ntesie matemasia - Symbol of wisdom and knowledge:
"Nyansa bun mu nne mate masie." I have heard and kept it.

Osrane ne nsoroma (moon and star) - Symbol of Faithfulness.



Music to Farm By! Song

Sung to the tune of “Old MacDonald Had a Farm”

“Mr. Kofi and/or Mrs. Asha had some land”
“And on that land they...”

V.1 had a farm (“hoe, hoe here and a hoe-hoe there,
 here a hoe, there a hoe, everywhere a hoe-hoe”)

Demonstrate to students what hoeing might look like, much like using a rake for leaves.

V.2 planted beans (“soybean here and a soybean there,
 here a bean, there a bean, everywhere a soybean!”)

Demonstrate bending over and planting beans into the row that’s been hoed.

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 here a pitter, there a patter, everywhere a pitter-patter”)

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V.4 picked the beans (“pick-pick here and a pick-pick there,
 here a pick, there a pick, everywhere a pick-pick”)

Demonstrate picking beans from the ground and putting them in a basket.

V.5 cooked the beans (“bubble-bubble here and a bubble-bubble
 there, here a bubble, there a bubble, everywhere a bubble-bubble”)

Demonstrate stirring a large pot of soup with both hands making circular motions.

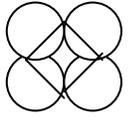
V.6 went to market (“Buy beans here! Buy beans there!
 here a bean, there a bean, everywhere a soybean!”)

Demonstrate carrying bags of beans to the market to be sold.



Chanter dans les champs !

M. Kofi et Mme Asha sont des agriculteurs au Ghana. Kofi est un nom d'homme très répandu et Asha est un nom de femme très populaire. Ghana est un pays de l'Afrique. Aujourd'hui, nous apprendrons des choses sur la vie des agriculteurs au Ghana. Ensuite, nous allons chanter une chanson qui parle de M. Kofi et de Mme Asha.

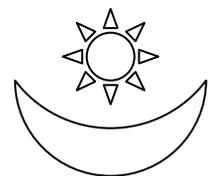
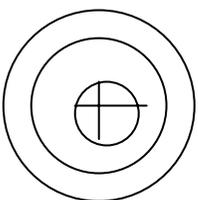
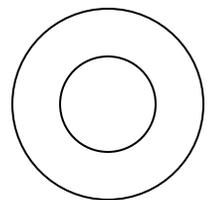
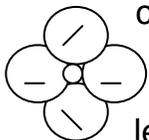
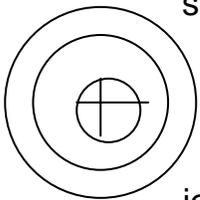
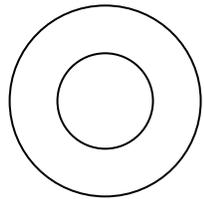
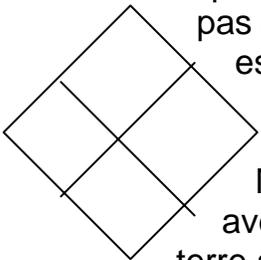


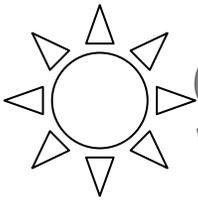
L'agriculture au Ghana est très différente de l'agriculture au Canada. Au Ghana, les récoltes des agriculteurs servent principalement à nourrir la famille et le petit surplus qui reste est vendu au marché. Les fermes ghanéennes ne sont pas aussi grandes que les fermes que nous avons au Canada. L'agriculture est très difficile au Ghana à cause de plusieurs défis comme la chaleur, la sécheresse et les sols infertiles.

M. Kofi et Mme Asha doivent travailler les terres de leur ferme au Ghana avec un bêchoir, car ils n'ont pas de tracteur pour préparer le sol. Bêcher la terre à la main est un travail très exigeant qui demande beaucoup d'énergie. Quand M. Kofi et Mme Asha ont fini de sarcler la terre, ils plantent des cultures de fèves par exemple. Quand ils ont fini de mettre les semis en terre, ils doivent attendre la pluie pour assurer la croissance de la récolte. M. Kofi et Mme Asha attendent les pluies avec impatience. La pluie est essentielle pour assurer une bonne moisson. À ce moment, M. Kofi et Mme Asha peuvent récolter les fèves. La récolte de fèves est destinée surtout à nourrir les familles. Le surplus de fèves sera vendu au marché. M. Kofi et Mme Asha pourront utiliser l'argent supplémentaire pour acheter d'autres aliments, des médicaments et des fournitures scolaires.

Au Ghana, les gens font de la musique et chantent presque tous les jours. Au Ghana, habitants des petits villages n'ont parfois pas assez d'argent pour acheter un instrument de musique au magasin. Ils les fabriquent avec les matériaux qu'ils trouvent, comme des potirons (qui ressemblent à une citrouille ou une courge), des cosse de graine d'arbres, des branches d'arbre tombées, des peaux d'animaux, des coquillages, des boîtes de conserve ou des contenants. Les hochets sont remplis de riz, de maïs, de graines ou de petits cailloux. Ils décorent les instruments à l'aide de symboles, appelés les symboles Adrinka pour les rendre jolis et pour savoir qui les a fabriqués.

Vous pouvez aussi fabriquer un hochet ou un tambour! Quand vous aurez fini, prenez votre instrument et chantez «La ferme à Mathurin». Vous aurez peut-être même envie de vous lever et de danser comme les Ghanéens.





Symbolisme Adinkra

BLM 2.2

Sur cette page, vous voyez les dessins Adinkra traditionnels du Ghana. Les dessins d'Adinkra sont très anciens et ont un sens très spécial. Choisis un dessin pour décorer ta boîte ou ton tambour.

Adinkera hene - Roi Adinkra : chef de tous les motifs Adinkra.

Adinkerahene. Une autre version de l'Adinkera hene.

Akoma – (le cœur). Symbole de patience et d'endurance :
«Nya akoma» Prendre cœur.

Aban (clôture) – Symbole de sécurité : un protecteur.

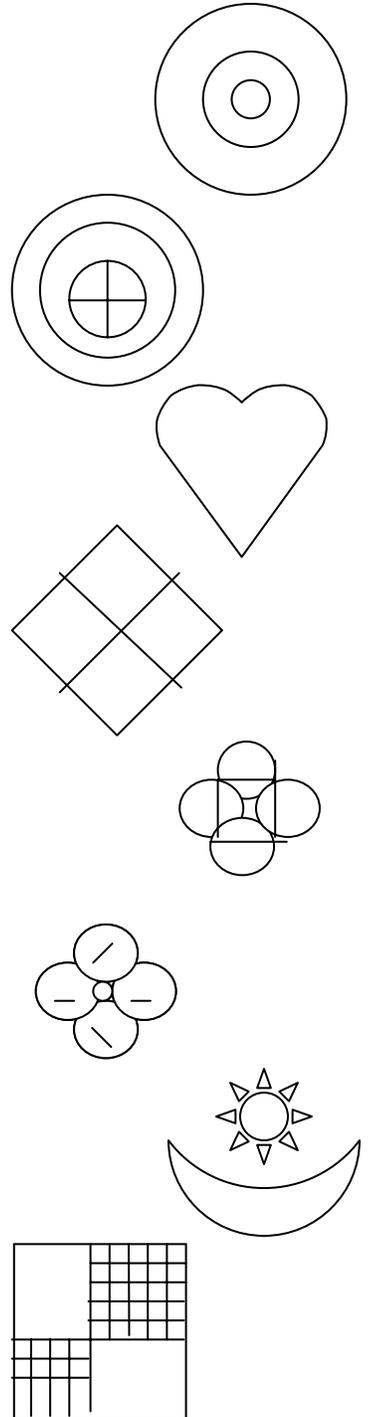
Kuntinkantan – Symbole d'humilité et de service : ne pas se vanter.

Ntesie matemasia – Symbole de savoir et de sagesse :
«Nyansa bun mu nne mate masie».
J'ai retenu ce que j'ai entendu.

Osrane ne nsoroma (étoile et lune) - Symbole de fidélité.

Kontire ne Akwam – Symbole des Aînés : «Tikorommpam».
Une seule personne ne dirige pas la nation.

Tiré de <http://www.ghana.co.uk/history/fashion/adrinka.htm> le 13 juillet 2007



«Dans la ferme à M. Kofi et/ou Mme Asha»

Sung to the tune of “Old MacDonald Had a Farm”

V.1 on travaille (hi aïe, hi aïe ho, on travaille par-ci, on travaille par-là, on travaille, on travaille, travaille, vaille, vaille)

V.2 on plante des fèves (y’a des fèves par-ci, y’a des fèves par-là y’a des fèves, y’a des fèves, y’a des fèves fèves fèves)

V.3 on veut d’la pluie (de la pluie par-ci, de la pluie par-là, un peu de pluie, un peu de pluie, un peu de pluie, pluie, pluie)

V.4 on récolte des fèves (on récolte par-ci, on récolte par-là, on récolte, on récolte, on récolte, colte, colte)

V.5 on cuisine les fèves (et une louche par-ci, et une louche par-là, une louche, une louche, une louche, louche, louche)

V.6 on vend les fèves (un marché par-ci, un marché par-là, un marché, un marché, un marché, ché, ché)



Kidi



Shekre