

Gargoyles, Black Death, and Scary Music

Grade Level or Special Area: 4th Grade Connections

Written by: Tommy Reddicks, Flagstaff Academy, Longmont, CO

Length of Unit: Four 45-minute lessons

I. ABSTRACT

- A. With an icky, scary, sickening, and gross hook, this unit examines the worst of the dark ages. Students will study poetry, dive into history, discover art, and connect with music in this daunting look at the years following the fall of the Roman Empire.

II. OVERVIEW

- A. Concept Objectives
1. Understand how an epidemic affects a culture.
 2. Understand the relationship between history and architecture.
 3. Understand musical elements and techniques in Gregorian Chant.
 4. Understand the relationship between modern poetry and medieval society.
- B. Content from the *Core Knowledge Sequence*
1. Writing and Research (p. 87)
 1. Produce a variety of types of writing.
 2. Grammar and Usage (p. 87)
 1. Understand what a complete sentence is.
 3. Poems (p. 88)
 1. Dreams : Langston Hughes
 2. The Fog: Carl Sandburg
 3. Life Doesn't Frighten Me: Maya Angelou
 4. Sayings and Phrases (p. 90)
 1. Once in a blue moon
 2. One picture is worth a thousand words
 3. When it rains it pours
 5. Europe in the Middle Ages (p. 91)
 1. The "Middle Ages"
 6. England in the Middle Ages (p. 92)
 1. The Black Death sweeps across Europe
 7. Art of the Middle Ages in Europe (p. 97)
 1. Become familiar with features of Gothic Architecture: Gargoyles
 8. Elements of Music (p. 99)
 1. Through participation, become familiar with basic elements of music
 2. Sing accompanied, unaccompanied, and in unison
 3. Sing or play simple melodies
 9. The Orchestra (p. 99)
 1. Review the orchestra
 10. Musical Connections (p. 100)
 1. Gregorian Chant
 11. Songs (p. 100)
 1. Taps
- D. Skill Objectives
1. Use a full range of strategies to comprehend a variety of texts, such as non-fiction, rhymes, poems, and stories.(for example, skim and scan, self-monitor for understanding) (Colorado State Guidelines for Education, CSGLE, for Poetry, 4.1.A)

2. Read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.(CSGLE for Stories, 4.6.A)
3. Become familiar with Europe in the middle ages.(CKS p. 91)
4. Become familiar with England in the Middle Ages.(CKS p. 92)
5. Compare and contrast artwork of different times and places.(Colorado State Guidelines for Education, CSGLE, 4.16, S=4).
6. Distinguish the principal theme in theme and variation form and compare the variations as contrast to the theme.(CSGLE, 4.12, S4)
7. Match the sound of instruments, played alone or with simple accompaniments, with the picture of the instrument and the name and family of the instrument.(CSGLE, 4.11, S4)
8. Identify basic elements of musical composition.(CKS p. 99)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Harding, M (2001). *A Little Book of Gargoyles*, Auburn Press: London, UK.
 2. Giblin, T. C. (1979). *When Plague Strikes*. Harper Collins Publishing, Inc.: New York, NY.
 3. The Gyuto Monks. (1990). Tibetan Tantric Choir [Tibetan Tantric Choir]. On the *Tibetan Tantric Choir* [Audio CD]. Windham Hill Records.
 4. Chanticleer (1995). Gregorian Chant. On the *Mysteria* [Audio CD]. Elektra/Wea.
 5. *Masters of Chant Chapter 3* (2002). [Audio CD]. Label: Avex
 6. Waxman, F. (1962). On the *Tarus Bulba Soundtrack*. [Audio CD]. United Artists.
 7. *Mystery Classics*. (1996). [Audio CD]. Delos International, Inc.: Hollywood, CA.
- B. For Students
 1. Grade 2: Geography: Spatial sense (p. 47)
 - A. The seven continents
 2. Grade 2: Visual Arts (p.52)
 - A. Sculpture
 3. Grade 3: Language Arts (p. 65-67)
 - A. Writing
 - B. Spelling Grammar and Usage
 - C. Poetry
 4. Grade 3: History and Geography (p. 70)
 - A. Empire: Roman Empire
 - B. The Decline and “Fall” of Rome
 5. Grade 3: Music (p. 77)
 - A. Elements of Music
 - B. Listening and Understanding
 - a. The Orchestra

IV. RESOURCES

- A. The Gyuto Monks. (1990). Tibetan Tantric Choir [Tibetan Tantric Choir]. On the *Tibetan Tantric Choir* [Audio CD]. Windham Hill Records. This resource is used in lessons one and two.
- B. Chanticleer (1995). Gregorian Chant. On the *Mysteria* [Audio CD]. Elektra/Wea. This resource is used in lessons one and two.

- C. *Masters of Chant Chapter 3* (2002). [Audio CD]. Label: Avex. This resource is used in lesson one.
- D. Waxman, F. (1962). On the *Tarus Bulba Soundtrack*. [Audio CD]. United Artists. This resource is used in lesson four.
- E. *Mystery Classics*. (1996). [Audio CD]. Delos International, Inc.: Hollywood, CA. This resource is used in lesson two and three.
- F. Writing Utensils for the entire class are used in every lesson.
- G. White Board or easel: used in every lesson.
- H. *A Little Book of Gargoyles*, by M. Harding. This resource Is used in lesson two,
- I. *When Plague Strikes* by T. C. Giblin.
- J. CD Player: used in every lesson.

V. LESSONS

Lesson One: The Dark Ages (One day – 45 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Understand musical elements and techniques in Gregorian Chant.
 - 2. Lesson Content
 - a. Europe in the Middle Ages (p. 91)
 - 1. The “Middle Ages”
 - b. Elements of Music (p. 99)
 - 2. Through participation, become familiar with basic elements of music
 - c. The Orchestra (p. 99)
 - 3. Review the orchestra
 - d. Musical Connections (p. 100)
 - 4. Gregorian Chant
 - 3. Skill Objective(s)
 - a. Read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.(CSGLE for Stories, 4.6.A)
 - b. Become familiar with Europe in the middle ages.(p. 91)
 - c. Become familiar with England in the Middle Ages.(p. 92)
 - d. Distinguish the principal theme in theme and variation form and compare the variations as contrast to the theme.(CSGLE, 4.12, S4)
 - e. Identify basic elements of musical composition.(CKS p. 99)
- B. *Materials*
 - 1. Copies of Appendix A for the whole class
 - 2. *Mysteria*: CD Gregorian Chant
 - 3. Tibetan Tantric Choir CD
 - 4. *Masters of Chant Chapter 3* CD
 - 5. One copy of Appendix B
 - 6. Copies of Appendix C for the whole class
 - 7. Writing utensils for the whole class
 - 8. White board or easel
- C. *Key Vocabulary*
 - 1. The *visigoths* sacked Rome led by Atilla the Hun.
 - 2. To be *Goth* means to relate to the Goths and/or have a Germanic decent.
 - 3. *Gothic* architecture is a style of architecture and art from the middle ages.

4. The *vandals* settled in the fallen Roman Empire. From them we have the word vandalism.
5. The word *vandalism* comes from the people called “Vandals”, who vandalized a post Roman countryside.
6. The *Franks* settled in France
7. The *Angles* settled in Angle-land, now England.
8. The *Saxons* settled in fallen empire: they were later called Anglo-Saxon.
9. *Anglosaxons* are a member of one of the Germanic peoples. The Angles and the Saxons settled in Britain in the fifth and sixth centuries.

D. *Procedures/Activities*

1. Before the class enters the room, begin the CD of Gregorian Chant. Keep it in the background, so it is still easy to talk and be heard.
2. *Optional: Wearing a hooded cloak can add a nice touch to the lesson.*
3. Once the class enters, have them get seated and say, “You have just entered into the Dark Ages. Does anyone know what that means?” Pause for a reply.
4. Say, “The Dark ages are also known as the Middle Ages, and the world is very different. Can anyone guess what year we are talking about?” The answer is from 450 to 1400 AD. Write the dates on the board.
5. Write “Rome” on the board, and say, “Anyone ever heard of the great Roman empire?” (Answers should be a resounding “yes”.) Well, it just so happens that in the Dark Ages, Rome is no longer so great. Attila the Hun led his army of Visigoths into Rome and ruined the empire. Yes, it was once very powerful, but with the empire gone, all of Europe is changing. In fact, some of the words we use today came from the Dark Ages.”
6. Write to vocabulary words on the board. Ask the class if they think they recognize any of the words. If they do, allow them to guess at the meaning and write their answers on the board if they are correct.
7. Begin with the word Visigoth and explain it to the class as it is explained in the vocabulary. Finish the definition with its connection to Goth and gothic.
8. Proceed as in step #7 above with the remainder of the definitions.
9. Say, “The Dark Ages were a time of great change because of the fall of Rome. Some of these changes would affect the world for thousands of years. We know it has brought us new words, but it also brought us new architecture, new music, new artwork, and even better, new diseases.”
10. Explain that the most famous music to survive from the Dark Ages is what we are listening to today. It is called Gregorian chant (Write that on the board).
11. Say, “Gregorian Chant is not sung in English. Can anyone figure out what language the music is sung with?” (Turn up the music if need be.) Allow for responses.
12. Say, “The language is called “Latin”. (Write the word “Latin” on the board underneath the previously written “Gregorian Chant”). Latin was the official language of the Catholic Church. Even though Rome had fallen, the Catholic Church still thrived in the Dark Ages in Europe. And, the only accepted form of sung church music in the Catholic dominated Dark Ages was Latin chant, which we now call Gregorian chant.
13. Ask, “Does anyone know what the words in Gregorian chant mean?”
14. Say, “Many people think Gregorian chant is scary music, but it is actually very religious music. Gregorian chant is always directly related to religious scripture and the Catholic church.”
15. Ask, “Do you think Gregorian chant is the first form of chant in our world’s music history?” The answer is no.

16. Say, “There have been forms of chant dating back to ancient china almost 2000 years before, where monks sang and chanted their religious beliefs. Those monks were usually Buddhist, and were very peaceful people. In fact, the first migrants to Japan are thought to be Buddhist monks, meaning the first music of Japan was likely chant, and came more than 1000 years before Gregorian chant.”
 17. Say, one of the oldest forms of chant is called Tantric or Tibetan chant, and it comes from Northwest China in an area that used to be the country of Tibet.
 18. Pass out Appendix A: Listening Worksheet and review each section of the listening review. Once the class is clear on how to fill out the listening sheet, proceed.
 19. Play track one from the Tibetan Tantric Choir CD. This track is very long, so do not play it for more than five minutes for now. Students generally like this amazing form of chant, so saving it for downtime in the future is a good idea.
 20. Once the song is stopped, take time to review some volunteer answers from the listening sheet.
 21. When done, explain to the class that this form of chant is extremely unique. Most religious chant, like Gregorian chant has all singers singing the same pitch. This form of chant enables the singer to sing a very low note, while simultaneously producing another whistle or flute like tone. If students are skeptical, replay the selection and direct the attention of the class to the whistle tones emanating from the music.
 22. Now, replay the Gregorian chant CD: *Mysteria*. Direct the class to listen for similarities and differences between the ancient Tibetan style and the more recent Gregorian style. After a brief listen, stop the CD and discuss the comparison.
 23. Read Appendix B: Gregorian chant history to the class.
 24. Collect the listening worksheet and pass out another.
 25. Play “Fields of Gold” from the *Masters of Chant Chapter 3* CD. Be sure the class is filling out their listening worksheet as the song plays.
 26. When the song ends, take time to allow students to volunteer their answers from their listening worksheets.
 27. Explain that because Gregorian chant does not involve harmony, it means all singers will sing the same melody. And, because Gregorian chant is based on the western scale of *do, re, mi, fa, so, la, ti, do*, it fits into today’s musical structure. The song, “Fields of Gold” was recorded by Sting in the 1990’s and the application of chant, while weird, is very identifiable.
 28. Collect the second listening worksheet and pass out Appendix C: Gregorian Chant Review. Allow five to ten minutes for completion.
 29. Play track two of the Tibetan Tantric Choir for ambiance while the class works.
 30. Collect Appendix C for grading at the end of class.
- E. *Assessment/Evaluation*
10. Appendix A: Listening worksheets (pass/fail)
 11. Appendix C: Gregorian Chant Review

Lesson Two: The Real Goth! (One day – 45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand the relationship between history and architecture.
2. Lesson Content
 - a. Europe in the Middle Ages (p. 91)
 1. The “Middle Ages”
 - b. Art of the Middle Ages in Europe (p. 97)

2. Become familiar with features of Gothic Architecture: Gargoyles
- c. Elements of Music (p. 99)
 3. Through participation, become familiar with basic elements of music
 - d. The Orchestra (p. 99)
 4. Review the orchestra
3. Skill Objective(s)
 - a. Use a full range of strategies to comprehend a variety of texts, such as non-fiction, rhymes, poems, and stories.(for example, skim and scan, self-monitor for understanding) (Colorado State Guidelines for Education, CSGLE, for Poetry, 4.1.A)
 - b. Read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.(CSGLE for Stories, 4.6.A)
 - c. Become familiar with Europe in the middle ages.(CKS p. 91)
 - d. Become familiar with England in the Middle Ages.(CKS p. 92)
 - e. Compare and contrast artwork of different times and places.(Colorado State Guidelines for Education, CSGLE, 4.16, S=4).
 - f. Identify basic elements of musical composition.(CKS p. 99)
- B. *Materials*
 1. Copies of Appendix A for the entire class
 2. *Mysteria CD*
 3. *Mystery Classics CD*
 4. *Book: A Little Book of Gargoyles*
 5. Copies of Appendix E for the entire class
 6. Writing utensils for the entire class
- C. *Key Vocabulary*
 1. *Attila the Hun* was a barbaric and brutal leader of the Visigoth tribes that overthrew the Roman Empire
 2. *Gothic Architecture* is a style of architecture in Western Europe which was popular from the 12th to the 16th century
- D. *Procedures/Activities*
 1. Before the class arrives, start track #1 from the *Mysteria CD*. Keep it quiet enough to talk, but loud enough to create ambience. Let it play through the lesson.
 2. As the class enters today, have them sit in a position that they will be able to see small pictures when you hold them up.
 3. Once seated, ask the class, “Who can tell me what years marked the Middle Ages – also called the Dark Ages? The answer is 450 – 1400AD.
 4. Ask, “Who can remember how the Roman Empire fell?” The answer is Attila the Hun led the Visigoths into Rome and was victorious in crushing the Roman Empire.
 5. Say, “Attila the Hun was a very fierce warrior who was known to be extremely cruel, and extremely bloody. He was feared even by his own army. And, even though the army of Visigoths was under his control when Rome fell, the Goths, essentially from the area where Germany is now, were considered uncivilized barbarians by all those whom they conquered. This is where the word Goth became associated with bad things.”
 6. Say, “Today, when people talk about the word Goth, they often think of black clothes, tattoos, dark make-up, and intense music. Strangely enough, many of the negative connections to the word came from the Dark Ages.”

7. Explain that there was another eerie connection to the word Goth that developed in the Dark Ages. This new connection was architecture. And, while the phrase Gothic Architecture may not have been invented when Rome fell, it is now commonly referred to when describing the barbaric, scary, and even haunting style of architecture during the middle of the Dark Ages.
 8. Ask, "Can anyone think of what might have been the most famous gothic symbol on buildings in the Middle Ages?" The answer is Gargoyles.
 9. Open the Book, *A Little Book of Gargoyles* to page 11. Read the entire page and stop. Share the picture on page 10 and 11 with the class. This book is not suitable for general classroom reading because of its occasional direct religious inferences. (*Please only read the suggested pages to the class.*)
 10. NOTE: Additionally, the word "Hell" is used in its religious context on page 11, and should be omitted if the educational environment will not support the use of the word.
 11. After reading the page, stop and ask the class if they have ever seen a stone carved gargoyle. Allow for a short discussion.
 12. Explain that in the Dark Ages, there was a great deal of uncertainty and fear. The people feared disease, hunger, and other conquering nations. Because of this, the gargoyle became both a spiritual and symbolic form of protection for those they were around. While they were popular because people found them, "cool" and "interesting", they were considered by some to exist to scare off evil. Others saw them as warnings of what would be waiting for you if you did not attend church.
 13. Ask, "How does that make you feel?" Allow for discussion.
 14. Read page 18 for the class and share the pictures on page 18 and 19.
 15. Read page 22 for the class and share the pictures on page 22 and 23.
 16. Read page 66 for the class and share the pictures on page 66 and 67.
 17. Ask, "So, were Gargoyles bad?" The answer is no. They were made for beauty, protection, and to remind people to be good.
 18. Ask, "Are Gargoyles gothic?" Answer is yes.
 19. Pass out Appendix A: Listening Worksheet.
 20. Remind the class about how to fill out the Listening Worksheet.
 21. Play track 18 "Gargoyles" from the CD *Mystery Classics*.
 22. Walk the class while the music plays and make sure all students are on task.
 23. When the song ends, allow students to volunteer their answers and begin a discussion on how the music can be compared to the descriptions and pictures in the book. Be sure to divulge the title of the song.
 24. Pass out Appendix E: Gothic Quiz
- E. *Assessment/Evaluation*
1. Appendix A: Listening Worksheet (pass/fail)
 2. Appendix E: Gothic Quiz graded with Appendix F: Gothic Quiz Key

Lesson Three: Black Death (One day – 45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand how an epidemic affects a culture.
 - b. Understand the relationship between history and architecture.
 - c. Understand the relationship between modern poetry and medieval society.
2. Lesson Content
 - a. Writing and Research (p. 87)
 1. Produce a variety of types of writing.

- b. Grammar and Usage (p. 87)
 - 2. Understand what a complete sentence is.
 - c. Poems (p. 88)
 - 3. The Fog: Carl Sandburg
 - d. Europe in the Middle Ages (p. 91)
 - 4. The “Middle Ages”
 - e. England in the Middle Ages (p. 92)
 - 5. The Black Death sweeps across Europe
 - f. Art of the Middle Ages in Europe (p. 97)
 - 6. Become familiar with features of Gothic Architecture: Gargoyles
 - g. Elements of Music (p. 99)
 - 7. Through participation, become familiar with basic elements of music
 - 8. Sing accompanied, unaccompanied, and in unison
 - 9. Sing or play simple melodies
 - h. The Orchestra (p. 99)
 - 10. Review the orchestra
 - i. Songs (p. 100)
 - 11. Taps
3. Skill Objective(s)
- a. Use a full range of strategies to comprehend a variety of texts, such as non-fiction, rhymes, poems, and stories.(for example, skim and scan, self-monitor for understanding) (Colorado State Guidelines for Education, CSGLE, for Poetry, 4.1.A)
 - b. Read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.(CSGLE for Stories, 4.6.A)
 - c. Become familiar with Europe in the middle ages.(CKS p. 91)
 - d. Become familiar with England in the Middle Ages.(CKS p. 92)
 - e. Distinguish the principal theme in theme and variation form and compare the variations as contrast to the theme.(CSGLE, 4.12, S4)
 - f. Match the sound of instruments, played alone or with simple accompaniments, with the picture of the instrument and the name and family of the instrument.(CSGLE, 4.11, S4)
 - g. Identify basic elements of musical composition.(CKS p. 99)

B. *Materials*

- 1. One copy of Appendix F: Gothic Quiz Key
- 2. Copies of Appendix A: Listening Worksheet for the whole class
- 3. Copies of Appendix: G: The Fog for the whole class
- 4. Appendix H: The Plague Game: with copied game cards
- 5. Copies of Appendix I: Black Death Review for the whole class
- 6. One copy of Appendix J: Black death Review Key
- 7. CD: *Mystery Classics*
- 8. CD player
- 9. Writing utensils for the whole class
- 10. White board or easel

C. *Key Vocabulary*

- 1. Black Plague: the epidemic form of bubonic plague experienced during the Middle Ages when it killed nearly half the people of western Europe.
- 2. Black Death: Synonym for “Black Plague” as listed above.

3. Bubonic Plague: Synonym for “Black Plague” as listed above. A contagious, often fatal epidemic disease caused by the bacterium *Yersinia* (syn. *Pasteurella*) *pestis*, transmitted from person to person or by the bite of fleas from an infected rodent, especially a rat, and characterized by chills, fever, vomiting, diarrhea, and the formation of buboes.

D. *Procedures/Activities*

1. Immediately before the class arrives today, begin track 18 “Gargoyles” from the CD *Mystery Classics*.
2. As the class enters, review by using Appendix F: Gothic Quiz Key to ask questions of the class. Allow for volunteer answers.
3. When done, ask, “Can anyone tell me what music is playing?” The answer is “Gargoyles”.
4. Say, “Gargoyles weren’t the scariest thing in the middle ages. There was something else that was so scary; it killed thousands and thousands of people. It was called (pause for effect) The Black Death!”
5. Say, “The Black Death was also known as the Black Plague or the Bubonic Plague. It was called Black Death because the disease would kill you in five days and as you were nearing death, your skin would start to turn black. It was very gross.”
6. Open the book, *When Plague Strikes* to page 8 and 9 (these two pages are not numbered because they are an illustration). Share the illustration with the class.
7. Explain that because people were dying from the Black Death so fast and so often, even the artwork of the Dark Ages began to show scenes of skeletons as an everyday event.
8. Read pages 11-20 and then stop for discussion. Use the following questions to spur conversation:
 - i. What do you think it would be like to have lived in the time of the Black Plague?
 - ii. Can you imagine what it must have been like to have 5 out of every ten people around you die from a disease, and you don’t know why?
9. Pass out Appendix H: The Plague Game, and begin the game as instructed on the appendix. (This game can be played in 10 minutes, but can be played over and over by reversing roles.)
10. Collect all game pieces and continue reading from, *When Plague Strikes*.
11. Start again at page 21 and continue to page 29 and stop. Use the following questions to spur conversation.
 - i. Did you know the song *Ring around the Rosie* might be related to Black Death?
 - ii. Did you know that the song London Bridge may also be related to the Black Plague?
10. Have the class stand and join hands. Sing *Ring around the Rosie*, complete with all students falling down at the end. When the class is on the floor, seize control and bring to their attention the horrible reality of the amount of people who died (hundreds of thousands). Remind the class that when you caught the Black Death, you were usually left to die.
11. Explain that children may have sung this very song as a game in the Dark Ages to cope with the pain and suffering all around them.
12. Say, “Imagine how scary it must have been for children in those days.”
13. *Optional: This is a useful time to introduce the song “Taps” to the class as a musical addition to the lesson. This song has a serious connection to death and dying and should be used at your own discretion.*

14. Pass out Appendix G: The Fog.
 15. Ask for a volunteer to read the poem out loud to the class.
 16. Say, “Can you see a connection between the poem and the Black Plague?” Allow for discussion.
 17. Pass out Appendix I: Black Death Review.
 18. Allow 5 – 10 minutes for completion.
 19. Collect reviews as class ends for grading with Appendix I: Black Death Review Key.
- E. *Assessment/Evaluation*
1. Grading of Appendix I: Black Death Review

Lesson Four: Black Plague, Part II (One day – 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand how an epidemic affects a culture.
 - b. Understand the relationship between modern poetry and medieval society.
 2. Lesson Content
 - a. Writing and Research (p. 87)
 1. Produce a variety of types of writing.
 - b. Grammar and Usage (p. 87)
 2. Understand what a complete sentence is.
 - c. Poems (p. 88)
 3. Dreams : Langston Hughes
 4. Life Doesn’t Frighten Me: Maya Angelou
 - d. Sayings and Phrases (p. 90)
 5. Once in a blue moon
 6. One picture is worth a thousand words
 7. When it rains it pours
 - e. Europe in the Middle Ages (p. 91)
 8. The “Middle Ages”
 - f. England in the Middle Ages (p. 92)
 9. The Black Death sweeps across Europe
 - g. Elements of Music (p. 99)
 10. Through participation, become familiar with basic elements of music
 11. Sing accompanied, unaccompanied, and in unison
 12. Sing or play simple melodies
 - h. The Orchestra (p. 99)
 13. Review the orchestra
 3. Skill Objective(s)
 - a. Use a full range of strategies to comprehend a variety of texts, such as non-fiction, rhymes, poems, and stories.(for example, skim and scan, self-monitor for understanding) (Colorado State Guidelines for Education, CSGLE, for Poetry, 4.1.A)
 - b. Read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading.(CSGLE for Stories, 4.6.A)
 - c. Become familiar with Europe in the middle ages.(CKS p. 91)
 - d. Become familiar with England in the Middle Ages.(CKS p. 92)
 - e. Distinguish the principal theme in theme and variation form and compare

- the variations as contrast to the theme.(CSGLE, 4.12, S4)
- f. Match the sound of instruments, played alone or with simple accompaniments, with the picture of the instrument and the name and family of the instrument.(CSGLE, 4.11, S4)
 - g. Identify basic elements of musical composition.(CKS p. 99)
- B. *Materials*
1. Copies of Appendix A: Listening Worksheet for all students
 2. “The Black Plague” from the *Taras Bulba Soundtrack* CD.
 3. Copies of Appendix K: *Life Doesn’t Frighten Me* for all students
 4. Writing utensils for the entire class.
 5. Copies of Appendix L for the whole class.
 6. Copies of Appendix M for the whole class.
- C. *Key Vocabulary*
1. *Once in a blue moon* is a saying that is generally used to describe an uncommon occurrence.
 2. *A picture is worth a thousand words* is a saying that is used to say that a picture can give you as much information as a written or spoken text with a lot of words.
 3. *When it rains, it pours* means that once something happens after a long pause, it happens in large amounts.
- D. *Procedures/Activities*
1. As the class arrives, pass out Appendix A: Listening Worksheet and review the instructions.
 2. Play track #9, “the Black Plague” from the *Taras Bulba Soundtrack* CD.
 3. When the song ends, allow students the chance to volunteer their answers. Be sure to divulge the name of the song to the class.
 4. Ask, “Did you think the music reminded you of the Black Plague?” Allow for discussion.
 5. Ask, “Did you think the music was spooky?” Allow for discussion.
 6. Pass out Appendix K: *Life Doesn’t Frighten Me* to the class
 7. Suggest a volunteer to read the poem out loud for the class.
 8. Ask, “Do you think this poem could be used to describe the Black Plague from a child’s point of view?” Allow for discussion.
 9. Ask, “What else could Maya Angelou be talking about in the poem?” Allow for answers. *Possible answers: bullies, ghosts, racists, bad parents, school, phobias, terrorists, etc.*
 10. Pass out Appendix L: Dreams.
 11. Explain to the class that this poem by Langston Hughes tries to tell the reader to be positive and make the best of life. Invite a student to read the poem on Appendix L.
 12. Following the poem reading, read the explanation below the poem to the class and ask the class what they think about the artwork. Allow for a short discussion.
 13. Open the book, *When Plague Strikes* to page 41 and read to page 46. Stop and ask the following question: “How did the plague change the ideas of the Dark Ages?” Help students by guiding their answers to the following explanation: *Answer: The plague forced a lack of faith in the Catholic Church as well as the doctors that had failed in solving the disease. People lost faith in the church and lost hope in medicine. This was a major change because people were beginning to gain independence over both the church and their lives.*
 14. Read from the book, *When Plague Strikes* from page 46 to page 53. Ask the following two questions to finish the lesson: How many years has the Black Death affected the world? *Answer is almost 500 years.* Second question: What

allowed us to find a cure for the disease? *Answer is science. Through advances in science, we were able to create medicine that allows us to fight off the disease.*

15. Pass out Appendix M: Sayings and Phrases. Break the class into teams of two or three and read through Appendix M to make sure all teams understand the assignment. Allow 10-15 minutes for completion by all teams.
 16. Walk the classroom as the assignment commences. Feel free to restart track #9, “Black Plague” from the CD *Taras Bulba* while the groups work.
 17. Collect all papers for grading.
- E. *Assessment/Evaluation*
1. Appendix A: Listening Worksheet
 2. Appendix M: Sayings and Phrases

VI. CULMINATING ACTIVITY

- B. Appendix N: Final Exam

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Listening Worksheet
- B. Appendix B: Gregorian Chant History
- C. Appendix C: Gregorian Chant Review
- D. Appendix D: Gregorian Chant Review Key
- E. Appendix E: Gothic Quiz
- F. Appendix F: Gothic Quiz Key
- G. Appendix G: The Fog
- H. Appendix H: The Plague Game
- I. Appendix I: Black Death Review
- J. Appendix J: Black Death Review Key
- K. Appendix K: Life Doesn’t Frighten Me
- L. Appendix L: Dreams
- M. Appendix M: Sayings and Phrases
- N. Appendix N: Final Exam
- O. Appendix O: Final Exam Key

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Appendix A: Listening Worksheet

Name _____

Date _____

Homeroom Teacher _____

Try and name the song and the country of it comes from. _____

1. Circle one of the following words that best describe the “style” of the music being played for you. Briefly explain your choice in the space to the right.

- a. Rock
- b. Country
- c. World
- d. Opera
- e. Jazz
- f. Reggae
- g. R&B
- h. Blues
- i. Classical
- j. New Age
- k. Rap
- l. Other (please list) _____

2. Using letters (starting with “A”) try to outline the form of the sections in the music being played for you, and write it in the space below. (For example: AABACA etc.)

3. Name as many instruments/sounds as you can from the music being played for you, and list them below.

4. Do you like the music being played? Why? Justify your reasoning in the space below.

Appendix B: Gregorian Chant History

Gregorian chant is a form of singing, which was developed in the Catholic Church, mainly during the period of the middle or dark ages from 800-1000AD. It gets its name from Pope St. Gregory the Great, who is believed to have brought it to the West based on Eastern models of Byzantine chant.

In the beginning, Gregorian chant was only sung by monks or other male church members, and was used during church services. It is the music of the Roman Mass, also known as the Gregorian rite.

When people hear Gregorian chant, they often think of it as a weird version of modern music. This is probably because it is usually accompanied by an organ playing music that sounds almost like modern music. It is a simple style because it doesn't use any harmony. In other words, all singers sing the same notes. Still, the theory and system behind the creation of the music is complex and dates back to the ancient Greeks.

Gregorian chant uses the same scale used in our modern music today. It uses an 8 note scale: *Do-Re-Mi-Fa-Sol-La-Ti-Do*. Most of us are very familiar with that. Most of the music in the United States uses this same 8-note scale.

One real difference between Gregorian chant and our modern music today is that Gregorian chant doesn't have a beat or steady rhythm. Because of its connection to religion, the emphasis of the music is on the text, and not the rhythm. This allows the music to flow freely, and allows singers to sing a song differently every time.

Gregorian chant is not sung on the same notes every time. Because of this, chants can be sung higher or lower to match to voice range of the singers.

Name _____ Date _____

Homeroom _____

True/False (30 Points – 2 points each)

(Fill in the blank on the left with a T for true or an F for false.)

1. ___ Gregorian chant was developed in China.
2. ___ Gregorian chant was named after a pope.
3. ___ Gregorian chant uses a 5-note scale.
4. ___ Gregorian chant was developed in the middle ages.
5. ___ Gregorian chant is related to music today.
6. ___ Woman often sang Gregorian chant in the dark ages.
7. ___ Only men in the Catholic Church sang Gregorian chant when it began.
8. ___ Chant is more than 1000 years old.
9. ___ The first music in Japan was played on a guitar.
10. ___ Gregorian chant involves everyone singing in harmony.
11. ___ Gregorian chant must have a rhythm to work.
12. ___ The focus of Gregorian chant is the religious text.
13. ___ Gregorian chant is still performed today.
14. ___ Gregorian chant began in the United States.
15. ___ Gregorian chant is related to ancient Greece.

Appendix D: Gregorian Chant Review Key

Name _____ Date _____

Homeroom _____

True/False (30 Points – 2 points each)

(Fill in the blank on the left with a T for true or an F for false.)

1. ___F___ Gregorian chant was developed in China.
2. ___T___ Gregorian chant was named after a pope.
3. ___F___ Gregorian chant uses a 5-note scale.
4. ___T___ Gregorian chant was developed in the middle ages.
5. ___T___ Gregorian chant is related to music today.
6. ___F___ Woman often sang Gregorian chant in the dark ages.
7. ___T___ Only men in the Catholic Church sang Gregorian chant when it began.
8. ___T___ Chant is more than 1000 years old.
9. ___F___ The first music in Japan was played on a guitar.
10. ___F___ Gregorian chant involves everyone singing in harmony.
11. ___F___ Gregorian chant must have a rhythm to work.
12. ___T___ The focus of Gregorian chant is the religious text.
13. ___T___ Gregorian chant is still performed today.
14. ___F___ Gregorian chant began in the United States.
15. ___T___ Gregorian chant is related to ancient Greece.

Appendix E: Gothic Quiz

Name _____ Homeroom _____

Directions: Circle the answer that best completes the sentence.

1. Attila the Hun was
 - a. a gargoyle
 - b. a Roman
 - c. a barbarian
 - d. a Saxon

2. Gargoyles are made for
 - a. protection against evil
 - b. health for the maker
 - c. a sense of pride
 - d. decoration only

3. Gargoyles are related to
 - a. ancient Greece
 - b. the Dark Ages
 - c. music
 - d. food

4. Gargoyles were not
 - a. water spouts
 - b. protection
 - c. scary looking
 - d. alive

5. Gargoyles were usually on
 - a. churches
 - b. roads
 - c. animals
 - d. people

True/False: Mark "T" for True or "F" for False in front of the sentences below.

_____ Gargoyles and Gregorian chant are both common in the Middle, or Dark Ages.

_____ The Goth people were thought to be nice people by those they conquered.

_____ Attila the Hun was a kind leader.

_____ Gothic architecture can be scary and haunting.

_____ Gargoyles still exist on buildings today.

Appendix F: Gothic Quiz Key (20 Points – 2 Points each)

Name _____ Homeroom _____

Directions: Circle the answer that best completes the sentence.

1. Attila the Hun was
 - a. a gargoyle
 - b. a Roman
 - c. **a barbarian**
 - d. a Saxon

2. Gargoyles are made for
 - a. **protection against evil**
 - b. health for the maker
 - c. a sense of pride
 - d. decoration only

3. Gargoyles are related to
 - a. ancient Greece
 - b. **the Dark Ages**
 - c. music
 - d. food

4. Gargoyles were not
 - a. water spouts
 - b. protection
 - c. scary looking
 - d. **alive**

5. Gargoyles were usually on
 - a. **churches**
 - b. roads
 - c. animals
 - d. people

True/False: Mark “T” for True or “F” for False in front of the sentences below.

- ___ **T** ___ Gargoyles and Gregorian chant are both common in the Middle, or Dark Ages.
- ___ **F** ___ The Goth people were thought to be nice people by those they conquered.
- ___ **F** ___ Attila the Hun was a kind leader.
- ___ **T** ___ Gothic architecture can be scary and haunting.
- ___ **T** ___ Gargoyles still exist on buildings today.

FOG
By Carl Sandburg

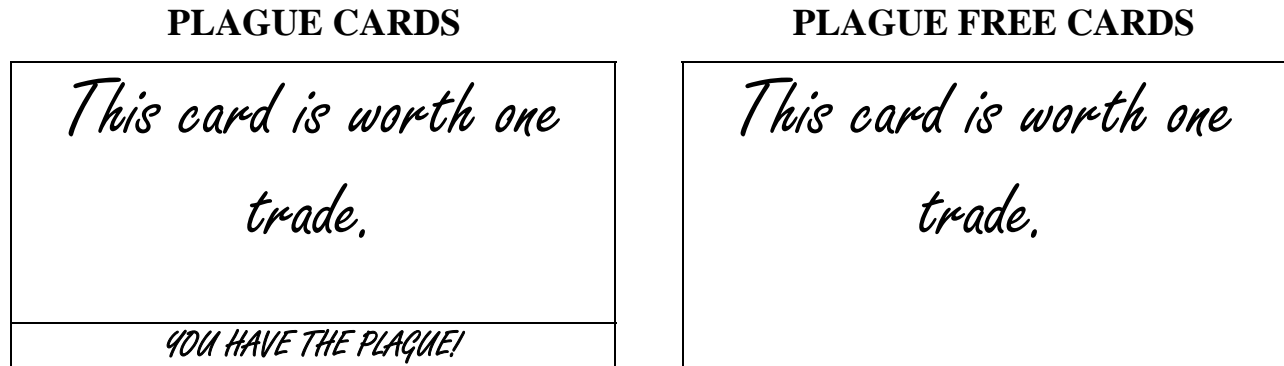
**The fog comes
on little cat feet.**

**It sits looking
over harbor and city
on silent haunches
and then moves on.**

Appendix H: The Plague Game

Setup

Step #1: Print 28 Plague Cards and 28 Plague Free Cards.



Step #2: Select seven vendors, five boat traders, and seven townspeople. The remaining students will be rats. Vendors will be seated at vending stations.

Step #3: Pass out cards (students may not disclose their cards to others during the game) to the class as follows: Vendors and townspeople are given (evenly distributed) cards without the plague. Boat traders and rats get (evenly distributed) the plague cards.

How to play: The game is played in five rounds. Students should be reminded that the goal is not to win or lose; it is to see how the plague spreads when no one understands how to stop it.

Rounds: With the exception of rats, all students must exchange one (and no more than one) card each round. Rats never exchange cards. They simply choose one person, vendor, trader, or townspeople to give a card to.

Getting the plague:

A player can get the plague from receiving a plague card from a vendor, trader, or townspeople and is immediately out of the game. At that point, they are to sit where they are until the end of the game. If a vendor, trader, or townspeople is given a card from a rat, the rat must remain with that person until they get the plague, or until the end of the game. Receiving a plague card from a rat does not end your life in the game; it simply makes you a carrier. The rat must then follow whomever he/she gave a card to. If that person gets the plague, the rat takes all of his/her cards and may then give those cards to any other person in the following rounds. If that rat gives away another "Plague" card, the rat must once again follow that person until the end of the game or until that person gets the plague. Any player who gets the plague without a rat following must turn in their cards to the teacher.

Boat traders and rats begin the game with plague cards, but are carriers, and not out of the game for just carrying a plague card. They must be handed a plague card in order to officially contract the plague and be out of the game.

End of the game: The game is over after five rounds. At that point, a majority, if not all of the class will have contracted the plague.

Debriefing: Explain that many cities in Europe were completely wiped out from the plague, and the rats did not fare any better. While the rats were carriers of the deadly flea, the rats who had the plague died as well. But, had the townspeople and vendors known that the rats and boat traders were responsible for spreading the disease from port to port, many of the townspeople and vendors would have survived.

Appendix I: Black Death Review

Name _____ Homeroom _____

Answer the following questions in complete sentences.
(Each question is worth 2 points.)

1. How did the Black Plague spread?
2. What was the main cause of the Black Plague?
3. How did the plague spread to other countries?
4. What were some of the symptoms of the Black Plague?
5. How long did it take for the Black Plague to kill a victim?

Appendix J: Black Death Review Key

Name _____ Homeroom _____

Answer the following questions in complete sentences.
(Each question is worth 2 points.)

1. How did the Black Plague spread?

The Black Plague was spread through a rat flea which carried the Bubonic Plague Bacteria. These fleas could jump to humans easily and infect them.

Answers should mention both fleas and rats and include complete sentences for full credit.

2. What was the main source of the Black Plague?

The main source of the Black Plague was the rat flea.

3. How did the plague spread to other countries?

Ships carried the plague from port to port. Answers mentioning travel and/or ships as a method for the disease to spread (in complete sentences) should receive full credit.

4. What were some of the symptoms of the Black Plague?

Some of the symptoms of the Black Plague were a red ring at the point of infection, blackened skin, sneezing, coughing, and fatigue. Two of these symptoms, written in complete sentences should receive full credit.

5. How long did it take for the Black Plague to kill a victim?

It takes about five days for the Black Plague to kill its victim. Any answer including an estimate of 4 or 5 days in a complete sentence should receive full credit.

Appendix: K: Life Doesn't Frighten Me

LIFE DOESN'T FRIGHTEN ME

By: Maya Angelou

Shadows on the wall
Noises down the hail
Life doesn't frighten me at all
Bad dogs barking loud
Big ghosts in a cloud
Life doesn't frighten me at all.

Mean old Mother Goose
Lions on the loose
They don't frighten me at all
Dragons breathing flame
On my counterpane
That doesn't frighten me at all.

I go boo
Make them shoo
I make fun
Way they run
I won't cry
So they fly
I just smile
They go wild
Life doesn't frighten me at all.

Tough guys in a fight
All alone at night

Life doesn't frighten me at all.
Panthers in the park
Strangers in the dark
No, they don't frighten me at all.

That new classroom where
Boys pull all my hair
(Kissy little girls
With their hair in curls)
They don't frighten me at all.

Don't show me frogs and snakes
And listen for my scream,
If I'm afraid at all
It's only in my dreams.

I've got a magic charm
That I keep up my sleeve,
I can walk the ocean floor
And never have to breathe.

Life doesn't frighten me at all
Not at all
Not at all
Life doesn't frighten me at all.

Appendix L: Dreams

Dreams

by Langston Hughes

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

Langston Hughes is very serious about being positive and making the best of a situation. Imagine how hard it would have been to stay positive during the plague. The link to the pictures (below) is an example of artwork from the Dark Ages during the Black Death. The pictures included in the link were often drawn as a positive example of celebrating life despite all of the awful suffering.

Please check this link for great online picture examples:

www.insecta-inspecta.com/fleas/bdeath/Art_music.html

Appendix M: Sayings and Phrases

Names _____

In teams of two or three, answer the following three questions (in complete sentences) associated with the phrases explained below (5 points per question: pass/fail based on a justified explanation).

1. **It happens only once in a blue moon:** generally used to describe an uncommon occurrence. For example, a solar eclipse only happens (partially) once or twice a year, so one could say a solar eclipse only happens "once in a blue moon".

Question: Can this phrase be used to describe the Black Plague? How? (Answer in complete sentences.)

2. **A picture is worth a thousand words:** You use this phrase to say that a picture can give you as much information as a written or spoken text with a lot of words. For example, if someone says, "A picture is worth a thousand words," he/she means that you can describe something by drawing just one picture as well as you can by writing or saying a lot of words.'

Question: Imagine what it would be like to see the incredible suffering of the Black Death. Can you explain how a picture might be worth a thousand words if you had a camera during the plague?

3. **When it rains, it pours:** means that once something happens after a long pause, it happens in large amounts. For example: "It looks like everyone on our team is hurt again, and all at the same time." So, you would say that when it comes to our team, "When it rains, it pours."

Question: How does this phrase apply to the Black Death?

Appendix N: Final Exam

Name _____ Homeroom _____

True/False: Mark "T" for True or "F" for False in front of the sentences below.

1. ___ Gregorian chant was developed in China.
2. ___ Gregorian chant was named after a pope.
3. ___ Gregorian chant uses a 5-note scale.
4. ___ Gargoyles and Gregorian chant are both common in the Middle, or Dark Ages.
5. ___ The Goth people were thought to be nice people by those they conquered.
6. ___ Attila the Hun was a kind leader.
7. ___ Gothic architecture can be scary and haunting.
8. ___ Gargoyles still exist on buildings today.
9. ___ The first music in Japan was played on a guitar.
10. ___ Gregorian chant involves everyone singing in harmony.
11. ___ Gregorian chant must have a rhythm to work.
12. ___ The focus of Gregorian chant is the religious text.
13. ___ Gregorian chant is still performed today.
14. ___ The Black Plague traveled from port to port through rats and traders.
15. ___ The Angles settled in Germany after the fall of Rome.

Answer the following questions in complete sentences.

16 - 20 (10 Points) How did the plague spread to other countries?

21 – 25 (8 Points) What does it mean when someone says, “A picture is worth a thousand words”?

Appendix O: Final Exam Key

Name _____ Homeroom _____

True/False: Mark "T" for True or "F" for False in front of the sentences below.

16. _F_ Gregorian chant was developed in China.
17. _T_ Gregorian chant was named after a pope.
18. _F_ Gregorian chant uses a 5-note scale.
19. _T_ Gargoyles and Gregorian chant are both common in the Middle, or Dark Ages.
20. _F_ The Goth people were thought to be nice people by those they conquered.
21. _F_ Attila the Hun was a kind leader.
22. _T_ Gothic architecture can be scary and haunting.
23. _T_ Gargoyles still exist on buildings today.
24. _F_ The first music in Japan was played on a guitar.
25. _F_ Gregorian chant involves everyone singing in harmony.
26. _F_ Gregorian chant must have a rhythm to work.
27. _T_ The focus of Gregorian chant is the religious text.
28. _T_ Gregorian chant is still performed today.
29. _T_ The Black Plague traveled from port to port through rats and traders.
30. _F_ The Angles settled in Germany after the fall of Rome.

Answer the following questions in complete sentences.

16 - 20 (10 Points) How did the plague spread to other countries?

ANSWER: Ships carried the plague (and rats) from port to port. Answers mentioning travel and/or ships as a method for the disease to spread (in complete sentences) should receive full credit.

21 – 25 (8 Points) What does it mean when someone says, “A picture is worth a thousand words”?

ANSWER: You use this phrase to say that a picture can give you as much information as a written or spoken text with a lot of words. Answers in complete sentences matching this meaning should receive full credit.