

Sounds Around The World™

The Geography Game for the Global Era



The *Sounds Around The World (SAW)* protocol is designed to enhance your student's engagement with the Texas Essential Knowledge and Skills (TEKS) curriculum for Sixth Grade Social Studies, World History Studies, and World Geography Studies. SAW provides a hands-on, whole-brain game that engages students to think critically, work with others, and explore their world.

The correlations are based on the design of the protocol. They do not take into account the myriad ways a teacher could modify the activity to address a standard more directly or completely.

SOCIAL STUDIES – GRADE 6

Texas Essential Knowledge and Skills (TEKS)

Sounds Around Objectives	Knowledge and Skills	Description
<p>Given specially designed maps, culturally specific music samples and geographical information, students will listen, evaluate, and engage in a group discussion to discuss and decide, the geographical origin (continent, sub-region, country) of the specific music sample.</p> <p>Specialty Map: The <i>Geo-Musical™</i> map is organized by color-coding the continents, sub-regions and countries based on cultural relationships.</p> <p>Culturally Specific Music: Carefully selected music from the archives of Smithsonian Folkways and ARC Music, are used to help teach students how to locate the relative and specific location of a continent, region and country on a map by its cultural sound and musical characteristics.</p> <p>...continued</p>	<p>(3) Geography. The student uses geographic tools to answer geographic questions.</p>	<p>(A) Pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?</p> <p>(B) Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases.</p> <p>(C) Compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models.</p> <p>(D) Create thematic maps, graphs, charts, models, and databases.</p>
	<p>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute location.</p>	<p>(A) Locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location.</p> <p>(B) Identify & explain the geographic factors responsible for patterns of population.</p> <p>(C) Explain ways in which human migration influences the character of places and regions;</p> <p>(D) Identify and locate major physical and human geographic features.</p> <p>(E) Draw sketch maps that illustrate various places and regions.</p> <p>(F) Identify the location of major world countries.</p>

<p>Geographical Information: Using the geographically specific terms and descriptions provided, the teacher will help orient the student to the specific place and culture, from which the music originates.</p> <p>Group Discussions: Collaboratively evaluate and analyze the recorded data/information and apply critical thinking and problem-solving skills cooperatively in order to decide the geographical origin of the specific music sample.</p>	<p>(7) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions.</p>	<p>(A) Identify and analyze ways people have adapted to the physical environment in various places and regions.</p>
<ol style="list-style-type: none"> Engage students' curiosity about their interconnected world by integrating world music with specialty maps. Teach students how to locate the relative and specific location of a continent, region and country on a map by its cultural sound and musical characteristics. Teach students to recognize and understand how a region's music is a reflection of its culture, environment and history. Listen and compare music between and within different continents and regions. Locate the relative and specific location of a continent, sub-region and country on the specially designed <i>Geo-Musical™</i> map and then transfer that knowledge to a geo-political map. 	<p>(15) Culture. The student understands the similarities and differences within and among cultures in various world societies.</p>	<p>(A) Define culture and the common traits that unify a culture region.</p> <p>(B) Identify and describe common traits that define cultures.</p> <p>(D) Analyze the experiences and evaluate the contributions of diverse groups to multicultural societies.</p> <p>(E) Analyze the similarities and differences among various world societies.</p> <p>(F) Identify and explain examples of conflict and cooperation between and among cultures.</p>
	<p>(17) Culture. The student understands relationships that exist among world cultures.</p>	<p>(A) Identify and describe how culture traits such as trade, travel, and war spread.</p> <p>(D) Identify and define the impact of cultural diffusion on individuals and world societies.</p> <p>(E) Identify examples of positive and negative effects of cultural diffusion.</p>
	<p>(18) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced.</p>	<p>(A) Explain the relationships that exist between societies and their architecture, art, music, and literature.</p> <p>(B) Relate ways in which contemporary expressions of culture have been influenced by the past;</p> <p>(C) Describe ways in which societal contemporary issues influence creative expressions; and</p> <p>(D) Identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time.</p>
<p>Group Discussions: Collaboratively evaluate and analyze the recorded data/information and apply critical thinking and problem-solving skills cooperatively in order to decide the geographical origin of the specific music sample.</p>	<p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p>	<p>(A) Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p> <p>(B) Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>

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	<p>(16) Geography. The student understands the impact of geographic factors on major historic events and processes.</p>	<p>(A) Locate places and regions of historical significance directly related to major eras and turning points in world history.</p> <p>(B) Analyze the influence of human and physical geographic factors on major events in world history, including the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals.</p> <p>(C) Interpret maps, charts, and graphs to identify and explain how geography has influenced people and events in the past.</p>

<ol style="list-style-type: none"> 1. Engage students' curiosity about their interconnected world by integrating world music with specialty maps. 2. Teach students how to locate the relative and specific location of a continent, region and country on a map by its cultural sound and musical characteristics. 3. Teach students to recognize and understand how a region's music is a reflection of its culture, environment and history. 4. Listen and compare music between and within different continents and regions. 5. Locate the relative and specific location of a continent, sub-region and country on the specially designed <i>Geo-Musical™</i> map and then transfer that knowledge to a geo-political map. 	<p>(26) Culture. The student understands the relationship between the arts and the times during which they were created.</p>	<p>(B) Analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced.</p> <p>(C) Identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.</p>
<p>Group Discussions: Collaboratively evaluate and analyze the recorded data/information and apply critical thinking and problem-solving skills cooperatively in order to decide the geographical origin of the specific music sample.</p>	<p>(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.</p>	<p>(A) Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p> <p>(B) Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>

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<ol style="list-style-type: none"> Listen and compare music between and within different continents and regions. Locate the relative and specific location of a continent, sub-region and country on the specially designed <i>Geo-Musical</i>[™] map and then transfer that knowledge to a geo-political map. 	<p>(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures.</p>	<p>(A) Describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive.</p> <p>(B) Describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution;</p> <p>(C) Compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations.</p> <p>(D) Evaluate the experiences and contributions of diverse groups to multicultural societies.</p>
	<p>(18) Culture. The student understands the ways in which cultures change and maintain continuity.</p>	<p>(A) Analyze cultural changes in specific regions caused migration, war, trade, and diffusion.</p> <p>(B) Assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism;</p> <p>(C) Identify examples of cultures that maintain traditional ways, including traditional economies. [Music]</p> <p>(D) Evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, U.S.-based fast-food franchises, or the English language, technology, or global sports. [Music]</p>