

THE DRUM

By Rob Cleveland

Second Grade

Outcome: Students will demonstrate an understanding of the story through the use of discussion, writing, phonics, and sequencing.

Overview: Students will read and explore a folktale from India while utilizing interdisciplinary connections in reading, language arts, social studies, geography, character education, art, and cooking.

Materials:

Book The Drum

Computer(s) with Internet access

Map or globe

Pencil, paper (lined and unlined), orange/red, dark green, and navy blue crayons or markers

Ingredients for cooking activity: (1 pint heavy cream, 16 oz container cool whip, 14 oz sweetened condensed milk, 5-6 Tablespoons mango pulp), bowls, spoons, napkins, freezer safe container(s), freezer, and electric mixer (optional)

Assessment Tools:

Map of India worksheet

Blends worksheet

Adjectives and Verbs worksheet

Sequencing worksheet

INSTRUCTIONAL PLAN

Introduction:

- Teacher informs students they will be reading a folktale from India. As an introductory activity, students do an “Internet treasure hunt” for information about India.
- Teacher tells students to find the following list of information, which is written on board for reference.
 1. Recipe for Kulfi (Indian ice cream)
 2. Picture and information about the Taj Mahal
 3. Picture of a rickshaw
 4. Map of India
- When the students have gathered their information, teacher asks students to share pictures and information about the Taj Mahal and rickshaws.
- Students work in small groups and use their maps of India as well as the classroom globe or map to complete the Map of India Worksheet.
- Teacher reviews maps with students and shares the following information about India:
 - India is the second most populous country in the world. China has the largest population.
 - India is divided into twenty-eight states.
 - Although the climate does vary from region to region, India gets most of its rain from monsoons.
 - Education and traditional family values are highly respected in India.
 - India is a “melting pot” of religions. Religion and religious celebrations are very public.

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Introduction cont.:

- Most people practice the Hindu religion, which emphasizes the moral responsibility that people have for their actions.
- India produces more films every year, than any other country. One region of the country is called, “Bollywood”.
- Storytelling in India, the oral tradition, was used to educate and entertain people.
- The earliest stories in India were written on strips of palm leaves or birch bark. Unfortunately, the leaves and bark quickly decayed in India’s hot humid climate. People had to make new copies of literature that they wanted to save. This copying and re-copying saved many important stories.
- Teacher asks students to read the book, The Drum with a partner taking turns, reading alternating sentences.

Discussion Questions:

- How would you describe the boy? Comment on his character.
- What role did the strange little man play in the story?
- How did the boy feel about the stick that was given to him?
- What did it mean that the wood was too new to catch fire? Why was there smoke in the woman’s eyes? (pages 13, 14)
- When the boy gave away all of the items that he was given, did he expect to get anything in return?
- Which character in the book needed the object the boy gave to him or her the most?
- Were all of their needs equal?
- Was the ending of the book predictable?
- How did the old piece of wood have magic in it?
- Suggest another title for this book.
- Indian folktales teach principles of good living. What did this folktale teach you?
- Does this story reflect the Hindu religious belief of moral responsibility for your actions? How?

Phonics:

• Blends

An activity for differentiated learning

The word **drum**, starts with a **dr** blend. There are many words in this story that begin with blends.

Group A: Complete Blends worksheet

Blends Worksheet

Directions: Review the story and find at least one word that begins with the following blends:

- | | |
|--|---|
| 1. ch _____ (child) | 8. st _____ (start, stick, stove, stop) |
| 2. cl _____ (clothes, clean) | 9. br _____ (bread, bridegroom) |
| 3. dr _____ (drum) | 10. sm _____ (smoke) |
| 4. gr _____ (grew, grain, grow, groom) | 11. fl _____ (flat) |
| 5. th _____ (things, thought, thanked, thanks) | 12. sh _____ (shivering, shade) |
| 6. cr _____ (cry, crying) | 13. pl _____ (please) |
| 7. str _____ (strange) | |

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Phonics cont.:

Blends cont.

Group B: Complete worksheet as Group A and write a sentence with each word.

Group C: Complete worksheet as Group A and write a short story, about two paragraphs in length, using each word.

Language Arts:

• **Adjectives and Verbs:**

Adjectives and Verbs worksheet

An activity for differentiated learning

Directions: Use the page numbers provided as a reference.

Group A: Write one adjective or one verb to describe each character.

Group B: Write one adjective and one verb to describe each character.

Group C: Write one sentence about each character using an adjective and a verb.

Adjective and Verb worksheet

1. Mother (p. 5-12)
2. Boy
3. Strange Little Man (p. 9-11)
4. Old woman (p. 13-16)
5. Wife of potter (p.17-20)
6. Washerman (p.21-23)
7. Man with horse (p.24-26)
8. Bridegroom (p. 30-31)

• **Dialogue:**

The dog is pictured on many pages in this book, yet he is not a character in the story. His facial expressions and body language show what he is feeling.

Directions: Look at the pictures of the dog on the following pages: 5, 7, 12, 16, 20, 21, 23, 24, 26, and 34. Write a word to describe what you think the dog is feeling. What would the dog say if he could talk? Write what you think the dog would say on each page listed. It can be a question or statement. Remember to use quotation marks. Try to incorporate some facts that you have learned about India.

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Language Arts cont.:

• **Sequencing:**

Sequencing worksheet

Directions: Complete the worksheet by writing in the name of the object and person in the space provided.

Sequencing Worksheet (*Answers in parentheses*)

<u>Person</u>	<u>Object the boy gave him or her</u>	<u>Object he/she gave to the boy</u>
Strange little man	(-----)	("magic" stick)
Old woman cooking	(stick)	(bread)
Wife of village potter	(bread for child)	(large pot)
Washerman	(pot)	(coat)
Man in underwear	(coat)	(horse)
Bridegroom	(horse)	(drum)

Following Directions:

Making the National Flag of India

Materials: paper; pencil; orange/red, dark green, and navy blue crayon or marker

Students create an Indian flag following teacher's directions.

- Hold your paper horizontally (across).
- Fold your paper in thirds from top to bottom.
- Open your paper and place it on your desk so that the folded lines are horizontally, or across.
- Color the top third orange/red.
- Color the bottom third dark green.
- Using a pencil, draw a circle in the middle of the white stripe so that the circle, top to bottom, fills most of the width of the white stripe. Outline the circle in navy blue.
- Make a small navy blue circle (that you color in), in the center of the outlined circle.
- Make the circle into a wheel by drawing 24 spokes from the center of the circle to the edge.



The Indian flag was designed as a symbol of freedom. It is meant to represent the freedom of *all* people. The saffron (orange/red) color represents courage, sacrifice, and reunification (teacher discusses definitions of words). The white stands for purity and truth. The green color represents faith and fertility. The wheel in the center of the flag is the wheel of law.

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Cooking:

Teacher informs students:

- Indian food is very diverse. Ingredients, spices, and methods of cooking vary from region to region. Rice and wheat are ingredients used in making many dishes. Most Indian foods are made on a stove rather than in an oven or microwave. Spicy foods and sweets are very popular. Kulfi is a very popular treat. (Considering India's climate, why would this ice cream treat be popular?) A search of the Internet shows that there are many recipes for Kulfi. Some contain ingredients that are not readily available in this country. Many Indian families own special decorative molds in which to freeze the Kulfi. Almost any container that can be frozen works well.
- Compare and contrast the recipes the class found in the Internet treasure hunt. What ingredients are the same in all of the recipes? What variations are there? Are there differences in how it is prepared?

An easy recipe for Kulfi that has been modified to include American ingredients:

Ingredients:

1 pint heavy whipping cream

16 oz. Container cool whip

14 oz. Sweetened condensed milk

5-6 T mango pulp (can be made by blending pulp from mango or is available as a frozen food)

Mix all ingredients well by hand or with an electric mixer. Place in a container (Popsicle mold or other freezer safe container including ice cube trays) and freeze for up to 8 hours depending on size of container(s). Picture yourself in southern India on a hot, steamy day. Enjoy Indian ice cream!

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Name _____ Date _____

Map of India

Directions: Label places on the map using the word bank below.



Word Bank:

Indus River
Indian Ocean
Pacific Ocean
Bay of Bengal

Afghanistan
Pakistan
China
Nepal
Sri Lanka

Mt. Everest
Himalayan Mountains

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Name _____ Date _____

Blends

Directions: Review the story and find at least one word that begins with the following blends:

1. ch _____ 8. st _____

2. cl _____ 9. br _____

3. dr _____ 10. sm _____

4. gr _____ 11. fl _____

5. th _____ 12. sh _____

6. cr _____ 13. pl _____

7. str _____ 14. sh _____

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Name _____ Date _____

Adjectives and Verbs

Worksheet A

Directions: Use the page numbers provided as a reference. Write one adjective or one verb to describe each character.

1. Mother (p. 5-12)

2. Boy

3. Strange Little Man (p. 9-11)

4. Old woman (p. 13-16)

5. Wife of potter (p.17-20)

6. Washerman (p.21-23)

7. Man with horse (p.24-26)

8. Bridegroom (p. 30-31)

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Name _____ Date _____

Adjectives and Verbs

Worksheet B

Directions: Use the page numbers provided as a reference. Write one adjective and one verb to describe each character.

1. Mother (p. 5-12)

2. Boy

3. Strange Little Man (p. 9-11)

4. Old woman (p. 13-16)

5. Wife of potter (p.17-20)

6. Washerman (p.21-23)

7. Man with horse (p.24-26)

8. Bridegroom (p. 30-31)

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Name _____ Date _____

Adjectives and Verbs

Worksheet C

Directions: Use the page numbers provided as a reference. Write one sentence about each character using an adjective and a verb.

1. Mother (p. 5-12)

2. Boy

3. Strange Little Man (p. 9-11)

4. Old woman (p. 13-16)

5. Wife of potter (p.17-20)

6. Washerman (p.21-23)

7. Man with horse (p.24-26)

8. Bridegroom (p. 30-31)

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Name _____ Date _____

Sequencing

Directions: Write the object the boy gave each person and the object each person gave the boy in return.

Person	Object the boy gave him or her	Object he/she gave to the boy
Strange little man	_____	_____
Old woman cooking	_____	_____
Wife of village potter	_____	_____
Washerman	_____	_____
Man in underwear	_____	_____
Bridegroom	_____	_____