

GRADES K-2



STANDARDS

Music

K-2.GM.R2.A With guidance, demonstrate awareness of music concepts (such as same/different sections of music, musical sounds, or simple musical characteristics in a listening selection).

K.-2 GM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connection between poems and songs through rhyme).

Language

K-2.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings.

K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.



OBJECTIVES

- Students will be able to describe what the Chasqui and their importance to the Incan culture.
- Students will be able to describe the music they hear.
- Students will be able to describe how music connects to and tells the story of the Chasqui.



MATERIALS

- Computers/devices with internet access (students can work individually, in small groups, or as an entire class).
- Book Recording: **The Runner's Sandals**
Author: F. Isabel Campoy, Illustrator: James Firnhaber
https://youtu.be/ebKU_Lr6TMk
- Musical Recording: **Leyendas: An Andean Walkabout, Chasqui** by Gabriela Lena Frank
<https://youtu.be/iRg441bDnb4>
- Smithsonian Institute Teaching Guide on the Chasqui
<https://americanindian.si.edu/nk360/inka/pdf/inka-teachers-guide.pdf>

GRADES K-2 CONTINUED



PROCEDURE

1. Play the recording of Gabriela Lena Frank's **Leyendas: An Andean Walkabout, Chasqui mvmt** (link on materials list). Ask students what they think this piece of music is about. *What does it sound like? If this music were telling you a story, what would it be about? Is it trying to tell you about a certain part of the world? Or maybe a person or object? Did you hear specific instruments in this music? Is it fast or slow? Why do you think the composer made these choices?*
2. Tell students that this piece of music is entitled **Chasqui** and it is inspired by Incan messengers in South America (mostly in Peru and Ecuador in the Andean mountains), called Chasqui. Chasqui were very strong, well respected, and could run up to 150 miles in one day! They were also trained to read and translate messages in multiple languages so authorities could communicate with other villages, cities, and nations.
3. Let students watch the recording of **The Runner's Sandals**. As they watch, ask students to think about what kind of music would go along with this story about the Chasqui.
4. After watching the recording of *The Runner's Sandals*, ask students again about music that could accompany a story like this? Tell students that this book and the piece of music by Gabriela Lena Frank are both examples of telling a story through art! Authors, musicians, visual artists, and even theater artists can all tell stories through their artwork. Artists can find inspiration to create art and tell you a story in a lot of places, including the history of the Chasqui people.
5. Ask students: Can you think of another book, poem, piece of music, movie, (etc.) that tells a story and is inspired by history?

EXTENDED LEARNING

Want to learn more about the Chasqui? Visit the Smithsonian Institute's website or use the teacher's guide below to find more information.

<https://americanindian.si.edu/nk360/inka/pdf/inka-teachers-guide.pdf>

ASSESSMENT

Kindergarten: Have students draw a picture of a Chasqui runner.

1st & 2nd Grade: Have students draw a Chasqui runner and write a few sentences describing the Chasqui.

ILLUSTRATION OF CHASQUI RUNNER

