

Introduction

Good morning. You may be familiar with these television series: CSI, NCIS, Sherlock Mysteries, and, of course, **MISSION IMPOSSIBLE**, also a movie. Solving a mystery is always the investigators' claim to fame - - and *your* aim for the next two weeks is participating in the:

E M M I E:

Exploring Music Mission Impossible Ensemble

Your mission (*which as a master 7th grade musician you of course choose to accept*) . . .
is to find clues to solve the following mystery:

**HOW DOES THE SCOTT KETTNER ENSEMBLE USE
LAYERS OF MUSIC SOUND PATTERNS TO
CELEBRATE CULTURAL IDEAS,
COMMUNITY,
AND
THE HERITAGE OF PEOPLE
IN
NORTHEAST BRAZIL?**

Mission/Task

By following the clues below and doing the research online to respond to each question, you will solve the mystery. **YOU ARE EXPECTED TO CHECK OUT EACH RESOURCE LISTED. DO NOT SKIP ANY!**

You will be given an envelope with several items: a map of Brazil, an EMMIE handout; a Glossary; and an evaluation/reflection rubric.

Put your name in the upper left hand corner of each of the handouts.

The purpose of the EMMIE handouts is to take notes and to keep track of your progress, clue by clue!

The completed handouts, along with the evaluation/reflection rubric, will determine your grade for this WebQuest project.

PART 1: RESOURCES

These websites can help you to solve the mystery. EXAMINE EACH WEBSITE.

Maps

www.brazil.org.za/brazil-map.html#.UJKvo4VAMZC This map is clickable
mapcarta.com/Brazil

Brazil history & facts about Brazil

www.oxfam.org.uk/coolplanet/kidsweb/world/brazil/brazhist.htm
www.oxfam.org.uk/coolplanet/kidsweb/world/brazil/brazfact.htm

kids.nationalgeographic.com/kids/places/find/brazil/

(slides 8- 11) History of Brazil (slides 12-14) People and Culture (slides 16-17) Fast facts

A young person's perspective of Brazil

library.thinkquest.org/CR0212302/akidslifein.html

Brazil's northeast region

www.brazil.org.za/recife.html#.UJKu4oVAMZA
www.brazil.org.za/pernambuco.html#.UJKvO4VAMZA
www.lonelyplanet.com/brazil/the-northeast/recife
www.recifeguide.com/basics/map-pernambuco.html
en.wikipedia.org/wiki/Pernambuco
en.wikipedia.org/wiki/Recife

Brazil's northeast region culture

www.recifeguide.com/culture/maracatu.html
www.recifeguide.com/culture/carnival-in-recife.html
www.britannica.com/EBchecked/topic/452336/Pernambuco
en.wikipedia.org/wiki/Pernambuco#Carnival
en.wikipedia.org/wiki/Brazilian_Carnival#Pernambuco_style

Melting pot

http://en.wikipedia.org/?title=Melting_pot
http://en.wikipedia.org/?title=Melting_pot#Brazil

Celebrations

www.discoveryeducation.com/teachers/free-lesson-plans/south-american-cultures.cfm
www.discoveryeducation.com/teachers/free-lesson-plans/south-american-cultures.cfm#mat

Heritage

<http://en.wikipedia.org/wiki/Heritage>
<http://dictionary.reference.com/browse/heritage>

PROCESS: PART 1

Step One. Your destination is the country of Brazil.

Your mission takes you specifically to the largest state in the *northeast* region. Remember, *northeast*! You must identify this largest state's name and its capital city. Take out your map. *Go to Clue 1a*

Clue 1a: Map clues

Look at the northeast region on the map. Rearrange the 4 syllables below to name this largest state. Each syllable has one vowel. The name actually means a "hard reddish timber of a Brazilian tree, used for making violin bows and red dye."

4 syllables = nam co per bu

Put your answer on the EMMIE handout.

Clue 1b:

Now, name its capital. The name of the capital has 6 letters, 3 syllables. There is 1 vowel in each syllable.

3 syllables = ci re fe

Hint: If you are cooking a special dish for a family celebration, what do you call the directions for making that food? Now, just change the 5th letter of that word to the 6th letter of the alphabet.

Put your answer on the EMMIE handout.

Next: Circle the state and circle the capital's name on the map.

Step Two.

Clue 2: Northeast Brazil

Research information about the northeastern region and what it may be noted for. Identify the language spoken there. State three more facts that you personally find interesting.

Put your answers on the EMMIE handout.

Step Three.

Clue 3: People of Brazil and "melting pot"

Learn about the different peoples of Brazil.

Research the term "melting pot." What is the definition of melting pot? This is a term that has been given to the population of Brazil. Why have the United States of America and other countries been traditionally known as melting pots? How does the community of people who reside in the Northeast compare with other communities in the rest of Brazil? **Put your answers on the EMMIE handout.**

Step Four.

Clue 4a: What is a heritage?

Research the term “heritage.” Then, what might a cultural heritage be? Research the cultural heritage of the people who reside in the Northeastern region of Brazil. What topics could you research to help you describe the cultural heritage of that region?

Put your answers on the EMMIE handout.

*Clue 4b: How does **religion** define a culture?*

What religions are practiced in Brazil? [see **Glossary**] **Put your answer on the EMMIE handout.**

Step Five.

Clue 5a: What is a celebration?

Research the term “celebration.” Why do people, communities, or cultures have celebrations? List 5 purposes for cultural celebrations, perhaps thinking about the purpose of celebrations that we may have in our school.

Put your answers on the EMMIE handout.

Clue 5b:

Imagine a parade or procession that you have witnessed or seen on television.

- What was the purpose of the parade or procession?
- What preparations took place for the event?
- What were the main attractions of the parade or procession?
- What was the attitude of the crowd observing the parade or procession?

Put your answers on the EMMIE handout.

Clue 5c: See the **New Orleans Mardi Gras/vs. Maracatu table** on the EMMIE handout to record your observations about **MARDI GRAS** only while you watch the videos listed below:

<http://video.nationalgeographic.com/video/kids/history-kids/mardi-gras-kids/>

<http://www.factmonster.com/spot/mardigras1.html>

http://en.wikipedia.org/wiki/Second_line_%28parades%29

Remember: ONLY COMPLETE THE NEW ORLEANS MARDI GRAS COLUMN ON THE TABLE now.

Put your answers on the EMMIE handout.

End Part 1 of your mission

PART 2

Note: Resources related to Music are now placed within each process step.

Step Six.

Clue 6a: Research a unique Brazilian celebration called “maracatu,” and describe how is it like a parade or procession.

Hint: Read the following:
Scott Kettner Interview Pt. 1
“Excerpted from Wikipedia”
Maracatu History

Put your answers on the EMMIE handout.

Clue 6b: So, *who* and *what* make music within the maracatu procession?

Hint: Read the Scott Kettner Interview Pt. 2 to have a basic understanding. Briefly summarize your response.

Put your answers on the EMMIE handout.

Clue 6c: What are the roots and influences of maracatu?

Hint: Read the Scott Kettner Interview Pt. 5 to have a basic understanding. Briefly summarize your response.

Put your answers on the EMMIE handout.

Step Seven. Video evidence

Clue 7a: Within the next video [Maracatu Ritmos Sagrados] you will see a maracatu celebration. As you watch the video, complete the **Video Evidence** in you EMMIE worksheet. **Double click the picture below to start the video.**



Clue 7b: Most of the music and percussion instruments in maracatu have roots in Africa. During Quarter 1 as a member of the SMS **E M M I E**, you have already played some of these instruments.

What connections can you make between the African instruments and rhythms that you have played and the percussion instruments within maracatu music?

Hint: Read the Scott Kettner Interview Pt. 3, then:
Identify the FOUR main instruments, and then . . .

Put your answers on the EMMIE handout.

Step Eight

Clue 8a: What are the origins of these 4 primary percussion instruments that are used in maracatu?

<http://www.percuweb.ca/en/documentation/areas/southamerica/maracatu/index.html>

<http://www.percussionclinic.com/infolat.htm> Latin instruments with short audio clips

Clue 8b: What are the rhythms of these primary percussion instruments that are used in Maracatu?

<http://www.maracatu.co.uk/> Select: RHYTHMS

http://www.youtube.com/watch?v=XtaKy_LqK2s Michael de Miranda percussion tutorial

<http://www.vicfirth.com/exchange/2010/02/07/exploring-the-rhythms-of-brazil-part-1-maracatu/>

Step Nine.

Now as the mystery nears its end, you need to follow Scott Kettner's trail and to discovery his hidden identity.

Clue 9a: SO, WHO IN THE WORLD IS SCOTT KETTNER?

Hint: Read the Scott Kettner Interview Pt. 4 to unravel the mystery.
Then, go to this homepage for Maracatu New York.

http://www.maracatuny.com/band_bio/

Clue 9b: Listening to maracatu

It is finally time to listen to an example of maracatu music that you have actually heard performed live on November 30th at Scarsdale High School.

Before you listen to the pronunciation of the lyrics to the song, *Nago, Nago*. This is what it means:

Translation: ***Nagô, Nagô***

Nagô, Nagô, A nossa rainha já se coroou (2x)

Nagô, Nagô, Nagô, A nossa rainha já se coroou (2x)(repeat)

(sound bite) Zulmira Muzzio

Clue 9c:

Now, open the file of Nago, Nago, with music notation. Try to follow each instrument's rhythm pattern as you listen to the audio file.

Watch and compare two different versions of Nago, Nago.

<http://www.maracatuny.com>

Scroll down to the second video: Maracatu New York: Nago, Nago
Recorded at the Roseland Ballroom, 2008



<http://www.worldatlas.com/webimage/countrys/samerica/lcolor/brcolor.htm>

www.britannica.com/media/print/129039 Pernambuco area with Recife

http://www.theodora.com/wfb/brazil_geography.html

http://localtimes.info/South_America/Brazil/Federal_District/Brasilia/ clock of Brazil time!

One of the [Northeast's](#) most important genres is *maracatu*, an Afro-Brazilian processional dance from Pernambuco that is performed there and in other northeastern cities during Carnival. In maracatu, participants sing and dance to a heavy, driving, almost trance-inducing rhythm, played usually on *alfaias* (large, double-headed bass drums), snare drums, chocalhos, and *gonguês* (bells). Colorfully clad participants parade in what resembles a royal procession of an African nation. A standard-bearer is followed by a “king” and “queen” and other members of the court. Also present is the *dama de passo*, a woman who carries the *calunga* cloth doll, a figure of a black woman dressed in white. Read more in [The Brazilian Sound](#).

Maracatu Estrela Brilhante of Recife (YouTube)

<http://www.factmonster.com/>

<http://www.factmonster.com/search?fr=fmtn&query=brazil&x=0&y=0>

<http://www.brazil.org.za/traditional-customs.html#.UJKujIVAMZA>

looks comprehensive