

## 4th Grade Course Syllabus
## In the Hood with Hymns: A Journey Through Rhythm and Rhyme

**Instructors:**

- **Matnique Williamson M.S (Daddy)**
- **Briana Williamson ABD (Mommy)**

**Course Duration:** August 30 - November 1, 2024
**Field Trip:** Week of September 18, 2024

**Course Overview**

In the Hood with Hymns: A Journey Through Rhythm and Rhyme is a unique, culturally enriched course that explores the intersection of music, movement, history, and social justice. We will dive into the meaning and significance of the "hood," understand the historical context of its creation, and explore the contributions of Black people through movements such as the Black Panthers. We will also engage with the concepts of rhythm and hymns, and how they serve as powerful tools for healing and expression.

**Required Texts**

**In the Hood with Hymns: A Journey Through Rhythm and Rhyme**

- This workbook is the core of our unit, guiding us through the exploration of rhythm, movement, and the cultural significance of hymns within the context of the hood.

**President of the Whole Fifth Grade by Sherri Winston**

- A novel that introduces students to themes of leadership, elections, and civic engagement through the story of a young girl who runs for class president.

**Keena Ford and the Field Trip Mix-Up by Melissa Thomson**

- A fun and engaging book that highlights the adventures of Keena Ford, with a focus on the importance of field trips and the lessons learned from real-world experiences.

**Course Objectives**

By the end of this course, students will:

1. Understand the historical and social context of the "hood" and its significance.
2. Learn about the intentional creation of hoods and their impact on Black communities.
3. Explore the history and contributions of the Black Panthers, including the creation of food programs in the hood.
4. Develop an appreciation for rhythm and movement as forms of cultural expression.
5. Understand the role of hymns in healing and community building.
6. Gain knowledge of the U.S. electoral process, including bipartisan perspectives on elections.
7. Learn about Kamala Harris, her role as Vice President, and her significance in American history.
8. Engage in creative expression through music, dance, and art projects.

**Weekly Topics & Schedule**

**Week 1 (Aug 30 - Sep 3):** Introduction to Rhythm and the Hood

- Overview of the unit and course expectations
- Introduction to basic rhythms and sounds of the hood
- Activity: Clapping exercises and rhythm practice

**Week 2 (Sep 4 - Sep 10):** The Beat of the Streets

- Understanding the urban environment's influence on rhythm
- Creating rhythms inspired by neighborhood sounds
- Group activity: Building a rhythmic composition

**Week 3 (Sep 11 - Sep 17):** Movement in the Hood

- Introduction to urban dance and ballet
- Learning and practicing dance moves
- Reflection on expressing rhythm through movement

**Week 4 (Sep 18 - Sep 24):** Field Trip Week: Exploring Culture and History

- Preparation for field trip: Learning about Washington, DC, and Tobe Nwigwe
- Field trip activities: Attend "Hood Hymns" concert, visit the Smithsonian
- Post-trip reflection and discussion

**Week 5 (Sep 25 - Oct 1):** Reflecting on Hood Hymns

- Recap and discussion on Tobe Nwigwe's work
- Analyzing lyrics: Themes of identity and community
- Creative activity: Writing our own hood hymns

**Week 6 (Oct 2 - Oct 8):** The Nation's Capital and African American History

- Virtual tour of Washington, DC
- Exploring African American history through the Smithsonian
- Research project: Focus on a key exhibit

**Week 7 (Oct 9 - Oct 15):** The White House and Civic Engagement

- Introduction to the White House and its role
- Understanding the Presidential Election process
- Mock election activity and discussion on civic duties

**Week 8 (Oct 16 - Oct 22):** Creative Expression and Reflection

- Creating a visual diary of field trip memories
- Writing exercises: My experience in Washington, DC
- Art project: Designing personal "Hood Hymns" posters

**Week 9 (Oct 23 - Oct 29):** Culminating Project Preparation

- Recap of course themes: Rhythms, movement, hymns, and history
- Finalizing creative projects and rehearsals
- Preparing for the final presentations

**Week 10 (Oct 30 - Nov 1):** Final Presentations and Course Conclusion

- Presenting creative projects
- Classroom celebration and reflection on learning experiences
- Final thoughts on the power of rhythm, movement, and hymns in the hood

**Office Hours**

- **Instructors:** Matnique Williamson (Daddy) and Briana Williamson (Mommy)
- **By Appointment:** Students and parents can schedule appointments for extra help, discussion, or review of course materials.

**Course Ground Rules**

1. **Respect for the Hood:** We don't look down on the hood. We learn to see its value, strength, and beauty.
2. **Understanding the Hood:** We will learn the true definition of a hood, including how and why they were intentionally created.
3. **Learning from the Black Panthers:** We will study how the Black Panthers created the first food programs in the hood and their contributions to community welfare.
4. **Appreciating Rhythm:** We will explore what it means to have rhythm and how it's a vital part of our culture.
5. **The Healing Power of Hymns:** We will learn what hymns are and how they can heal hearts and build communities.
6. **Civic Understanding:** Introduction to bipartisan content on elections, the role of the President and Vice President, and a special focus on Kamala Harris as the first female Vice President.
7. **Active Participation:** Engage in all activities with an open mind and a willingness to learn.
8. **Creativity and Expression:** Students are encouraged to express themselves through their work and share their unique perspectives.
9. **Supportive Environment:** We create a classroom environment where everyone feels safe, supported, and valued.