

UNIVERSITY
MUSICAL SOCIETY

ums

05106 Youth Education

Creative Teachers...Intelligent Students...Real Learning

Children of Uganda Teacher Resource Guide

About UMS

One of the oldest performing arts presenters in the country, UMS serves diverse audiences through multi-disciplinary performing arts programs in three distinct but interrelated areas: presentation, creation, and education.

With a program steeped in music, dance, theater, and education, UMS hosts approximately 80 performances and 150 free educational activities each season. UMS also commissions new work, sponsors artist residencies, and organizes collaborative projects with local, national as well as many international partners.

While proudly affiliated with the University of Michigan and housed on the Ann Arbor campus, UMS is a separate not-for-profit organization that supports itself from ticket sales, grants, contributions, and endowment income.

UMS Education and Audience Development Department

UMS's Education and Audience Development Department seeks to deepen the relationship between audiences and art, as well as to increase the impact that the performing arts can have on schools and community. The program seeks to create and present the highest quality arts education experience to a broad spectrum of community constituencies, proceeding in the spirit of partnership and collaboration.

The department coordinates dozens of events with over 100 partners that reach more than 50,000 people annually. It oversees a dynamic, comprehensive program encompassing workshops, in-school visits, master classes, lectures, youth and family programming, teacher professional development workshops, and "meet the artist" opportunities, cultivating new audiences while engaging existing ones.

For advance notice of Youth Education events, join the UMS Teachers email list by emailing umsyouth@umich.edu or visit www.ums.org/education.

Cover Photo: Betty Nakato performs with the Children of Uganda (Photo courtesy of the artist).

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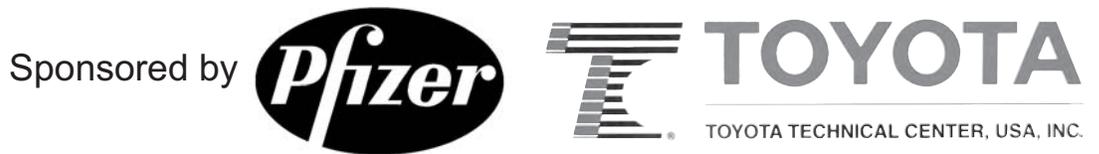
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UMS Youth Education 05/06

Children of Uganda
Wednesday, March 22, 10am
Thursday, March 23, 10am and 12pm
Friday, March 24, 10am and 12pm
Power Center, Ann Arbor

TEACHER RESOURCE GUIDE



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The Children of Uganda residency is presented with support from **JPMorgan Chase**.



Table of Contents

About the Performance

- * 6 Coming to the Show
- * 7 The Performance at a Glance

Children of Uganda

- * 10 About Children of Uganda
- 11 Meet the Children of Uganda
- 16 About UCCF
- 17 Meet the Children of Uganda Staff

About the Performance

- 20 From the Artistic Director
- * 21 The Program
- 23 East African Instruments
- 27 Traditional Ugandan Clothing

Uganda

- 29 Maps: Africa and Uganda
- 30 Quick Facts: Uganda
- 33 Uganda in the 20th Century and Beyond
- 34 HIV Virus Today in Uganda

Lesson Plans

- 36 Curriculum Connections
- 37 Meeting Michigan Standards

Resources

- * 40 UMS Permission Slip
- 41 Internet Resources
- 42 Recommended Reading
- 43 Community Resources
- * 46 Using the Resource Disk
- 47 Evening Performance/ Teen Ticket
- 48 How to Contact UMS

Short on Time?

We've starred the most important pages.

Only Have 15 Minutes?

Try pages 7, 10, or 21.

Children of Uganda (Photo by Vicki Leland)



About the Performance

Coming to the Show (For Students)



We want you to enjoy your time in the theater, so here are some tips to make your Youth Performance experience successful and fun! Please review this page prior to attending the performance.

What should I do during the show?

Everyone is expected to be a good audience member. This keeps the show fun for everyone. Good audience members...

- Are good listeners
- Keep their hands and feet to themselves
- Do not talk or whisper during the performance
- Laugh only at the parts that are funny
- Do not eat gum, candy, food or drink in the theater
- Stay in their seats during the performance
- Do not disturb the people sitting nearby or other schools in attendance



Who will meet us when we arrive?

After you exit the bus, UMS Education staff and greeters will be outside to meet you. They might have special directions for you, so be listening and follow their directions. They will take you to the theater door where ushers will meet your group. The greeters know that your group is coming, so there's no need for you to have tickets.



Who will show us where to sit?

The ushers will walk your group to its seats. Please take the first seat available. (When everybody's seated, your teacher will decide if you can rearrange yourselves.) If you need to make a trip to the restroom before the show starts, ask your teacher.



How will I know that the show is starting?

You will know the show is starting because the lights in the auditorium will get dim, and a member of the UMS Education staff will come out on stage to introduce the performance.

What if I get lost?

Please ask an usher or a UMS staff member for help. You will recognize these adults because they have name tag stickers or a name tag hanging around their neck.



How do I show that I liked what I saw and heard?

The audience shows appreciation during a performance by clapping. In a musical performance, the musicians and dancers are often greeted with applause when they first appear. It is traditional to applaud at the end of each musical selection and sometimes after impressive solos. At the end of the show, the performers will bow and be rewarded with your applause. If you really enjoyed the show, give the performers a standing ovation by standing up and clapping during the bows. For this particular show, it will be most appropriate to applaud at the beginning and the ending.

What do I do after the show ends?

Please stay in your seats after the performance ends, even if there are just a few of you in your group. Someone from UMS will come onstage and announce the names of all the schools. When you hear your school's name called, follow your teachers out of the auditorium, out of the theater and back to your buses.



How can I let the performers know what I thought?

We want to know what you thought of your experience at a UMS Youth Performance. After the performance, we hope that you will be able to discuss what you saw with your class. Tell us about your experiences in a letter or drawing. Please send your opinions, letters or artwork to: **UMS Youth Education Program, 881 N. University Ave., Ann Arbor, MI 48109-1011.**

The Performance at a Glance

Who are the Children of Uganda?

Children of Uganda features children ranging in age from six to twenty. Most of them live in homes and boarding schools in the capital city of Kampala, Uganda. The Children of Uganda serve as goodwill ambassadors for the 2.4 million orphans living in their country today who have lost their parents to war, AIDS and other diseases. The group now travels throughout Uganda and the world sharing their message of hope, instructing the public and celebrating the rich heritage and history of their people. These children are among the 700 others who are directly supported by Uganda Children's Charity Foundation (UCCF).

Children of Uganda was originally founded to teach orphaned children the songs, dances and stories that were in danger of being lost. At home, the ensemble performs at weddings, diplomatic events and other celebrations. Children of Uganda gives 22 of the most talented of these performers an opportunity to share their stories in the USA, promoting East African culture and increasing awareness of the HIV/AIDS crisis in their homeland.

For individual biographies of each of the Children, please see pages 11-15 of this resource guide.

What will I see at the performance?

Music and dance in Uganda today embrace a shifting mix of traditions and new forms, celebrating the country's rich and multiple heritages and the increasing contact with other cultures. Children of Uganda presents a glimpse of this dynamism. The songs are performed in a number of Ugandan languages as well as English and Swahili. Some of the pieces are named for drum rhythms (*Bakisimba* and *Eki-taguriro*); others are named for the featured instrument (*Embaire*). Artistic Director Peter Kasule hosts the program.

For detailed descriptions of each piece, please see pages 21-22 of this resource guide.

What is the Uganda Children's Charity Foundation?

The Uganda Children's Charity Foundation (UCCF) is a not-for-profit corporation founded in 1995. It is based in Dallas, Texas and in Kampala, Uganda, where it is a registered Non-Government Organization (NGO). UCCF is dedicated to helping Uganda's children by providing an education, food, shelter, clothing, and medical care to hundreds of orphaned children. In this way, UCCF is furnishing the tools these children need to become self-reliant members of Ugandan society, with the capacity to contribute to Uganda's social welfare and economic recovery. Through its grass-roots programs, UCCF directly supports more than 700 children. Children under the age of twelve live in two homes run by UCCF which also provide primary schooling. A third facility provides care for 11 children with mental and physical disabilities. UCCF continues to support the majority of these children at secondary boarding schools and in UCCF-sponsored vocational programs. Through its community outreach program, UCCF also supports and educates 100 children living with widowed HIV positive women who are caring for at least five children.

**'You just got
to move your
body when the
melodies are
sung...**

**In company of the
authentic
Ugandan drums.**

**Sum it up: 'Here
we come the
masters of
rhythm!'**

*-Lyrics from
a Children of
Uganda Song*

**“Children
of Uganda
presents vibrant
and inspiring
programs of
East African
dance and music
and offers
Americans a
compelling
opportunity to
make a difference
in the global AIDS
epidemic”**

*-Alexis Hefley,
President of
the Uganda
Children’s Charity
Foundation
(UCCF)*

Who is Peter Kasule?

Peter Kasule is the artistic director of Children of Uganda and is an original member, performing in the group’s first tours to the USA in 1996 and 1998. In 2000 and 2002 he toured as the group’s production and rehearsal assistant. In 2004 he assumed leadership of the tour.

Peter was born in Kampala, Uganda and after the deaths of his parents, lived at the Daughters of Charity Orphanage from 1989-96. He is the recipient of numerous awards including, “Best Percussionist” at the 2000 International Jazz Festival in New Orleans and “Best Performer” at the Collin County Jazz Festival in 1998, 1999, 2000. He is currently completing his undergraduate degree at the College of Santa Fe, New Mexico, where he studies Music Technology with a focus on composition, recording, and blending African and Western music.

Who is Alexis Hefley?

Alexis Hefley is the President and Executive Director of the Uganda Children’s Charity Foundation (UCCF). Ms. Hefley lived and worked with AIDS orphans for 18 months in Kampala. It was then that she saw the overwhelming need for international humanitarian assistance to address the AIDS and orphan crisis in Uganda. She returned to the United States in 1994 having organized the first national tour of the Children of Uganda. Upon completion of this tour, Ms. Hefley founded UCCF, to continue her efforts to assist these children. Since 1994 Ms. Hefley has traveled regularly to Uganda and continues to devote her life to AIDS-related orphans.

Where is Uganda?

Uganda is a landlocked African plateau along the equator and bordered by Sudan to the north, Congo the west, Rwanda and Tanzania to the south and Kenya to the east. Lake Victoria spectacularly punctuates its southeastern border. The nation of Uganda gained independence from Britain in 1962 and is the result of the unification of ancient kingdoms and many smaller independent chieftaincies. In all, Uganda is home to fifty-two different ethnic groups, each with its own language. The largest cultural group (tribe) is the Buganda people, whose kingdom, located in central Uganda, has always been influential in Ugandan affairs.

HIV Crisis in Uganda

AIDS is a leading cause of death in Uganda, killing more than 200 people a day, devastating the 25-40 year-old segment of the population, and leaving behind more than 2 million orphans since the epidemic’s onset. 60% of all people living with HIV/AIDS in the country are women. In Uganda today, 1 million children under the age of 15 have lost one or both parents to AIDS.

In the last decade, Uganda has reduced HIV infection rates from 30% of the population in 1993 to 4.1% in 2004. However, without access to anti-retroviral drugs, this decline is due in part to the near certain mortality of HIV/AIDS victims as much as it reflects the aggressive and effective campaign to curtail new infections.

Jacintha Nabawanuka and the company (Photo by Vicki Leland)



Children of Uganda

About Children of Uganda

Children of Uganda celebrates its 10th anniversary with this 2006 USA tour, which begins in California in January and visits 31 communities in 20 states before ending in Minnesota in June. Ranging in age from 6 to 20, the performers live in several homes and boarding schools supported by the Uganda Children's Charity Foundation (UCCF). Through their performances, educational programs and community exchanges, Children of Uganda serve as goodwill ambassadors for the 2.4 million orphans living in Uganda today.

Hailed as "first-rate" and "inspiring" by *The New York Times*, Children of Uganda have toured the USA biennially since 1996. They have also appeared at the White House, on the *David Letterman Show*, at the Grammy's salute to U-2's Bono, for (former) US Treasury Secretary Paul O'Neill during his trip to Africa, for the World Bank, MTV/Nickelodeon, Nike, Morgan Stanley and other corporations.

The dual crises of civil war and AIDS in Uganda pose a serious threat to the complex fabric of family and village life that previously nurtured and depended on a rich and varied oral culture. Children of Uganda was originally founded to teach orphaned children the songs, dances and stories that were in danger of being lost. At home, the ensemble performs at weddings, diplomatic events and other celebrations. Children of Uganda gives 22 of the most talented of these performers an opportunity to share their stories in the USA, promoting East African culture and increasing awareness of the HIV/AIDS crisis in their homeland.

For a complete
schedule of the
2006 tour, visit
www.uccf.org



(Photo by Vickie Leland)

**Betty Nakato
(center) in
"Kaikanya"**

Meet the Children of Uganda



Brian Aine, 14

Brian is in the 6th grade at Sabina Primary School. His father died from AIDS in 1998 and his mother is HIV-positive and very ill. He has three siblings. Brian enjoys playing sports and cross-country running and he hopes to become a civil administrator. This is Brian's first tour with Children of Uganda.

Francis Kalule, 17

Francis is in the 11th grade at Taibah College. He has one sister and three brothers. He joined the UCCF program in 2001 because his parents were too poor to care for their children. Francis enjoys playing ball games and hopes to become a musician. He toured with Children of Uganda in 2002 and 2004.



Simon Peter Kiranda, 16

Simon is in the 8th grade at St. John's Senior Secondary School. He is the second child born to a family with seven children. Both his parents died while Simon was a young boy and he now lives with his grandparents. He enjoys watching the Ndere Dance Troupe and aspires to become a musician. This is Simon's first year performing with the Children of Uganda.

Jacob Kiwanuka, 16

Jacob is in the 6th grade at Sabina Primary School. His mother died from AIDS when he was one year old and he lives with his father. Jacob has five siblings and enjoys playing ball and board games. He hopes to become a musician. This is Jacob's first year performing with the Children of Uganda.



Rose Kokumbya, 15

Rose is in the 7th grade at Taibah Junior School and comes from a family of five, with two brothers and two sisters. At a very young age she lost both of her parents to AIDS. Rose enjoys reading novels and playing netball. She performed with Children of Uganda in 2002 and 2004.

Meet the Children of Uganda



Francis Lubuulwa, 17

Francis is in the 11th grade at Taibah College and has six siblings. His father died from AIDS in 1997. Francis entered the UCCF program in 1998 and performed with Bono (from the musical group U2) in New York City in 2003. He enjoys reading novels and hopes to one day become a cardiac surgeon. He performed with the Children of Uganda in 2002 and 2004.

Peter Mugga, 19, Lead Drummer

Peter is in the 11th grade at Taibah College. His parents are too poor to support their children, so Peter and all of his siblings are supported by UCCF. He enjoys listening to music and playing soccer and aspires to become a musical producer. Peter performed with the Children of Uganda in 2002 and 2004.



Jengo Munawiru, 13



Jengo is in the 5th grade at Sabina Primary School. He lost his father to AIDS as an infant and his mother works as a shop attendant. He enjoys playing ball games and hopes to become a professional musician. This is Jengo's first year on tour with Children of Uganda.

Noeline Nabasezi, 14

Noel is in the 6th grade at Sabina Primary School. Her father died from AIDS in 1995 and her mother is too sick to care for Noel and her five siblings. She is a great story teller and would like to become a musician some day. This is Noel's first tour with Children of Uganda.



Dorothy Nabuule, 17

Dorothy is in the 9th grade at St. John's Secondary School. She lost both parents to AIDS and has two sisters and one brother. Dorothy joined the UCCF program in 1999. She enjoys reading novels and physical activity and would like to become a lawyer. This is Dorothy's first year to perform with the Children of Uganda.



Geoffrey Nakalanga, 18

Geoffrey is in the 11th grade at Taibah College. His father has four wives and 18 children with his mother, who is deceased. He joined the UCCF program in 2004 and is the first person in his family to attend school. Geoffrey enjoys playing instruments, dancing and soccer. He performed with Children of Uganda in 2004.

Betty Nakato, 16

Betty is in the 11th grade at Taibah College. Betty is one of four children, with one sister and two brothers. Both of her parents died from AIDS when she was an infant. She enjoys singing and hopes to one day become a lawyer or professional recording artist. Betty performed with Children of Uganda in 2002 and 2004.



Zainabu Nakato, 16



Zainabu is in the 7th grade at Sabina Primary School. As a young girl she lost both parents and four siblings to AIDS. She enjoys music, dance and drama and hopes to become a musician. This is Zainabu's first tour with Children of Uganda.

Veronica Nakatudde, 16

Veronica is in the 9th grade at St. John's Senior Secondary School. She lost her father to AIDS in 1996 and her mother is HIV-positive and too sick to care for Veronica and her two sisters. Veronica enjoys spending time with friends and playing netball and aspires to become a lawyer. She performed with Children of Uganda in 2002.



Prossy Namaganda, 18

Prossy is in the 11th grade at Makerere College. Her father died when she was two and her mother's whereabouts are unknown. She has one brother, Vincent, who lives with their grandmother. Prossy plays basketball and loves reading and listening to music. She performed with the Children of Uganda in 2000, 2002 and 2004.

Meet the Children of Uganda



Miriam Namala, 6

Miriam is in the 1st grade at Sabina Primary School. Her father died of AIDS when she was an infant and her mother is HIV-positive and too sick to care for her. Miriam enjoys reading picture books and playing hide and seek. She hopes to become a teacher. This is her first year performing with the Children of Uganda.

Teddy Namuddu, 9

Teddy is in the 4th grade at Taibah Junior School. Her father died from AIDS when she was four years old and her mother is HIV-positive and works odd jobs to help support the family. Teddy enjoys singing, dancing and reading novels. She performed with Children of Uganda in 2000, 2002 and 2004.



Zaam Nandyose, 16

Zaam is in the 11th grade at Taibah College. She lost her father to AIDS as a young girl and now lives with her mother, who works odd jobs to care for her and her three siblings. Zaam enjoys watching American films, conversing with friends, and aspires to become an accountant. She performed with the Children of Uganda in 2002 and 2004.

Lukia Nantale, 13

Lukia is in the 5th grade at Taibah Junior School. She lives with her mother and four siblings. She lost her father to AIDS before she was born and joined the UCCF program in 2001. Lukia enjoys school, music and drama. She performed with the Children of Uganda in 2004.



Patrick Nyakojo, 18

Patrick is in the 12th grade at the Green Hill School. His father died when he was very young and his mother is ill, living in a refugee camp in Rwanda. He enjoys music and soccer and hopes to one day become a musician. He performed with the Children of Uganda in 2002 and 2004.



Brian Odong, 13

Brian is in the 6th grade at Mother Kevin Primary School. Both of his parents were killed by LRA insurgents and he was introduced to the UCCF program by an army general in 2000. Brian enjoys playing basketball and soccer and aspires to become a journalist. This is his first tour with Children of Uganda.

Bernard Sserwanga, 17

Bernard is in the 12th grade at Green Hill Academy. His father abandoned Bernard when he was three years old and his mother left for an unknown destination over two years ago. He takes care of his three siblings. Bernard loves singing and dancing and hopes to be a great musician some day. He performed with the Children of Uganda in 2000 and 2004.



(Photo by Vickie Leland)

**Jacintha Nabawanuka
and the company**

About UCCF

Please visit the
official UCCF
website at
www.uccf.org

The producer of Children of Uganda, Uganda Children's Charity Foundation (UCCF) is a not-for-profit corporation founded in 1995. It is based in Dallas, Texas and in Kampala, Uganda, where it is a registered Non-Government Organization (NGO).

UCCF is dedicated to helping Uganda's children by providing education, food, shelter, clothing, and medical care to hundreds of orphaned children. In this way, UCCF is furnishing the tools these children need to become self-reliant members of Ugandan society, with the capacity to contribute to Uganda's social welfare and economic recovery.

Through its grassroots programs, UCCF directly supports more than 700 children. Children under the age of twelve live in two homes run by UCCF which also provide primary schooling. A third facility provides care for 11 children with mental and physical disabilities. UCCF continues to support the majority of these children at secondary boarding schools and in UCCF-sponsored vocational programs. Through its community outreach program, UCCF also supports and educates 100 children living with widowed HIV-positive women who are caring for at least five children.

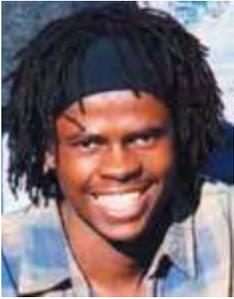
Limited opportunities exist in Uganda for high-achieving students. UCCF's U.S. Scholarship Program enables some of the most talented students to deepen their education. The program currently supports eight students pursuing undergraduate and graduate degrees in fields ranging from nursing to international conflict resolution.

UCCF's programs are funded with grants from foundations, corporations, faith-based institutions, with individual contributions and sponsorships, and through its biannual national performance tours by the Children of Uganda. UCCF has set a goal of \$1.5 million dollars for the 2006 tour in order to strengthen its education and regional development programs. This integrated strategy will improve the quality of life for the children UCCF supports and the communities in which they live.



The Children of Uganda tour helps raise money for UCCF and its programs (Photo by Vicki Leland)

Meet the Children of Uganda Staff



Peter Kasule (*Artistic Director*) is a musician and composer. He is an original member of Children of Uganda, performing in the group's first tours to the USA in 1996 and 1998. In 2000 and 2002, he toured as the group's production and rehearsal assistant. In 2004, he assumed leadership of the tour.

Peter was born in Kampala, Uganda in 1981 and after the deaths of his parents, lived at the Daughters of Charity Orphanage from 1989-96. In 1994, Peter traveled to Germany for the International Children's Festival where his dance troupe was awarded "Best Performers." In 1996, he accepted an invitation from UCCF to join the U.S. Scholarship Program as one of its first participants. From 1998-2001 he was the lead drummer for the African Dance Ensemble at Dallas' prestigious Booker T. Washington High School for the Visual and Performing Arts. Peter won "Best Percussionist" at the 2000 International Jazz Festival in New Orleans and "Best Performer" at the Collin County Jazz Festival in 1998, 1999, 2000. He is currently completing his undergraduate degree at the College of Santa Fe, New Mexico, where he studies Music Technology with a focus on composition, recording, and blending African and Western music.

David Kasata (*Assistant to the Artistic Director*) was born in the eastern district of Uganda and began performing at the age of 6 in a group founded by his father, Kigeny Kasata. As a member of various performing arts groups, he has toured to the Netherlands, Belgium, Germany, Denmark, Austria and Japan. He plans to become a university professor of music, dance and drama.



Alexis Hefley, the President and Executive Director of the Uganda Children's Charity Foundation (UCCF) initially traveled to Uganda at the invitation of First Lady, Janet Museveni in June of 1993. Ms. Hefley lived and worked with AIDS orphans for 18 months in Kampala. It was then that she saw the overwhelming need for international humanitarian assistance to address the AIDS and orphan crisis in Uganda. She returned to the United States in 1994 having organized

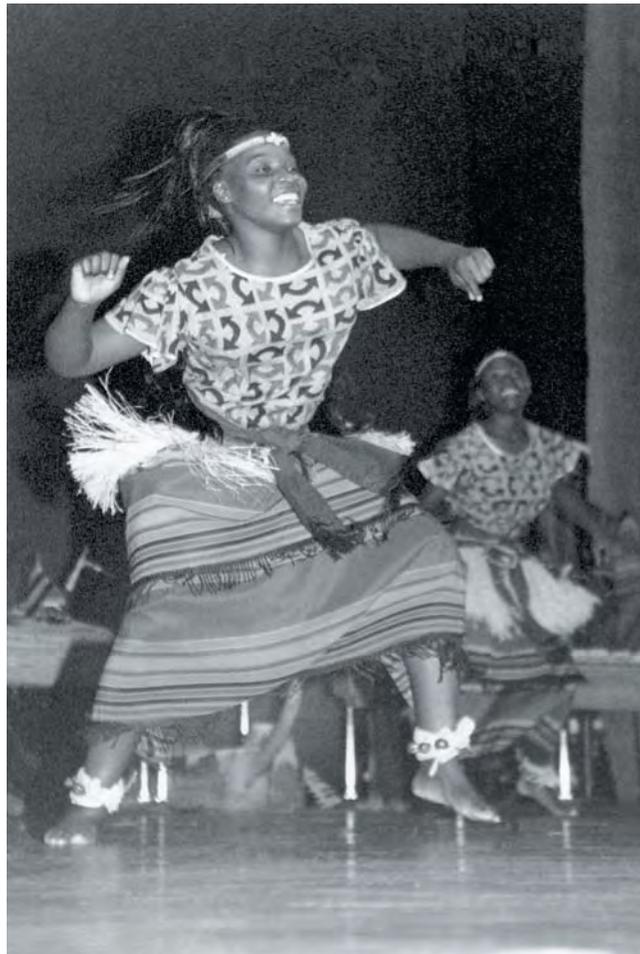
the first national tour of the Children of Uganda. Upon completion of this tour, Ms. Hefley founded UCCF, to continue her efforts to assist these children. Ms. Hefley graduated from Texas A&M University and worked in the banking industry for ten years. In search of a calling and to learn the meaning of passion, she left the financial world and moved to Washington D.C. Through a volunteer commitment with the International Foundation she had the opportunity to meet Congressman Tony Hall and his wife Janet Hall. Their commitment to God and their personal and political commitment to third world countries sparked Ms. Hefley's interest in Uganda. Since 1994 Ms. Hefley has traveled regularly to Uganda and continues to devote her life to AIDS-related orphans.

Meet the Children of Uganda Staff

Darren W. McCroom (*Lighting Designer & Production Manager*) has been a lighting designer for 21 years. His work has been seen throughout the USA, Europe and Asia. Regional theater credits include: Crossroads Theatre, Oregon Shakespeare Festival, Indiana Rep, Milwaukee Rep, Cleveland Playhouse, Actors Theatre of Louisville, The Ford's Theatre, Juilliard School of Drama and Lincoln Center.

Pat Kirby (*Company Manager*) just finished touring with *Grandchildren of the Buffalo Soldiers*, a co-production of Trinity Rep and Penumbra. She served as company manager for Lincoln Center Festival 2004, the 2003 tour of U Theatre from Taiwan, Ta'ziyeh at LCF 2002, and the 2000 tour of Chorus Repertory Theatre from Manipur, India.

Gayle Jeffery (*Production Manager*) has extensive experience in technical theater that includes sound, lighting and projection design, and stage and production management for opera, dance, performance art, concerts, musicals and drama. Currently she is also general manager for an Edinburgh Fringe Festival venue at St. Cuthbert's Church, managing director of the Bronx Opera Company, and production manager for Ice Theatre of New York and "Mandy Patinkin in Concert."



(Photo by Vicki Leland)

**Prossy Namaganda
performs**

Jane Ndagire, Teddy Namadu, Harimah Nassali, Zaam Nandyose (Photo by Vicki Leland)



About the Performance

From the Artistic Director

During colonization and civil war, despite poverty and other calamities, the arts have survived in Uganda and throughout all of Africa though borders may have moved and country names changed. Dance, music, and storytelling record our histories and instill values. They help raise our children, observe milestones, provide assurance, dispense justice, proclaim beliefs and sustain our societies. They are a teacher and tool of survival.



Children of Uganda's artistic director, Peter Kasule (Photo by Vicki Leland)

Twenty years ago Uganda emerged from decades of brutal repression to face an even greater challenge – HIV/AIDS. Hundreds of thousands of our mothers and our fathers died; our sisters and brothers scattered and lost. Uganda's peoples, comprising some 52 ethnic groups, were isolated from one another politically, culturally, socially and economically.

I was born into a family where music was all around me; it was used to educate, to praise good deeds, and express our joy and sadness. When my parents died, it gave us – it still gives us – courage and comfort. And when Children of Uganda first toured 10 years ago, I was among them.

Today, thanks to a measure of stability and development in a region still torn by conflict, Uganda's culture grows thicker and richer, and also more diverse and contemporary. From across our borders with Rwanda, Sudan, Republic of Congo, Tanzania and Kenya, and around the globe, ideas and experiences flow into and around our country, especially in this period of technology.

The dances and songs that are performed here reflect the history, legends and beliefs of East Africa and introduce some of the new and dynamic forms that we are creating today. The music and dance we preserve, adapt and create is integral to Uganda's renewal and will help shape tomorrow's generations.

Imagine yourself standing by Lake Victoria watching the strong tide of river Nile flow through our country and out into Africa. We children of Uganda invite you to journey with us to our home. – *Peter Kasule*

The Program

The songs are performed in a number of Ugandan languages as well as English and Swahili – the *lingua franca* of East Africa. Some of the pieces are named for drum rhythms (*Bakisimba* and *Ekitaguriro*); others are named after the featured instrument (*Embaire*). Artistic Director Peter Kasule hosts the program, whose order is subject to change.

Amaggunju/Skia Ngoma

Long ago a Bugandan king died without a male heir. A pregnant woman from the court was seated on the throne in anticipation that her son might be the next king. An heir was indeed born, and as a king should never cry, *Amaggunju* was sung and danced to entertain the infant. Here it is fused with a Swahili song *Skia Ngoma*. “Listen to our drums,” the lyrics proclaim. “This is the sound of Uganda, presented for you here today.”

Ding Ding

This piece comes from the Acholi people in the northern part of Uganda who are highly regarded for their dark complexions and tall statures. Girls developing into young women perform this high-energy dance, with its engaging melodies and intense, syncopated rhythms. *Ding Ding* features drums, *adungu*, xylophone, *okalele*, and a whistle.

Ngoma Ya Ukaguzi

The boys showcase their drumming skills in this piece from northern Tanzania. This rhythm is played every Monday towards the end of school-wide assemblies as teachers walk through the lines of students checking on their appearance and cleanliness.

Anjolinaye/Watoto-Bamagala

Anjolinaye praises the beauty of an African girl, admiring her gleaming eyes, long neck, the great teeth, etc., while the *Watoto-Bamagala* proclaims “We the Children of Uganda are happy to be who we are and to be awakened by such singing birds to do our chores.” *Kanyonza* (pot dance) is set to these songs, highlighting the grace and talent of the performers and showing appreciation for women of three different Ugandan regions: Ankole in the west, the Swahili-speaking people of the East, and the Acholi of the north.

Embaire

This large xylophone originated with the Abanore peoples of Northeast Uganda near the border with Kenya, and was adopted by the Basoga in the southeast of Uganda. Due to its full range of pitches and great resonance, the *embaire* is often played by itself, without the accompaniment of drums, by six people divided into a rhythm section and a melody section. The *embaire* is played at all types of occasions.

Ekitaguriro

This dance belongs to the nomadic Banyankole of western Uganda who cherish the cattle they tend for a living and are sometimes ribbed by their country-men for their great devotion. This dance praises the long-horned cows of Ankole and Rwanda – found nowhere else on earth. The dancers imitate the sounds, rhythms, and the movements of the graceful cows. This piece features the *omukuri*, a flute used to herd the cattle.

Afer Miyamo

"Greetings to you friends, lovers, children, and supporters of Children of Uganda. We thank and respect you." This dance is dedicated to our audiences as Children of Uganda celebrates its 10th anniversary. *Adungu*, plucked bow harps, are featured here.

Titi Katitila

The Bunyoro-Kitara people celebrate one of the many extraordinary birds found in eastern Uganda in this song whose lyrics say that the *titi katitila* always sleeps better after seeing a friend. It features six-year old Miriam Namala.

Bakisimba

This is a traditional dance of the court of Buganda, the largest ethnic group of Uganda. Originally performed only by women, it celebrates the creation of banana wine for the King. The drummers' rhythms and the dancers' movements mirror the king's words of thanks, "speaking" for him and reflecting his increasingly celebratory mood.

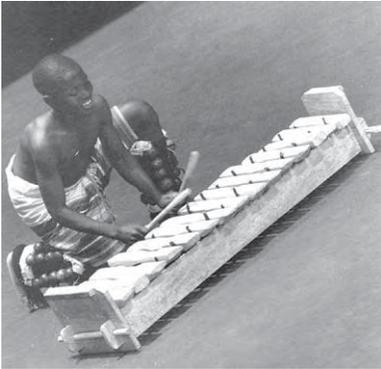


(Photo by Vicki Leland)

Two girls show off their drumming skills

The Instruments

Percussion instruments are the primary carriers of rhythm and melody, used to maintain a specific beat for the dancers and singers. They can also be thought of as voices whose "conversations" may be held independently or in communion with singers, other instruments and danced phrases.



Amadinda

Amadinda

A log xylophone, based on a pentatonic scale, to which all other instruments are tuned. *Amadinda* ("sounding keys") is the name given by the Ganda people of central Uganda to their twelve key instrument. The Ganda pitch system is rather different from the European system, for the scale is built up from steps of large tones which are larger than the European whole tone - in fact to European ears some of the steps will sound closer to a minor third in size. If you play on the black keys of the piano you will get an approximation to the scale of an *amadinda*.

Adungu

The *adungu* is a nine-string arched (bow) harp of the Alur people of northwestern Uganda. It is very similar to the *tumi* harp of the neighboring Kebu people, and it is also used by the Lugbara and Ondrosi tribes in this northwestern region around the Nile.

The *adungu* consists of an arched neck, a wooden resonator (sound box) in which the neck is fixed, and a series of parallel strings of unequal lengths that are plucked. The strings are fixed at one end to the resonator and run at an oblique angle to the neck, where they are attached and tuned with pegs.



Adungu

Bakisamba

The *bakisamba* is the large main drum tuned to a high pitch.



A member of the Children of Uganda plays the *bakisamba*

The Instruments



An African woman holds a *calabash*

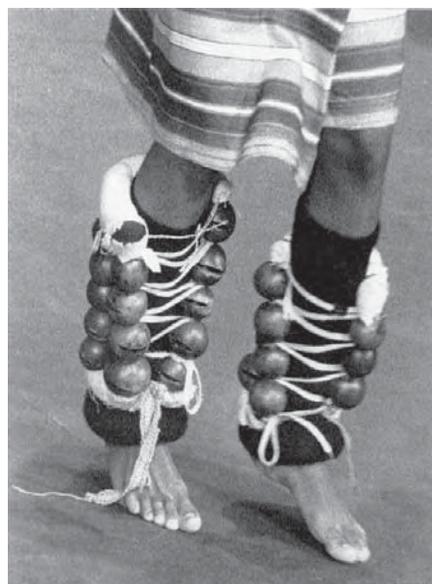
Calabash

A calabash is a gourd that is used as percussive instruments. The *empagi*, a modified bike spoke, is used to strike the *calabash*.

Gourds or *calabashes* are multi-purpose vessels -- used to fetch water, sat upon as stools; as umbrellas to limit the effects of the hot sun; when babies cry mothers lightly tap out rhythms on them to help them fall asleep.

Ebinyege

Ebinyege are leg rattles worn by the boys around the legs to help the dancer keep rhythm with music. The rattles are made from an African fruit, which is cut, drained of juice and dried so that the seeds inside the skin rattle when shaken.



Ebinyege



Embaire

Embaire

This large xylophone originated with the Abanyore peoples of northeast Uganda near the border with Kenya, and was adopted by the Basoga in the southeast of Uganda. Due to its full range of pitches and great resonance, the *embaire* is often played by itself, without the accompaniment of drums, by six people divided into a rhythm section and a melody section. The *embaire* is played at all types of occasions.



Engege

Endege

Endege are bells dancers frequently tie on their ankles to articulate their movements.

Endigidi

These single-stringed instruments, whose cousins can be found throughout the Middle East and Asia, are also called "tube fiddles." They are said to have been present in the time of the ancient Egyptians and to have traveled to and from East Africa during the era of Afro-Asiatic-Arab triangular trade. In Africa, *endigidi* were mainly played to accompany good story tellers; now they are part of the emerging Ugandan Orchestra. This bowed instrument can be found in many sizes, and is tuned to the pentatonic scale.



Endigidi

Engalabi

A lead drum, the *engalabi* is made out of monitor lizard skin with a long piece of hollowed out tree.

It is mainly used in central and the eastern part of Uganda. It syncopates the patterns, harmonizes, and accents the movement of the dancers.



Engalabi

Many East African instruments are tuned to the pentatonic scale. For more information, please visit http://en.wikipedia.org/wiki/Pentatonic_scale

The Instruments



Engoma

Engoma

The *engoma* is a conical drum of the *Baganda* people of Uganda. It is made with a hollowed-out log completely covered with cow hide. Inside the drum there is a piece of wood from the tree it was made from. This is the "soul" of the drum. The *engoma* is the most important instrument of *baakisimba* (the royal court dance of *Buganda*), symbolizing the authority of the king. It was taboo to turn the drum upside down or for women to touch the drum.



Nankasa

Nankasa

The *nankasa* is a signal drum and the smallest used for rhythm keeping, especially in dancing.



Obuuti

Obuuti

The *obuuti* are sticks for playing the xylophone; they can also be used as drumsticks.

Other Instruments:

Empuunya: Drum used for keeping a regular, metered pulse

Filimbi: Whistle

Okalele: A flute from the Busoga region

Omukuri: A flute from the Ankole region

Traditional Ugandan Clothing

The costumes worn by the performers are inspired by traditional and modern Ugandan textiles and patterns. Some decorative pieces also function as instruments. For example, the *endege* and the *ebinyege*.



Ensiimbi: Cowry shells headbands

Ekyesubizibwa: Cloth belts

Ekikoyi: Multi-colored Uganda cloth worn by women on special occasions

Entogoro Ring: A cloth tied around the waist for the Orenyege dance

Ekinsens: Raffia (grass) skirt



Ebinyege: Leg rattles worn by boys



Endege: Ankle bells worn by girls

(Photo by Vicki Leland)



Uganda

Maps: Africa and Uganda



Above: The continent of Africa

Left: A detailed map of Uganda

Quick Facts: Uganda

Location

Eastern Africa, west of Kenya

Area

Total: 91,135 sq mi (slightly smaller than the state of Oregon)

Land Boundries

Border countries: Democratic Republic of the Congo 475 mi, Kenya 580 mi, Rwanda 105 mi, Sudan 270 mi, Tanzania 246 mi



A Silverback gorilla at the Ugandan Gorilla Forest Camp and Bwindi Impenetrable Forest

Land Use

Arable land: 25.88%
Permanent crops: 10.65%
Other: 63.47% (2001)

Elevation Extremes

Lowest point: Lake Albert 2,037 ft
Highest point: Margherita Peak on Mount Stanley 16,765 ft

Current Environmental Issues

Draining of wetlands for agricultural use; deforestation; overgrazing; soil erosion; water hyacinth infestation in Lake Victoria; poaching is widespread

Geography Note

Landlocked; fertile, well-watered country with many lakes and rivers

Coastline

None. The country is landlocked.

Climate

Tropical; generally rainy with two dry seasons (December to February, June to August); semi-arid in northeast

Terrain

Mostly plateau with rim of mountains

Natural Resources

Copper, cobalt, hydro-power, limestone, salt, arable land

Quick Facts: Uganda

Population

27,269,482

Note: Estimates for this country explicitly take into account the effects of excess mortality due to AIDS; this can result in lower life expectancy, higher infant mortality and death rates, lower population and growth rates, and changes in the distribution of population by age and sex than would otherwise be expected (July 2005 est.)

Age Structure

0-14 years: 50.1% (male 6,875,663/female 6,784,378)

15-64 years: 47.7% (male 6,511,867/female 6,494,859)

65 years and over: 2.2% (male 263,790/female 338,925) (2005 est.)

Life Expectancy at Birth

Total Population: 51.59 years

Male: 50.74 years

Female: 52.46 years (2005 est.)

HIV/AIDS- Adult Prevalence Rate

4.1% (2003 est.)

Nationality

Noun: Ugandan(s)

Adjective: Ugandan

Ethnic Groups

Mande 50% (Bambara, Malinke, Soninke), Peul 17%, Voltaic 12%, Songhai 6%, Tuareg and Moor 10%, Other 5%

Religions

Roman Catholic 33%, Protestant 33%, Muslim 16%, indigenous beliefs 18%

Language

English (official national language, taught in grade schools, used in courts of law and by most newspapers and some radio broadcasts), Ganda or Luganda (most widely used of the Niger-Congo languages, preferred for native language publications in the capital and may be taught in school), other Niger-Congo languages, Nilo-Saharan languages, Swahili, Arabic

Government Type

Republic

Capital

Kampala



A young Ugandan boy plays with a bow and arrow

Quick Facts: Uganda

Economy Overview

Uganda has substantial natural resources, including fertile soils, regular rainfall, and sizable mineral deposits of copper and cobalt. Agriculture is the most important sector of the economy, employing over 80% of the work force. Coffee accounts for the bulk of export revenues. Since 1986, the government - with

the support of foreign countries and international agencies - has acted to rehabilitate and stabilize the economy by undertaking currency reform, raising producer prices on export crops, increasing prices of petroleum products, and improving civil service wages. The policy changes are especially aimed at dampening inflation and boosting production and export earnings. During 1990-2001, the economy turned in a solid performance based on continued investment in the rehabilitation of infrastructure, improved incentives for production and exports, reduced inflation, gradually improved domestic security, and the return of exiled Indian-Ugandan entrepreneurs. Corruption within the government and slippage in the government's determination to press reforms raise doubts about the continuation of strong growth. In 2000, Uganda qualified for enhanced Highly Indebted Poor Countries (HIPC) debt relief worth \$1.3 billion and Paris Club debt relief worth \$145 million. These amounts combined with the original HIPC debt relief added up to about \$2 billion. Growth for

2001-02 was solid despite continued decline in the price of coffee, Uganda's principal export. Growth in 2003-05 reflected an upturn in Uganda's export markets.



Many hands show off the agricultural products of Uganda

Agriculture Products

Coffee, tea, cotton, tobacco, cassava (tapioca), potatoes, corn, millet, pulses (peas, beans and lentils) ; beef, goat meat, milk, poultry, cut flowers

Industries

Sugar, brewing, tobacco, cotton textiles, cement, steel production

Currency

Ugandan shilling (UGX)

In March 2006, 1 US Dollar (USD) = 1,821.40 Ugandan Shilling (UGX).

Population Below the Poverty Line

35% (2001 est.)

Source: *The CIA World Fact Book*

<http://www.cia.gov/cia/publications/factbook/geos/ug.html>

Uganda in the 20th Century and Beyond

The Republic of Uganda is a modern construct – the result of the unification of ancient kingdoms and many smaller independent chieftaincies. In all, Uganda embraces 52 different ethnic groups. Music and dance are integral to each of these cultures as is a rich tradition of storytelling and folklore.

Uganda's population is estimated at 24 million, 50% of whom are under the age of 14. English is the official language. Uganda depends on an agricultural economy with 85% of its workforce engaged in farming, forestry, and fishing -- largely on a subsistence basis. Coffee is the main commercial and export crop. Others are fish, cotton, tea, flowers and other horticultural products.

After achieving independence from Great Britain in 1962, Uganda was ruled by two brutal dictators – Idi Amin (1971-79) and Milton Obote (1980-85) – who were responsible for the deaths of nearly 1 million people. In 1986, Lt. General Yoweri Kaguta Museveni seized power and established a government that remains in place today. Under Museveni's tenure, Uganda's economy has stabilized, its education improved, and its infrastructure steadily rebuilt.

However, since 1987, the Lord's Resistance Army (LRA) has been engaged in brutal armed rebellion in the north of the country. Operating from bases in the southern Sudan, LRA insurgents have inflicted terrifying violence on the population. In particular, the LRA has abducted tens of thousands of children and at clandestine bases, terrorized them into virtual slavery as guards, concubines, and soldiers. In November 2005, the United Nations announced its intent to increase its activities in northern Uganda in the coming year to help the 2 million Ugandans displaced by Africa's longest running yet least reported conflict.

Continued growth and stability in Uganda depends on securing an end to the terrorism in the north, raising the standard of living of its citizens (the average Ugandan lives on US \$1/day), assuring greater access to education and healthcare, reducing the national debt (\$3.865 billion as of 2004), upgrading the country's communications and manufacturing sectors, and continued political and legal reform. None of this can be accomplished, however, without addressing the greatest threat facing Uganda today—HIV/AIDS.



**President of
Uganda, Yoweri
Kaguta Museveni**

HIV Virus Today in Uganda

AIDS is a leading cause of death in Uganda, killing more than 200 people a day, devastating the 25-40 year-old segment of the population, and leaving behind more than 2 million orphans since the epidemic's onset. 60% of all people living with HIV/AIDS in the country are women. In Uganda today, 1 million children under the age of 15 have lost one or both parents to AIDS.

Uganda was one of the first nations on the African continent to implement policies and programs to combat the HIV/AIDS epidemic, serving as a model for reversing this worldwide health crisis. Partnerships between government, non-governmental, and community-based organizations and the private sector have been vital to mitigating the impact of Uganda's crisis.

In the last decade, Uganda has reduced HIV infection rates from 30% of the population in 1993 to 4.1% in 2004. However, without access to anti-retroviral drugs, this decline is due in part to the near certain mortality of HIV/AIDS victims as much as it reflects the aggressive and effective campaign to curtail new infections.

Uganda's crisis is far from over. Continued vigilance to ensure a declining rate of infection is crucial even as Uganda struggles to provide care and comfort for the sick and secure the basic rights to food, shelter, medicine and education for its children. HIV/AIDS will continue to impact Uganda for generations to come.

For more

information

on the global

HIV/AIDS crisis,

visit the UNAIDS

website

www.unaids.org/

Global Impact of HIV/AIDS

Home to only 10% of the world's population, 60% of the world's AIDS victims live in Sub-Saharan Africa – some 25.8 million people.

About 14 million children living today have lost one or both parents to AIDS. 11 million live in sub-Saharan Africa. 10% of these are Ugandan children.

In developing countries, about 5% of those in need are receiving anti-retroviral drugs, while there is near universal access in high-income countries.

The number of orphans will continue to grow as up to one-half of today's new mothers are likely to die of AIDS in the worst affected countries.

- UNAIDS, November 2005

Student busily working during a UMS in-school visit.



Lesson Plans

Curriculum Connections

Are you interested in more lesson plans?

Visit the Kennedy Center's ArtsEdge web site, the nation's most comprehensive source of arts-based lesson plans.

www.artsedge.kennedy-center.org

Introduction

The following lessons and activities offer suggestions intended to be used in preparation for the UMS Youth Performance. These lessons are meant to be both fun and educational, and should be used to create anticipation for the performance. Use them as a guide to further exploration of the art form. Teachers may pick and choose from the cross-disciplinary activities and can coordinate with other subject area teachers. You may wish to use several activities, a single plan, or pursue a single activity in greater depth, depending on your subject area, the skill level or maturity of your students and the intended learner outcomes.

Our Lesson Plans Are Now Online!

Lesson plans were created to help enrich your study of the Children of Uganda and make it come alive for your students. We hope that this new online format will make it easier for teachers to adapt the lesson plans for their own classrooms. The plans can be accessed at www.ums.org/education.

Lessons plans available for download are:

1. Story Telling Through Drama (Grades 3-6)
2. The Sound of the Drum (Grades 5-8)
3. The Art of African Drum Making (Grades K-6)
4. The Colonization of Uganda (9-12)
5. Uganda's AIDS Epidemic (Grades 9-12)

Learner Outcomes

- Each student will develop a feeling of self-worth, pride in work, respect, appreciation and understanding of other people and cultures, and a desire for learning now and in the future in a multicultural, gender-fair, and ability-sensitive environment.
- Each student will develop appropriately to that individual's potential, skill in reading, writing, mathematics, speaking, listening, problem solving, and examining and utilizing information using multicultural, gender-fair and ability-sensitive materials.
- Each student will become literate through the acquisition and use of knowledge appropriate to that individual's potential, through a comprehensive, coordinated curriculum, including computer literacy in a multicultural, gender-fair, and ability-sensitive environment.

Meeting Michigan Standards

ARTS EDUCATION

Standard 1: Performing All students will apply skills and knowledge to perform in the arts.

Standard 2: Creating All students will apply skills and knowledge to create in the arts.

Standard 3: Analyzing in Context All students will analyze, describe, and evaluate works of art.

Standard 4: Arts in Context All students will understand, analyze and describe the arts in their historical, social, and cultural contexts.

Standard 5: Connecting to other Arts, other Disciplines, and Life All students will recognize, analyze and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

ENGLISH LANGUAGE ARTS

Standard 3: Meaning and Communication All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

Standard 6: Voice All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written and visual texts that enlighten and engage an audience.

SOCIAL STUDIES

Standard I-1: Time and Chronology All students will sequence chronologically eras of American history and key events within these eras in order to examine relationships and to explain cause and effect.

Standard I-3: Analyzing and Interpreting the Past All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence.

Standard II-1: People, Places, and Cultures All students will describe, compare and explain the locations and characteristics of places, cultures and settlements.

Standard VII-1: Responsible Personal Conduct All students will consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law and how one acts in a virtuous and ethically responsible way as a member of society.

MATH

Standard I-1: Patterns Students recognize similarities and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships and construct representations of mathematical relationships.

Standard I-2: Variability and Change Students describe the relationships among variables, predict what will happen to one variable as another variable is changed, analyze natural variation and sources of variability and compare patterns of change.

Standard III-3: Inference and Prediction Students draw defensible inferences about unknown outcomes, make predictions and identify the degree of confidence they have in their predictions.

SCIENCE

Standard I-1: Constructing New Scientific Knowledge All students will ask questions that help them learn about the world; design and conduct investigations using appropriate methodology and technology; learn from books and other sources of information; communicate their findings using appropriate technology; and reconstruct previously learned knowledge.

Standard IV-4: Waves and Vibrations All students will describe sounds and sound waves; explain shadows, color, and other light phenomena; measure and describe vibrations and waves; and explain how waves and vibrations transfer energy.

UMS can help you meet Michigan's Curricular Standards!

The activities in this study guide, combined with the live performance, are aligned with Michigan Standards and Benchmarks.

For a complete list of Standards and Benchmarks, visit the Michigan Department of Education online:

www.michigan.gov/mde

Each UMS lesson plan is aligned to specific State of Michigan Standards.

CAREER & EMPLOYABILITY

Standard 1: Applied Academic Skills All students will apply basic communication skills, apply scientific and social studies concepts, perform mathematical processes and apply technology in work-related situations.

Standard 2: Career Planning All students will acquire, organize, interpret and evaluate information from career awareness and exploration activities, career assessment and work-based experiences to identify and to pursue their career goals.

Standard 3: Developing and Presenting Information All students will demonstrate the ability to combine ideas or information in new ways, make connections between seemingly unrelated ideas and organize and present information in formats such as symbols, pictures, schematics, charts, and graphs.

Standard 4: Problem Solving All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action and evaluating results.

Standard 5: Personal Management All students will display personal qualities such as responsibility, self-management, self-confidence, ethical behavior and respect for self and others.

Standard 7: Teamwork All students will work cooperatively with people of diverse backgrounds and abilities, identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers and contribute to a group process with ideas, suggestions and efforts.

TECHNOLOGY

Standard 2: Using Information Technologies All students will use technologies to input, retrieve, organize, manipulate, evaluate and communicate information.

Standard 3: Applying Appropriate Technologies All students will apply appropriate technologies to critical thinking, creative expression and decision-making skills.

WORLD LANGUAGES

Standard 2: Using Strategies All students will use a variety of strategies to communicate in a non-English language.

Standard 8: Global Community All students will define and characterize the global community.

Standard 9: Diversity All students will identify diverse languages and cultures throughout the world.

Zaam Nadyose and Prossy Namaganda (Photo by Vicki Leland)



Resources

UMS FIELD TRIP PERMISSION SLIP

Dear Parents and Guardians,

We will be taking a field trip to see a University Musical Society (UMS) Youth Performance of the Children of Uganda on _____ from _____ at Power in Ann Arbor.

We will travel (please circle one) • by car • by school bus • by private bus • by foot
Leaving school at approximately _____am and returning at approximately _____pm.

The UMS Youth Performance Series brings the world's finest performers in music, dance, theater, opera, and world cultures to Ann Arbor. This performance features the Children of Uganda.

We (circle one) • need • do not need
additional chaperones for this event. (See below to sign up as a chaperone.)

Please (circle one) • send • do not send
lunch along with your child on this day.

If your child requires medication to be taken while we are on the trip, please contact us to make arrangements.

If you would like more information about this Youth Performance, please visit the Education section of www.ums.org/education. Copies of the Teacher Resource Guide for this performance are available for you to download.

If you have any questions, please don't hesitate to call me at _____
or send email to _____.
Please return this form to the teacher no later than _____

Sincerely,

My son/daughter, _____, has permission to attend the UMS Youth Performance on _____. I understand that transportation will be by _____.
I am interested in chaperoning if needed (circle one). • YES • NO

Parent/Guardian Signature _____ Date _____

Relationship to student _____

Daytime phone number _____

Emergency contact person _____

Emergency contact phone number _____

Internet Resources

Arts Resources

www.ums.org/education

The official website of UMS. Visit the Education section (www.ums.org/education) for study guides, information about community and family events and more information about the UMS Youth Education Program.

www.artsedge.kennedy-center.org

The nation's most comprehensive web site for arts education, including lesson plans, arts education news, grant information, etc.

Children of Uganda

www.uccf.org - The official website of the Children of Uganda. Site includes information about the tour and the work they do for orphans in Uganda. In addition, CDs of their 2006, 2004, and 2000 tours can be ordered directly from this site.

Africa and Uganda

www.africa.upenn.edu/Country_Specific/Uganda.html

A guide including links to Ugandan news, geography, history, women's issues, wildlife and the environment, and official government websites. Hosted by the University of Pennsylvania.

www.pbs.org/wnet/africa/

Students can explore the regions of Africa and its current social issues with this interactive website. Site also contains information about the PBS series *Africa*, teacher tools and resources.

www.sas.upenn.edu/African_Studies/Home_Page/AFR_GIDE.html

This guide assists K-12 teachers, librarians, and students in locating on-line resources on Africa that can be used in the classroom, for research and studies. Includes sections on country-specific information, multimedia, languages, the environment, travel, and lesson plans.

East African Music and Rhythm

www.musicuganda.com/musical%20instruments.htm

A listing of traditional Ugandan instruments, including detailed descriptions and photos.

www.rhythmweb.com/africa/

A guide to African percussion and drumming.

Although UMS previewed each web site, we recommend that teachers check all web sites before introducing them to students, as content may have changed since this guide was published.

Recommended Reading

There are many more books available about Africa and Uganda

Just visit www.amazon.com

PRIMARY & ELEMENTARY GRADES

Blauer, Ettagale; Jason Laure. *Uganda (Enchantment of the World. Second Series)* (Children's Press, 1997).

This book, aimed at grades 4-7th, describes the geography, history, culture, industry, and people of the country nicknamed "The Pearl of Africa."

Braun, Eric. *Uganda In Pictures (Visual Geography Series)* (Lerner Publications, 2005).

Take a trip to Uganda with beautiful full color photos of the people, land scapes, and animals of this great nation.

Ellis, Veronica Freeman. *Afro-Bets First Book About Africa* (Just Us Books, 1990).

This overview of Africa for young readers provides brief information on history, geography, wildlife, art, religion and music.

Farris, Pamela J.; Valeri Gorbachev (Illustrator). *Young Mouse and Elephant: An East African Folktale* (Houghton Mifflin Company, 1996).

A boastful mouse bristles when his grandfather suggests that Elephant might in fact be stronger than he, then sets off to confront the great beast, vowing to "break Elephant apart and stomp her to bits." A series of coincidences involving an approaching storm and the various animals Young Mouse encounters only bolsters his bravado, turning this rich fable into a charming story. Recommended for ages 4-8.

McBrier, Page; Lori Lohstoeter (Illustrator). *Beatrice's Goat* (Aladdin, 2004).

Based on the true account of one family who received aid from Heifer Project International, a charitable organization that donates livestock to poor communities around the world, an impoverished family begins to flourish after receiving a special gift--of the four-legged variety--in this uplifting picture book set in western Uganda.

Medicott, Mary. *Tales from Arica* (Larousse Kingfisher Chambers, 2000).

This anthology of stories and folktales from contemporary African writers captures the rich storytelling tradition of the continent.

Thomas, Mark. *African Dancing (Let's Dance)* (Children's Press, 2000).

An introduction to African dance and costumes. Recommended for ages 4-8.

Community Resources

University Musical Society

University of Michigan
Burton Memorial Tower
881 N. University
Ann Arbor, MI 48109-1011
(734) 615-0122
umyouth@umich.edu
www.ums.org

African Heritage Cultural Center

21511 McNichols (at Grand River)
Detroit, MI 48219
(313) 494-7452
www.africanheritageculturalcenter.org/

University of Michigan Center for Afro-American and African Studies

4700 Haven
505 S State St.
Ann Arbor, MI 48109
(734) 764-5513
caasinfo@umich.edu
www.umich.edu/~iinet/caas/

Black Folk Arts, Inc.

4266 Fullerton
Detroit, MI 48238
(313) 834-9115
Contact: Kahemba Kitwana

Charles H. Wright Museum of African American History

315 Warren
Detroit, MI 48201
(313) 494-5800
www.maah-detroit.org

Detroit Children's Museum

Regularly focuses on various cultural aspects of Africa. Call for details.
6134 Second Avenue
Detroit, MI 48202
(313) 873-8100
www.detroitchildrensmuseum.org/

Detroit Institute of Arts

5200 Woodward Avenue
Detroit, MI
(313) 833-7900
www.dia.org/

Community Resources

The Society for the Culturally Concerned

Phone: (313) 864-2337

People's Creative Ensemble

11000 W. McNichols, Ste. B-1,
Detroit, MI
(313) 862-2900
Contact: Ron Jackson

Arts League of Michigan

7700 Second Avenue, 6th Floor
Detroit, MI 48202
(313) 870-1600
info@artsleague.com
www.artsleague.com/

Shrine of the Black Madonna Cultural Center and Book Store

13535 Livernois
Detroit, MI 48238
(313) 491-0777
www.shrinebookstore.com/detroit.ihtml

Detroit Historical Museum

5401 Woodward Avenue
Detroit, MI
(313) 833-1805

Wayne State University Department of Africana Studies

5057 Woodward (11th Floor)
Detroit, MI 48202
(313) 577-2321
ae5016@wayne.edu
www.cla.wayne.edu/africanastudies/

Plowshares Theatre Company

2870 East Grand Blvd, Suite 600
Detroit, MI 48202-3146
(313) 872-0279
www.plowshares.org/homepage.htm

African American Cultural and Historical Museum of Ann Arbor

1100 N Main Street, Suite 201-C
Ann Arbor, MI 48104
(734) 663-9348
Contact: Letitia Byrd

Community Resources

African Dance

Arts of Dance

Detroit, MI
Karen Prall, Instructor
Dances from central Africa
Classes at teh Seregiti Art Gallery
Grand River exit of Lodge freeway
Wednesday from 6-8 pm
(313) 834-9501

Mbongi Dance Theatre

Contact: Titos and Biza Sompa
(313) 870-1600
titossompa@hotmail.com
bichinigigcongo@yahoo.com

Gem Studio of Dance

14587 Livernois
Detroit, MI 48238
(313) 862-1894

African Dance Works

14144 Riverview Road
Detroit, MI 48223
(313) 438-2800
Contact: Rhonda Greene

African Drumming

Kefentse Chike

(517) 353-6616
chikeke@msu.edu

Like Water Drum Works

(313) 438-2800
Contact: Ryan Edwards
likewaterdrumworks@hotmail.com

Ali Abdullah

Gem Dance Studio
Detroit, MI
(313) 862-1894

Using the Resource Disk

The DVD accompanying this Resource Guide includes excerpts of the Children of Uganda's performance and information about their mission to spread the word about HIV/AIDS in Africa. This Resource CD is for educational purposes only and should not be duplicated. Thank you.

The DVD is can be broken up into three distinct sections. They include the following:

Part I

This section contains excerpts of the Children of Uganda's performance. Showcasing their talent for drumming, dancing, and singing, this is an excellent way to give students a preview of the show. Please note that this is meant as a general overview and the title of each song is not identified.

Part II

The second section is a local news segment highlighting the Children of Uganda and their mission of spreading awareness about the HIV/AIDS crisis in Africa.

Part III

Part III concludes with more excerpts of the Children's performance interspersed with interviews with the Children themselves. In the interviews, the Children talk about what it means to perform with Children of Uganda and how they relate with their Western audiences.

The total running time is approximately 20 minutes.



(Photo by Vicki Leland)

**Francis Kalule
with his *adunga*
(bow harp)**

Evening Performance Info

Children of Uganda

Thursday, March 23, 7pm [NOTE TIME]

Friday, March 24, 8 pm

Power Center

Children of Uganda's exhilarating program of East African music and dance features pulsing rhythms, quicksilver movements, powerful drums, lyric flutes, and songs of joy and hope. The 20 young performers (ages 8-18) live together in Kampala, Uganda and combine dance, song, music, storytelling, and costume in an unforgettable performance of the rich cultural traditions of Uganda. The dual crises of civil war and AIDS in Uganda pose a serious threat to family and village life that previously nurtured and depended on a rich oral culture. Originally founded to teach orphaned children traditional songs, dances, and stories, the Children of Uganda now represent the 1.7 million Ugandan children orphaned by AIDS and war. Their memorable UMS residencies in 2002 and 2004 have touched thousands of people through youth performances, church visits, and their Power Center performances.

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The Children of Uganda Residency is supported by **JPMorgan Chase & Co.**

TEEN Ticket

In response to the needs of our teen audience members, the University Musical Society has implemented the TEEN Ticket. All teens can attend UMS events at a significant discount. Tickets are available for \$10 the day of the performance at the Michigan League Ticket Office, or for 50% off the published price at the venue 90 minutes before the performance begins. One ticket per student ID.

To purchase UMS tickets:

Online
www.ums.org

By Phone
734.764.2538



Send Us Your Feedback!

UMS wants to know what teachers and students think about this Youth Performance.
We hope you'll send us your thoughts, drawings, letters or reviews.

UMS Youth Education Program

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