

Sounds of
CULTURE



CREATED BY
Kimberly Sorgius Jones

AND THE NOT CONSUMED TEAM

CONTRIBUTORS:
MELISSA J. CARRUTHERS

CREATIVE DIRECTOR:
EMILY SHEEDER

DESIGNERS:
SARAH SHEEDER
STEPHANIE ZYGA

ILLUSTRATORS:
RAMONA KURTEN
SARA EUBANKS

EDITORS:
CRYSTAL MARCUM
SOPHIA STOUFFER
KIMBERLY ALEXANDER
KRISTIANN KASHUBA
KIMRA BELL
RACHEL SHEEDER

COPYRIGHT © 2025
NOT CONSUMED MINISTRIES, LLC

ALL RIGHTS RESERVED.

Sounds of
CULTURE

Table of Contents

Introduction

- 1. Your Cultural Heritage 6
- 2. Traditions 8

Unit 1: Mesopotamia

- 3. Historical Background12
- 4. Regions & Ethnicities14
- 5. Types & Purposes of Biblical Music16
- 6. Biblical Music Composers18
- 7. Biblical Music Instruments20
- 8. Unit Review.22

Unit 2: Oriental: China, Tibet, Mongolia

- 9. Historical Background24
- 10. Regions & Ethnicities26
- 11. Types & Purposes of Oriental Music.28
- 12. Oriental Music Composers30
- 13. Oriental Music Instruments.34
- 14. Unit Review36

Unit 3: India

- 15. Historical Background 40
- 16. Regions & Ethnicities42
- 17. Types & Purposes of Indian Music 44
- 18. Indian Music Composers 46
- 19. Indian Music Instruments. 48
- 20. Unit Review50

Sounds of Culture Assessment One

- 21. Assessment Day 152
- 22. Assessment Day 254

Unit 4: Western Europe: England, Germany, Ireland, & Spain

- 23. Historical Background58
- 24. Regions & Ethnicities 60
- 25. Types & Purposes of Western European Music63
- 26. Western European Music Composers66
- 27. Western European Music Instruments68
- 28. Unit Review70

Unit 5: Eastern Europe: Hungary & Russia

- 29. Historical Background72
- 30. Regions & Ethnicities74
- 31. Types & Purposes of Eastern European Music76
- 32. Eastern European Music Composers78
- 33. Eastern European Music Instruments.81
- 34. Unit Review83

Unit 6: Northern Europe: Scotland

□ 35. Historical Background	.86
□ 36. Regions & Ethnicities	.87
□ 37. Types & Purposes of Northern European Music	88
□ 38. Northern European Music Composers	90
□ 39. Northern European Music Instruments.	.93
□ 40. Unit Review	.95

Sounds of Culture Assessment Two

□ 41. Assessment Day 1	.98
□ 42. Assessment Day 2	.100

Unit 7: Africa

□ 43. Historical Background	.104
□ 44. Regions & Ethnicities	.106
□ 45. Types & Purposes of African Music	.108
□ 46. African Music Composers	.111
□ 47. African Music Instruments	.113
□ 48. Unit Review	.116

Unit 8: Appalachian Folk: Virginia, West Virginia, North Carolina, Kentucky, & Tennessee

□ 49. Historical Background.	.118
□ 50. Regions & Ethnicities	.120
□ 51. Types & Purposes of Appalachian Music	.124
□ 52. Appalachian Music Composers.	.126
□ 53. Appalachian Music Instruments	.128
□ 54. Unit Review	.130

Sounds of Culture Final Assessment

□ 55. Assessment Day 1	.132
□ 56. Assessment Day 2	.133
□ 57. Assessment Day 3	.135

Glossary	.138
---------------------------	------

Extended Activity for Day 33.	.143
--	------

World Map	.144
----------------------------	------

Timeline	.146
---------------------------	------

Live Musical Event Attendance Log	.148
--	------

Answer Key	.149
-----------------------------	------

MESOPOTAMIA

Unit One



Historical Background

Music often plays an important role in our lives whether we are listening to our favorite songs at home or in the car or worshipping on Sundays at church! Share some examples of how music is a part of your life.

We can trace music back to Genesis 4:21, where it tells us that Jubal “was the father of all those who play the lyre and pipe.” The Bible references music over 1,000 times including psalms, hymns, spiritual songs, instruments, praise, and lamenting (or mourning).

Genealogies, an account of people descended from their ancestors, are important in the Bible because they tell us about family connections. As we have learned, cultural music is usually passed on from one generation to the next. In the case of Jubal, while we do not know the musical connection to the rest of his family, we do know that God gave Jubal the gift of music which has blessed the entire world.

The Bible is divided into the Old Testament, where most references to music are found, and the New Testament, which mentions it in about forty-three verses. It is exciting to know that music dates back to the time just after the beginning of God’s creation!

Look up each verse on the sticky notes. Write what each verse has to say about music.

2 Samuel 6:5

Psalms 96:1-4

Colossians 3:16

Bible Music Scavenger Hunt!

Use your Bible and a **concordance** to hunt for interesting facts about music. You may also use the Internet for research, but remember to ask an adult first!

1. List the names of some instruments mentioned in the Bible.

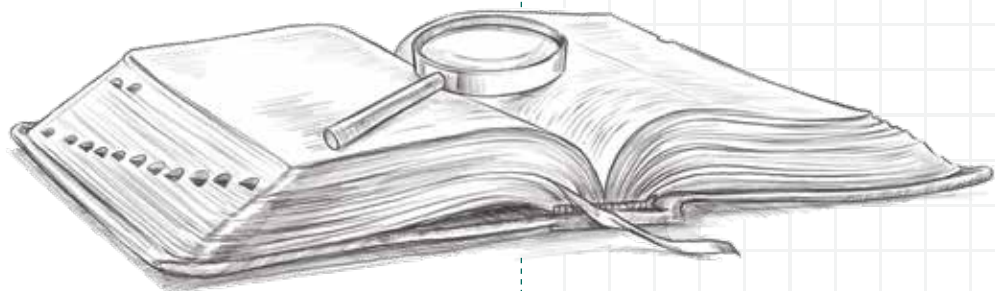
2. Who sang while in prison in the New Testament?

3. Find an example of music being used in battle or against an enemy. Write the verse.

4. Write the verses from Psalm 30 and Psalm 96 that talk about singing praise to God.

(Hint: There are three verses in total.)

Concordance: a reference that lists words in the Bible alphabetically along with the address (book and verse) of where to find them in the Bible.



Regions & Ethnicities



The Bible is the infallible, inspired Word of God, and covers approximately 4,100 years of history! There are many places mentioned in the Bible that still exist today, although the names have changed since ancient times.

Look up the following ancient places of the Bible and write their modern-day names.

1. Assyria and Babylon _____
2. Persia _____
3. Macedonia _____
4. Ephesus _____

Have you ever played an ice breaker game? Maybe you were asked to find someone who rides horses or another person who likes to play board games. These games help people find common interests or shared experiences. Similarly, **ethnicity** helps to identify groups of people who share a distinctive culture, religion, language, or other common characteristics. During Bible times, as people spread throughout the world, many different ethnicities developed, each with its own unique culture, language, and traditions.

All people, including you and me, are descendants of Adam and Eve! The Bible gives an account of many genealogies that show us how people were related and what family they belonged to. After the world was destroyed by the flood, new families came from Noah's three sons Shem, Ham, and Japheth.

Genesis 10:5 tells us that the descendants of Japheth were coastland people who spread into their lands. His lineage can be traced to areas north of the Black Sea, modern-day Germany and Wales, Greece, Cyprus, Italy, Spain, and modern-day Turkey.

The descendants of Shem led to Abram, who was later given the name Abraham by God and known as the "Father of Many Nations." (Genesis 17:5) These people, the **Israelites**, were pastoral nomads who traveled with flocks of sheep and depended on finding fresh pastures where their flocks could graze. They had a **patriarch**, the chief or leader of a large clan or family. They were known for their hospitality and were **linguistically** similar to the Canaanites and Moabites. Shem's lineage was God's divine plan to bring about Jesus, who would be the Savior of the world! The name "Israelites" was given to God's chosen people after God changed Jacob's name to Israel.

linguistic: related
to language

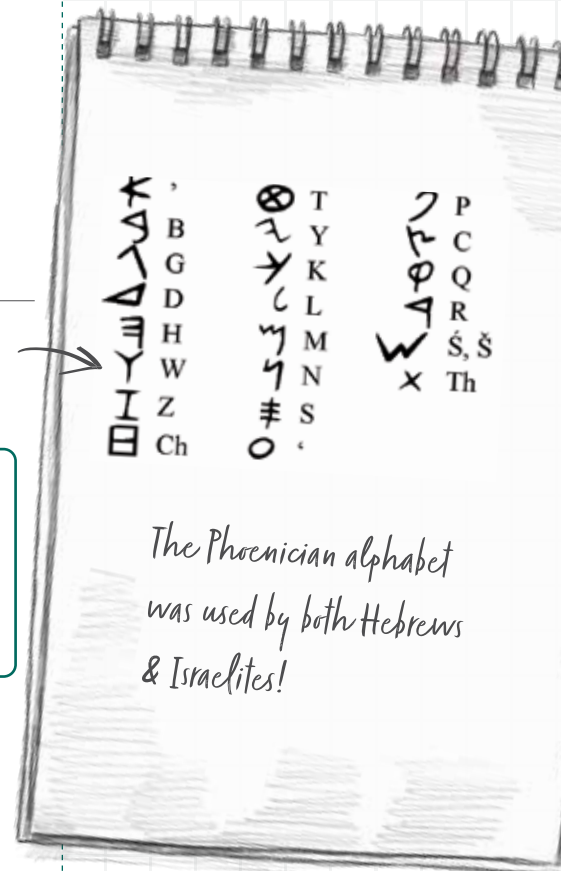


Read *Matthew 1:1-16*.

5. Who was the father of Joseph? _____

6. How many generations were there in all from Abraham to David, David to Babylon, and the exile to the Messiah? _____

Using the Phoenician alphabet in the margin, create an artistic picture of your name. Vowels were implied by context in the Phoenician alphabet.



In Hebrew, “Egypt” is known as Mizraim, the son of Ham, who was the son of Noah. **Egyptians** were dark-skinned descendants of Ham, who lived in the land that bordered Ethiopia in Africa. Egyptians were strong and powerful people. They were known for their achievements in agriculture, medicine, mathematics, and construction. The language of the Egyptians came from the Afro-Asiatic language family, which was common in the northern part of Africa.

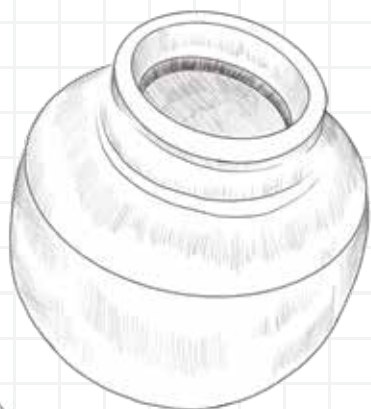
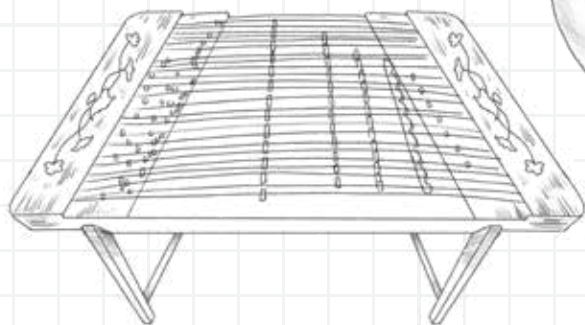
Research one of the following biblical ethnicities. Write down some key characteristics or facts about them. Choose one: *Sumerians, Assyrians, Babylonians*.

Unit Review



What interesting souvenirs from your journey do you want to add to your luggage? Write down some key words or concepts about Mesopotamian music that you want to take as you get ready to travel to the next place on our journey!

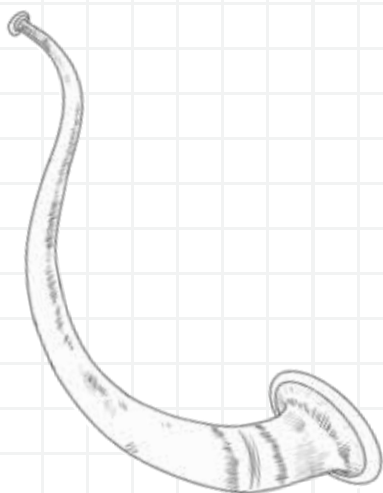




SOUNDS OF CULTURE

Assessment One

It is important to look back on what you have learned and take time to “show what you know!” Don’t think of these next two days as a test, but rather as an opportunity to recall what you have learned. Celebrate all this new information you have gained so far while studying about cultural heritage and its impact on music around the world.



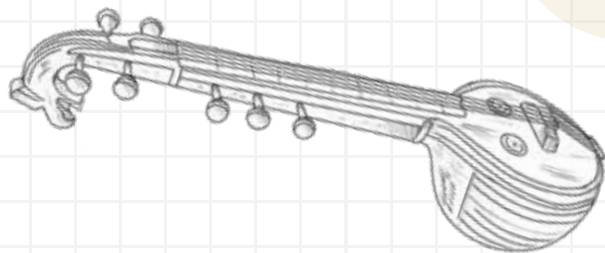
Mesopotamia



Oriental



India



Assessment Day 1

1. In your own words, write the definitions of cultural heritage and music.

2. Write the letter of the correct definition next to the vocabulary word.

___ pitch	a. more than one person singing or playing the melody at the same time
___ cymbals	b. the time or beat of music
___ jianpu	c. a self-sounding instrument
___ genealogy	d. the distance of eight notes between two keys with the same letter name
___ collective worship	e. the speed of music
___ dulcimer	f. small bronze discs that are struck together to make sound
___ unison	g. all 12 notes of the musical alphabet which includes the white and black keys on the keyboard
___ ethnicity	h. large-group worship
___ idiophone	i. people who write music professionally
___ chromatic	j. an account of people descended from their ancestors
___ octave	k. how high or low a note sounds when it is played
___ composers	l. traditional music passed on orally through families, generation by generation, that is unique to a specific region in the world
___ rhythm	m. a circle diagram that organizes the 12 chromatic pitches into intervals of perfect fifths
___ circle of fifths	n. responsive singing
___ tempo	o. an instrument that can be played by strumming, hammering, or plucking the strings
___ music score	p. a printed or written version of music that shows the parts for instruments and vocals
___ antiphony	q. a social people group that shares a distinctive culture, religion, language, or other common characteristics
___ folk music	r. a musical notation system that uses numbers, dots, and lines to create a music score

3. In each sticky note, write the 3 vocabulary words that are connected. The first one has been done for you as an example. *Hint: Think about how the words are related to one another.*

pitch
composers
dulcimer

chromatic
genealogy
tempo

jianpu
cymbals
octave

ethnicity
rhythm
folk music

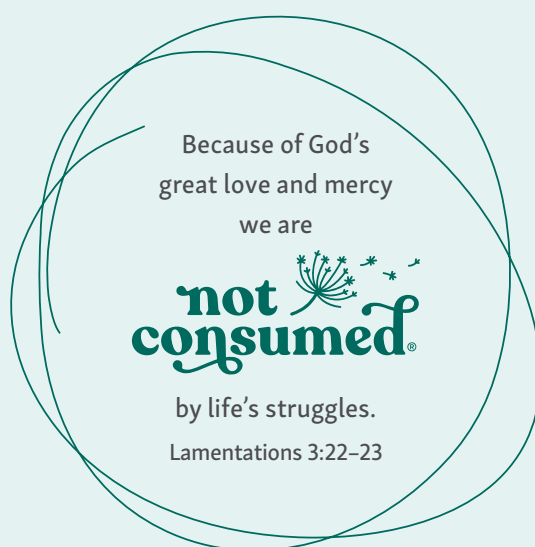
idiophone
circle of 5ths
music score

- Antiphony
- Unison
- Collective worship

(These are all ways you sing!)

Our goal at Not Consumed
Ministries is to help your family
GROW in faith so you can live
#NotConsumed by life.

Thank you for your purchase!
Your support makes it possible for
us to help even more families
get into God's Word.



COPYRIGHT © 2025
NOT CONSUMED MINISTRIES, LLC

ALL RIGHTS RESERVED.

THIS BOOK CONTAINS MATERIALS PROTECTED UNDER INTERNATIONAL AND FEDERAL COPYRIGHT LAWS AND TREATIES. ANY UNAUTHORIZED REPRINT OR USE OF THIS MATERIAL IS PROHIBITED. NO PART OF THIS BOOK MAY BE REPRODUCED OR TRANSMITTED IN ANY FORM OR BY ANY MEANS, ELECTRONIC OR MECHANICAL, INCLUDING PHOTOCOPYING, RECORDING, OR BY ANY INFORMATION STORAGE AND RETRIEVAL SYSTEM WITHOUT EXPRESS WRITTEN PERMISSION FROM THE AUTHOR/PUBLISHER. CREATED IN US, PRINTED IN CHINA. UNLESS OTHERWISE INDICATED, ALL SCRIPTURE QUOTATIONS ARE FROM THE HOLY BIBLE, ENGLISH STANDARD VERSION ® (ESV ®), COPYRIGHT © 2001 BY CROSSWAY, A PUBLISHING MINISTRY OF GOOD NEWS PUBLISHERS. USED BY PERMISSION. ALL RIGHTS RESERVED.



Pack your bags and come along for this exciting journey in *Sounds of Culture*! Although we aren't able to visit every place in the world, we will dive into the music of Mesopotamia, East Asia, India, Europe, Africa, the Appalachian region of the United States, and South America!

During this one-year study, you will be introduced to the history and heritage of specific cultures around the world and the impact they have made on music. If you're wondering if this book is full of music theory, terms, and techniques, you'll find that only a few lessons dig into the technical terms, while the rest explore the regions and ethnicities, purposes and types of music, composers, and instruments. Music is an important part of people's everyday lives, and cultural music tells us about the history of the people who wrote and played that music!

Heritage is a part of everyone's story, including yours! Important family traditions and stories passed on from generation to generation are often done with music at the heart of it all. Grab your bags and leave a little room to add some cultural souvenirs along the way!

