

Curriculum Map

Course: Music

Topic: Music – To Tell Who We Are

Subject(s): Music Appreciation

Grade(s): 10th 11th, 12th

Days: 10

Key Learning(s): There are as many different kinds of music in the world as there are different peoples. The variety of musical styles tells us who we are.

Unit Essential Question(s): What influence does music have on our culture and cultures around the world?

Optional Instructional Tools:

Orff Instruments
Piano
Stereo
A/V Equipment

<p>Concept: Music in Our Culture National Standard(s): 6, 7, 8, 9 State Standard(s): 9.2, 9.3, 9.4</p>	<p>Concept: Music in Other Cultures National Standard(s): 2, 3, 5, 6, 7, 8, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4</p>	<p>Concept: National Standard(s): State Standard(s):</p>
<p>Lesson Essential Questions: How does the variety of music performed in America reflect the diverse people? How can we become familiar with, and identify, different styles of music? How can we learn to describe and compare contrasting musical compositions?</p>	<p>Lesson Essential Questions: How familiar are we with music of other cultures? How can music allow a person to develop empathy for people of different cultures? How can we associate musical styles with their place of origin in the world? How can we recognize and discuss music from cultures represented by Americans of African, Mexican, and Chinese descent? How can we understand and describe how different cultures use music for a variety of purposes?</p>	<p>Lesson Essential Questions:</p>
<p>Vocabulary: Classical music, concerto, culture, homophony, jazz, musical style, perceptive listening, Wynton Marsalis, Cole Porter</p>	<p>Vocabulary: Anthropologist, empathy, ethnomusicologists, heterophony, Lali, mariachi, mestizo, Peking opera, timbre</p>	<p>Vocabulary:</p>

Attached Document(s):

Additional Info:
"Music! It's Role and Importance in Our Lives" - Charles Fowler, Timothy Gerber, Vincent Lawrence student and teacher's editions. with CD's and resource binder

Curriculum Map

Topic: Music – To Invite Us to Move

Days: 20

Course: Music

Subject(s): Music Appreciation

Grade(s): 10th 11th, 12th

Key Learning(s): Rhythm is the unmistakable aspect of making music that tells us it moves through time.

Unit Essential Question(s):
How do we recognize and feel rhythm?

What is the importance of dance?

Optional Instructional Tools:

Orff Instruments
Piano
Stereo
A/V Equipment

<p>Concept: Interpreting Rhythm Through Movement National Standard(s): 2, 3, 4, 5, 6, 7, 8, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4</p>	<p>Concept: Rhythms that Dance National Standard(s): 1, 2, 3, 4, 5, 6, 7, 8, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4</p>	<p>Concept: National Standard(s): State Standard(s):</p>
<p>Lesson Essential Questions: How can we use body movements to understand rhythm in music? How can we differentiate between “felt” time and “real” time in music? How can we become familiar with tempo designations, pulse, meter, and accent? How can we learn to improvise rhythms? How do we recognize some rhythmic aspects in the music of India? How can we understand and create syncopation?</p>	<p>Lesson Essential Questions: How do different rhythms create different dances? How can we learn the rhythms of a variety of dances and acquire vocabulary for explaining and discussing them? What are Tex-Mex and Native American dances, and what are their origins and purpose? What are some of the basic differences in music for popular, folk, theatrical, ballet, and modern dance? How can we become familiar with the instrumental suite? How can we differentiate between the minuet as a dance and the minuet as a movement of a symphony? How have composers incorporated dance rhythms into their instrumental works?</p>	<p>Lesson Essential Questions:</p>
<p>Vocabulary: Accelerando, accent, a tempo, “felt” time, improvisation, meter, rhythm, rhythm cycle, ritardando, syncopation, tempo, Scott Joplin, Nicolai Rimsky-Korsakov</p>	<p>Vocabulary: Ballet, conjunto, minuet, reggae, samba, suite, tango, waltz, Leonard Bernstein, William Grant Still, Igor Stravinsky</p>	<p>Vocabulary:</p>

Attached Document(s):

Additional Info:

- "Music! It's Role and Importance in Our Lives" - Charles Fowler, Timothy Gerber, Vincent Lawrence student and teacher's editions, with CD's and resource binder
- Video - "West Side Story"

Curriculum Map

Course: Music

Topic: Music – To Let Us Perform

Subject(s): Music Appreciation

Grade(s): 10th 11th, 12th

Days: 20

Key Learning(s):
 Looking at music from the view of the performer and the audience.

 Looking at virtuoso performers.

 Performing music alone or in a group.

Optional Instructional Tools:

Orff Instruments
 Piano
 Stereo
 A/V Equipment

Unit Essential Question(s):
 What is it like to be a performer?

 What is it like to be in the audience of a performance?

 What does it mean to be a virtuoso performer?

 How does performing alone compare to performing in a group?

<p>Concept: From the Performer's Perspective National Standard(s): 1, 5, 6, 7, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4</p>	<p>Concept: From the Audience's Perspective National Standard(s): 6, 7, 8 State Standard(s): 9.2, 9.3, 9.4</p>	<p>Concept: Virtuoso Performers National Standard(s): 5, 6, 7, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4</p>
<p>Lesson Essential Questions: How can we "think" music? How can we use our voices to express ourselves musically? How do we understand musical communication as a performer? How are voices classified musically? How do we use the art of interpretation? How do we sing in a style appropriate to the music?</p>	<p>Lesson Essential Questions: How can we explore the various levels of experiencing music as a listener? What are the sources of instrumental sounds? How do we recognize and categorize instrumental timbres? How do dynamics serve as a powerful expressive aspect of music? How can loudness be harmful? What is the role of the music critic? How can we develop our own ability to critique music?</p>	<p>Lesson Essential Questions: Who are some of the great musical performers of the past and present? How can we learn to recognize and describe characteristics of a virtuoso performer? What makes music difficult to master? How can we develop criteria for judging musical performances?</p>
<p>Vocabulary: Alto, audiation, baritone, bass, basso profundo, bel canto, coloratura, contralto, countertenor, crescendo, decrescendo, mezzo soprano, phrase, soprano, tenor, vocal range, vocal, register</p>	<p>Vocabulary: Aerophones, authenticity, chordophones, electrophones, idiophones, membranophones, music critic</p>	<p>Vocabulary: Child prodigy, double bass, musical expression, technique, virtuoso, Louis Armstrong</p>

Concept: Alone and Together National Standard(s): 1, 4, 5, 6, 7, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4	Concept: National Standard(s): State Standard(s):	Concept: National Standard(s): State Standard(s):
Lesson Essential Questions: How do people make music alone and together? What is Native American flute music? How do we recognize and describe basic textures of music? How can we describe the characteristics of a concerto? How can we understand the problem of coordination and how it is solved? How can we learn to conduct in meters of 2, 3, and 4?	Lesson Essential Questions:	Lesson Essential Questions:
Vocabulary: Call and response, canon, conductor, counterpoint, homophonic texture, imitation, monophony, neumes, polychoral music, polyphony, solmization, texture, Giovanni Gabrieli	Vocabulary:	Vocabulary:

Attached Document(s):

Additional Info:
 "Music! It's Role and Importance in Our Lives" - Charles Fowler, Timothy Gerber, Vincent Lawrence student and teacher's editions, with CD's and resource binder

Curriculum Map

Course: Music

Topic: Music – To Enhance Expression

Subject(s): Music Appreciation
Grade(s): 10th 11th, 12th

Days: 15

Key Learning(s): The emotional impact of music lies in its performance, which results from the sounds created by humans.

The order in music provides its continuity.

Optional Instructional Tools:

Orff Instruments
Piano
Stereo
A/V Equipment

Unit Essential Question(s):
How does music stir our emotions?

What are some of the ways music is organized?

<p>Concept: The Power of Emotion National Standard(s): 5, 6, 7, 8, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4</p>	<p>Concept: The Beauty of Order National Standard(s): 2, 3, 4, 5, 6, 7, 8, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4</p>	<p>Concept: National Standard(s): State Standard(s):</p>
<p>Lesson Essential Questions: How is music, like language and mathematics, a symbolic system of communication? How can we respond to a wide range of music? How can we become familiar with the Balinese Gamelan orchestra and the <i>Barong Dance</i>? How can we become acquainted with German Romanticism and learn about music of the Romantic period?</p>	<p>Lesson Essential Questions: How do composers use repetition and contrast to create cohesive musical expressions? What gives order to popular songs, the Afro-Cuban rumba, the march, and ragtime? How can we understand and describe the forms of the rondo and the sonata? How can we become familiar with the fugue and chance music?</p>	<p>Lesson Essential Questions:</p>
<p>Vocabulary: A cappella, gamelan, libretto, music drama, Requiem Mass, Romantic period, symphony, Ludwig van Beethoven, Wolfgang Amadeus Mozart</p>	<p>Vocabulary: Aleatory music, fugue, hook, motive, ostinato, rondo, sonata, Johann Sebastian Bach, John Philip Sousa</p>	<p>Vocabulary:</p>

Attached Document(s):

Additional Info:

- "Music! It's Role and Importance in Our Lives" - Charles Fowler, Timothy Gerber, Vincent Lawrence student and teacher's editions, with CD's and resource binder
- Video – "Amadeus"

Curriculum Map

Topic: Music – To Understand Life’s Meaning

Course: Music

Subject(s): Music Appreciation

Grade(s): 10th 11th, 12th

Days: 35

Key Learning(s): Song as a form of human expression is the largest and oldest category of music.

Unit Essential Question(s): What are some of the various subjects we express through music?

Optional Instructional Tools:

Orff Instruments
Piano
Stereo
A/V Equipment

<p>Concept: Love Songs National Standard(s): 1, 2, 4, 5, 6, 7, 8, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4</p>	<p>Concept: Religious Music National Standard(s): 1, 2, 5, 6, 7, 8, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4</p>	<p>Concept: The Music of Celebration National Standard(s): 2, 3, 5, 6, 7, 8, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4</p>
<p>Lesson Essential Questions: How universal is the subject of love in all kinds of music throughout history and around the world? How can we become familiar with the style of American popular love songs today and in the nineteenth century? What are some typical Mexican and Egyptian love songs and how are they similar to, yet different from, our own? What are major and minor scales, intervals, chords, phrases, and cadences? What are two of the greatest love songs in opera?</p>	<p>Lesson Essential Questions: How does music reflect religious feeling and interpret the meaning of sacred texts? What is the importance of music in the practice of most of the world’s religions? How can we become acquainted with music of different religions, including Hindu, Buddhist, Jewish, Christian, and Islamic faiths? What is the history and style of Gospel music?</p>	<p>Lesson Essential Questions: How do all cultures use music as an essential part of celebration? How does Irving Berlin’s music celebrate the human spirit? What are the characteristics of national anthems? What is the role of the band in celebration? What can we learn about the music of Charles Ives, Sir Edward Elgar, and Peter Ilyich Tchaikovsky? How is music used in celebrations in Nicaragua and Japan?</p>
<p>Vocabulary: Cadence, cakewalk, harmony, interval, major scale, minor scale, oratorio, primary chords, rondeau, scale</p>	<p>Vocabulary: Cantata, chorale, chorale preludes, conjunct, disjunct, harmonics, kritis, mass, overtones, qawwali, word painting, Thomas Andrew Dorsey, Felix Mendelssohn</p>	<p>Vocabulary: Band, bugaku, concert band, gagaku, marimba, national anthem, Irving Berlin, Peter Ilyich Tchaikovsky</p>

Concept: Condolences in Death National Standard(s): 1, 2, 3, 5, 6, 7, 8, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4	Concept: National Standard(s): State Standard(s):	Concept: National Standard(s): State Standard(s):
Lesson Essential Questions: How is music used to express emotions connected with death? How is music used in the funeral ceremonies in Bali and in West Africa? What is the relationship between New Orleans jazz and West African music? How is music used to express death in the opera <i>Wozzeck</i> ?	Lesson Essential Questions:	Lesson Essential Questions:
Vocabulary: Atonal, gambang, lieder, opus, through-composed, tonality, Frederic Chopin, Eric Clapton, Billie Holiday, Franz Schubert	Vocabulary:	Vocabulary:

Attached Document(s):

Additional Info:
 "Music! It's Role and Importance in Our Lives" - Charles Fowler, Timothy Gerber, Vincent Lawrence student and teacher's editions, with CD's and resource binder

Curriculum Map

Topic: Music – To Let Us Create

Days: 30

Course: Music

Subject(s): Music Appreciation

Grade(s): 10th 11th, 12th

Key Learning(s): Sound is the basic raw material of all musical communication, and musical creators shape sound by giving it a particular melody, rhythm, dynamics, form, timbre, and texture.

Unit Essential Question(s):
How do musical creators decide what to do with the music elements to shape the sound of their music into an expressive statement?

Optional Instructional Tools:

Orff Instruments
Piano
Stereo
A/V Equipment

<p>Concept: Communicating with Sound National Standard(s): 1, 2, 3, 4, 5, 6, 7, 8, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4</p>	<p>Concept: Making Musical Decisions National Standard(s): 1, 2, 3, 4, 5, 6, 8, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4</p>	<p>Concept: Creating with Technology National Standard(s): 2, 3, 4, 6, 7, 8, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4</p>
<p>Lesson Essential Questions: How does musical communication depend on the combination of musical elements?</p> <p>What is the role of texture in musical expression?</p> <p>How are Balkan vocal textures unique?</p> <p>How can we learn about and discuss expressive tools such as harmonizing, modulation, and arranging?</p> <p>What is the role of the music arranger?</p> <p>How can we distinguish an arrangement from a transcription?</p>	<p>Lesson Essential Questions: How can we explore the creative process in music?</p> <p>What is the organizing device that underlies the 12-bar blues?</p> <p>How do the Balinese use interlocking rhythms expressively?</p> <p>How do composers achieve unity and variety in the musical form called “theme and variations?”</p> <p>What is the tone-row system?</p> <p>What can we learn about the work of Arnold Schoenberg?</p> <p>How can we acquire some perspective about our own creativity?</p>	<p>Lesson Essential Questions: How is technology changing the role of composers and performers?</p> <p>How are electronic sounds generated and how are they used for expressive purposes?</p> <p>How can we distinguish between electronically and conventionally produced sounds?</p> <p>What is the history of electronic music and what is the meaning of its most important terms?</p> <p>How can we become acquainted with the work of some outstanding living arrangers and composers who use technology to create music?</p>
<p>Vocabulary: Arranger, harmonizing, idée fixe, modulation, obbligato, program symphony, transcriptions, Hector Berlioz, Gioacchino Rossini</p>	<p>Vocabulary: Blue notes, blues, interlocking rhythms, <i>Kecak</i>, retrograde, theme and variations, tone-row, W. C. Handy, Arnold Schoenberg</p>	<p>Vocabulary: Drum machine, hyperinstruments, MIDI, musique concrete, sampling, sequencer, synthesizer, telharmonium, Tod Machover</p>

Concept: Musical Creators National Standard(s): 1, 2, 4, 5, 6, 7, 8, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4	Concept: National Standard(s): State Standard(s):	Concept: National Standard(s): State Standard(s):
Lesson Essential Questions: How can we become familiar with a representative sampling, of music by three twentieth-century composers: Aaron Copland, Duke Ellington, and Libby Larson? What makes these composers effective musical communicators? What are the characteristics that make their works American? What can we find out about the lives of these composers? What does it take to be a composer?	Lesson Essential Questions:	Lesson Essential Questions:
Vocabulary: Bridge, cadenza, chromatic, composition, creative license, glissando, swing, swing era	Vocabulary:	Vocabulary:

Attached Document(s):

Additional Info:
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Curriculum Map

Course: Music

Topic: Music – To Tell the Story of Our Lives

Subject(s): Music Appreciation
Grade(s): 10th 11th, 12th

Days: 20

Key Learning(s): Storytelling may be the oldest art, and music is used in a variety of ways to help tell tales.

Optional Instructional Tools:
Orff Instruments
Piano
Stereo
A/V Equipment

Unit Essential Question(s): How is music used to tell stories in musical theatre, opera, and film?

<p>Concept: Musical Theatre National Standard(s): 1, 5, 6, 7, 8, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4</p>	<p>Concept: Opera National Standard(s): 1, 2, 3, 4, 5, 6, 7, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4</p>	<p>Concept: Film National Standard(s): 1, 2, 4, 5, 6, 7, 8, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4</p>
<p>Lesson Essential Questions: How can we relate musical theatre to real-life experience?</p> <p>What are the differences between a drama and a musical?</p> <p>How does music set the atmosphere and the scene?</p> <p>How does music develop and reveal character?</p> <p>What can we learn and be able to describe about the dramatic tools of expression (sets, costumes, lighting, makeup, dialogue, and music)?</p> <p>What more can we discover about musical theatre on Broadway?</p>	<p>Lesson Essential Questions: How is a story told through the medium of opera?</p> <p>What are some of the terms associated with opera, and what are their definitions?</p> <p>How can we become familiar with one opera (<i>Carmen</i>) in detail?</p> <p>How do the parts of the opera – overture, recitatives, arias, duets, trios, entr'acte music – all contribute to its total effect?</p> <p>What are some of the names of different voice types used in grand opera?</p> <p>How do the different timbres of the solo voices add to the interest and overall expression?</p>	<p>Lesson Essential Questions: What can we understand about the development of sound as a part of the storytelling art of motion pictures?</p> <p>What is the role of the film composer and the purpose that music serves in film?</p> <p>How can we become familiar with the work of a number of film composers?</p> <p>How does appropriate music enhance visual images and give a film continuity?</p>
<p>Vocabulary: Broadway musical, dialogue, librettist, libretto, lyrics, soliloquy, vaudeville, Oscar Hammerstein 2nd, Richard Rodgers, Andrew Lloyd Webber</p>	<p>Vocabulary: Absolute pitch, aria, entr'acte music, grand opera, opera comique, recitative, seguidilla, Georges Bizet, Jose Carreras, Placido Domingo, James Levine, Luciano Pavarotti</p>	<p>Vocabulary: Background music, dubbing, incidental music, mag track, scoring, soundtrack, spot, Samuel Barber, Alan Menken, John Williams</p>

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Curriculum Map

Course: Music

Topic: Music – To Characterize the Age

Subject(s): Music Appreciation
Grade(s): 10th 11th, 12th

Days: 15

Key Learning(s): Music reflects the people and social trends of the time; it relates to the way we think and the way we live.

Optional Instructional Tools:

Orff Instruments
Piano
Stereo
A/V Equipment

Unit Essential Question(s): How does music characterize our generation and previous generations?

<p>Concept: Music of Our Generation National Standard(s): 1, 2, 4, 5, 6, 7, 8, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4</p>	<p>Concept: Music of Previous Generations National Standard(s): 2, 5, 6, 7, 8, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4</p>	<p>Concept: Jazz National Standard(s): 1, 2, 3, 5, 6, 7, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4</p>
<p>Lesson Essential Questions: What are the musical characteristics of some of today's popular and classical styles? How do the increasing visualization, urbanization, and globalization of cultures affect current musical trends? How can the addition of visual elements alter your musical perceptions? What are New Romanticism and minimalism? How is music a reflection of its time and its society?</p>	<p>Lesson Essential Questions: Who were some of the composers and what were some of the styles of music in the Renaissance, the Baroque, and the Classical periods? How can we identify and describe the characteristics of these styles? What is the process involved in the evolution of musical styles? What is the relationship and interplay between polyphony and homophony? What is the connection between the way people think and live and the kind of music they create?</p>	<p>Lesson Essential Questions: What were the beginnings of jazz? What were the contributions of Jelly Roll Morton, Fletcher Henderson, and Louis Armstrong? How can we distinguish between the many styles of jazz, such as Dixieland, small band jazz, swing, bebop, and fusion? What are some examples of classic jazz? What were the contributions of other jazz performers, such as Charlie Parker and Dizzy Gillespie, and what made them so great?</p>
<p>Vocabulary: Globalization, minimalism, New Age, New Romanticism, program music, urbanization, visualization, Philip Glass</p>	<p>Vocabulary: Baroque period, concerto grosso, concerto style, continuo, madrigals, Renaissance period, terraced dynamics, tutti, word painting, Franz Joseph Haydn, Antonio Vivaldi</p>	<p>Vocabulary: Bop, break, Dorian mode, fusion, scat singing, swing, Benny Goodman, Charlie Parker</p>

Attached Document(s):

Additional Info:
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Curriculum Map

Topic: Music – To Share Our Humanity

Days: 15

Course: Music

Subject(s): Music Appreciation

Grade(s): 10th 11th, 12th

Key Learning(s): Music commands our attention because it is one of the expressions of civilization through which we connect with other human beings – those around us, those who came before us, and those who will come after us.

Unit Essential Question(s): How does music help identify who we are?

Optional Instructional Tools:

- Orff Instruments
- Piano
- Stereo
- A/V Equipment

<p>Concept: Folk, Popular, and Classical National Standard(s): 5, 6, 7, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4</p>	<p>Concept: Styles Influencing Styles National Standard(s): 1, 2, 4, 5, 6, 7, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4</p>	<p>Concept: A Unique Record of Humankind National Standard(s): 5, 6, 8, 9 State Standard(s): 9.1, 9.2, 9.3, 9.4</p>
<p>Lesson Essential Questions: How can we get the most out of new music we listen to?</p> <p>Can we value many kinds of music for many different reasons?</p> <p>How do we recognize the basic differences between folk, popular, and classical music?</p> <p>How can we understand that music of other cultures is not all folk music?</p> <p>Why are we responsible to respect differences in musical taste?</p>	<p>Lesson Essential Questions: How do different styles of music affect each other?</p> <p>How is music in one culture influenced by the music of another?</p> <p>How has some classical music been used to create popular songs?</p> <p>How can we become familiar with the music of American composers Louis Moreau Gottschalk, George Gershwin, and John Lewis?</p> <p>How can we become acquainted with and discuss “crossover” music by Antonin Dvorak, Claude Debussy, Igor Stravinsky, Modest Mussorgsky, and Heitor Villa-Lobos?</p>	<p>Lesson Essential Questions: How have our tastes changed over the term of this course?</p> <p>How does music establish a sense of time and place?</p> <p>How does music express our humanity?</p> <p>How is music a fundamental means of human communication?</p> <p>How much have we learned about musical styles and how well are we able to recognize them?</p>
<p>Vocabulary: Country music, folk music, genre, popular music, rock music</p>	<p>Vocabulary: Acculturation, clave, crossover, pentatonic scale, time line, Claude Debussy, George Gershwin, Louis Moreau Gottschalk</p>	<p>Vocabulary:</p>

Attached Document(s):

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Music Appreciation Vocabulary and Definitions

All vocabulary words / terms, and their definitions, are included in the text "Music! It's Role and Importance in Our Lives" by Charles Fowler, Timothy Gerber, Vincent Lawrence.