

Integrated Curricular Unit PLANNING GUIDE

Please use this form as a thinking/discussion guide. We anticipate changes as you go along.



PLEASE COMPLETE THE PLANNING GUIDE ELECTRONICALLY AND SAVE AS A WORD DOCUMENT. IN ADDITION TO HARD COPY SUBMISSION, EMAIL A COPY OF THE ENTIRE DOCUMENT TO YOUR MENTOR. REFER TO GUIDELINES FOR SUBMITTAL DEADLINE DATES. (NO HANDWRITTEN PLANNING GUIDES WILL BE ACCEPTED)

Teacher (name/grade): Kim Foister, Amy Brown, Stacey Merritt-Grade 3

Artist (name/discipline): Social Studies and English Language Arts

Connecting Topics: SC Native Americans, Early Explorers, and Gullah Cultures
(ex: *American Revolution & Improvisation*)

Inquiry Question: How does change affect us?

Subject Area: Social Studies and Language Arts

Planning dates: August MAC week and August 28, September 5, 2007 **Number of Students:** 75

Student Academic objective(s): *(Teachers, please include subject area, state goals, standards and objectives)*

Social Studies, Grade 3 State Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina and the United States.

Objectives:

- 3-2.1 *Explain the motives behind the exploration of South Carolina by the English, the Spanish, and the French, including the idea of "for king and country."*
- 3-2.2 *Summarize the activities and accomplishments of key explorers of South Carolina, including Hernando de Soto, Jean Ribault, Juan Pardo, Henry Woodward, and William Hilton.*
- 3-2.3 *Use a map to identify the sea and land routes of explorers of South Carolina and compare the geographic features of areas they explored, including the climate and the abundance of forests.*
- 3-2.4 *Compare the culture, governance, and geographic location of different Native American nations in South Carolina, including the three principal nations—Cherokee, Catamba, and Yemassee—that influence the development of colonial South Carolina.*
- 3-2.5 *Summarize the impact that the European colonization of South Carolina had on Native Americans, including conflicts between settlers and Native Americans.*
- 3-2.6 *Summarize the contributions of settlers in South Carolina under the Lords Proprietors and the Royal colonial government, including the English from Barbados and the other groups who made up the diverse European population of early South Carolina.*
- 3-2.7 *Explain the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy; the daily lives of African American slaves and their contributions to South Carolina, such as the Gullah culture and the introduction of new foods; and African American acts of resistance against white authority.*

ELA, Grade 3 State Standards

- 3-1.7 *Create responses to literary texts through a variety of methods such as writing, creative dramatics, and the visual and performing arts.*
- 3-6.6 *Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.*

Student Artistic objective(s): *(Artists, please identify an artistic skill/process that will help achieve the academic objectives. Refer to the SC Standards for your art form)*

Through role-playing exercises, students will explore and examine the many different lifestyles and perspectives of the Native South Carolinians, The Early European Explorers the African Slave Situation and Community as it relates to the US and the Gullah Community.

Connections: *(Write a brief paragraph describing the connections you will explore between the art form and the content)*

This unit will provide students with the opportunity to integrate social studies, language arts, and theatre as they use tableau and improvisation to explore the cultures of Native South Carolinians, early explorers, and Gullah.

Anticipated process & Learning experience: How will students explore these connections? How does integrating these standards with this art form create a richer learning experience for students? Why do students learn more by doing it this way?

Students will explore and voice different perspectives and points of view. As students “become” characters in the various scenarios, they will develop personal connections to the subject matter, deepening comprehension. In order to understand the concept of “change” among varying cultures of South Carolinians, students will form their own inquiry based research into the lives of these societies.

Art form/anticipated learning artifacts: (photos, recordings, reflections of the learning process)

Students will perform different tableaux and play different theatre games. They will create their own language for communication. They will use KnowItAll.org (Gullah website). They will also use “readers theater” and “hot seat.”

Unit activities ideas: Describe both artist and teacher activities:

Preliminary knowledge: Frontloading: How will you activate student curiosity, prior knowledge, memories and emotions so that students make strong connections and get the most learning during the unit?

Students will be shown different photographs. They will make SC Native American homes and games, listen to Native American music, view different United Streaming videos, and visit the Gullah website on <http://KnowItAll.org>.

Beginning: How will the unit start? What resources will be needed?

The unit will begin with the artist’s introduction, physical warm-ups, and actor’s warm-ups.

Middle: How will the unit proceed?

Interactions

An exploration of interaction between the explorers/settlers and Native South Carolinians will be presented, as well as an exploration of interaction between early Africans and settlers.

End: How will the unit conclude?

The unit will conclude with mini-skits, tableaux and short talks from three different perspectives.

Personal/Social connections: How will you use the inquiry question to help students make personal connections with the content area? With the art form? How will you continue to explore these connections throughout the unit?

Students will examine the past changes and growth of the United States and relate these examinations to themselves, their interpersonal lives, and their surroundings, through changes and growth in their own lives.

Answering the inquiry question: How will you create experiences in each session that allow students to answer the inquiry question in deeper, more comprehensive ways? What aspects or sub questions of the inquiry question will you explore?

In what way(s) will students answer the inquiry question? (*example: writing, creative dramatics, creative movement, music, visual art*)

Students will participate in creative dramatics, tableau exercises, and answer and reflect throughout the unit process, “How did these historical changes affect the past and how do they affect us today?”

How will you use this information to inform future session and progress of the unit?

Based on observations, students’ answers and reflections, future sessions will address student needs.

Unit Support (*Questions to consider/discuss*)

Artist: What can the teacher do to best help you with the unit? (*Preparation, behavior management, support during and after the unit, etc.*)

1. Frontload the students with the literature that will be covered.
2. Be flexible when “aha” moments occur and elaborations and/or extensions are made in any given topic area.
3. Share constructive input and support.
4. Be 100% present physically and mentally during all sessions.
5. Manage behavior with all students.

Teacher: What will you do during the artist sessions? What will you do to prepare for the artist sessions and how will you continue to support the inquiry on non-artist days?

1. Frontload students with information about our unit.
2. Support artist’s direction in teaching unit for “aha” moments and times to reteach.
3. Share construction input and support.
4. Support artist physically and mentally during lessons.
5. Manage behavioral issues as they occur.

Assessment: indicators of learning: What formative assessment strategies will you use throughout the unit to inform your teaching?

We will ask many questions and pay close attention to the answers. We will adjust plans as necessary.

What summative assessment will you use at the end of your unit to assess overall student learning? If using a rubric(s), please provide an electronic copy.

At the beginning of the unit, the students did a tableau while making a quick response about what their person/item might be saying. At the end of the unit, we will ask the students to perform this

activity again. Hopefully, they will be able to show growth in both their tableau identification and their statements.

We will also use a rubric (please see below) to assess student progress.

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Participation	Student participates 100% in theatre activities.	Student participates most of the time in theatre activities.	Student is very reluctant and/or seldom participates in theatre activities.
Tableau action	Student shows marked improvement in tableau form.	Student shows some improvement in tableau form.	Student shows little or no growth in tableau form.
Tableau speech	Student shows marked improvement in tableau speech/voice.	Student shows some improvement in tableau speech/voice.	Student shows little or no growth in tableau speech/voice.
Content knowledge	By the end of the unit, student will strongly demonstrate in a tableau an understanding of the exploration and settlement of SC in either the impersonation/improvisation of a Native American South Carolinian, an early explorer, or an African slave in the Gullah culture	By the end of the unit, student will somewhat demonstrate in a tableau an understanding of the exploration and settlement of SC in either the impersonation/improvisation of a Native American South Carolinian, an early explorer, or an African slave in the Gullah culture	By the end of the unit, student will not be able to demonstrate in a tableau an understanding of the exploration and settlement of SC in either the impersonation/improvisation of a Native American South Carolinian, an early explorer, or an African slave in the Gullah culture

Schedule of Artist Sessions – Please notify your MENTOR of any changes

Session Dates & Times <i>(indicate exact times you will be in classroom)</i>	Activity(s) <i>(describe the activities designed for each session)</i>	Role of Teacher	Role of Artist	Reflection & Meaning Making <i>(writing, interview, visual, tableaux, discussion, etc.)</i>
<p>1 Date: Oct. 12, 2007 Time: <u>55 minutes</u> Brown: 9:15-10:15 Merritt: 12:05-1:05 Foister: 1:10-2:10</p>	<p>Artist's introduction, intro to theatre education, actors physical warm-up, speech and voice warm-ups, intro to academic content area</p>	<p>Support and prepare academic content lesson from frontloading activities</p>	<p>Introduce self, instruct, lead & guide students through theatre arts warm-up, games, & activities</p>	<p>Tableau & discussion, coverage of inquiry</p>
<p>2 Date: Oct. 15, 2007 Time: <u>55 minutes</u> Brown: 9:15-10:15 Merritt: 12:05-1:05 Foister: 1:10-2:10</p>	<p>Actor's warm-ups, speech & voice work using select vocabulary intro & coverage of Native Americans, comparisons/contrasts, ownership/pride/territories</p>	<p>Help actor as needed</p>	<p>Instruct, lead & guide students through theatre arts warm-up, games, & activities</p>	<p>Discussion and interview of different tribal members</p>
<p>3 Date: Oct. 26, 2007 Time: <u>55 minutes</u> Brown: 9:15-10:15 Merritt: 12:05-1:05 Foister: 1:10-2:10</p>	<p>Warm-ups. Continue vocabulary: traditions/ceremonies, customs & how they got their names/family relationships. Student grouping of different tribes, giving of names, listen & greetings ceremonies, territorial wars.</p>	<p>Help actor as needed</p>	<p>Instruct, lead & guide students through theatre arts warm-up, games, & activities</p>	<p>Discussion of ceremonies, need for greetings, purpose of wars</p>
<p>4 Date: Nov. 2, 2007 Time: <u>55 minutes</u> Brown: 9:15-10:15 Merritt: 12:05-1:05 Foister: 1:10-2:10</p>	<p>Warm-up games. Intro to Europeans (Spain, England, France). General feelings of Natives. Differing languages, competition, affect on the Natives, benefits of each group, and detriment to Natives. Students to come up with different languages through mini phrases & try to communicate.</p>	<p>Help actor as needed</p>	<p>Instruct, lead & guide students through theatre arts warm-up, games, & activities</p>	<p>Discussion: Purpose of communication, Benefits/detriments to each group. Did language barriers help/hurt? Was body language helpful?</p>
<p>5 Date: Nov. 5, 2007 Time: <u>55 minutes</u> Brown: 9:15-10:15 Merritt: 12:05-1:05 Foister: 1:10-2:10</p>	<p>Warm-up games. Discuss general feelings. Foot race gathering fake money. Improvisation of general moods & feelings of the Native Americans. Hot seat game with stuffed animals</p>	<p>Help actor as needed. Ask students to bring stuffed animals.</p>	<p>Instruct, lead & guide students through theatre arts warm-up, games, & activities</p>	<p>Conduct interviews with students from different groups to communicate moods/ Feelings of that group.</p>
<p>6 Date: Nov. 9, 2007 Time: <u>55 minutes</u> Brown: 9:15-10:15 Merritt: 12:05-1:05 Foister: 1:10-2:10</p>	<p>Warm-up games. Small group skit improvisations about why more Europeans wanted to come to the new land. Includes how did they feel? Game for European/NA trading.</p>	<p>Help actor as needed. Ask students to bring trading items.</p>	<p>Instruct, lead & guide students through theatre arts warm-up, games, & activities</p>	<p>Was trading fair? Would you venture to new land? Why or why not? Did theatre games help make up your mind?</p>

<p>7 Date: Nov. 12, 2007 Time: <u>55 minutes</u> Brown: 9:15-10:15 Merritt: 12:05-1:05 Foister: 1:10-2:10</p>	<p>Warm-up games. Transportation of the slaves: act out ship conditions. Selling slaves. Bring teddy bears to act out “bear auction.” Hot seat improvisation. Dramatic skits using students who family is being broken and sold.</p>	<p>Help actor as needed. Ask students to bring teddy bears.</p>	<p>Instruct, lead & guide students through theatre arts warm-up, games, & activities</p>	<p>What made slavery so lucrative? Why did you want particular auction bears? How would you feel if your family was separated?</p>
<p>8 Date: Nov. 16, 2007 Time: <u>55 minutes</u> Brown: 9:15-10:15 Merritt: 12:05-1:05 Foister: 1:10-2:10</p>	<p>Warm-up game. Gullah Dramatic skits of house slaves vs. field slaves, the Underground Railroad, runaway slaves & captured slaves. Note: Closing recap and tableau to be performed after the artist has finished.</p>	<p>Help actor as needed</p>	<p>Instruct, lead & guide students through theatre arts warm-up, games, & activities</p>	<p>Why was it necessary for Gullah to exist? How are the different groups (Native Americans, Europeans, Africans) alike and different? What role did communication play in their lives? How did change affect their lives? How does it affect ours today?</p>

Process Documentation: How will you work together to document the process throughout the unit? What types of documentation are meaningful for this unit? Consider who will document during different activities.

All teachers and artist will be taking photographs and taking notes of interesting phrases and blurbs from the students. The beginning tableau and the ending tableau will be documented for learning/comprehension progress.

How will you use this documentation to enhance student reflection and learning?

All teachers and artist will check for misconceptions during the learning process. Plans may be changed to accommodate student learning.

Vocabulary: What vocabulary will be introduced? Include vocabulary for content area, art form and any other new vocabulary introduced in this unit.

Theatre terms: stage right, stage left, down stage, upstage, improvisation, dramatic skit, tableau, enunciation, voice
Social studies terms: hope, despair, tribal names (Cherokee, Yemassee, Catawba), customs, Gullah, explorers

Materials: What materials or supplies will you need for this unit? (Please include details on page 3)

There will not be a need to purchase materials for this unit, although students will provide stuffed animals and teddy bears from home.



Teacher Learning:

What will the teacher learn during this unit that will add tools to his/her teaching toolbox? Be specific. (ex: specific activity, element of art form, printed resources, introduction to a piece of art, how to access and encourage student creativity)

Teachers will learn how to present tableau, theatre warm-up games, and dramatic skits to enhance future units. By observing the artist, teachers will learn how to present these concepts to students while maintaining a learning atmosphere.

How will you work together to ensure that teacher comfort and confidence in these skills are growing throughout the unit?

After each session, the artist will question the teacher throughout the unit about the process to make sure that the teacher is picking up new ways of teaching an understanding of theatre arts and how it can be incorporated into classroom learning. Teachers will also use activities from the book, Action Strategies for Deepening Comprehension, to gain more comfort and confidence with theatre skills.