

What Were They Thinking?
A 5-Day Theatre, English, and Social Studies
Residency
for grades 3-8
by
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The Mime Who Talks!



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Curricular Goals Taught

Note: These goals are for fourth grade. Third—eighth grade goals are similar. Each residency is planned with the grade-level teaching team, and standards are chosen to fit into what students will be studying at the time.

4th Grade Theatre Arts Essential Standards

C.1 Use movement, voice and writing to communicate ideas and feelings. C.1.1 Use a variety of postures, gaits, and mannerisms to express character in the presentation of stories.

C.1.2 Apply appropriate vocal elements of volume, rate, articulation, and vocal expression in presentations.

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4th Grade English Common Core Reading Fluency & Writing Objectives

LA.4.RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

LA.4.RF.5.4.a Read on-level text with purpose and understanding.

LA.4.RF.5.4.b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

LA.4.W.CCR.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

a. Provide reasons that are supported by facts and details.

b. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

4th Grade Social Studies Goals and Objectives (Essential Standards)

SS4.H. 1.3 Explain how people, events, & developments brought change to communities in NC.

Guiding Questions: This residency asks: How can Theatre put zing in student writing? How can students gain the focus and self-control they need to do drama in the classroom? How can we assess learning through drama?

As an artist, the learner will: learn mime and self-expression through movement; represent the point of view of their character dramatically using movement, voice, gesture, & body language

As a reader & writer, the learner will: Write opinion pieces, from a historical character's point of view, based on research & movement explorations. Read aloud with fluency, comprehension, accuracy, appropriate rate, and expression.

As an artist reader and writer, the student will be able to: Use drama as research for a script; write from the point of view of a historical figure, support his point of view with reasons & information, read aloud; perform with movement, gesture, & expression.

Assessment Overview:

Theatre Arts: Students will be demonstrating their performance and mime skills each day in small group activities, and we will assess understanding and learning by watching them.

English Language Arts: Teachers will pre-assess & post-assess writing skills by reading student writing. Students will be reading, writing, revising, giving each other positive critiques of writing, and performing their writing, and we will be reading their writing and watching their

English Language Arts: Teachers will pre-assess & post-assess writing skills by reading student writing. Students will be reading, writing, revising, giving each other positive critiques of writing, and performing their writing, and we will be reading their writing and watching their performances of them to assess their writing and performing skills. We will use rubrics for performance, collaboration, understanding of historical figures' impact on NC, and writing.

Vocabulary:

Before the residency: Teachers have assigned students to groups. Each group has researched the who, what, where, when, how, and why of their historical figure. Each group has written this information down in a paragraph or outline form.

Teacher gives list of students, groups, and historical figures to artist.

Students wear nametags.

Every day: Teacher has a clear place on board or wall for writing/posting.

Artist has CD player and CDs. Students bring their writing and writing materials with them to each session. Artist posts objectives for residency and for day;

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| Session 1 | |
| Lesson Objective | Students can move with control, safety, and respect; can show mime objects-in-hand. Students experience an imaginative exploration of their character and list details, sensory images, goal, obstacle. |
| Warm up | Intro: mime & author (show book); intro to mime demo; control game; mime technique—round objects & objects-in-hand, open-to-close, flat-to-round. Teacher practices mime. . |
| Activity | Whole group guided creative activity—exploration of character’s goal or argument and why he believes in the goal with details, sensory images. Teacher watches for mime clarity, movement, creativity, expressivity. Museum showing. Word bank: Students list details/qualities/descriptors/metaphors, goals, & write them down. Teacher helps with word banking—either scribes or facilitates. |
| Cool Down | Students start writing a paragraph about goal & reasons for wanting it from Point Of View of character. They leave 2 spaces between each line they write. Reflect & remember: What is mime? How do we move in class? Show me mime objects. Did we meet our objectives? Teacher tells students what to do with writing: They will use their lists of details to write a paragraph about the goal and reasons for it in the voice of their character. (This can be homework or in-class work.) Students need to bring their writing to each session. |
| Assessment(s) (list any assessments you used and attach copy of any assessment tools if applicable): Teacher and artist can collect and read student writing. Artist and teacher can assess students while they are doing mime activities. Writing should have: a goal, reasons, and sensory details. | |
| Notes | |
| Changes for next session: | |
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Every day: Teacher has a clear place on board or wall for writing/posting.

Students have nametags, writing from previous days, pencil, paper.

Artist has CD player and CDs.

Artist posts objectives for residency and for day;

Session 2 Students will review previous day's learning, practice moving with control, focus, safety, respect.

Work cooperatively with a partner & learn some cooperative behaviors: be

Session 2 Students will review previous day's learning, practice moving with control, focus, safety, respect.

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| Lesson Objective | Work cooperatively with a partner & learn some cooperative behaviors; be able to show long, thin mime objects; be aware of vocal qualities: volume & clarity. |
| | Intro: reading with fluency, articulation, volume, expression control game, Mime: review ball; and add long, thin objects. Teacher participates. |

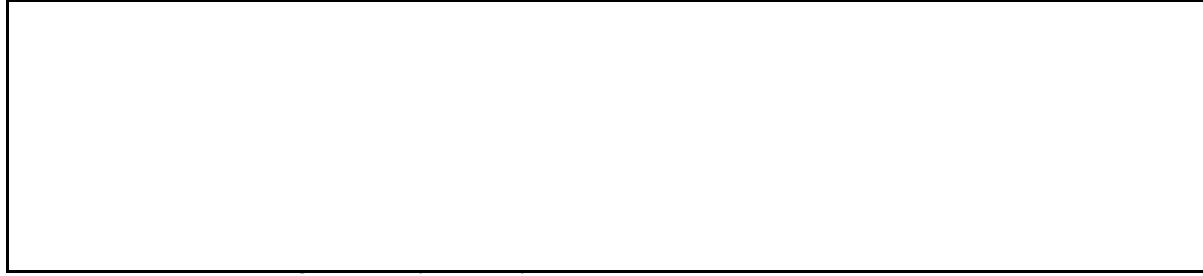
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| Art Vocabulary: mime & body language gesture focus, stillness & control character & voice point of view expression detail & qualities infer articulation & volume | pair up & helps the each student strategies for cooperative beha in groups clearly and highlight using 2 b the goal in what c someone | Shared Vocabulary: expression character & voice point of view expression infer detail | hip game s or wat partner ud to ea es about ident's p en line. with m id we m t helped | L. A. Vocabulary: opinion & argument simile & metaphor character & voice point of view expression infer detail |
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| Cool Down | well? Class work: Students will revise by combining the best of their group's writing for Session 3. |
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Assessment(s) (list any assessments you used and attach copy of any assessment tools if applicable): Artist and teacher can assess students while they are doing mime activities. Writing should have goal, reasons, & sensory details. Reading aloud should have fluency, articulation, volume, & expression. Groups should practice cooperative behaviors.

Notes

Changes for next session:



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| Schedule 9:00-9:50 Sowell 10:00-10:50 Pratt 11:00-11:50 McGirr 12:30-1:20 Mackey |
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| Activity | Artist & teacher read word bank of details and changes. Students in groups add images and details about setting & time to their writing. They add information about the change that occurred because of their character's efforts. |
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| | character's efforts. |
| Cool Down | Classwork: student groups continue to revise writing: adding details of setting & time, and information about the change their character brought to their country or community. Reflect: What did someone in your group say or do that helped you work together? what did the imaginative movement activity contribute to writing? Did we meet our objectives? |
| Assessment(s) (list any assessments you used and attach copy of any assessment tools if applicable): Teacher and artist can collect and read student writing. Artist and teacher can assess students for clarity & expression while they are doing mime activities and for cooperative behaviors while they work in groups. Writing should have: a sense of place and descriptive and/or figurative language. | |
| ◆ Notes | |
| Changes for the next session: | |
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Every day: **Teacher has a clear place on board or wall for writing/posting.**

Students have nametags, writing from previous days, pencil, paper.

Artist brings music.

Artist posts objectives for residency and for day;

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| Session 4 | |
| Lesson Objective | Students will be able to show qualities & details, work with focus; work together on performing their writing. |
| Warm up | Intro/demo reflecting qualities. Control game: details, qualities Mime tech—qualities, details, sensory images. Teacher participates and observes. |
| Activity | Artist and teacher assign roles to students in groups—director, facilitator, focus-keeper, reader. They rehearse how they will perform their written work. Teacher and artist coach groups. Discuss what students want from audience when they perform. Agree on audience etiquette. Write and post what students want from audience. Students show their work: working on reading with clarity & fluency and showing the place/setting, goal & reasons. Teacher & Artist lead students in positive response: What did you like? What was clear/fluent? What did you see in the setting? What action? Do you know what change this character brought to the community/country? What is this character's opinion and argument for it? What questions do you have for this character? What else needs to be in the piece? Student performers respond in the voice of their historical figure, and take notes on the responses. Classwork or Homework: Students revise writing based on audience & teacher response. |
| Cool Down | Reflect: what have you been able to communicate with language? With voice? With body? Did we meet our objectives? |
| Assessment(s): Teacher can collect and read student writing. Artist and teacher can assess students while they are doing mime activities. Writing should have: descriptive and/or figurative language, details, sense of place/where, goal or argument, & reasons. Assessment for performing: moving with control, focus, safety, respect, speaking with volume & clarity, using expressive movement & gestures | |
| Notes | |

◆ ***Changes for the next session:***



Every day: **Teacher has a clear place on board or wall for writing/posting.**

Students have nametags, writing from previous days, pencil, paper.

Artist brings music.

Artist posts objectives for residency and for day;

Assessment for writing: details/qualities, place/environment, goal and obstacle. Assessment for performing: moving with control, focus, safety, respect, speaking with volume & clarity, using expressive movement & gestures blocking in relationship to audience, working cooperatively in groups.

Session 5 Students will use movement to create place, use voice & gesture to speak in the voice of their characters.

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| Lesson Objective | Strengthen performance, gain awareness of blocking in relationship to audience. |
| Warm up | Artist demonstrates elements of blocking. |
| Activity | In groups: Students are assigned roles. They read notes from yesterday's audience response, read aloud revised writing to group, revise the performance of it, rehearse the performance of writing. Review audience etiquette. Show performances to class Teacher & artist lead positive critical response: what is clear? Do you hear a distinct voice? Do you understand the goal or argument, reasons, and change effected? What is strong, vivid? What else does it need? |
| Cool Down | Did we meet our objectives? What have you learned? Bye bye. |

Assessment(s) (list any assessments you used and attach copy of any assessment tools if applicable): Artist and teacher can assess students while they are doing mime activities and performing their pieces. Writing should have: setting with descriptive language, details; point of view, goals or arguments, reasons. Performance should have a point of view and distinct voice, movement and gesture that communicate setting; vocal clarity & volume.

Notes