

BRIGHAM YOUNG UNIVERSITY'S YOUNG COMPANY PRESENTS

The Glorious Story Emporium



TEACHER'S RESOURCE PACKET

By Pollyanna Eyler, Dramaturg



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Welcome to Young Company!

About BYU Young Company

The Young Company serves as a training ground for both BYU actors and teaching artists wanting to work in theatre for young audiences. The group performs in front of 16,000 young people each year on topics that deal with everyday struggles encountered by people of all ages.

What is a dramaturg, and why do they make teacher's packets?

As described on the website for LMDA (Literary Managers and Dramaturgs of the Americas,) dramaturgs today have a variety of responsibilities. "Working in theatres and playwrights' organizations, in colleges and universities, and on a project-by-project basis, dramaturgs contextualize the world of a play; establish connections among the text, actors, and audience; offer opportunities for playwrights; generate projects and programs; and create conversations about plays in their communities."

In an effort to "create conversations" about the Young Company productions in our local communities, the dramaturgs at BYU create teacher's packets to share with all educators who will participate in these touring shows. We hope you will use them to enhance the experience your students have and further engage with the performance in ways that are meaningful specifically to your students. We hope you'll discover helpful approaches to learning more about the form and content of our productions in the attached lesson plans and activity ideas!

Welcome Letter

Fall 2017

Dear Educators,

Welcome to Brigham Young University's Young Company production of a long form improvisation, *The Glorious Story Emporium*. Long form improv creates a story arc that lasts for the entirety of the show.

Students will stretch their story building skills as they recommend characters, names, places, props, costume pieces, and actions. This is a once-in-a-lifetime, never-to-be-duplicated, performance created through audience participation. The audience of *The Glorious Story Emporium* will then come up with a new word based on the content of your school's unique show, filling in the blank to change the title to:

"The _____ Story Emporium."

The cast and stage manager are preparing for this special event at your school and look forward to creatively bringing your student's suggestions to life. We hope you enjoy the show!

Sincerely,



Pollyanna Eyler, Dramaturg
The Glorious Story Emporium

Theatre Etiquette

Just like the performers, the audience also has an important role to play. Because some of the students may not have attended a play before, below are expectations to help them prepare for our performance!

- Remember to use the restroom before the show.
- No photography, please, and be sure to turn off your cellphones.
- Before the play starts, quietly follow the actors' instructions when they are seating you.
- Remember to sit flat on the floor with your legs crossed. This allows everyone to see the actors better and prevents limbs from falling asleep during the show.
- During the show, follow the actors' instructions when you are asked to participate.
- Don't speak with your neighbors during the show. We want everyone to be able to hear the actors.
- Please enjoy the show and laugh when you think it's funny!
- You can clap at the end.

Wiggle Workout

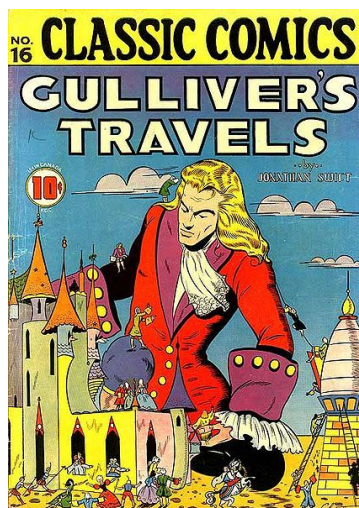
Activity Title: Tall, Small.

Time: 3-8 minutes

Materials Needed: [none]

In two steps or strides your students can work out their wiggles while making a connection to the show they are about to see. Let the students know that in the improvisation, *The Glorious Story Emporium*, the audience will help suggest a variety of characters, tall and small.

“Tall.” Have students make themselves as tall as they can. Ask them: Do you stand up straight? Do you stretch your arms and hands up high? Do you stand on your tippy toes? If your seat is the size of a grown up and you are a giant, show how you would walk around your seat.



Example of tall and small story: “Gulliver’s Travels”

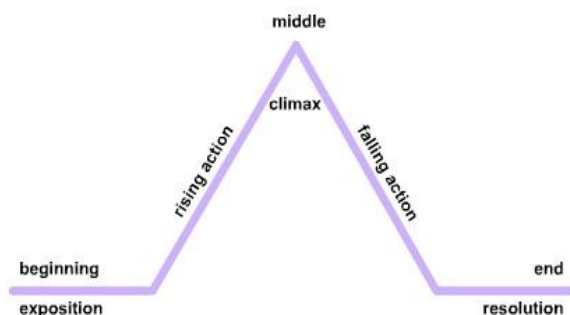
“Small.” Now have the students make themselves as small as they can. Ask them: Do you crouch down low? Do you sit on the ground? Do you roll up into a ball? If the room you are in was the size of a toy box, how would you hide if you heard giant footsteps approaching? *HINT: For older students, you might let them imagine what size they are in relation to the objects around them.*

“Normal.” Tell the students that now that they have stretched their bodies and their imaginations as large and as small as they can, they can return to their regular size, just in time to walk quietly to the show and have a seat.

Play Synopsis - What is Long Form Improv?

Young Company is proud to present live storytelling in *The Glorious Story Emporium* in long form improvisation. The difference between long form and short form improv is more than just stage time.

Long form improv follows a story arch and may begin with one of a number of basic plots ... some of my favorites are “fairytale” and “disaster movie” and yet the storyline may take on a life of its own following suggestions from the audience.



“Freytag’s Story Arc” dissects a story from beginning to end.



“Improv Acting”

Unlike long form improv, short form improv skits are quick situations that the actors or participating audience members are trying to finish quickly and may be in competition with another group doing the same or a similar situation.

Short form improv is ideal as a warm up exercise for a theatre class, or for guests at a party, or multiple short form improvs (one right after another) may add up to the length of a show. However, one long form improv will usually fill an entire show’s worth of entertainment. For the “rest of the story” on the long and the short of improvisation types, check out this link:

<https://bigbluedoor.org/2013/02/18/whats-the-difference-between-long-and-short-form-improv/>

Meet the Characters

For *The Glorious Story Emporium*, the characters will be created during the performance with suggestions from the audience. Here are the performers:



Katie Jarvis



Rick Curtiss



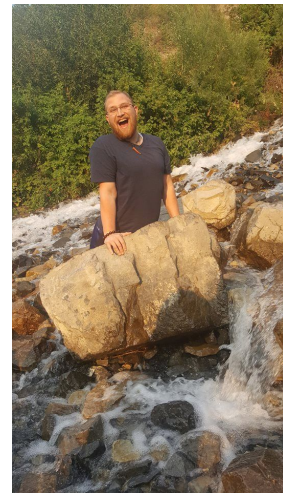
Calee Gardner



Paige Fletcher



Courtney Moreland



Jake Fullmer (Stage Manager)

Before the show...

Activity Title: “And Then ...”

Time: .25-1.0 minutes/student

Materials Needed: [None. *Optional: paper (post-it notes) and writing utensil*]

How to grow a story and exercise their imaginations. Tell the children that the performance of *The Glorious Story Emporium* may need the audience to suggest characters, names, places, props, and costumes. To prepare, the students will need to exercise their imaginations.

For non-reading, non-writing, younger students: have the students “grow” a story, one oral phrase at a time, using at least one word from the last phrase and then adding their own phrase. This also helps with listening skills. For example:

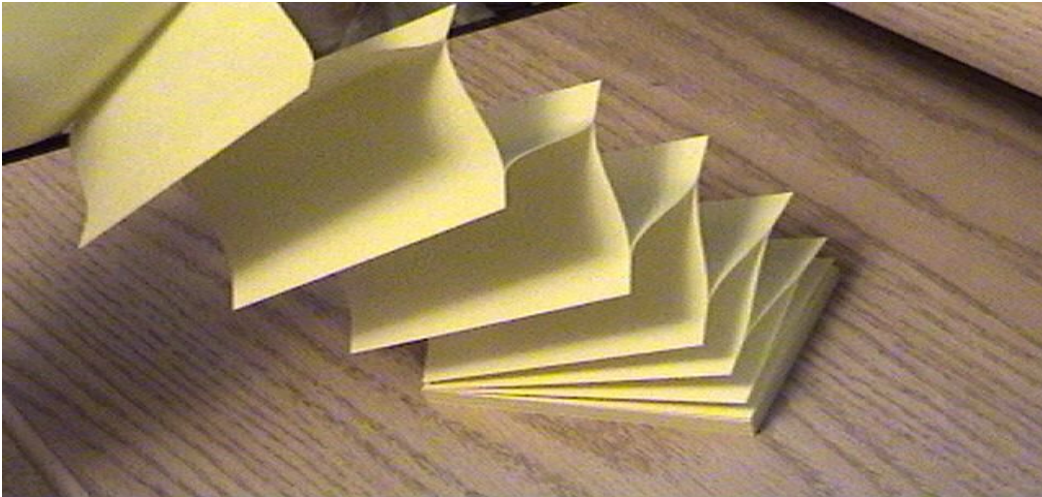
- The Teacher says: “I ate a green apple at school and then ...”
- Student 1 says: “... and then the school turned green and then ...”
- Student 2 says: “... and then the kids turned green and then ...”
- Student 3 says: “... and then the kids began to fly and then ...”
- Student 4 says: “... and then the kids turned into flies and then ...”
- Student 5 says: “... and then the flies grew into dragons and then ...”



“**And Then** ... read aloud”

For reading, writing, older students: have the students “grow” a story one phrase at a time, using at least one word from the last phrase and then adding their own phrase, (see example above). Take a long roll of butcher paper (or staple several sheets of paper together). Accordion fold the paper horizontally with enough space between folds to write on each space. (Or if it is easier, draw horizontal lines across the paper and then roll it up so you only see one blank line at a time.) Not only does this game promote reading and writing, but it can also be used to talk about story arcs. As the students go around the room, have them only read the line right before they add their own, then fold or roll the paper to cover the line before theirs,

so they pass only their one line to the next student. When everyone has contributed, read, or have the students read, the story aloud.



"Post-It Notes" work well to give each student enough space to write and then cover past sentences.

On another occasion, try doing another story. This time encourage students to read the up to the point where they add their lines. Or you may also want to try having a story that is created openly between two or more individuals working together on a story arc and compare these story results to former ones. How does it help to see the story develop?

After the show ...

Activity Title: D. I. Y. Storybook

Time: 10-30 minutes

Materials Needed: [paper, writing utensil(s). *Optional: "D.I.Y. Storybook" printable, drawing material(s)*]



"DIY Storybook"

1. Have students write a story (illustrations optional) on blank paper or print the DIY Story printable, 1 for each student. (See "*DIY Storybook*" printable on next page.)
2. For younger students, pre cut and fold printable. Otherwise, have the students use the instructions (print/video) to fold and cut printable into a book. (See *DIY Storybook Instructions printable on the page after next*. Because it can be challenging to fold, here are YouTube video instructions: <https://www.youtube.com/watch?v=21qi9ZcQVto>)
3. You may want to preface their story writing with a discussion about story arcs. See the illustration "*Freytag's Story Arc*" on page 6.
4. Decide whether or not the students will write and draw the story they saw improvised, *The Glorious Story Emporium* (with or without the new title created); or if the students must continue the story or come up with their own story (with or without the same characters from the performance); or if the students may choose from these options.
5. Have the students read aloud their stories to a partner or to the class. How are the stories the same? How are they different? Who will they share these stories with back at home?

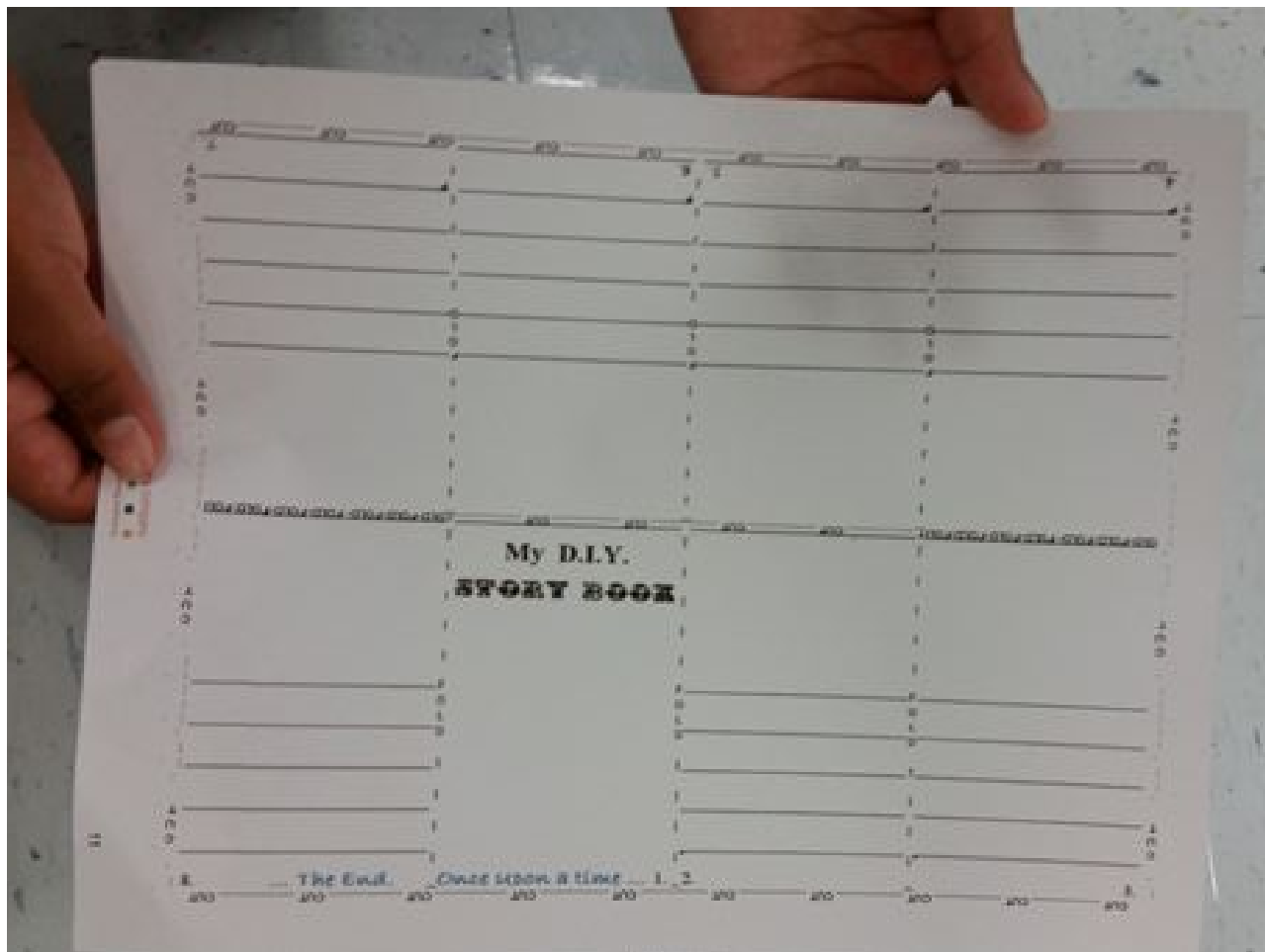


General Folding & Cutting Instructions:

D.I.Y. Storybook Instructions: These can also work on a blank piece of paper, which means you can make D.I.Y. storybooks on demand. When using a blank piece of paper, there is no need to cut around all of the edges first. The key is to make sure that all the vertical and horizontal folds of the booklet yield evenly divided, identically sized pages.

HINT: With each fold, match the corners up first, then using a finger, gently press from the middle outwards to one side, then the other side. If the fold isn't straight, try again. Once the fold is straight, press along the edge of the fold firmly with your finger or fingernail to create a sharp edge.



FOR YOUNGER STUDENTS: The first few times you make these as a class, you may need to pre-fold and cut these "D.I.Y. Storybooks" out for them until you have time to teach them the steps; yet once they learn, these budding authors and illustrators can make them on demand.



"D.I.Y. Storybook printable"

(See Illustrated Instruction Steps on the next page.)

Illustrated Instruction Steps:

	1. Cut out the edges of the printable (this may be done ahead for students)			7. Lay the book down on a flat surface with the two end quarters splayed flat and the middle quarter folds are upright.
	2. Fold the paper in half "hotdog" or lengthwise.			8. Cut the middle fold in half downward, ONLY on the line that says cut.
	3. Unfold the paper.			9. Locate the cut half front cover ("Once upon a time") press flat (front cover facing upwards).
	4. Fold the paper in half "hamburger" or width wise.			10. Take the other half that you made and press it flat in the opposite direction.
	5. Fold the paper again in half "hamburger" or width wise (the whole paper is now folded into fourths).			11. Lift the book from the middle and it will naturally fold "hamburger" or width wise.
	6. Open the paper up only one fold and hold it by the folded edge.			12. Now "close" the book: With front cover ("Once upon a time") farthest left page & back cover ("The End.") farthest right page.

Lesson Plans

S. T. E. A. M.

Grades 1-4 varied discipline activities (using common core standards)

- **S. = SCIENCE**
 - Vaudeville Wagon Wheel Odometer (includes Math)
- **T. = TECHNOLOGY**
 - Coding Game: "Broadway -> Hollywood"
- **E. = ENGINEERING**
 - Pack Your Vaudeville Wagon, Hidden Picture (includes Art)
 - Recycling Costume Design (includes Art)
- **A. = ART**
 - Shadow Puppets
- **M. = MATH**
 - (see Science Lesson)



"I spy science in her future."

Lesson Plan 1

S. T. E. A. M. S. = SCIENCE*

Activity Title: Vaudeville Wagon Wheel Odometer

*(This activity also includes M. = Math)

Utah Core Curriculum Standards: (See Appendix A for Details)

- **1st Grade Science, Standard 1:** The Processes of Science, Communication of Science, and the Nature of Science. Students will be able to apply scientific processes, communicate scientific ideas effectively, and understand the nature of science.
- **2nd Grade Science, Standard 1:** The Processes of Science, Communication of Science, and the Nature of Science. Students will be able to apply scientific processes, communicate scientific ideas effectively, and understand the nature of science.
- **3rd Grade Visual Arts, Strand: CREATE (3.V.CR.)** Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.
- **Grades 3-5 Educational Technology, Standard 4:** Use general purpose productivity tools and peripherals to support personal productivity, to remediate skill deficits, and to facilitate learning throughout the curriculum. **Standard 9:** Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.

Time: 5-30 minutes

Materials Needed: [string or round object: such as a hula hoop or ball]

[Optional: internet, paper, writing utensil, measuring tape or other measuring device]

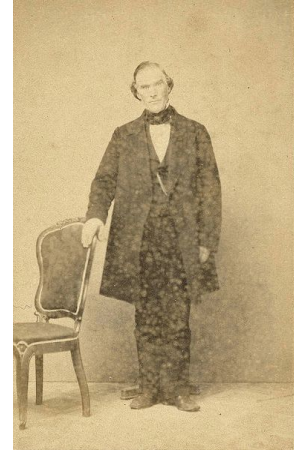
For the activity, the students will practice using an item, (other than a standard measuring device) to measure a different object in units, i.e., how many hula hoops long is the classroom?

1. Read the information about how the odometer helped people in their journey to Utah, in the article, "*The Tool That Built the West: Orson Pratt's Odometer.*" This article not only mentions Pratt's contributions as the designer, but also the person who built it, Appleton M. Harmon, an expert carpenter and mechanic. Read about their contribution to Utah's history and science, found on this website:
<https://history.lds.org/article/museum-treasures-odometer?lang=eng>
2. **Depending on reading level** - have the class read this article aloud or you may want to summarize this information, such as:

Pioneers to the area that became Utah State needed an accurate map to find resting places, avoid dangers, and get to their destination as soon as possible. How did they measure distances that were as long as a river and as tall as a mountain? They used the wagon wheel and later made themselves an odometer. Thanks to these maps, Vaudeville performers and others traveled safely across the United States.



A "Wooden Wagon Wheel" was used as an odometer



"Orson Pratt"

3. After explaining the importance of this invention, have the students make &/or use an odometer.



You can measure objects with "Hula Hoops."

- a. **If time is short** - you can pre-label a start/stop point on multiples of the same item (such as hula hoops) and pair up students, then have them measure a wall or the room you are in, etc.
- b. **With more time** - have the students estimate before measuring, writing down their estimate, then checking their work with the handmade "odometer." What is the difference? Have them choose another object to measure with the same handmade "odometer" and try to be even more accurate than their first estimation.

- c. **Depending on math level** - have the students first measure the handmade “odometer” or tell the students the size of the handmade “odometer” (for example, 1.5 ft. circumference around the ball or 3.0 ft circumference around the hula hoop); have them add or multiply their estimation and then their actual measurement. What is the difference? Have them use the same handmade “odometer” to measure another object of their choice trying to be even more accurate than their first estimation.
 - d. **For additional odometer fun** - have the students do these activities again at their mathematical level. This, time have them choose the object they will use and measure with their “invented” own odometer. For example, they could measure using their: hand, shoe, pencil, etc.; and the object they could measure: a desk, chalkboard, classroom to the office, playground slide, etc.). This time they will have the added step of having to accurately measure the object they are using for their measuring tool.
4. **For older students** - an in-depth activity: Make a map of how to get from their desk to an object in the room using their steps to measure. (For example, 3 steps forward and 9 steps to the right is the clock on the teacher’s desk). Have them exchange maps with another student. Does the map work? How important is it to be accurate when measuring? When is it okay, or preferred, to estimate measurements?



“Outdoor Fun!”

5. **Fair weather?** Take the students outside to measure &/or make a map of the playground. Join the movement of the *National Wildlife Federation* “Connecting Kids and Nature: Working Towards 10 Million Kids Outdoors”
<https://www.nwf.org/What-We-Do/Kids-and-Nature.aspx>

Lesson Plan 2

S. T. E. A. M.
T. = TECHNOLOGY

Activity Title: Coding Game: “Broadway -> Hollywood”

Utah Core Curriculum Standards: (See Appendix B for Details)

- **1st Grade Social Studies-Geography, Standard 3:** Students will use geographic tools to demonstrate how symbols and models are used to represent features of the school, the neighborhood, and the real world.
- **2nd Grade Science, Standard 1:** The Processes of Science, Communication of Science, and the Nature of Science. Students will be able to apply scientific processes, communicate scientific ideas effectively, and understand the nature of science.
- **2nd Grade Social Studies-Geography, Standard 3:** Students will use geographic tools and skills to locate and describe places on earth.
- **2nd Grade Social Studies-Financial Literacy, Standard 4:** Students will explain how the economy meets human needs through the interaction of producers and consumers.
- **3rd Grade Social Studies-Geography, Standard 1:** Students will understand how geography influences community location and development.
- **4th Grade Social Studies-Geography, Standard 1:** Students will understand the relationship between the physical geography in Utah and human life. **Standard 2:** Students will understand how Utah's history has been shaped by many diverse people, events, and ideas.

Time: 10-30 minutes

Materials Needed: [Map or printable map, game marker(s), dice.]

[Optional: lined paper, writing utensil(s), State Abbreviation Key. State Capitals Key.]

Background/History - Vaudeville acts began in the early 1800's but reached their height at the start of the the 1900's. At one point, it is estimated that Vaudeville had as many as 25,000 people traveling and performing in major cities around the United States. The Vaudeville Circuit stretched from Broadway in New York City, NY to Hollywood in Los Angeles, CA and everywhere in between. As technology improved and advanced lighting and sound systems for these stage productions, it also advanced technology in the radio and film industries. By the end of 1930's, many vaudeville theatres were converted to show silent films, because the cost to rent a copy of a film was less expensive than the cost of live performers. Many stars in early films came from Vaudeville productions. These silver screen stars realized that the only way to make money in show business was to be in film. So many Vaudeville performers packed up and moved to Hollywood, CA to try to “break into the movies.”

Coding - In the 21st century, most advances in industries (transportation, entertainment, food production, etc.) require computer technology. Learning to operate a computer is necessary in today's job market. With a little effort, learning the language of computer programming (a series of 1's and 0's) you can go beyond operating only the computer's consumer interface. Understanding and using computer commands to adapt to your personal needs and build applications to sustain long term shortcuts is as useful today as learning how to get a horse to pull your Vaudeville Wagon in the early 1900's.

The Object of the Game - is to get your Vaudeville Wagon from Broadway in NY to Hollywood in CA, moving from state to state, crossing as few state lines as possible. You may move from one state to any other state touching it's boundaries. There are several ways to do this activity, here are some possibilities:

- A. **As a class** - put a large map or display map printable (see map printables after game instructions) on a board and ask the class to raise their hands or write down the answer to how few states they would need be in to get from NY to CA. Optimally, which states and direction would they travel for each move (N, S, E, W)? The answer is 9 States. Here are two ways:
 - a. Option 1: (NY, PA, OH, KY, MO, OK, NM, AZ, CA)
 - b. Option 2: (NY, WV, KY, MO, OK, NM, AZ, CA.)
- B. **Map** - You can use your own United States map or choose from either the U.S. map in black and white, with state abbreviations, or the U.S. map in color, with state names. (See map printables after game instructions; print smaller for individuals or larger for groups.) My favorite size is about 400%, it allows the smaller New England states enough space to place a penny sized marker; otherwise, use the lines from each state written off the side of the continent. If you don't have access to a large printer, you may need to tape the pages of the board game together. This is time consuming and needs critical attention to detail, therefore, it is recommended to be done ahead of class. The map doesn't need to be printed on cardstock, nor laminated, unless you wish to preserve it for future years.



Use any "Game Markers"

- C. **Die** - assign each number to correspond with a direction or move. For older students, start with a dice and have the players decide which number will equal which direction or move from the choices below. Any order works, here's an example:

1 = North
2 = South
3 = East

4 = West
5 = Roll again
6 = Choose a direction

- D. **Before Play, Make a “Coding Sheet”** - Use lined paper, folded in half lengthwise, and label the left side “Ideal Coding Moves” and the right side “Actual Coding Moves.” Use the back side or additional sheets as necessary. Students may want to play the game a few times before predicting the best or most efficient route. For younger students have them play the game with or without recording predictions or actual moves; later on, recording may add an additional layer of learning to their experience once they become familiar with the game.

“Coding Sheet”

Ideal Coding Moves (example only)	Actual Coding Moves (example only)
NY -> S -> PA	NY -> E -> VT
PA-> W->OH	VT -> N-> stuck
OH->S->KY	VT -> roll again -> W -> NY
KY->W->MO	NY-> S -> PA
MO->W->OK	PA-> choose -> E -> OH
OK->W->NM	
NM->W->AZ	
AZ->W->CA	

Lined paper is fine to use for a “Coding Sheet.”

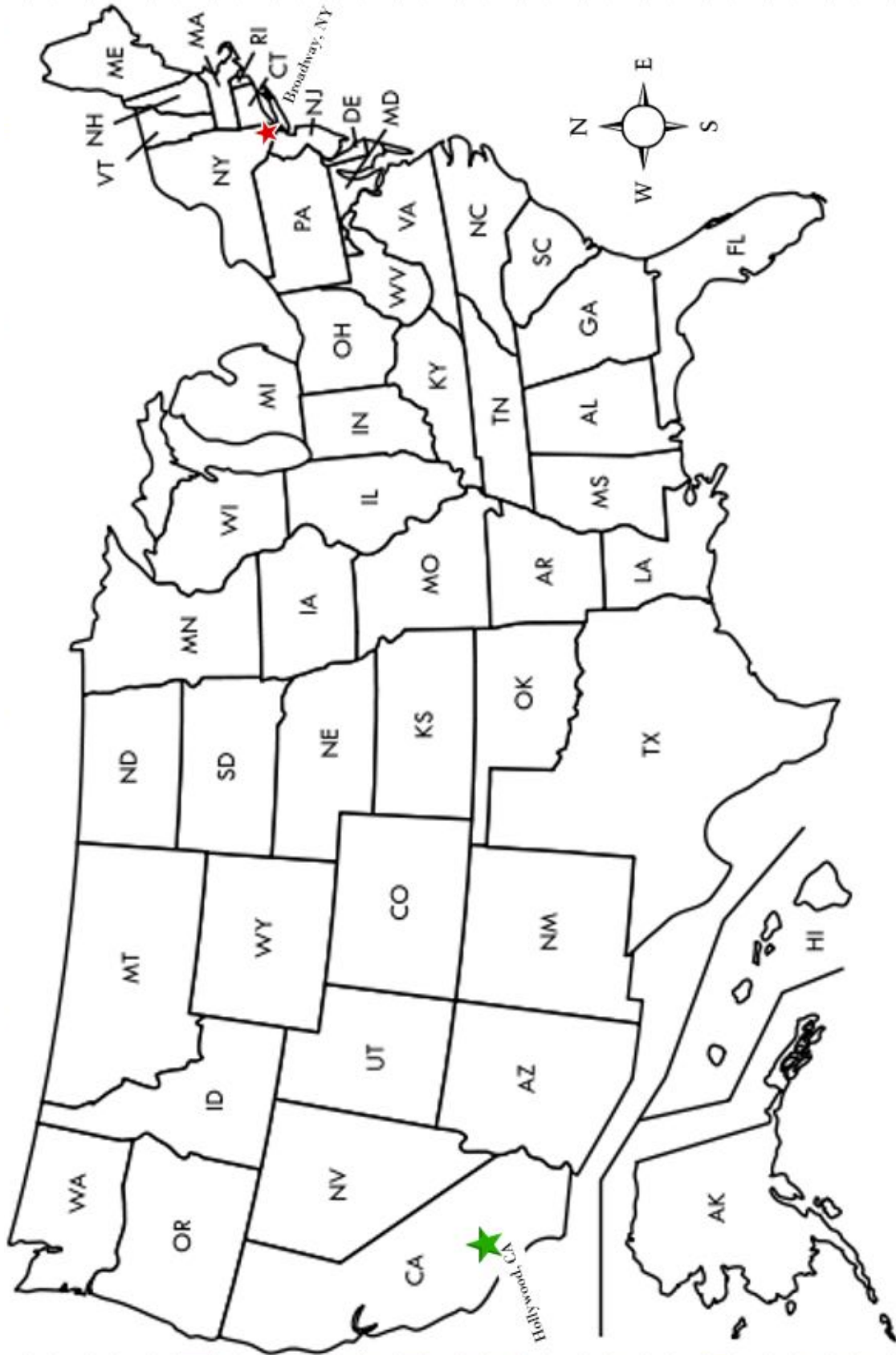
When using the “Coding Sheets,” after the game is over, have students compare the two lists on the “Coding Sheet.”

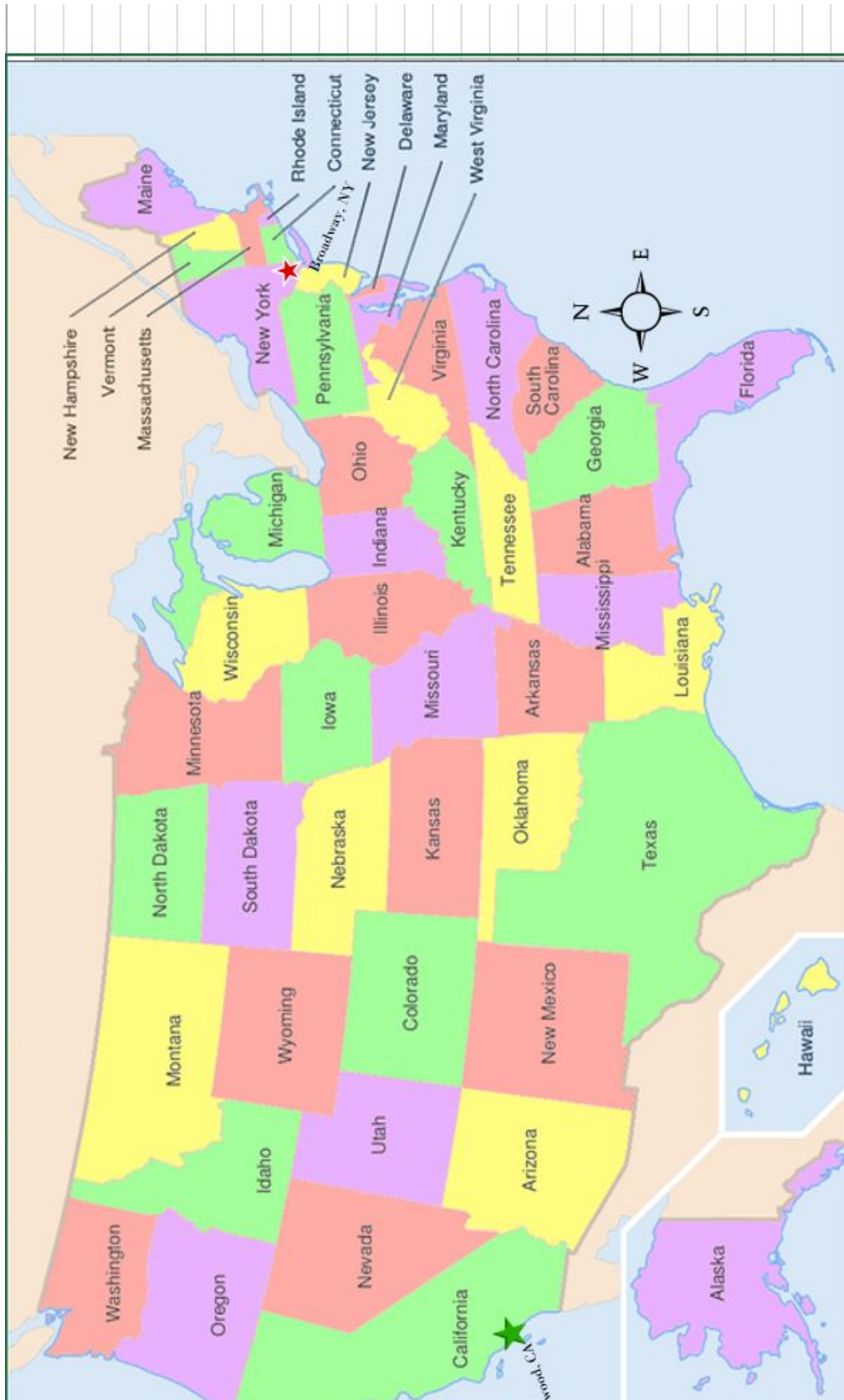
One benefit to recording all of their moves on “Coding Sheets” is that the game can be played over several periods of time (days, weeks, etc.) and could be part of a rotation during science or math round robin units, even with different players combined on different days. Players would simply start their marker on their last state.

Another benefit to the “Coding Sheet” activities is that it brings up several great talking points. Here are a few:

- Life often has several options and choices available.

- Some paths are fun, some efficient, some both.
 - Sometimes life (& programming) doesn't turn out the way we plan.
 - If we make a mistake, we can learn from it and try again.
 - In life, it helps to be aware of and learn from success and mistakes, not only our own, but from others.
 - Did you learn from someone else's plan or moves?
 - In programming, it is best to be efficient, how efficient was your plan?
 - The next time you play, how will your plan improve?
 - Life doesn't always go according to plan yet even with detours and roadblocks we can still accomplish goals.
- E. **Players** - As a game, the more "players" equals the more time the game takes to play; the recommendation is 2-4 to a board. Use standard game markers, or buttons, or coins.
- F. **Play** - Players (individuals or groups) should start their first turn in the state of New York, on the red star of Broadway in NY. For each turn, roll the die and follow the directions to move (see the key on the map for N, S, E, W) or roll again or choose. (If "Coding Sheets" are used, the player then records his move at this point.) Then play passes to the player on their right.
- G. **Finale** - Utah has a fine history of looking forward to, sending support, and cheering on weary travelers as they arrive. Students should be taught this and exercise congeniality for their fellow players. Once a student's marker has arrived in the state of CA, they can still take turns rolling the die, but they can offer the direction (N, S, E, W, or choose) to another player who could use it; should the direction not be helpful to any players, they can say, "Pass" and their turn is over. Play then resumes as normal to the right of the most recent die thrower, (it doesn't skip to the player who used the extra move). Make sure if players are using the "Coding Sheets" that any extra moves are recorded. The game stops when time for the activity is up (and may, or may not resume, at another time); the game ends when all the players' Vaudeville Wagons have made it "in Hollywood."
- H. **Geography** - Just because this is a S.T.E.A.M. activity, don't overlook the obvious use of this as time spent consciously or subconsciously in the areas of History and Geography. Just like in Coding, discussing the motivation behind the game pulls minds out of "Point A to Point B" drudgery. Invite the players to discuss what they know about the states they land in. (They or family were born or lived there, they traveled there or through there, etc.). For younger students, use the color map with state names. Challenge older students to try to name the states they land on based on the abbreviations, without looking at the key provided (see State Abbreviation Key); or name the capitals of those states; or use an actual map (with natural and manmade points of interest they can name as they travel across).





U.S. States, Abbreviations

State	Abbreviation
ALABAMA	AL
ALASKA	AK
ARIZONA	AZ
ARKANSAS	AR
CALIFORNIA	CA
COLORADO	CO
CONNECTICUT	CT
DELAWARE	DE
FLORIDA	FL
GEORGIA	GA
HAWAII	HI
IDAHO	ID
ILLINOIS	IL
INDIANA	IN
IOWA	IA
KANSAS	KS
KENTUCKY	KY
LOUISIANA	LA
MAINE	ME
MARYLAND	MD
MASSACHUSETTS	MA
MICHIGAN	MI
MINNESOTA	MN
MISSISSIPPI	MS
MISSOURI	MO
MONTANA	MT
NEBRASKA	NE
NEVADA	NV
NEW HAMPSHIRE	NH
NEW JERSEY	NJ
NEW MEXICO	NM
NEW YORK	NY
NORTH CAROLINA	NC
NORTH DAKOTA	ND
OHIO	OH
OKLAHOMA	OK
OREGON	OR
PENNSYLVANIA	PA
RHODE ISLAND	RI
SOUTH CAROLINA	SC
SOUTH DAKOTA	SD
TENNESSEE	TN
TEXAS	TX
UTAH	UT
VERMONT	VT
VIRGINIA	VA
WASHINGTON	WA
WEST VIRGINIA	WV
WISCONSIN	WI
WYOMING	WY

U.S. States, Capitals

State	Capital
Alabama - Montgomery	
Alaska - Juneau	
Arizona - Phoenix	
Arkansas - Little Rock	
California - Sacramento	
Colorado - Denver	
Connecticut - Hartford	
Delaware - Dover	
Florida - Tallahassee	
Georgia - Atlanta	
Hawaii - Honolulu	
Idaho - Boise	
Illinois - Springfield	
Indiana - Indianapolis	
Iowa - Des Moines	
Kansas - Topeka	
Kentucky - Frankfort	
Louisiana - Baton Rouge	
Maine - Augusta	
Maryland - Annapolis	
Massachusetts - Boston	
Michigan - Lansing	
Minnesota - St. Paul	
Mississippi - Jackson	
Missouri - Jefferson City	
Montana - Helena	
Nebraska - Lincoln	
Nevada - Carson City	
New Hampshire - Concord	
New Jersey - Trenton	
New Mexico - Santa Fe	
New York - Albany	
North Carolina - Raleigh	
North Dakota - Bismarck	
Ohio - Columbus	
Oklahoma - Oklahoma City	
Oregon - Salem	
Pennsylvania - Harrisburg	
Rhode Island - Providence	
South Carolina - Columbia	
South Dakota - Pierre	
Tennessee - Nashville	
Texas - Austin	
Utah - Salt Lake City	
Vermont - Montpelier	
Virginia - Richmond	
Washington - Olympia	
West Virginia - Charleston	
Wisconsin - Madison	
Wyoming - Cheyenne	

Lesson Plan 3

S. T. E. A. M. E. = ENGINEERING

Activity Title: Hidden Picture

Utah Core Curriculum Standards: (See Appendix C for Details)

- **1st Grade) Science, Standard 1** The Processes of Science, Communication of Science, and the Nature of Science. Students will be able to apply scientific processes, communicate scientific ideas effectively, and understand the nature of science.
- **1st Grade) Visual Arts, Strand: CREATE (I.V.CR.)** Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation
- **2nd Grade) Science, Standard 1** - The Processes of Science, Communication of Science, and the Nature of Science. Students will be able to apply scientific processes, communicate scientific ideas effectively, and understand the nature of science.

Time: 5-30 minutes

Materials Needed: ["Hidden Picture" printable, writing utensil(s)]

[Optional: additional paper, &/or copies]

Railroads had just connected from coast to coast in 1869 with the ceremonial "Golden Spike" driven into a railroad tie at Promontory Summit, Utah. Yet to travel from city to city, Vaudeville entertainers often chose to travel via a wagon. Traveling by wagon allowed entertaining groups, called "troupes" to stop in additional cities along the way and wagons had more space for their passengers to store provisions.

This activity would be great as either a preview to seeing *The Glorious Story Emporium*, to help students identify and call out prop suggestions, or as a follow up to recall the props used.

For Younger Students: Use the Hidden Picture printable (See next page) as a talking point for the "props" they find and what objects the prop replaced. For example, "The umbrella prop is replacing a spoke on a wheel."

For Older Students: Begin with the "Hidden Picture" as an example, then on the back of the page, have the students design their own "hidden picture" for another classmate. Prior to drawing a hidden picture, you may want to discuss these ideas:

- The hidden picture doesn't need to be of a wagon.
- Start by drawing the outline of an image they feel confident drawing.
- Brainstorm ideas of images that are drawn with straight lines (pencil, ruler, building)
- Brainstorm ideas of images that are drawn with curved lines (ball, clown nose, leaves)
- Brainstorm ideas of images that are drawn with both curved and straight lines (umbrella, slice of fruit, cupcake in a cupcake holder)

- Have them share their outline drawing with a fellow student for both to share with each other their ideas and offer suggestions.
- Make a list of the items to be found. If time, sketch a small example of what to look for next to the term.
- After the hidden pictures are created, you may want to make copies of the originals.
 - Use the copies for student engineered “rainy day” activities.
 - Use one of the copies to have the original student color or highlight the objects as an answer key.
 - Display these designs near a covered copy of the answers.
- Now see if a different student, other than the collaborator, can find the hidden objects.

“Hidden Picture” by Avia Kinard

Help the Cast and Crew of *The Glorious Story Emporium* find props for their traveling show.
Using your imagination and sharp eyes, you can discover props hidden in this wagon!



Lesson Plan 4

S. T. E. A. M. E. = ENGINEERING

Activity Title: Recycling Contest (Costumes/Frankenstein)

Utah Core Curriculum Standards: (See Appendix D for Details)

- **1st Grade) Visual Arts, Strand: CREATE (1.V.CR.)** Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.
- **2nd Grade) Visual Arts, Strand: CREATE (2.V.CR.)** Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation
- **3rd Grade) Visual Arts, Strand: CREATE (3.V.CR.)** Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.
- **4th Grade) Visual Arts, Strand: CREATE (4.V.CR.)** Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation

Time: 15-30 minutes

Materials Needed: [recycling cleaned and collected from home, tape, scissors, and decorating utensils, paint, markers, crayons, etc.]

This year think about how your “E = Engineering” projects can go green:

- **Students:** compete, engineering their own Halloween costumes from objects found in their recycling bins.
- **Small Groups:** compete, engineering a “Frankenstein” project to parade around the classroom.

For either of these, don't forget to offer prizes for all:

- Most movable parts
- Most recycling objects used ...
- Most plastic (or aluminum, or cardboard) used...
- Most original
- Student favorite



"Go Green" is not just for grownups, kids can get in on the green with creative costumes.

Costumes or Frankensteins, made from recycling:

Want to make your classmates "Green" with envy ... or at least make your costume "Green" and planet friendly? Reduce, Reuse, Recycle. These are words you hear about trash, but one man's trash is another man's treasure.

- **REDUCE:** reducing means that you buy and waste less. Instead of asking "What's in your wallet?" smart citizens should ask, "What's in your closet?"
- **REUSE:** Why buy a new costume or a new sack for collecting candy or party loot when you can reuse parts or all of a favorite costume from the past!
- **RECYCLE:** Get creative in what you have around the house that you don't normally associate with a costume: boxes, bottles, old vacuum tubes ... can you name other recycling items you could turn into something else?

You can help the environment! Costumes and are fun to wear and to create, especially when made out of something you already have on hand. In fact, to "Reduce" PLEASE DON'T PRINT THIS ACTIVITY, but here are some family friendly websites of eco-friendly DIY costumes you can show your students and email to their parents:

1. Planet Pals: http://www.planetpals.com/recycle_parade.html

This one has suggestions and images for an entire recycling costume party!

2. Seventh Generation:

<https://www.seventhgeneration.com/how-tos/how-kids-costumes-recycled-materials>

Here's four ideas of how to use recycling to make costumes of "WALL-E," a bat, a jet pack, and a human sized snail shell.

3. Feed Mr Murph:

<http://www.feedmrmurph.com/kids-activities/make-your-own-costume-out-of-recyclables/>

And this one has an eco activist and a Star Wars Storm Trooper, again from things you can find around your house!

What are some of your favorite costumes that use recycling?



"Wall-e" and cohort ... you wouldn't dream of making these out of anything but recycling.

Lesson Plan 5

S. T. E. A. M.

A. = Arts

Activity Title: Shadow Puppets

Utah Core Curriculum Standards: (See Appendix E for Details)

- **1st -4th Grades Drama, Strand: CREATE** Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works.

Time: 6-12 minutes

Materials Needed: [light source]

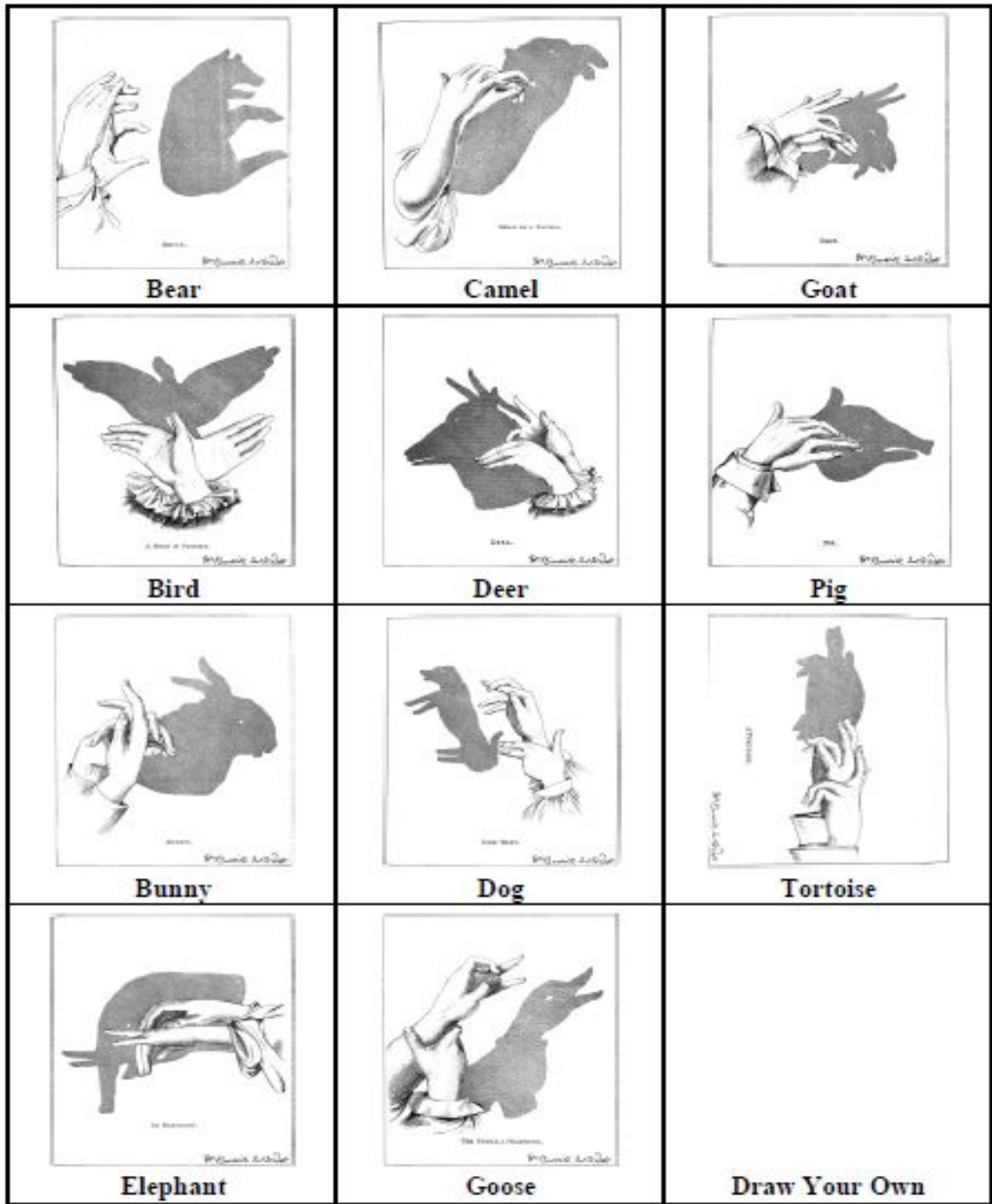
[Optional: “Shadow Puppet” printable, writing utensil]

There are many ways to make and use puppets to extend the art of performance beyond the performer. However, from a reduce, reuse, recycle standpoint, it doesn’t get much easier than Shadow Puppets. The next page offers a printable of several classics from the now public domain book, *Hand Shadows to be Thrown Upon the Wall* by Henry Bursill (1859). There is also space for students to create and add their own. Once they have one or more characters, they can create and perform a story for their peers.



A “Puppet Theatre” often requires less resources than a play to showcase performance skills.

“Shadow Puppets” by Henry Bursill, (1859).



Resource Recommendations

Books:

- ***The Anatomy of Story***: John Truby's reference size guide on "22 Steps to Becoming a Master Storyteller." Truby not only gives ample steps to storytelling, my favorite part is his dissection of what worked and didn't work in well known stories, from classics (*It's a Wonderful Life*) to modern (*Silence of the Lambs*) and everything in between. Published by Faber and Faber, Inc. in New York City, New York (2007).
- ***The Art of Storytelling***: John Walsh wrote this book to provide "Easy Steps to Presenting an Unforgettable Story." Especially useful for live storytelling, his book begins with knowing your audience and adapting stories to various audience types all the way through to the flourishing finishes. Published by Moody Publishers in Chicago (2003).

Website Links:

- **"America on the Move. A History of Transportation in America."** Am. History. https://amhistory.si.edu/onthemove/themes/story_48_1.htm. Accessed 1 Sep 2017.
- **D.I.Y. Storybook youtube video:**
<https://www.youtube.com/watch?v=21qi9ZcQVto>
- **Improv ideas:**
<https://bigbluedoor.org/2013/02/18/whats-the-difference-between-long-and-short-form-improv>
- **National Wildlife Federation** "Connecting Kids and Nature: Working Towards 10 Million Kids Outdoors" <https://www.nwf.org/What-We-Do/Kids-and-Nature.aspx>
- **Odometer** <https://history.lds.org/article/museum-treasures-odometer?lang=eng>
- **Recycling Activities-** Planet Pals:
http://www.planetpals.com/recycle_parade.html
- **Recycling Activities-** Seventh Generation:
<https://www.seventhgeneration.com/how-tos/how-kids-costumes-recycled-materials>

- **Recycling Activities-** Feed Mr Murph: <http://www.feedmrmurph.com/kids-activities/make-your-own-costume-out-of-recyclables/>
- **Shadow Puppets** (more examples) - "Hand Shadows to be Thrown Upon the Wall" <http://debian.cse.msu.edu/Gutenberg/1/2/9/6/12962/12962-h/12962-h.htm>.
- **Timpanogos Storytelling Festival:** timpfest.org/
- **Utah Core Curriculum Standards:** <http://www.uen.org/core/>

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Appendix A: Utah Core Standards

Lesson Plan 1: Vaudeville Wagon Wheel Odometer

- **1st Grade) Science, Standard 1:** The Processes of Science, Communication of Science, and the Nature of Science. Students will be able to apply scientific processes, communicate scientific ideas effectively, and understand the nature of science.
Objective 1 Generating Evidence: Using the processes of scientific investigation (i.e. framing questions, designing investigations, conducting investigations, collecting data, drawing conclusions) **C.**Conducting investigations: Observe, manipulate, measure, describe.
- **2nd Grade) Science, Standard 1:** The Processes of Science, Communication of Science, and the Nature of Science. Students will be able to apply scientific processes, communicate scientific ideas effectively, and understand the nature of science.
Objective 1 Generating Evidence: Using the processes of scientific investigation (i.e. framing questions, designing investigations, conducting investigations, collecting data, drawing conclusions) **B.** Designing investigations: Consider reasons that support ideas, identify ways to gather information that could test ideas, design fair tests, share designs with peers for input and refinement. **C.** Conducting investigations: Observe, manipulate, measure, describe.
- **3rd Grade) Visual Arts, Strand: CREATE (3.V.CR.)** Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation. **Standard 3.V.CR.4:** Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.
- **Grades 3-5) Educational Technology, Standard 4:** Use general purpose productivity tools and peripherals to support personal productivity, to remediate skill deficits, and to facilitate learning throughout the curriculum. **Standard 9:** Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.

Appendix B: Utah Core Standards

Lesson Plan 2: Coding Game

- **1st Grade) Social Studies-Geography, Standard 3:** Students will use geographic tools to demonstrate how symbols and models are used to represent features of the school, the neighborhood, and the real world. **Objective 1** Identify and use geographic terms and tools. **Objective 2:** Recognize and use a map or a globe.
- **2nd Grade) Science, Standard 1:** The Processes of Science, Communication of Science, and the Nature of Science. Students will be able to apply scientific processes, communicate scientific ideas effectively, and understand the nature of science. **Objective 1** Generating Evidence: Using the processes of scientific investigation (i.e. framing questions, designing investigations, conducting investigations, collecting data, drawing conclusions) **D.** Collecting data: Deciding what data to collect and how to organize, record, and manipulate the data. **E.** Drawing conclusions: Analyzing data, making conclusions connected to the data or the evidence gathered, identifying limitations or conclusions, identifying future questions to investigate.
- **2nd Grade) Social Studies-Geography, Standard 3:** Students will use geographic tools and skills to locate and describe places on earth.
- **2nd Grade) Social Studies-Financial Literacy, Standard 4:** Students will explain how the economy meets human needs through the interaction of producers and consumers. **Objective 2** - Describe the choices people make in using goods and services. **A.** Explain the goods and services that businesses provide.
- **3rd Grade) Social Studies-Geography, Standard 1:** Students will understand how geography influences community location and development. **Objective 3:** Analyze ways cultures use, maintain, and preserve the physical environment.: Identify ways people use the physical environment (e.g. agriculture, recreation, energy, industry).
- **4th Grade) Social Studies-Geography, Standard 1:** Students will understand the relationship between the physical geography in Utah and human life. **Objective 2** Analyze how physical geography affects human life in Utah. **C.** Compare the development of industry and business in Utah as it relates to its physical geography (e.g. mining, oil, agriculture, tourism). **Objective 3** Analyze how human actions modify the physical environment. **C.** Outline the development of recreation in Utah since 1900 (e.g. sports, tourism, state, and national parks).
- **4th Grade) Social Studies-Geography Standard 2:** Students will understand how Utah's history has been shaped by many diverse people, events, and ideas. **Objective 1** Describe the historical and current impact of various cultural groups on Utah. **A.** Chart the routes that diverse cultural groups took from their places of origin to Utah, using maps and other resources. **C.** Explore cultural influences from various groups

found in Utah today (e.g. food, music, religion, dress, festivals). **Objective 2** Describe ways that Utah has changed over time. **A.** Identify key events and trends in Utah history and their significance (e.g. American Indian settlement, European exploration, Mormon settlement, westward expansion, American Indian relocation, statehood, development of industry, World War I and II). **B.** Compare the experiences faced by today's immigrants with those faced by immigrants in Utah's history. **Objective 3** Investigate the development of the economy in Utah. **A.** Explain the relationship between supply and demand. **B.** Describe the role of producers and consumers. **C.** Identify examples of producers and consumers in the local community. **D.** Research the development of Utah's economy over time. **E.** Identify the factors which bring about economic changes (e.g. natural resource development, new technologies, new market development, globalization, global conflicts, education). **F.** Examine how economic development affects communities (e.g. dams, sports, tourism, power plants, mining, etc.).

Appendix C: Utah Core Standards

Lesson Plan 3: Hidden Picture

- **1st Grade) Science, Standard 1** The Processes of Science, Communication of Science, and the Nature of Science. Students will be able to apply scientific processes, communicate scientific ideas effectively, and understand the nature of science. - **Objective 2** Communicating Science: Communicating effectively using science language and reasoning. **A.** Developing social interaction skills with peers. **B.** Sharing ideas with peers.
- **1st Grade) Visual Arts, Strand: CREATE (1.V.CR.)** Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation (**Standards 1.V.CR.1-3**). **Standard 1.V.CR.2:** Explore the use of materials and tools to create works of art or design; use art materials, tools, and equipment in a safe way; and identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.
- **2nd Grade) Science, Standard 1** - The Processes of Science, Communication of Science, and the Nature of Science. Students will be able to apply scientific processes, communicate scientific ideas effectively, and understand the nature of science. **Objective 1** Generating Evidence: Using the processes of scientific investigation (i.e. framing questions, designing investigations, conducting investigations, collecting data, drawing conclusions) **B.** Designing investigations: Consider reasons that support ideas, identify ways to gather information that could test ideas, design fair tests, share designs with peers for input and refinement. **C.** Conducting investigations: Observe, manipulate, measure, describe. **Objective 2** Communicating Science: Communicating effectively using science language and reasoning **A.** Developing social interaction skills with peers. **B.** Sharing ideas with peers. **C.** Connecting ideas with reasons (evidence)

Appendix D: Utah Core Standards

Lesson Plan 4: Recycling Contest

- **1st Grade) Visual Arts, Strand: CREATE (1.V.CR.)** Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation. **Standard 1.V.CR.1:** Engage collaboratively in exploration and imaginative play with art materials, and use observation and investigation in preparation for making a work of art. **Standard 1.V.CR.2:** Explore the use of materials and tools to create works of art or design; use art materials, tools, and equipment in a safe way; and identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.
- **2nd Grade) Visual Arts, Strand: CREATE (2.V.CR.)** Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection and evaluation **Standard 2.V.CR.1:** Brainstorm multiple approaches to an art or design problem, and make art or design with various materials and tools to explore personal interests, questions, and curiosity. **Standard 2.V.CR.2:** Experiment with various materials and tools to explore personal interest in a work of art or design. **Standard 2.V.CR.4:** Repurpose objects to make something new. **Standard 2.V.CR.5:** Discuss and reflect with peers about choices made in creating artwork.
- **3rd Grade) Visual Arts, Strand: CREATE (3.V.CR.)** Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation. **Standard 3.V.CR.1:** Elaborate on an imaginative idea and apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. **Standard 3.V.CR.2:** Create a personally satisfying artwork using a variety of artistic processes and materials.
- **4th Grade) Visual Arts, Strand: CREATE (4.V.CR.)** Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation **Standard 4.V.CR.1:** Brainstorm multiple approaches to a creative art or design problem. **Standard 4.V.CR.2:** Collaboratively set goals and create an artwork that is meaningful and shows the intent of the makers. **Standard 4.V.CR.4:** Revise artwork in progress on the basis of insights gained through peer discussion.

Appendix E: Utah Core Standards

Lesson Plan 5: Shadow Puppets

- **1st Grade) Drama, Strand: CREATE (1.T.CR.)** Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works (**Standards 1.T.CR.1–5**). **Standard 1.T.CR.1:** Develop imagination to create artistic ideas and work. **Standard 1.T.CR.2:** Arrange the physical playing space to communicate mood, time, and locale. **Standard 1.T.CR.3:** Create a scene or play with a beginning, middle, and end. **Standard 1.T.CR.4:** Define roles and responsibilities and participate in group decision-making. **Standard 1.T.CR.5:** Create character through imagination, physical movement, gesture, sound and/or speech and facial expression. **Strand: PERFORM (1.T.P.)** Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of dramatic works (Standards 1.T.P.1–9). **Standard 1.T.P.1:** Identify the character, setting, and essential events (plot) in a story that make up the dramatic structure, and use choices to shape believable and sustainable dramatic work. **Standard 1.T.P.2:** Demonstrate the ability to work effectively alone and cooperatively, with a partner or in an ensemble. **Standard 1.T.P.3:** Observe, listen, and respond in character to other actors. **Standard 1.T.P.4:** Use body to communicate meaning through space, shape, energy, and gesture. **Standard 1.T.P.5:** Use voice to communicate meaning through volume, pitch, tone, rate, and clarity. **Standard 1.T.P.6:** Use imagination to support artistic choices. **Standard 1.T.P.7:** Select materials to be used for scenery, properties, costumes, lighting, and sound effects for informal classroom presentations. **Standard 1.T.P.8:** Develop audience awareness in dramatic play and experiences. **Standard 1.T.P.9:** Share dramatic play and guided drama experiences within the classroom or with invited guests.
- **2nd Grade) Drama, Strand: CREATE (2.T.CR.)** Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine dramatic works (**Standards 2.T.CR.1–5**). **Standard 2.T.CR.1:** Develop imagination to create artistic ideas and work. **Standard 2.T.CR.2:** Arrange the physical playing space to communicate mode, time, and locale. **Standard 2.T.CR.3:** Create a scene or play with a beginning, middle, and end. **Standard 2.T.CR.4:** Define roles and responsibilities and participate in group decision making. **Standard 2.T.CR.5:** Create character through physical movement, gesture, sound and/or speech and facial expression based on stories or through improvisation. **Strand: PERFORM (2.T.P.)** Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of dramatic works (**Standards 2.T.P.1–9**). **Standard 2.T.P.1:** Identify the character, setting, and essential events (plot) in a story that make up the dramatic structure, and use choices to shape believable and sustainable drama/theatre work. **Standard 2.T.P.2:** Demonstrate the ability to work effectively alone and cooperatively, with a partner or in an ensemble. **Standard 2.T.P.3:** Observe, listen, and respond in character to other actors. **Standard 2.T.P.4:** Use body to communicate meaning through space, shape,

energy, and gesture.**Standard 2.T.P. 5:** Use voice to communicate meaning through volume, pitch, tone, rate, and clarity.**Standard 2.T.P.6:**Use imagination to support artistic choices.**Standard 2.T.P.7:** Select materials to be use for scenery, properties, costumes, lighting, and sound effects for informal classroom presentations.**Standard 2.T.P.8:** Develop audience awareness in dramatic play and experiences.**Standard 2.T.P.9:** Share dramatic play and guided drama experiences within the classroom or with invited guests.**Strand: RESPOND (2.T.R.)** Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (Standards 2.T.R.1–4).**Standard 2.T.R.1:** Demonstrate audience skills of observing attentively and responding appropriately.**Standard 2.T.R.2:** Share personal responses about classroom dramatizations and performances.**Standard 2.T.R.3:** Identify what drama is and how it happens.**Standard 2.T.R.4:** Give and accept constructive feedback; and use selective criteria to evaluate what is seen, heard, and understood in dramatizations.**Strand: CONNECT (2.T.CO.)** Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards 2.T.CO.1–2**).**Standard 2.T.CO.1:** Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences.**Standard 2.T.CO.2:** Read, listen to, and tell stories from a variety of cultures, genres and styles, and identify connections to other content areas in dramatic play and guided drama experiences.

- 3rd Grade) Strand: CREATE (3.T.CR.)** Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine dramatic works (Standards 3.T.CR.1–5).**Standard 3.T.CR.1:** Develop imagination to create artistic ideas and work.**Standard 3.T.CR.2:** Arrange the physical playing space to communicate mood, time, and locale.**Standard 3.T.CR.3:** Write or record simple dramas that include the five Ws of who, what, where, when and why.**Standard 3.T.CR.4:** Define roles, identify responsibilities, and participate in group decision making.**Standard 3.T.CR.5:** Create character through imagination, physical movement, gesture, sound and/or speech and facial expression based on stories or through improvisation.**Strand: PERFORM (3.T.P.)** Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of drama works (**Standards 3.T.P.1–9**).**Standard 3.T.P.1:** Identify the character, setting, and essential events (plot) in a story that make up the dramatic structure, and discover how choices shape believable and sustainable drama/theatre work.**Standard 3.T.P.2:** Demonstrate the ability to work effectively alone and cooperatively, with a partner or in an ensemble.**Standard 3.T.P.3:** Observe, listen, and respond in character to other actors.**Standard 3.T.P.4:** Use body to communicate meaning through space, shape, energy, and gesture.**Standard 3.T.P.5:** Use voice to communicate meaning through volume, pitch, tone, rate, and clarity.**Standard 3.T.P.6:** Use imagination to support artistic choices.**Standard 3.T.P.7:** Select materials to be used for scenery, properties, costumes, lighting, and sound effects for informal classroom presentations. **Standard 3.T.P.8:** Develop audience awareness using and understanding stage directions and basic blocking techniques.**Standard 3.T.P.9:** Share dramatic play and guided drama experiences within the classroom or with invited guests.**Strand: CONNECT (3.T.CO.)** Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic

ideas and works with societal, cultural, and **historical context** to deepen understanding (**Standards 3.T.CO.1-2**).**Standard 3.T.CO.1:** Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences.**Standard 3.T.CO.2:** Read, listen to, and tell stories from a variety of cultures, genres, and styles; and identify historical, global, and social issues and connect them through a drama/theatre work.

- **4th Grade) Drama, Strand: CREATE (4.T.CR.)** Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine drama works (Standards 4.T.CR.1-7).**Standard 4.T.CR.1:** Develop imagination to create artistic ideas and work.**Standard 4.T.CR.2:** Arrange the physical playing space to communicate mood, time, and locale.**Standard 4.T.CR.3:** Write or record simple dramas that include the five Ws of who, what, where, when and why.**Standard 4.T.CR.4:** Define roles, identify responsibilities, and participate in group decision making.**Standard 4.T.CR.5:** Create character through imagination, physical movement, gesture, sound and/or speech and facial expression.**Standard 4.T.CR.6:** Develop dialogue and actions that focus on the development and resolution of dramatic conflicts.**Standard 4.T.CR.7:** Recognize that participating in the rehearsal process is necessary to refine and revise.**Strand: PERFORM (4.T.P.)** Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of drama works(**Standards 4.T.P.1-9**).**Standard 4.T.P.1:** Analyze the character, setting, and essential events (plot) in a story that make up the dramatic structure, and use choices to shape believable and sustainable drama/theatre work.**Standard 4.T.P.2:** Demonstrate the ability to work effectively alone and cooperatively, with a partner or in an ensemble.**Standard 4.T.P.3:** Observe, listen, and respond in character to other actors throughout a scripted or improvised scene.**Standard 4.T.P.4:** Communicate meaning using the body through space, shape, energy and gesture.**Standard 4.T.P.5:** Communicate meaning using the voice through volume, pitch, tone, rate, and clarity.**Standard 4.T.P.6:** Use imagination to support artistic choices.**Standard 4.T.P.7:** Select materials to be used for scenery, properties, costumes, lighting, and sound effects for informal classroom presentations.**Standard 4.T.P.8:** Develop audience awareness using and understanding stage directions and basic blocking techniques.**Standard 4.T.P.9:** Perform a variety of dramatic works for peers or invited audiences.**Strand:RESPOND (4.T.R.)** Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (Standards 4.T.R.1-5).**Standard 4.T.R.1:** Demonstrate audience skills of observing attentively and responding appropriately.**Standard 4.T.R.2:** Share personal responses about classroom dramatizations and performances.**Standard 4.T.R.3:** Identify what drama is and how it happens, **Standard 4.T.R.4:** Give and accept constructive feedback, analyze and describe strengths and weaknesses of own work.**Standard 4.T.R.5:** Use selective criteria to evaluate what is seen, heard, and understood in dramatizations.**Strand: CONNECT (4.T.CO.)** Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (**Standards 4.T.CO.1-2**).**Standard 4.T.CO.1:** Identify similarities between story elements and personal experiences in dramatic play or guided drama experiences.**Standard 4.T.CO.2:** Read, listen to, and tell stories from a variety of cultures, genres, and styles; identify the

characters, setting, plot, theme and conflict in these plays and stories; and identify historical, global, and social issues connecting them through a drama/theatre work.