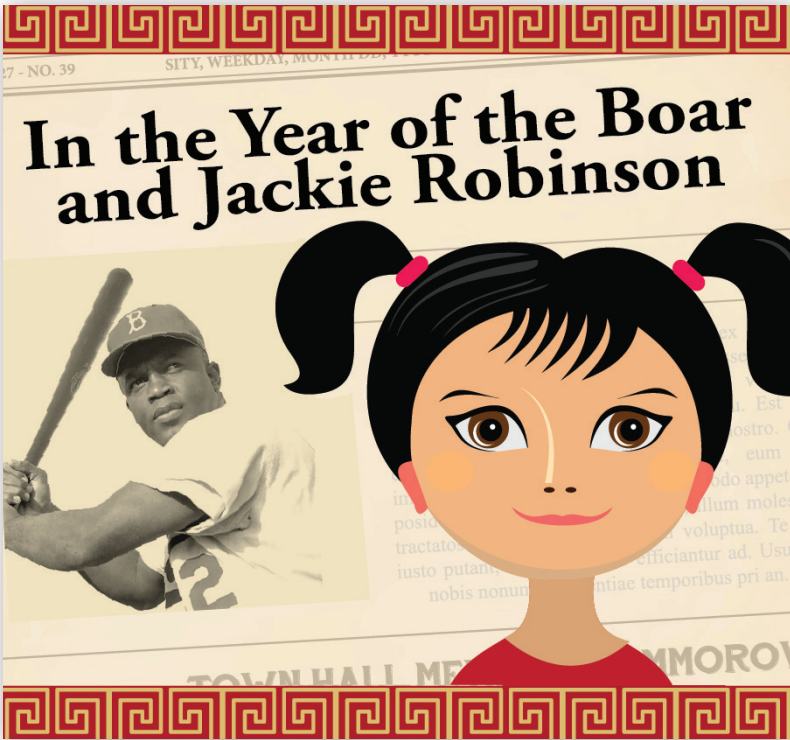




ARTWORKS FOR SCHOOLTIME

2022-23 Learning Module Series 3

to accompany the Van Wezel **Schooltime** Performance of



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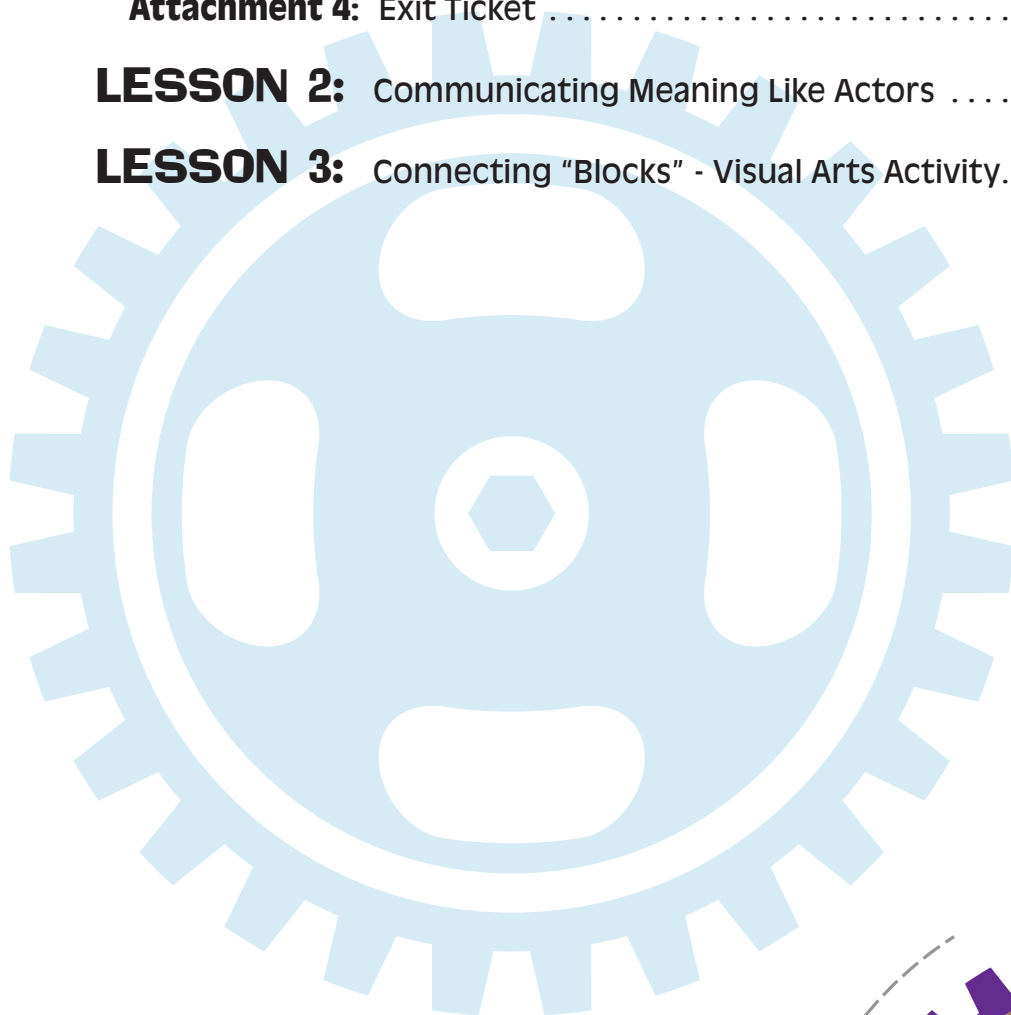
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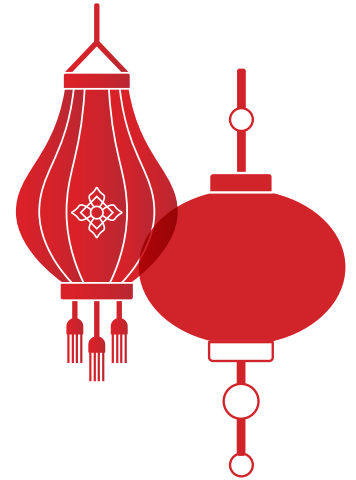
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CREATING CONNECTIONS THROUGH DRAMA

by Freda Williams



STANDARDS

ELA:

ELA.3.C.2.1 Present information orally

ELA.4.C.2.1 Present information orally with facial expression

ELA.5.C.2.1 Present information orally with appropriate pacing

ELA.6.C.2.1 Present information orally with appropriate pacing

ELA.7.C.2.1 Present information orally emphasizing key points to support a topic

ELA.8.C.2.1 Present information orally emphasizing key points from text evidence

Theater:

TH.3.S.3.1 Create and sustain tableau using basic acting skills

TH.4.S.3.1 Create and sustain tableau using basic acting skills such as concentration and diction

TH.5.S.3.1 Create and sustain tableau using acting skills focused on literary text

TH.6.S.3.1 Create and sustain tableau using acting skills focused on literary text

STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA:

Today I will make connections between topics found in the Year of the Boar and Jackie Robinson by communicating through drama skills.

I will know I am successful when I:

- ✿ *Find words from In the Year of the Boar and Jackie Robinson text selection that show descriptions of different topics such as baseball and civics,*
- ✿ *Participate with my group to create a simple tableau and dialogue to communicate connections between text and topics*

GOALS:

Students will use their body and voice to communicate through drama connections found about topics that are simple and interesting.



MATERIALS:

- ✿ *In the Year of the Boar and Jackie Robinson* text samples
- ✿ An open space
- ✿ Whiteboard, Smartboard, or chart paper
- ✿ Pencils, highlighters
- ✿ Copies of attachments

GUIDING QUESTION(S):

- ✿ What is a connection?
- ✿ How do we find connections between topics that are different?
- ✿ What are some ways to connect with others?
- ✿ How can we communicate with drama tools and skills?

SKILL BUILDING AND PROCEDURE FOR LESSON:

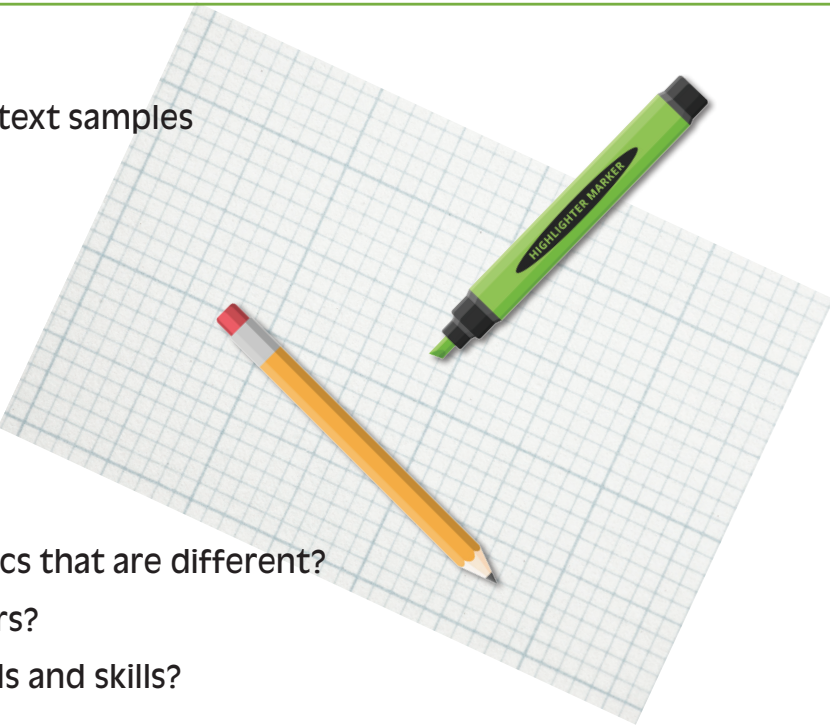
The 2 drama activities we will use in the Skill Building section will serve as examples of the 2 choices participants can select when planning for the main activity for this lesson.

Links

1. This warm-up focuses on one topic and words that are connected to that topic.
2. The topic for this warm-up is *Summertime*.
3. When you think of a word that is associated with or connected to *Summertime* you will come to the center of the room and put your hands on your hips creating a "link" space with your arms.
4. Then one by one everyone in the room will randomly take turns saying a word that connects to *Summertime* and then physically connecting their idea by linking arms with someone in the center.
5. When everyone has made their contribution the group will literally be connected symbolizing the different words associated with that topic.
6. Once the last person joins the group, everyone will say the topic word *Summertime*.

I am a Tree

1. One person in the group volunteers to be the "tree" and announces I am a Tree and positions themselves in the middle of the space.
2. Another person will add to the setting by adding either more detail to the tree or another object or character to the setting. They will go up to the setting, announce what or who they are and get into position.
3. Everyone has a choice of simply holding their pose or making their pose come to life by a simple movement or sound effect.



4. This will continue until everyone has participated and is involved in the scene.
5. Once complete have a group discussion about what was effective and celebrate those who went above and beyond.

MAIN ACTIVITY:

1. Print attachments 1 and 2. The author compares America to Baseball *In the Year of the Boar and Jackie Robinson* on page 98.
2. Read both passages and lead a discussion about the similarities and differences.
3. Split the class into 2 large groups or 4 small groups depending on the overall group size. To keep it effective, no more than 6 in a group.
4. Once the group members are together allow for some solo work time to process the text and record their ideas on Attachment 3.
5. The group decides which form of presentation they would like to prepare for either Links or the I am a Tree model.
6. Groups discuss their findings and decide which words or phrases make the most sense for their performance.
7. Group talks through their plan and once agreed on, they will begin planning for their performance.
8. The group rehearses their performance and makes edits where needed. The teacher will make rounds to assist each team during this important stage of the activity.
9. The groups make revisions and rehearse one final time.
10. The teacher will invite the groups to share their performance with the group. The teacher could decide that the groups who are focusing on baseball go first and then the groups focused on America go second. Then pausing for class discussion or simply allowing everyone to perform as they may and then lead a class discussion.
11. Allow time for the class to fill out Exit Ticket before leading a wrap-up class discussion based on the reflection questions.

REFLECTION QUESTIONS (EXIT TICKET):

1. Use Attachment 4 for the Exit Ticket reflection questions.
2. After completing this lesson explain the meaning of connection.
3. What was an effective way to find connections between text and topics?
4. What is the connection between baseball and the ideals of America according to this author?
5. What are some ways to connect with others?
6. How can we communicate with drama tools and skills?
7. What went well with your group today? What are some areas of improvement?



ATTACHMENT 1

“In our national pastime, each player is a member of a team, but when he comes to bat, he stands alone. One man. Many opportunities. For no matter how far behind, how late in the game, he, by himself, can make a difference. He can change what has been. He can make it a new ball game.

ATTACHMENT 2

“In the life of our nation, each man is a citizen of the United States, but he has the right to pursue his own happiness. For no matter what his race, religion or creed, be he pauper or president, he has the right to speak his mind, to live as he wishes within the law, to elect our officials and stand for office, to excel. To make a difference. To change what has been. To make a better America.

ATTACHMENT 3

Names of People in Group:

- 1. Read through the passage and write down words that you think are important to support the overall topic or main idea.
- 2. Compare notes with your team and pick out enough words or phrases so that each person in the group has something to contribute.
- 3. The group plans their performance, rehearses their performance, and then refines their performance.

Topic: _____

Important Words or Phrases from the Text to support the topic:

ATTACHMENT 4

Exit Ticket

Name: _____

1. Explain the meaning of connection.

2. What was a way to find connections between text and topics?

3. What is the connection between baseball and the ideals of America according to this author?

4. What are some ways to connect with others?

5. How can we communicate with drama tools and skills?

6. What went well with your group today? What are some areas of improvement?



COMMUNICATING MEANING LIKE ACTORS

3rd to 8th grade
by Maria Schaedler-Luera

STANDARDS

ELA

ELA.3.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

ELA.4.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

ELA.5.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

ELA.6.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

ELA.7.C.2.1 Present information orally, in a logical sequence, emphasizing key points that support the central idea.

ELA.8.C.2.1 Present information orally, in a logical sequence, supporting the central idea with credible evidence.

Theater

TH.3.S.3.1: Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story.

TH.4.S.3.1: Create and sustain imagined characters and relationships, using basic acting skills, to retell a well-known fairy tale, fable, or story.

TH.5.S.3.1: Create and sustain imagined characters and relationships, using basic acting skills, to tell an original story based on historical, literary, or everyday situations.

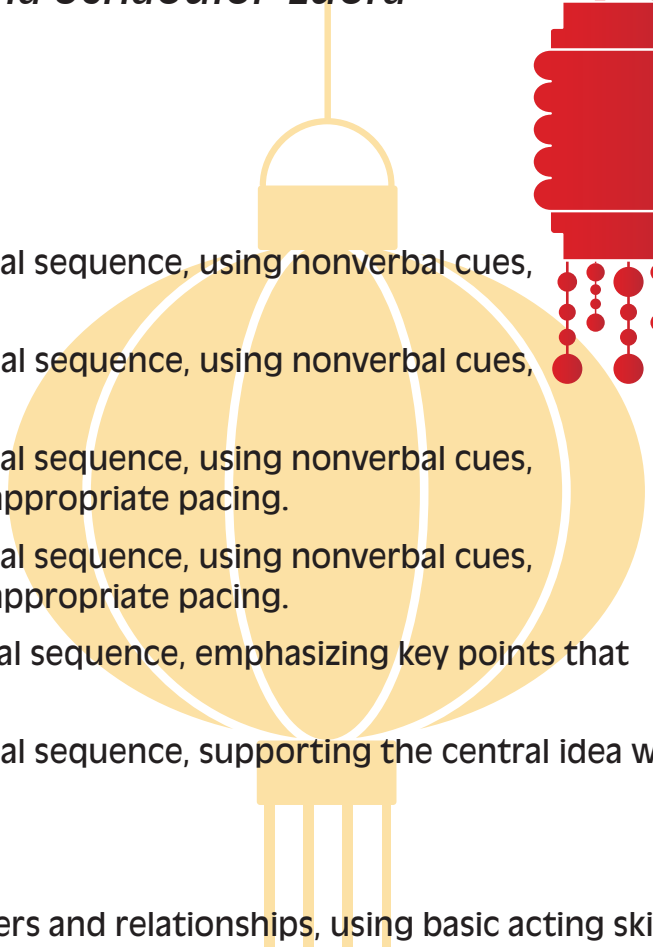
TH.6.S.3.1: Develop characterizations, using basic acting skills, appropriate for selected dramatizations.

SEL

Relationship Skills and Responsible Decision Making.

LEARNING INTENTION

Today I will... practice ways to communicate meaning like actors.



SUCCESS CRITERIA

I know I am successful when... I use voice, volume, Intonation, facial expression, gestures, and my imagination to communicate and express myself.

INTRODUCTION

It is hard to communicate with people if you don't speak the same language. *In The Year of the Boar and Jackie Robinson*, an immigrant from China, Shirley Temple Wong, has a lot of trouble communicating. She has no clue what is going on. She misunderstands a lot of gestures, and there is a big language barrier since she doesn't speak much English. By April, Shirley still has no friends. She is super lonely and wants to be included in games so badly. That's when she discovers Baseball. Playing baseball with a team bonds her and her new friends. With practice, and through the team sport of baseball she finds her voice and friends along the way!

GOALS

Students will develop expression, listening skills, tone of voice, physical response, projection, choice-making, spontaneity, fluency, verbal and non-verbal communication.

GUIDING QUESTIONS

How do we communicate? Are words enough to convey meaning? What is the role of the entire body in our interactions with others? What happens if we don't understand what somebody says? How do I speak so that people want to listen?

Related to the book: Did you find Shirley's mistakes with English funny or not? What did you think of others' reactions to her errors? Did you feel badly for her? Why or why not? Is English the only way Shirley learns to communicate with her new friends?

SKILL BUILDING

Tongue Twisters

Tongue twisters are a great way to build articulation skills and to warm up before a performance. Actors use them as a tool everyday.

DIRECTIONS:

- 1- Ask students to begin by saying it slowly enough to be able to clearly enunciate every sound--this might be very slow, which is fine. Have them gradually increase their speed.
- 2- Optional: ask for volunteers to recite it individually.
- 3- Ask students to stick with one tongue twister and practice reciting it using different emotions. Example: Anger, Happy, Sad, Disgust, Surprise, Fear, Boredom, Envy, Love, Lonely, Pride, Regret, Shame.



Use one of the tongue twisters below or create your own:

A skunk sat on a stump. The stump thought the skunk stunk. The skunk thought the stump stunk. What stunk? The skunk or the stump?

A tutor who tooted the flute, tried to tutor two tooters to toot; said the two tooters to the tutor: "Is it harder to toot or to tutor two tooters to toot?"

Pepperoni pizza on a pink-patterned plate with parsley on the side to your pleasure.

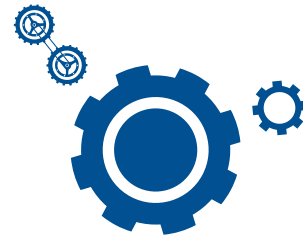
Peter Piper picked a peck of pickled peppers. If Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers Peter Piper picked?

Red Leather Yellow Leather, Red Leather Yellow Leather, Red Leather Yellow Leather...

Toy boat, toy boat, toy boat...

Unique New York; Unique New York; Unique New York ...

Which wristwatch is a Swiss wristwatch?



CONNECTION FOR ELL STUDENTS

Tongue twisters are nearly universal: Almost every language has its own phrases. If you have ELL students, ask them to share and teach some tongue twisters in their own language. Below are two examples.

Spanish: *Tres tristes tigres, tragaban trigo en un trigal, en tres tristes trastos, tragaban trigo tres tristes tigres.*

Portuguese: *O sabiá não sabia que o sábio sabia que o sabiá não sabia assobiar.*

Reflection:

How was it to practice this exercise? How does exercising your mouth and facial muscles help you with speaking? Were there particular sounds that were difficult for you?

MAIN ACTIVITY:

Gibberish Translator

In this activity, students use a made-up language to develop listening, focus, empathy, self-confidence, non-verbal communication, critical and creative problem solving. This interactive game encourages students to listen and connect with other students while communicating meaning.



Directions:

- 1- Set up three chairs in the playing area facing the audience.
- 2- Three students take their places in the chairs.
- 3- The student in the center is the translator, and the students on either side are storytellers.
- 4- The storytellers start a conversation in gibberish following any of the prompts below and the student in the center translates to English what they are saying.

Note: You can play this game with 2 translators, one for each of the storytellers.

Encourage students to be both physically and vocally engaging so that the translator has plenty to work with. Use the following side coaching for the activity: *Use as many different sounds as possible! Exaggerate mouth movements! Vary the tone! Communicate with the other player!*

POSSIBLE PROMPTS:

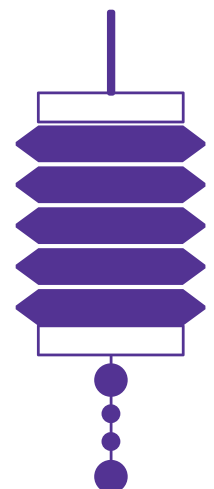
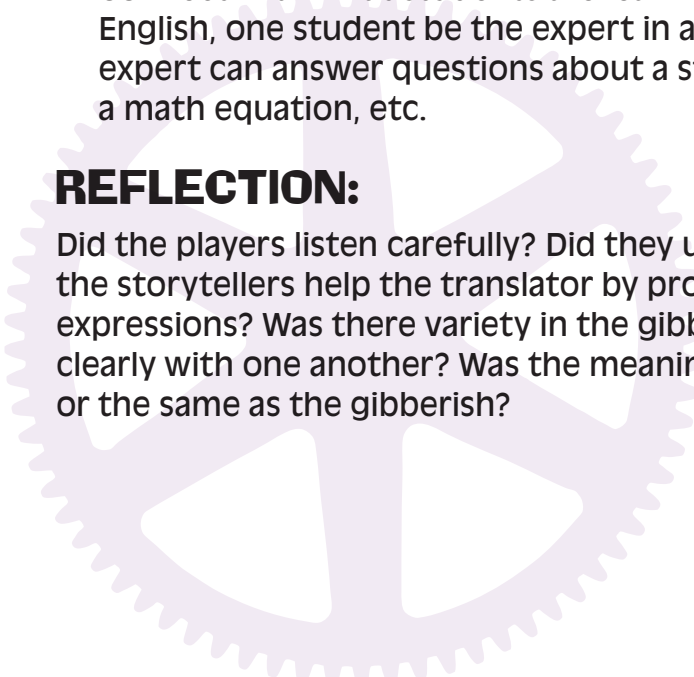
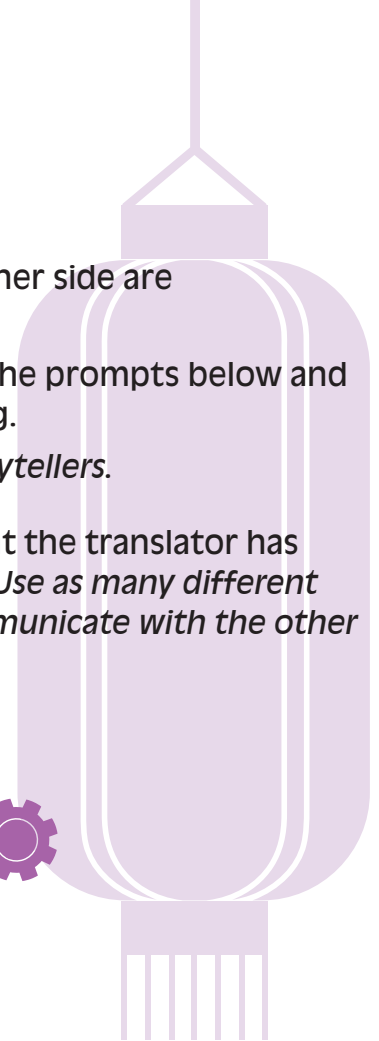
- ✿ Job interview
- ✿ Two friends having dinner and sharing a secret
- ✿ Two strangers at the train station, one is asking for directions
- ✿ Two friends at a road trip getting lost
- ✿ Two baseball players talking about the game of their lives
- ✿ A conversation between characters in the story *In the Year of the Boar and Jackie Robinson*. Example: Shirley Wong, Mother, Father, Mabel, Señora Rodriguez.

VARIATIONS:

- ✿ Give students an emotion to use in their gibberish conversation.
- ✿ Connect with what students are learning in class: have one student be the interviewer in English, one student be the expert in a subject, and another student be the translator. The expert can answer questions about a story you are reading in class, a social studies event, a math equation, etc.

REFLECTION:

Did the players listen carefully? Did they use the same 'language'? Did the storytellers help the translator by providing physical gesture, facial expressions? Was there variety in the gibberish? Did players communicate clearly with one another? Was the meaning of the English dialogue close to or the same as the gibberish?





CONNECTING “BLOCKS”

Visual Arts Activity

by Connie Cuadrado



Every person carries within their persona characteristics that are unique to them, customs learned from their family, and behaviors that connect with others according to the culture they claim. When Shirley comes to America, she shows a strong desire to understand and to connect with others while remembering where she comes from and who she is. She discovers new traditions that connect with her own abilities, and she finds a new dream. She shows us how to be open, to try new things, and to learn from others while remaining true to ourselves.

STANDARDS:

ELA

Creating and Collaborating

ELA.3.C.5.1 Use two or more multimedia elements to enhance oral or written tasks.

ELA.4.C.5.1 Arrange multimedia elements to create emphasis in oral or written tasks.

ELA.5.C.5.1 Arrange multimedia elements to create emphasis in oral or written tasks.

ELA.6.C.5.AP.1 Use one or more multimedia elements to create emphasis and/or clarity in oral or written tasks.

Visual Art:

Historical and Global Connections: Through study in the arts, we learn about and honor others and the worlds in which they live(d).

VA.3.H.1 Describe cultural similarities and differences in works of art.

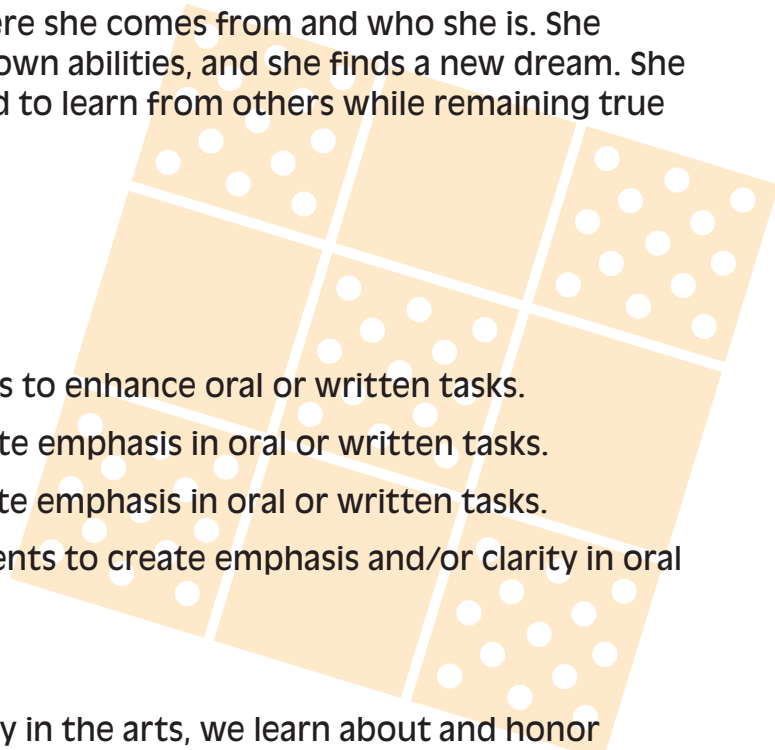
VA.4.H.1 Identify historical and cultural influences that have inspired artists to produce works of art.

VA.5.H.1.1 Examine historical and cultural influences that inspire artists and their work.

VA.68.H.1.4 Explain the significance of personal artwork, noting the connections between the creative process, the artist, and the artist's own history.

SEL:

Social Awareness



STUDENT LEARNING INTENTIONS AND SUCCESS CRITERIA:

Today I will:

- ✿ Create a pictorial quilt block that represents me.
- ✿ Learn/review the concepts of Culture and Identity.
- ✿ Learn about the US tradition of Quilting as a communal activity.

I will know I am successful when:

- ✿ I design and connect my block to the collective quilt.
- ✿ I identify elements of my culture, my family traditions and things that make me unique.

GOALS:

Students will:

Create a collaborative art-based project to explore commonalities and differences with other people and other cultures.

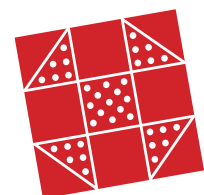
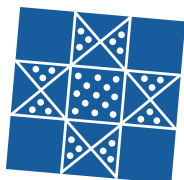
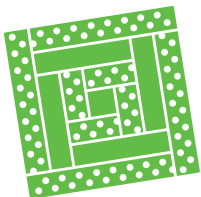
MATERIALS:

- ✿ Square cardboard
- ✿ Construction paper
- ✿ Tissue paper, corrugated cardboard, scrap paper, etc.
- ✿ Scissors
- ✿ Glue
- ✿ Color masking tape
- ✿ Pen and paper



GUIDING QUESTION(S):

- ✿ What does **Culture** mean? What are some characteristics of the Chinese culture you learn from *In the Year of the Boar and Jackie Robinson*? What are some characteristics of your own culture? What other cultures are you curious about and why?
- ✿ What does **Identity** mean? How do you describe Shirley? Are there any characteristics that you share with Shirley? What are the characteristics you share with your closest friends?



GLOSSARY:

Culture is a way of living that is passed down through generations—including food, religion, language, family and gender roles, beliefs, etc.

Identity consists of the qualities, characteristics, and beliefs that make a person who they are.

✿ Do you know what a **Quilt** is?

A **quilt** is a type of blanket, traditionally composed of two or three layers, pieced together from several squares called *blocks* which may be separated by plain fabric strips.

Pictorial quilts consist of many *blocks*, sometimes made by multiple people. Some have imagery that influences the entirety of quilt.

Many cultures around the world have created quilts and the *American Quilt* has become part of American heritage. It has been recognized and widely exhibited as a form of art in major museums across the United States. The American quilt often tell stories of families, communities, and moments of history.



The Reconciliation Quilt,
by Lucinda Ward Honstain
of Brooklyn, New York in 1867,



Baseball Quilt 2022

SKILL BUILDING:

When making new connections with other people and other cultures we learn about what makes us different from others, and what we have in common.

1. Students will learn to say “Hello” in Chinese!

Hello!: 你好
Nǐ hǎo
/nee Haow/



Scan the QR code or visit:

<https://www.pronounceitright.com/pronunciation/ni-hao-9413>

After learning to say it, ask your students if they know how to say “hello” in other languages.

Reflect on Shirley’s struggles learning English and the words she learned from her piano teacher Señora Rodríguez.

2. Ask your students to share about family traditions, what holidays do they celebrate? Have they noticed any differences with other families or cultures in the celebration of the same holiday?
3. Ask your students to share what elements of their culture they identify.
*Identify with your students elements of Florida culture and American Culture. Culture is for everyone to consider.
4. Ask your students to identify **three** elements that represent them and ask them to write them down:
 - ✿ A cultural element
 - ✿ A family tradition
 - ✿ A personal characteristic



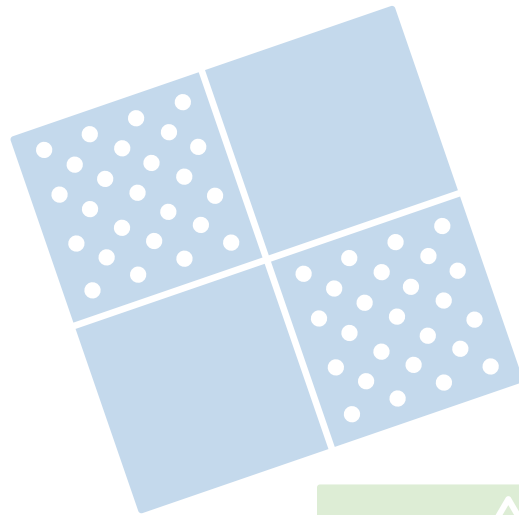
MAIN ACTIVITY:

To create a collective quilt, each student will design their own *block* based on their 3 elements that represent them. The 3 elements can be represented figuratively or symbolically.

Use a cardboard square as the base. Choose other types of paper as well. Students will proceed to put together their design in a clear manner where artistic elements can be easily identified.

Once all blocks have been created, piece them together in a rectangular shape to make the class quilt.

Students will choose a title for their quilt.



REFLECTION QUESTIONS (EXIT TICKET):

After completing the quilt, take time to observe and answer:

- ✿ What do you see the group has in common?
- ✿ How can you connect the differences?
- ✿ How can we connect with people from other cultures?
- ✿ How can we use art to connect with others?
- ✿ How do you express your identity?
- ✿ How can you share with others about your culture?
- ✿ Where do you see people coming together to honor each others' experiences?

