

Unit Designer/Master Teaching Artist: Magdalena Gomez

Grade Level: 5th & 6th

School District: Everett Public Schools

Title: !GN!T! the M!C!

Discipline(s): Literacy & Theatre

Workshop Time Frame: 2.5 hours

STAGE ONE: Identify Desired Results What do we want students to know, understand, and be able to do?	
<p>Unit Overview <i>What will be studied and why?</i></p> <p><i>How does this study ask fundamental questions about the content or discipline(s) being studied?</i></p>	<p>Students, and particularly ELL students, need to feel safe when giving voice to literature in a classroom or any public setting. There is always an underlying fear of being ridiculed by peers, making a mistake, and feeling “stupid.”</p> <p>Through the poetry of Langston Hughes, “I, Too, Sing America”; and Gary Soto, “Oranges”, we will explore a variety of theatre/performance techniques, methods, and tools to inspire students to want to read. We will learn to create spaces in our classrooms that not only bring magic to the reading process but, at the same time challenge our students cognitively to reach new levels of understanding.</p>
<p>Enduring Understandings <i>What are the big ideas that give meaning and importance to the facts studied?</i></p> <p><i>What are the big understandings that reside at the heart of the study, that you want students to uncover and attempt to understand through this study?</i></p>	<p>As Teacher/Participant: How can I bring magic to the reading process and inspire my students to develop a love of reading?</p> <p>As 5th & 6th Grade Students: Based on the following Poems: Langston Hughes, “I, Too, Sing America”; and Gary Soto, “Oranges” we will address this question:</p> <p>What does it mean to feel like an outsider? <i>Why is it impossible for someone to insult me without my consent?</i> <i>Why do I have the right to belong wherever I am?</i></p>
<p>Essential Questions <i>What are the relevant, meaningful questions that will encourage deep exploration of ideas?</i></p> <p><i>What universal, compelling question(s) will focus the study and the final performance of student learning?</i></p>	<p>As Teacher/Participant: What theatre/performance tools, methods, and techniques can I bring back to my classroom to meet literacy standards, and improve reading, speaking, and listening skills for all my students?</p> <p>As 5th & 6th Grade Students: Based on the following Poems: Langston Hughes, “I, Too, Sing America”; and Gary Soto, “Oranges” <i>What is fear?</i> <i>How does fear silence voice?</i> <i>How can we take charge of our voice and interrupt fear?</i> <i>How can I reframe the past experiences I’ve had when trying to speak in public?</i> <i>At home?</i></p>

<p>Desired Outcomes for Student Learning/Standards</p> <p><i>What do I want students to know, understand, and be able to do?</i></p> <p><i>What skills or insights do I expect them to gain?</i></p> <p><i>How do these ideas align to state and/or national standards and/or graduation requirements? (Include all standards for all disciplines being assessed that align with desired outcomes)</i></p>	<p>Although our highest standard is to inspire a deep love of reading, this workshop will also address the Massachusetts Reading, Speaking & Listening Standards, as well as the Common Core Standards that are emphasized not only for Language Arts, but for a new category titled “Literacy in History/Social Studies, Science, & Technical Subjects”</p> <p>Checklist of standards-based skills and insights to be gained through Intensive Reading and Deep Comprehension of text:</p> <ul style="list-style-type: none"> ✓ Making connections between personal life experiences and text. ✓ Identifying the emotions being conveyed. ✓ Identifying the audience for whom the text is intended. ✓ Understanding the author’s overall message and intention ✓ Reading aloud with confidence ✓ Learning how to engage a listening audience ✓ Becoming an active listener ✓ Identifying core meaning and subtext ✓ Ability to articulate meaning and elements of character identification ✓ Ability to express ideas and feelings that come from reading the text ✓ Perform the text with a fluency of understanding the essence of the text <p>Massachusetts Curriculum Frameworks: Theatre Critical Response Standards</p> <p>Beginning in grade 5 and by the end of grade 8: Students will:</p> <p>1.13 In rehearsal and performance situations, perform as a productive and responsible member of an acting ensemble (i.e., demonstrate personal responsibility and commitment to a collaborative process)</p> <p>5.7 Articulate and justify possible criteria for critiquing classroom dramatizations and dramatic performances</p> <p>5.8 Identify and discuss artistic challenges and successful outcomes encountered during the creative and rehearsal process</p> <p>5.9 Use appropriate theatre terminology to describe and analyze the strengths and weaknesses of their own or the group’s work</p> <p>5.10 Give, accept, and use constructive criticism that identifies the specific steps needed to revise and refine their own or the group’s work</p> <p>5.11 Use a variety of assessment tools such as journals, rehearsal notes, video/audio tapes, rubrics, self, peer, and teacher evaluations to revise and refine their own or the group’s work</p> <p>Massachusetts Curriculum Frameworks: Reading; Speaking & Listening Standards:</p> <p>Reading</p> <p>Grade 5;</p> <ol style="list-style-type: none"> 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 3. Compare and contrast two or more characters, settings, or events in a
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story or drama, drawing on specific details in the text (e.g., how characters interact).

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Grade 6:

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
6. Explain how an author develops the point of view of the narrator or speaker in a text.

Speaking & Listening

Grade 5:

1. Engage effectively in a range of collaborative discussions (one-on-one, in having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 39 for specific expectations.)

Grade 6:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
 - d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 65 for specific expectations.)

STAGE TWO: Determine Acceptable Evidence

How will we know if students have achieved the desired outcomes and met the standards?

What will we accept as evidence of student understanding and proficiency?

Performances of Understanding/Student Work & Assessments

How will I know if students have achieved the desired outcomes and met the standards?

What will I accept as evidence of student understanding and proficiency? How will I communicate this to students?

How will I evaluate student evidence of learning the desired outcomes?

How will I offer students the opportunity to expand on and apply what they've learned?

How will students have an opportunity for self-evaluation and/or revision?

Performances of Understanding (Student Work):

- ✓ Students will **interpret texts** in a mini-performance using **movement, sound, repetition, gesture, body language**, insertion of their native language into the text, activate the mood of the text using all of these tools that will also **identify the emotions in the text**.
- ✓ Students will **create their own interpretations of the text** using their newly acquired tools.
- ✓ Students will be audience and performers for each other and will **debrief** the successes and challenges of their performances using non-judgmental language:

What was successful about the performances of the text?

How can the performances be even more successful?

Assessment methods:

For the purposes of this 2.5 hour workshop, performances of understanding will be assessed based on peer assessments using criteria articulated during this workshop by the master teaching artist, with feedback from participants.

STAGE THREE: Plan Learning Experiences and Instruction

What teaching and learning experiences will equip students to demonstrate the targeted understandings?

Develop the Instructional Plan

What is the scope and sequence of activities that lead to student success on the assessment(s) and academic rigor?

Do activities require that students ask deep questions about their learning?

Are there opportunities for students to develop language and conceptual understandings related to content?

Are there opportunities for meaning-making and personal reflection on the part of students?

Are students encouraged to revise and produce quality work?

Do the activities provide multiple entry-points and accommodate for different learning styles?

Is the teacher spending her time coaching, conferencing, leading, participating, and sharing responsibility for learning with the students?

1. We will engage in theatre games to build trust among the participants. These community-building activities will focus on verbal and physical communication utilizing key workshop texts through improvisation. (Oral literacy-imagining, accessing, activating)
2. We will read text in a variety of formats, beginning with the whole group, moving into smaller groups, pairs and finally, some solos for those who are ready. We will see how our relationship to space, physical choices, and proximity to objects impact our ability and skills in reading aloud.
3. The culminating performance will integrate all of the skills learned as participants perform their interpretations of the text.

<p>Identify Materials and Resources</p> <p><i>What materials and resources—including student handouts, books, periodicals, media, software, URLs—are required to implement this unit?</i></p> <p><i>Are the materials and resources sufficient for exploring the topic and directly related to the essential question?</i></p>	<p>Materials:</p> <ol style="list-style-type: none"> 1. Two large self-stick pads and easels 2. Small and large index cards 3. 1 BLACK sharpie for each participant 4. Cardstock all same color (same amount as sharpies) 5. Clothes pins (spring clip) 6. Dri erase markers and eraser 7. CD player 8. Pens and paper (or journals) to take notes on for each participant <p>Resources: Copies of the poems suggested in Common Core as Text Exemplars: Langston Hughes, "I, Too, Sing America"; Gary Soto, "Oranges"</p>
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STAGE FOUR: ALIGNMENT and REFLECTION

Do the various pieces of my Unit Plan align with and support each other?

Upon completion of my unit: How did it go? What might I do differently next time to improve the unit and my practice?

<p>Implementation Alignment and Reflection</p> <p><i>How do the instructional activities support the achievement of the desired outcomes?</i></p> <p><i>How do the assessment methods demonstrate achievement of the desired outcomes?</i></p> <p>AFTER THE UNIT IS COMPLETE:</p> <p><i>What worked?</i></p> <p><i>What didn't work?</i></p> <p><i>What would another teacher need to know in order to enact this curriculum?</i></p>	<p>This theatre/literacy studio workshop is designed to be a transparent and interactive process. Throughout the workshop the master teaching artist will engage participants in informal discussions and reflections, as well as end the session with a final debrief. Participants will explore and share their own insights as to how they might best implement this work back in their own classrooms, and reflect on ways it will benefit their own students.</p>
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