

Arts Integrated Lesson Plan



ART FORM:
Theatre



SUBJECT AREA:
Science

Lesson Title: Dramatizing <i>Waterman's Child</i> by Barbara Mitchell	Grade: 4
Contributor, School: Marti Bowen, Thunder Hill Elementary School	Time Frame: Two class sessions

State Curriculum Content Standards, Indicators, Objectives

Theatre Content Standard(s) 3.0 Creative Expression and Production: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.	Science Student Standard(s) 6.0 Students will use scientific skills and processes to explain the interactions of environmental factors (living and non-living) and analyze their impact from a local to a global perspective.
Theatre Content Indicator(s) 3.1 Use a variety of theatrical elements to communicate ideas and feelings. 3.2 Demonstrate knowledge of theatre performance and production skills in formal and informal presentations.	Science Student Indicator(s) 6.1 Recognize and describe that the people in Maryland depend on change and are affected by the environment.
Theatre Content Objective(s) 3.1.a Identify and use dramatic narrative conventions to improvise a scene from a book, short story, or folktale 3.2.a Use collaborative theatre processes to create, perform, and revise scenes that are based on imagination, personal experience, history, and heritage.	Science Student Objective(s) 6.1.a Identify and describe that human activities in a community or region are affected by environmental factors: presence and quality of water, soil type, temperature, and precipitation.
Objective(s) (Connecting the content areas) Using basic acting skills and tools, the students will create and perform a dramatic narrative about the experiences of three generations of watermen. They will retell the story <i>Waterman's Child</i> in order to describe how the Chesapeake Bay's habitat has changed and how the changes have affected the people who live and depend on the bay.	
Key Arts Vocabulary <i>actors tools and skills, improvisation, scene</i>	Key Science Vocabulary <i>waterman, skipjack, shuck, ration stamps, tongs, crab pots</i>

Prior Knowledge Students Need for This Lesson

Arts

The students need to be familiar with basic acting tools, the collaborative theatre process, and respectful audience behavior.

Science

The students need to be aware of environmental issues surrounding the Chesapeake Bay.

Materials and Resources for the Class

- Actors Tools and Skills poster: Imagination, Mind, Voice, and Body
- Graphic organizer for I See, I Think, I Wonder (Artful Thinking Routine)
<http://www.pz.harvard.edu/tc/routines.cfm>
- Vocabulary/Sentence (cloze) worksheet
- Rubric/Checklist of expectations for drama activity
- Journals

Materials and Resources for the Teacher

- Copy of *Waterman's Child* by Barbara Mitchell
- Vocabulary cards
- Chart paper
- Markers
- Photos/Images of the Chesapeake Bay

Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

- The teacher selects an illustration from the book to introduce the Artful Thinking routine, I See, I Think, I Wonder, to encourage students to make predictions about the story and make connections to prior knowledge.
- The teacher takes the students on a picture walk of the book. (The students notice that the book is broken into three different sections by the color of the border on the pages. Each color border is a different generation.) The students describe the setting and characters they see in the Picture Walk.
- The teacher presents pictures of the Chesapeake Bay, the Chesapeake Bay Bridge, and waterman to provide background knowledge, especially if the students have not had the experience of crossing the bridge.
- The teacher introduces key vocabulary words by reading them aloud and distributing vocabulary cards to pairs of students. The students work together to match the vocabulary to blanks in sentences taken from the story.
- The teacher calls on students to share their answers. The class discusses why the word is in the correct sentence. For example: The skipjack sailed into the Chesapeake Bay with waterman ready to catch rockfish and crabs.
- The teacher reads the story aloud to the children, stopping when one of the words from the vocabulary cards is reached to check for comprehension.
- After reading, the teacher asks students to tell how and why the Chesapeake Bay changed during each generation. The student's responses are recorded on chart paper or on a cause and effect graphic organizer.
- The teacher divides the class into three groups and assigns each group a generation from the story. The teacher explains and previews the drama activity: They will be creating short, improvised plays using characters from the story to describe and explain the environmental changes to the Chesapeake Bay during their generations.
- The teacher cuts the chart paper (see above) in three and gives each group a section of the chart to use as a reference. The students determine and select roles and outline the scene cooperatively.
- The teacher reviews the acting tools and skills with students via a variety of warm-up activities. The class discusses the theatre processes and expectations for the group work. The students work cooperatively to create a dramatic narrative and are given time to practice for the performance. The teacher provides a checklist to guide the students through the activity and provides a tool for peer and self-assessment.
- The students present their scenes to the class. After each performance, the students use the checklist to evaluate their own performances and their peers' performances.
- The students complete a Brief Constructed Response (BCR) by writing the responses in their journals: Explain the condition of the Chesapeake Bay during the generation you presented. How did changes

affect the people of that generation? Use what you know about habitats and information from this story to explain your thinking.

Closure/Summary

The students participate in a reflective discussion about what they learned about theatre and acting as well as what they learned about the changing habitat of the Chesapeake Bay while performing the dramatic narratives of the story.

Assessment (Description/Tools)

Both students and the teacher use the checklist (yes/no) to assess the play.

1. Did you create a scene that demonstrated the key ideas found in the story?
2. Did you use imaginary objects?
3. Did you pretend to be the character and interact with the other characters?
4. Did you speak with expression?
5. Did you use facial expressions that show your character's feelings?
6. Did you work as a cooperative team member?
7. Did you stay focused during your play?

The BCR will be assessed using criteria for written responses (3-2-1-0).

Lesson Extensions

- In the story, the children on Tilghman's Island paint oyster shells and sell them to the visitors. The students could paint oyster shells to represent the habitat of the Chesapeake Bay.
- The students could create scenery and props to accompany their dramatic narratives that represent the changes in the Bay for each generation.