

5E Lesson Plan

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Subject / grade level: Social studies Integrated Arts lesson STEAM-4th grade

Materials: Copies of Readers Theater scripts) Copies of literature, poetry, stories, documents, etc., visual documents to share with students. High lighters 4 different colors 6 of each.

California Common Core State Standards- 4th grade

Visual Arts:

Artistic Perception:

- VA: 1.1 Use the vocabulary of theater to describe theatrical experiences, such as plot, conflict, climax, resolution, tone, objectives, motivation, and stock characters.

Creative Expression:

- VA: 2.2 Retell or improvise stories from classroom literature in a variety of tones (gossipy, sorrowful, comic, frightened, joyful, sarcastic).

Aesthetic Valuing:

- VA: 4.1 Develop and apply appropriate criteria or rubrics to critique performances as to characterization, diction, pacing, gesture, and movement.

Connections, Relationships, Applications

- VA:5.1 Dramatize events in California history
- VA:5.2 Use improvisation and dramatization to explore concepts in other content areas.
- VA: 5.3 Exhibit team identity and commitment to purpose when participating in theater experiences.

ELA:

- CCSS.ELA-LITERACY.RL.4.7

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

- CCSS.ELA-LITERACY.RL.4.9

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

- CCSS.ELA-LITERACY.SL.4.1. B

Follow agreed-upon rules for discussions and carry out assigned roles.

- CCSS.ELA-LITERACY.SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

NCASS Standards

- VA:Cr1.2.3a Collaboratively set goals and create art work that is meaningful and has purpose to the makers.
- TH:Cr1.1.4c Imagine how a character might move to support the story and given circumstances in a drama/theater work.
- TH:Cr2-4a Collaborate to devise original ideas for a drama/theater work by asking questions about characters and plots.
- TH:Cr2.4b Make and discuss group discussions and identify responsibilities required to present a drama/theater work with peers.
- TH:Cr3.1.4a Revise and improve an improvised or scripted drama/theater work through repetition and self-review.

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- TH:Cr3.1.4b Develop physical and vocal exercise techniques for an improvised or scripted drama/theater work.
- TH:Pr4.1.4a Modify the dialogue and action to change the story in a drama/theater work.
- TH:Pr4.1.4b Make physical choices to develop a character in a drama/theater work.
- TH:Re9.1.4a Propose a plan to evaluate drama/theater work.
- TH:Re9.1.4b Recognize how a characters circumstances impact an audience's perspective in a drama/theater work.

California Social Studies and History Standards 4th grade

- HSS4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

California Visual and Performing Arts: Theatre Content Standards 4th grade

- VPA.3.0 Historical and Cultural context
Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
Students analyze the role and development of the visual arts in past and present cultures throughout the noting of human diversity as it relates to the visual arts and artists.

Justification: I choose to do an integrated art lesson on Readers Theater for the Gold Rush. Readers Theater as an art allows students to learn about the Gold Rush, develop confidence, improve their reading skills, develop creativity, and the confidence to speak in front of their peers.

Differentiation strategies to meet diverse learner needs:

Text that has the same information but at different readability levels.

Pair students with varying ability levels.

ENGAGEMENT (one 45-minute session)

How can I effectively have the students become interested in the content of the lesson?

- Students will gather on the carpet and the teacher will ask? How does Readers Theater develop a better understanding of history and allow the reader to be creative while interpreting the text? Make a chart for the responses from the students.
- Teacher will explain that a Reader's Theater can be created out a newspaper, poem, pledge, etc. Teacher will pass out poem to each student. Show the students the poem on the ELMO, and then demonstrate how the original text becomes a Readers Theater with speaking parts for the students. See resources for links to Gold Rush poetry and informational articles.

EXPLORATION (one 20-minute session)

Explain to the students they are going to do an activity in which they need to follow directions and listen carefully. Students will be asked to stand and get into groups of four. The class will walk around the room, no talking, moving without making a sound. Teacher will say "We have arrived" "It is 1848, the ship has docked"

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in the San Francisco Bay. Get your bags, you are in the Golden State and need to find transportation to Sacramento, it is hot there so be prepared.” You have arrived in Sacramento, choose your tools, your clothing, get a mule, find a partner to pan gold with. You dig, you found gold, no it is only pyrite (fool’s gold). You keep digging, you find gold. You are rich. NOW FREEZE.! Explain to the students they need close their eyes stay still and use their imagination to visualize where they are this will lead into the next session.

EXPLANATION (one 25-minute session)

- Distribute copies of literature to each group of students. The students will go through the process outlined to create a reader’s theater. The students may write on the literature distributed or take notes in a notebook. Each group will have a different selection and each member of the group will have a copy of the specific text.
 1. Each group will read their literature aloud. Each member of the group will take turns while the other group members listen.
 2. Make sure you are understanding what each selection is saying, who is the speaker. What are important events that are happening?
 3. As you read a second time, underline important words, create visual representations of what you are reading in your mind. Are there specific phrases that are significant to the selection?
 4. Does each member of the group understand what they are reading, are there words that need to be understood or defined?
 5. Using a highlighter, decide which student will read which lines. Each student should have a different colored highlighter to distinguish their own text from one another in their group.

ELABORATION (two 45-minute sessions)

Teacher states:

- Now the lines of your text have been divided. You will be practicing to read the literature as though it were a dialogue. Each change in speaker represents a change in thought.
- When you have created your dialogue, practice reading your parts. Determine the arrangement where each member of the group will be standing. Try adding movement that will assist in interpretation of the literature.
- Asks for suggestions if you need any help.
- You may choose a few props for your presentation, a drawing to represent your literature piece, or use your Chrome book to display an image. All choices are optional.

EVALUATION

- Present their Reader’s Theater dialogue to their classmates.
- Teacher will create a chart with the students to compare struggles the pioneers had and what struggles people have today.
- Students will write in their journals about their Reader’s Theater experience.

EXTENSION:

- Students can perform Reader’s Theater scripts that are already created. (resources)

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- Students can use their knowledge from the Gold Rush unit, work in groups and write their own script using correct spelling, grammar, and punctuation.

Resources:

Carlisle, Barbara and Drapeau, Don, *Hi-Concept-Lo-Tech-Theatre for Everyone in Any Place*, Portsmouth, NH, Heinemann, 1996. ISBN 0-435-07001-0

Evan -Moor EMC 3309 Reader's Theater Grade 4. 19 Lower Ragsdale Drive, Monterey, CA 93940-5746

Gold Rush Articles and information

Retrieved from:

www.historynet.com/california-gold-rush

The Sacramento Bee, Sesquicentennial Edition, January, 18, 1998.

Gold Rush Poetry:

Retrieved from:

www.chino.k12.ca.us/cms/lib8/CA01902308/.../2246/.../Gold%20Rush%20Poems.pdf