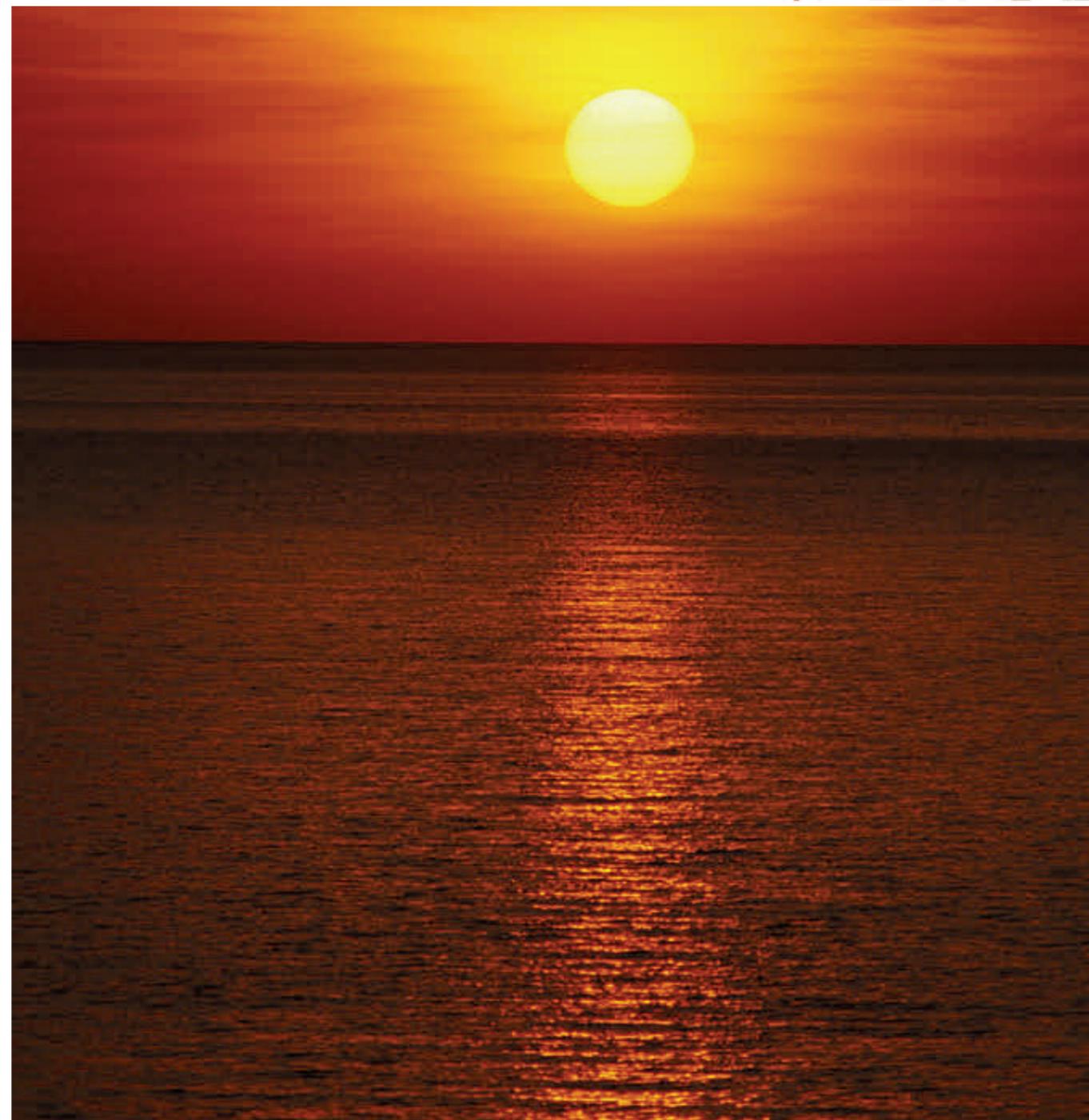


Notes/Reflections:

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Day and Night • Native American Legends • Tableaux



Explore the concepts of day and night by creating and performing theatre pieces!

Legends of Day and Night

Students will merge their science knowledge of day and night with their exploration of Native American literature. This will be achieved by first examining a Native American legend that depicts the story of how day and night came to be. Students will integrate story-telling elements into their retelling of the Native American legend. Finally students will be asked to apply their knowledge of day and night to a group task. In small groups, they will craft their own original legend of day and night applying various story-telling elements to their performance.

Essential Question: How can theatrical techniques increase comprehension in other subject areas?

Process:

- Introduce the art forms of story telling and tableau with a warm-up: Character Statues
 - Students will spread out in the room standing in a neutral position called "Actor's Neutral"
 - Students will form character statues when prompted
 - Examples of prompts:
 - An actor surrounded by fans wanting autographs
 - An upset principal
 - A clown juggling
 - A clown dropping his balls
 - Encourage students to pair up and create tableaux of the following relationships:
 - A parent and child
 - A doctor and patient
 - Two friends who haven't seen each other in years
- Story Whoosh
 - Form a class circle
 - Review what a "legend" is as a class
 - Read the Native American Cherokee Legend: Day & Night
 - As you read, pause and allow students to come into the center of the circle to form a tableau that dramatizes that section of the legend
 - Say "Whoosh!" to indicate the actors in the middle returning to their places in the circle and allow other actors to come to the center
 - Continue this activity until the entire legend is finished being shared
- Review the Science Concept: Day & Night
 - Students sit down in their seats
 - Lead a class discussion that recaps what we know about the science behind day and night
 - Create a list of scientific facts together on anchor chart paper of "what we know"
 - Anchor Chart:**
 - The earth orbits the sun in 365 days.
 - The earth rotates on its axis in a full circle taking 24 hours.
 - The moon orbits the earth, taking about 28 days to orbit Earth.
 - The position of the earth, sun and moon affect the phases of the moon and which parts of the moon we can see.
 - The moon does not produce any light, it reflects light from the sun.
- Give out directions for the small group task
- Announce that each group will be creating their own original legend much like the Native American one we explored earlier
- Go over the group Guidelines:
 - Include 2 scientific facts about Day & Night in your legend
 - Include a clear problem and solution that explains why we have day and night
 - Include an expressive narration in your tableaux performance of the legend
- Groups share out their tableaux in a non-formal class performance

Materials

- Anchor Chart Paper
- Native American Cherokee Legend of Day and Night handout
- Paper
- Pencils
- Charged iPad with Puppet Pals and/or Toontastic apps loaded

Vocabulary

Tableau

A "living picture" in which actors pose and freeze in the manner of a picture or photograph

Actor's Neutral

A neutral position which includes a good center of balance, aligned posture, and no unconscious areas of tension in your neck, shoulders, or spine.

Narration

The act of telling a story

Storytelling

Conveying events in words and images, often by improvisation or embellishment

Legend

A traditional story sometimes popularly regarded as historical but unauthenticated

Sun

Center of the solar system; a star; a hot ball of glowing gases

Moon

An object that revolves around a planet

Earth's axis

The imaginary line around which the Earth rotates

Rotation

Spinning motion of an object on its axis

Revolution

The action of going around in an orbit

Waxing Moon

After a new moon and before a full moon; the illuminated area increases

Waning Moon

After a full moon and before a new moon; the illuminated area decreases

Classroom Tips

Use cueing methods when directing tableau in your classroom: "3-2-1- Freeze" and "Actor's Neutral"

Make your expectations for when students work together to craft their legends explicit and go over these before the group work begins. Write them up so that students can refer back to them if they need to during their group working time.

- Introduction of iPads
 - Teacher demonstrates how to use website ThingLink.com, a website that allows students to hyperlink different websites and student-created captions to an image.
 - Each student will find an image or a diagram of the placement of the Earth and the moon during a 24 hour period and attach various captions and hyperlinks that explain the science behind night and day.
 - Coordinating these images with their legends, students will demonstrate sound understanding of presented science concepts.
 - Using Apps: Teacher can demonstrate how to use Puppet Pals app which allows students to choose characters and backdrops and record their voices to create a show. Teacher can also demonstrate Toontastic app which uses a 'story arc' with characters, setting, plot, and a conclusion. Coordinating with study of elements of fiction, this app gives students ability to create and move characters while recording own voices to tell their stories.
 - Students can practice retelling the legend they created in small groups by creating dialogue for the major events in the story.
- Peer Feedback and Class Reflection
 - What did you like or notice about this group's performance?
 - What did you notice was different about your legend from the Native American legend we read today?
 - What did you notice was similar about your legend from the Native American legend we read today?
 - How did the scientific background knowledge you had about the Sun and Moon help you in developing your legend?

Assessment

Formative assessment- Class discussion, Tableaux and Dialogue performed, anecdotal notes when observing students working in small groups, class reflection/ discussion, Thinglink images with hyperlinks, retold legends using Puppet Pals or Toontastic app

Summative Assessment- The written legends created by each student

Georgia Performance Standards

SCIENCE

GRADE 4

S4E2: Students will model the position and motion of the earth in the solar system and will explain the role of relative position and motion in determining sequence of the phases of the moon.

- Explain the day/night cycle of the earth using a model.
- Explain the sequence of the phases of the moon.
- Demonstrate the revolution of the earth around the sun and the earth's tilt to explain the seasonal changes.
- Demonstrate the relative size and order from the sun of the planets in the solar system

THEATER

GRADE 4

TAES4.7: Integrating various art forms, other content areas, and life experiences, to create theatre

- Analyzes the connection among theatre arts, visual art, music, dance, and technology
- Examines other core content areas through theatre experiences

Common Core Georgia Performance Standards

ENGLISH LANGUAGE ARTS

GRADE 4

ELACC4RL9: 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.

ELACC4W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

National Standards

SCIENCE

NS.K-4.4: As a result of their activities in grades K-4, all students should develop an understanding of:

- Objects in the sky
- Changes in earth and sky

THEATRE ARTS

Standard 2: Acting by assuming roles and interacting in improvisations

Standard 5: Researching by finding information to support classroom dramatizations