artsNOW
Integrated learning solutions

FIERCE FIGURATIVE FEMALES
Grade Band: 2-3
Content Focus: Theatre & ELA



LEARNING DESCRIPTION

In this lesson, students will create “I Am” Poems filled with descriptive language written from the point of view of fierce females throughout history. They will compare and contrast the lives of different historical female figures using tableaux. Then, they will bring their character to life with voice as they speak from their character’s point of view. Finally, students will devise a poem from their character’s point of view and work with another student’s character to create a partnered “I Am” Fierce Female Poem.

LEARNING TARGETS

Essential Questions	“I Can” Statements
Does learning about, writing, and speaking from someone else’s point of view give me empathy? How can I embody a historical figure using my body, voice, and heart?	I can empathize with someone from a different time period and speak from their point of view. I can embody a historical figure using my body, voice, and heart.

How did people from the past change the world I live in today? How can I use poetry to speak from a historical figure's point of view? How can I be fierce and make a change in my world?	I can write a poem from a historical figure's point of view and speak it out loud using my voice. I can partner with someone who is different from me to create a theatrical piece.

GEORGIA STANDARDS

Curriculum Standards	Arts Standards
Grade 2 ELAGSE2RI1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. ELAGSE2RI2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. ELAGSE2L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **Grade 3** ELAGSE3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ELAGSE3RI2 Determine the main idea of a text; recount the key details and explain how they support the main idea. ELAGSE3W4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. ELAGSE3L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	**Grade 2** TA2.CR.1 Organize, design, and refine theatrical work. TA2.CR.2 Develop scripts through theatrical techniques. TA2.PR.1 Act by communicating and sustaining roles in formal and informal environments. **Grade 3** TA3.CR.1 Organize, design, and refine theatrical work. TA3.CR.2 Develop scripts through theatrical techniques. TA3.PR.1 Act by communicating and sustaining roles in formal and informal environments.

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
Grade 2	**Anchor Standard 3:** I can act in improvised scenes and written scripts. Benchmark T.P NL.3

ELA.2.AOR.2.2 Identify and explain a central idea and supporting details in an informational text. ELA.2.C.4.1 Write and expand grammatically correct sentences (e.g., simple, compound, declarative, imperative, interrogative, and exclamatory). ELA.2.C.7.1 Present information orally to tell a story or recount an experience with appropriate facts and details. When speaking: a. demonstrate appropriate speaking techniques (e.g., appropriate eye contact, nonverbal cues, appropriate volume, and clear pronunciation) for a variety of purposes. **Grade 3** ELA.3.AOR.2.2 Determine and explain a stated central idea and supporting details in an informational text. ELA.3.C.4.1 Write and expand grammatically correct sentences (e.g., simple, compound, and complex) and paragraphs. ELA.3.C.7.1 Present information orally to report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details. When presenting: a. demonstrate appropriate speaking techniques (e.g., nonverbal cues, appropriate volume and eye contact, and clear pronunciation) for a variety of purposes.	I can use body and voice to communicate character traits and emotions in a guided drama experience. **Anchor Standard 1:** I can create scenes and write scripts using story elements and structure.

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
• Fierce - Something that is of exceptional quality, strong, bold, surprising and unforgettable • Point of view - The perspective of an individual on an event • Compare/Contrast - To identify similarities and differences between two things • Character trait - A quality or attribute that defines a person's behavior,	• Character - A character refers to a fictional or dramatized person portrayed by an actor or actress • Body - The physical presence and movements of an actor • Voice - The vocal techniques, characterizations, and storytelling aspects that contribute to the effectiveness of a performance

attitude, and actions in various situations

- Poetry - A genre of literature
- Informational text - A text that is nonfiction and has the purpose of informing the reader
- Biography - A written account of a person's life
- Autobiography - A written account of a person's life that is written by that person
- Harriet Tubman - A historical figure who is known for her bravery and leadership in helping enslaved people escape to freedom through the Underground Railroad
- Underground Railroad - A secret network of routes and safe houses used by enslaved African Americans in the United States to escape to freedom in the 19th century
- Civil Rights Movement - A historic effort by people in the United States to fight against unfair treatment based on race
- Ruby Bridges - The first African American child to desegregate an all-white elementary school in the South
- Malala Yousafzai - A Pakistani activist for female education
- Conscience - Knowledge of right and wrong and a feeling one should do what is right
- Adjective - A word that describes or modifies a noun or pronoun, providing more information about its attributes or qualities
- Project - Using your voice, body, energy, and presence to ensure that your performance reaches every member of the audience
- Articulate - To speak clearly
- Pitch - The highness or lowness of a voice
- Pace - The speed, rhythm, and timing of dialogue, actions, transitions, and overall performance elements
- Accent - The way a person pronounces words based on their regional, cultural, or linguistic background
- Texture - The multi-dimensional quality of a theatrical production that engages the senses, emotions, intellect, and imagination of the audience
- Conscience Alley - A technique for exploring any kind of dilemma faced by a character and providing an opportunity to analyze a decisive moment in greater detail
- Statue - A frozen pose
- Levels - The vertical positioning of actors and elements on the stage

MATERIALS

- A text (poem, autobiography, biography and/or informational text) for each historical female character that you choose
- 5 hula hoops
- Pencils
- "I Am" Poem Template - Fierce Figurative Female

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

HISTORICAL CHARACTER CONVERSATION & IMAGES

- What is a historical figure?
- Show images of historical figures familiar to your students and content.
    - (i.e., Abraham Lincoln, George Washington, Dr. Martin Luther King, Jr., Rosa Parks, Amelia Earhart, Susan B. Anthony, King Tut, The Wright Brothers, Alexander Hamilton, William Shakespeare, etc.)

HISTORICAL CHARACTER SPEECH

- Sing the song, "Happy birthday" with students.
- Ask students to choose a famous historical character.
- Have them create a statue of their character using their body. Students should use body shapes and frozen poses to create their statues.
    - Encourage students to use different levels and gestures to embody their character.
- Have students stand at an imaginary podium and give a speech as that character using the lyrics to the "Happy Birthday" song. Emphasize that students are focusing on embodying the character.
    - Encourage students to:
        - Stay in character as they present the song as the historical character.
        - Walk up to and away from the podium as the character would walk and move.
        - Add physical gestures while making the speech.
        - Add vocal expression using pitch and pacing.

Work Session

DEFINING FIERCE

- Discuss with students what it means to be fierce. Fierce is…
    - Something that is of exceptional quality, strong, bold, surprising and unforgettable
    - A word used to describe something that is out of the box, non-traditional, and dynamic
    - Passionate, joyful, and positive!
    - To demand excellence
- Ask students: Do you know anyone who is fierce? Are you fierce about something in your life or world?

INTRODUCING FIERCE FEMALE HISTORICAL FIGURES

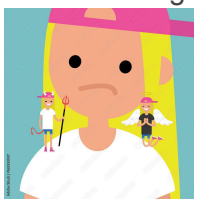
- Choose an autobiography, biography, informational text or poem for students to learn about each of the female historical figures you chose.
- For the purpose of this lesson, we will explore:
    - Harriet Tubman
    - Ruby Bridges
    - Malala Yousafzai
- Have students read a particular type of text related to each figure so they become familiar with the lives and works of the characters (see “Additional Resources” for further information on these women).

COMPARE AND CONTRAST USING TABLEAU

- Set three hula hoops on the floor.
- Each hula hoop will represent one of the three characters.
- Ask questions about the characters. What is special about each character?
    - Have one student create a statue with their body of that attribute/detail/trait and stand in that character’s hula hoop.
    - Once you get several statues in each hula hoop, ask students what similarities there are between the three characters.
    - Place two more hula hoops in front of the three on the floor. These will be your similarities (female, courageous, fighter, etc.)
    - Have the similar elements move to the three front hula hoops.

EXPLORE CONSCIENCE

- Ask students: What does conscience mean?
    - Show an image of an angel and devil on either shoulder of a figure.



    - Tell students that conscience is knowledge of right and wrong and a feeling one should do what is right.
    - For example, if a child feels uncomfortable watching his friend pick on another child or speak disrespectfully to his/her parent/caregiver, that is conscience. The child knows it is not right to treat someone else disrespectfully, and he/she feels the emotions within himself telling him that it's wrong.
- Ask students: Does your inner voice/consciousness ever talk to you?
    - Turn and talk about the time you heard your inner voice/consciousness.

CONSCIENCE ALLEY

- Conscience Alley is a technique for exploring any kind of dilemma faced by a character and providing an opportunity to analyze a decisive moment in greater detail.
- Identify a student to be one of the historical females.
- Identify a decision that the character had to make to be fierce.
    - Harriet Tubman - “Should I help enslaved people escape to freedom through the Underground Railroad?”
    - Ruby Bridges - “Should I fight to be allowed to attend a white school?”

    - Malala - “Should I stand up for the rights of girls to go to school?”
- Explore both sides of the argument.
    - For - Reasons why the character should fight.
        - Identify people that might have been on this side of the argument/issue. Ask them what reasons they would have given.
        - Ask six students to line up to represent the people/reasons “for” fighting.
    - Against - Reasons why the character should not fight.
        - Identify people that might have been on this side of the argument/issue. Ask them what reasons they would have given.
        - Ask six students to line up to represent the people/reasons “against” fighting.
        - Have both lines face each other so that they are parallel to create an alley/tunnel in the middle.
- Have the character stand at the beginning of the alley.
    - Have the character state the question/decision that they face.
    - The character then takes one step into the alley.
        - The first person on the “for” side says their statement
        - The first person on the “against” side says their statement.
    - The character keeps taking one step at a time into the alley and hearing both arguments at each step.
    - When the character reaches the end of the alley, they stop and state their decision and why.

Helpful Coaching:

- Encourage students to:
    - Stay “in character” using their voice and body to portray the character
    - Use vocal expression to convince the character
    - Speak from their heart with passion
    - Convince the character that they believe what they are saying

REVIEW ADJECTIVES AND DESCRIPTIVE LANGUAGE

- Review adjectives and descriptive language.
- As a group, generate examples of adjectives describing each of the characters.

CHARACTER GROUNDING

- Assign students a character.
    - Strategize so that students can partner up with a different character.
- Ask students to create a statute of their character.
    - Tell students to use body shapes, energy, frozen pose, and active pose.
- Count “1, 2, 3, action” and tell students to bring the statue to life with a voice using pitch, pace, volume, accent, and texture.
- Ask a question and have all students answer in character at the same time.
    - Use the questions on the “I Am” poem template to guide you.
    - This is a brainstorm on their feet before sitting and writing.
    - This allows students to more fully embody the character.

“I AM” POEM BRAINSTORM

- Have students complete the “I Am” Poem template.
- Next, have students stand up and simultaneously freeze in their statues.

- Finally, have students bring their characters “to life” and speak the answers to the poem template aloud at the same time.

“I AM” POEM PARTNER SHARE

- Teacher should demonstrate reading a character “I Am” poem with a student who is playing a different character.
- The first character says the first line; the second character says the second line. The characters then alternate speaking lines.
- Have students practice in pairs around the room.

“I AM” POEM PRESENTATION

- Ask pairs of students to share their partner “I Am” poems.
- Encourage projection, articulation, and vocal expression.
- Discuss the similarities and differences between the two characters when listening to the partner poems.

Closing/Reflection

Reflect with students on the following questions:

- What does it take to be fierce?
- Were these females fierce? Why do you think that?
- Did they make changes that help females today? How?
- How can you be fierce and make a change in your world?
- What did you notice about yourself in this process? Were you able to empathize with your character?
- Name one thing that you are proud of yourself for doing in this process.

ASSESSMENTS

Formative

Teacher will assess students by:

- Circulating the room while students are completing their “I Am” poem template to assess their knowledge of the character and ability to express their knowledge through writing.
- Assessing students’ ability to use their voice and body to portray characters. Encourage those who are having difficulty.

Summative

CHECKLIST

- Students can articulate important details about the characters and the historical events attached to each character.
- Students can empathize with someone from a different time period and speak from their point of view.
- Students can embody a historical figure using their bodies, voices, and hearts.
- Students can write a poem from a historical figure’s point of view and present it using theatrical techniques.
- Students can collaborate to create a theatrical piece.

DIFFERENTIATION

Accelerated:

- Have students add movement/blocking to poem presentations.
- Have students create a scene and include facts about the time period and historical events encountered by the characters. Students can also incorporate dialogue.

Remedial:

- Simplify the poem template.
- Have students speak the answers and the poem; do not require them to write the poem.
- Work together as a class to create a group "I Am" Poem for each character.
    - Have students use the class poems when they partner.

ADDITIONAL RESOURCES

- "I Am" Poem Template - Fierce Figurative Female
- Happy Birthday song: Happy Birthday Song

Harriet Tubman:

- The Story of Harriet Tubman: An Inspiring Biography for Young Readers (biography-young readers)
- Go Free or Die: A Story about Harriet Tubman (biography-older readers)
- Harriet Tubman by Eloise Greenfield (Poetry)

Ruby Bridges:

- The Story of Ruby Bridges (biography)
- Ruby Bridges Goes to School: My True Story (autobiography)
- Ruby Bridges' Brave Step by Latorial Faison (poetry)

Malala Yousafzai:

- Malala Yousafzai: Warrior with Words (biography - great illustrations - young readers)
- Malala: My Story of Standing Up for Girls' Rights (autobiography- young readers)
- I Am Malala: How One Girl Stood Up for Education and Changed the World (autobiography - older readers)
- The Story of Malala Yousafzai: An Inspiring Biography for Young Readers (biography - young readers)
- For the Right to Learn: Malala Yousafzai's Story
- Malala by Andy Posner (poetry)

Suffrage Movement:

- Suffrage Sisters: The Fight for Liberty (Sudan B Anthony, Elizabeth Coady Stanton, Alice Paul)

**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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