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Integrated learning solutions

REVOLUTIONARY PERSPECTIVES

Grade Band: 4-5

Content Focus: Theatre & Social Studies



LEARNING DESCRIPTION

In this lesson, students will explore a historical issue by creating characters who support opposing sides. They will write and speak from these perspectives, using theatrical techniques to bring their characters to life. This approach will help students gain a deeper understanding of the issue by engaging empathetically with different viewpoints.

LEARNING TARGETS

Essential Questions	"I Can" Statements
How can students utilize theatrical skills to increase comprehension of historical events?	<p>I can use my voice and body to embody a fictional or real character from the historical time period.</p> <p>I can evaluate both sides of a historical issue.</p> <p>I can write two speeches that present both sides of a historical issue.</p>



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GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p>Grade 4: SS4H1 Explain the causes, events, and results of the American Revolution. a. Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, the activities of the Daughters of Liberty, Boston Massacre, and the Boston Tea Party. b. Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments. c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.</p>	<p>Grade 4: TA4.CR.1 Organize, design, and refine theatrical work. TA4.CR.2 Develop scripts through theatrical techniques. TA4.PR.1 Act by communicating and sustaining roles in formal and informal environments.</p>

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p>Grade 4: Standard 2: Demonstrate an understanding of the identity of a new nation, including the state of South Carolina between 1730-1800. a. Explain the causes of the American Revolution as they impacted Georgia; include the French and Indian War, Proclamation of 1763, and the Stamp Act.</p>	<p>Anchor Standard 1: I can create scenes and write scripts using story elements and structure. Anchor Standard 3: I can act in improvised scenes and written scripts. Anchor Standard 8: I can relate theatre to other content areas, arts disciplines, and careers.</p>

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> <u>The American Revolution</u> - The war fought by the American colonies to end British rule; it was between the 13 colonies and Great Britain 	<ul style="list-style-type: none"> <u>Theater</u> - Dramatic literature or its performance; drama



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| <ul style="list-style-type: none"> ● <u>Patriots</u> - Colonist who was opposed to British rule ● <u>The Stamp Act of 1765</u> - Colonists were taxed on playing cards, newspapers, books, pamphlets and legal documents like wills ● <u>The Sugar Act of 1764</u> - Colonists were taxed on sugar, wine, coffee, dyes and cloth ● <u>The Boston Massacre</u> - A protest in 1770 against British rule in which five American Patriots were killed ● <u>The French & Indian War</u> - The English fought against France for the land in North America; England won but needed to pay off the debts of the war | <ul style="list-style-type: none"> ● <u>Character</u> - A person, an animal or other figure assuming human qualities, in a story ● <u>Voice</u> – An actor’s tool, which we shape and change to portray the way a character speaks or sounds ● <u>Body</u> – An actor’s tool, which we shape and change to portray the way a character looks, walks, or moves ● <u>Dialogue</u> – Conversation between characters ● <u>Scene</u> – The dialogue and action between characters in one place for one continuous period of time ● <u>Improvisation</u> - A creation that is spoken or written without prior preparation ● <u>Monologue</u> - A speech by a single character in a play, film, or other dramatic work; often used to give the audience deeper insight into the character's motivations and feelings ● <u>Ensemble</u> - All the parts of a thing taken together, so that each part is considered ● <u>Tableau</u> - A “living picture” in which actors pose and freeze in the manner of a picture or photograph |
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MATERIALS

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| <ul style="list-style-type: none"> ● Large poster paper ● Markers ● Sticky notes ● Paper ● Pencils |
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INSTRUCTIONAL DESIGN

Opening/Activating Strategy



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- Start with a general physical warm-up to get the students' bodies ready. Use exercises such as:
 - **Stretching:** Stretch all major muscle groups.
 - **Shaking Out Limbs:** Shake out arms, legs, and the whole body to release tension.
 - **Energy Passes:** Stand in a circle and pass a clap or a simple motion around to build group focus and energy.
- Explain that students will explore different characters using their voices and bodies. Encourage them to think about how their character's age, status, mood, and personality influence their movement.
 - Begin with simple prompts to get students thinking about different ways to walk. Call out various types of characters and ask students to walk around the space embodying those characters. Examples include:
 - An elderly person with a cane
 - A proud soldier
 - A sneaky thief
 - A graceful dancer
 - Next, ask students to use their voices to introduce their characters. Have students use their voices and bodies to introduce themselves to a neighbor.
 - Have students return to their seats.

Work Session



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- Discuss perspective with students. For example, students want recess but the teacher wants to teach the lesson. Both feel strongly about their perspective and both have valid reasons for their desire.
 - Ask students for other examples of perspective.
- Explain to students that understanding perspective can also help us understand the nuances of historical events.
- Divide students into small groups. Assign each group an issue related to the cause of the Revolutionary War such as taxes (taxation without representation versus Britain’s need to pay debts accrued from the French and Indian War), the Boston massacre (protestors versus British soldiers), etc.
 - Students will create a character (fictional or real) that would have been supporting one side of the issue. They should create a character profile that includes a name, age and brief background.
 - Each group will choose a spokesperson. That spokesperson will “become” their character from the era using their bodies and voices.
 - Students will collaborate to write a two minute speech arguing for their issue.
 - After a designated amount of preparation time, several groups will present their speeches. They should use their movements and voices to embody their character.
 - *Teacher note: Discuss appropriate audience participation and etiquette prior to performances.*
- Students will return to their groups and follow the same process, except this time, they should represent the opposite side of the issue.
- Groups who didn’t perform the first round should perform the second round. Groups should choose a new spokesperson to present.
- Pass out sticky notes to students. On their sticky notes, students should write the reasons supporting each side of their issue.
- Students will post the sticky notes on large poster paper hung in the classroom. (*Teacher prework: Label each poster with the issue and divide it into two sections for each perspective on the issue.*)

Closing/Reflection

- Debrief the experience with students by having them write down three things they learned, two things they found interesting, and one question that they still have. This can be about their issue or one of the other issues.
- Students will submit this as a ticket-out-the-door.

ASSESSMENTS

Formative

Teachers will assess students’ understanding of the content throughout the lesson by observing students’ participation in the activator, discussion of perspective, collaboration with groups to evaluate both sides of an issue, and conferencing with students during the writing process.

Summative



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CHECKLIST

- Students can use their voices and bodies to embody a fictional or real character from the historical time period.
- Students can evaluate both sides of a historical issue.
- Students can write two speeches that present both sides of a historical issue.

DIFFERENTIATION

Acceleration: Students can write a scene using dialogue between two characters—one from each side of the issue.

Remediation:

- Provide an example speech or sentence starters for students to use as a guide.
- Have all groups evaluate the same issue and analyze together as a class.

ADDITIONAL RESOURCES

NA

**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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