



Arts Integration Activity: Expressing Understanding Through Drama

Type of Teacher Tool: Small Group

Targeted Grade Level(s): Can be modified for grades 3-12 as needed

Targeted Curriculum Areas: Language Arts, Drama, curriculum area of chosen video

Learning Objectives:

The learner will:

1. engage in critical and creative thinking.
2. engage in interactive activities and discussion about the subject of the video(s) chosen for this activity
3. develop an answer for themselves to the question: "How can we better understand...? (the subject of the video(s) chosen for this activity)"

National Standards:

National Core Arts Standards Theatre

THCr2-6 b Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

Select, organize, create characters, and scenes in a clear and compelling presentation

Additional applicable standards from other curriculum areas can be determined by the video(s) chosen for this activity. Those additional State and National Standards related to the content of our videos listed below for this lesson are provided on the Educate.Today page where you find the video.

Resources/Materials Needed:

1. Video from Educate.Today website page where this Teacher Tool was found

Teacher Instructions:

1. Have the group watch and discuss the video from the Educate.Today web page where this Teacher Tool was found and any additional videos from the site you find applicable and appropriate to include in their study.
2. As they watch the video(s), have the group take notes on:
 - a. interesting and/or important information they learn in the video.
 - b. people or objects in the videos that could become characters in a play scene.
 - c. themes or conflicts they identify.
3. After viewing the video, the group should share notes and begin to write a play scene that expresses what they learned:

- a. Characters could be individuals and/or objects seen in the video or people created specifically for the play
- b. Location for the scene could be the location in the video, a location referred to in the video, or another appropriate location of the group's choice.
- c. Dialogue the characters speak should include information learned in the video(s) that the group believes is vital to making sure others, who watch their scene but have not watched the video(s), understand the important concepts, ideas, themes, etc. the students learned while watching the video(s).
- d. Conflict in the scene could be related to the important ideas/concepts/themes of the video(s) or added by the group as they write their play.
- e. The tone and style of the scene could be realistic, fantasy, historical, humorous, serious, musical, or whatever the group believes is best to make sure the audience understands the important and interesting information they want to share from the video(s).
- f. The length of each group's scene will vary depending on the video(s) selected and information shared.

Assessment/Evaluation Options:

1. Evaluate the scenes both in terms of meeting the criteria of an effective dramatic scene as well as their depiction of student understanding of the subject matter content discussed in the video(s) they watched.
2. Have students develop a list of criteria for evaluating their own scene on any or all of the following:
 - a. clarity of information presented
 - b. accuracy of information
 - c. dramatic execution of their scene
 - d. the ideas that best explain the ideas/concepts/themes learned in the video
 - e. other criteria of their own
3. Read the scenes yourself and/or have the scenes read by other groups in the class using the criteria created by the group that wrote the scene.
4. Read the scenes yourself and evaluate how well the scene reflected the information presented in the video(s) viewed by each group.

Extension Activity:

1. Have groups perform or read aloud their scenes for the rest of the class or another audience.
2. Have the audience discuss the content of the scenes performed and select which ideas were best represented.