

# Teacher Tool 735: Program Guide for The Power of Story with Glynis Brooks

<b>Program Description and Objectives</b>	Page 2
<b>Program Format</b>	Page 2
<b>Program-Related Activity Suggestions</b>	Page 3
<b>Standards</b>	Pages 3-4



## The Power of Story with Glynis Brooks

**Program Date:** November 14, 2019

**Program Time:** 2:45 to 3:15 p.m. Central Time

**Grade Levels:** 4-8

### **Program Description:**

In her one woman play “Harriet Tubman: An American Hero,” Glynis Brooks brings to life one of the most important figures in American history. Join us to interact with Glynis as Harriet Tubman and also Glynis as writer and actress. See an excerpt from the play. Ask your questions of Harriet Tubman about her life. Ask your questions of Glynis about what it took to create the play. How do you decide what events to include and what to leave out? How do you create a mood and persona that honors the legacy of such an historic American? Join us November 14 to ask those questions and more.

**Guest Expert:** Glynis Brooks—actress and writer

### **Program Objectives:**

1. The participant will learn about the life of Harriet Tubman.
2. The participant will explore the processes involved in writing a script and creating a first person performance based on historical subject matter and research.
3. The participant will interact with a professional theatre performer, watch a scene in performance, and engage in critical evaluation of the script and characterization.
4. The participant will engage in critical thinking and creative thinking.

### **Program Format:**

The agenda below provides you the topics to be explored in the program as well as the order of that exploration. Student questions will be woven in throughout the program.

**I. Welcome and Introduction**—Student groups and experts are introduced and welcomed to the program and given information on ways to interact during the program.

**II. Learning About Harriet Tubman**—In this section, Glynis Brooks will perform a segment from her one woman show “Harriet Tubman: An American Hero” and answer student questions about Harriet Tubman’s life in the persona of Ms. Tubman.

**III. Creating the Performance**—Students will interact with Ms. Brooks as actress and writer as she shares information about how she wrote the script, decided what events to include, and the themes she chose to address.

**IV. Summary and Closing**—We summarize the major concepts learned and deal with a final question regarding examples of how their education helped prepare them for their careers.

### **Pre-Program Activity Suggestions:**

These activities could be done prior to participation in the live program to help students develop questions for the program guest.

**1. See Excerpts from Glynis’ Performance as Harriet Tubman**—Meet Glynis Brooks and see excerpts from her one woman play, “Harriet Tubman: An American Hero” by watching our Educate.Today video entitled [Theatre 105: Glynis Brooks—Harriet Tubman, An American Hero](#).

**2. Learn More About Harriet Tubman**—Use the web links below to learn more about the life of Harriet Tubman.

<http://www.harriet-tubman.org/>

[https://en.wikipedia.org/wiki/Harriet\\_Tubman](https://en.wikipedia.org/wiki/Harriet_Tubman)

<https://www.biography.com/activist/harriet-tubman>

<https://www.womenshistory.org/education-resources/biographies/harriet-tubman>

<https://www.pbs.org/black-culture/explore/harriet-tubman/>

**3. What Questions Would You Like to Ask?** Based on their learning through the activities above, have students develop questions they’d like to ask Glynis Brooks during the program. Select what your class considers the most important questions to ask and send no more than five questions to us in an e-mail no later than November 7.

We’ll go through all the advance questions we receive to determine which ones can be included in the program then get back in touch with you no later than November 12 to let you know if one or more of your questions has been selected for inclusion in the program. If you are joining us via Zoom, Skype, or a similar videoconference connection, we will call on your school by name so you can ask your question. If you are watching online, we’ll ask your question for you and include the name of your school.

Please e-mail the questions to us at [info@educate.today](mailto:info@educate.today) no later than November 7. Be sure to title your e-mail “Questions for Glynis Brooks” and be sure to include the name and location of your school along with the questions.

### **Featured National Standards:**

**Common Core Standards for English/Language Arts and Literacy in History/Social Studies, Science and Technical Subjects**

**College and Career Readiness Anchor Standards for Reading**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**College and Career Readiness Anchor Standards for Writing**

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**College and Career Readiness Anchor Standards for Speaking and Listening**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### **ISTE National Technology Standards**

3a—Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

3b—Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

3d—Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

### **National Coalition for Core Arts Standards**

TH:Cr1.1.: Envision/Conceptualize—Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry. Essential Question(s): What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

TH:Cr1.1.7.c.: Envision and describe a scripted or improvised character’s inner thoughts and objectives in a drama/theatre work.

TH:Cr2.1.7.a.: Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.

TH:Re7.1.7.a.: Compare recorded personal and peer reactions to artistic choices in a drama/theatre work.

TH:Re9.1.7.c.: Identify how the intended purpose of a drama/theatre work appeals to a specific audience.

### **National Council on History Education Standards**

#### **Historical Thinking Standards**

HT.2.C.: Identify the central question(s) the historical narrative addresses.

HT.2.D.: Differentiate between historical facts and historical interpretations.

### **United States History**

USH.4.4A.: The student understands the abolitionist movement.

USH.4.2D.: The student understands the rapid growth of “the peculiar institution” after 1800 and the varied experiences of African Americans under slavery.