**Infusion Lesson Plan**

Teacher: Ms. Wright

Grade: Kindergarten

Date and Time:

Name of Lesson: A Blast from the Past

Arts Area: Theatre

NonArt Area: Social Studies

*Make sure all standards, objective and assessments align. (Reminde: the “product” is NOT the assessment)*

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| **Standards** (each area) | **Objectives** (the students will) | **Assessments** (authentic-teacher made) |
| (Arts Standard)    **Acting**  **Standard 2:** The student will  develop acting skills that  allow him or her to portray a  variety of characters in both  **improvised** and scripted  dramatic presentations. | The student will be able to act out and/or reflect the ideas of a significant figure in American history that signifies democracy. | * Rubric |
| (Non-arts Standard)  **K-3.3** Describe the actions of  important figures that reflect the  values of American **democracy**,  including George Washington,  Abraham Lincoln, Susan B.  Anthony, Rosa Parks, & Martin  Luther King Jr. | The student will demonstrate an understanding of significant historical American figures that reflect the idea of democracy. | * Rubric |

*\*Please fill the following sections out. Add as many bullets as you need to complete the lesson plan.*

Vocabulary (with definitions)

* Act: to behave in a certain way in front of an audience
* Democracy: government in which everyone has equal rights and votes for elected officials
* Charades: games where players guess what the actor is trying to do or be

Preparation/Materials/Resources

* Paper
* Scissors
* Glue
* Popsicle sticks
* Cards with historical figure or event that reflects American democracy
* Historical Charades prop worksheet

Anticipatory Set: (the hook, or a review or rules)

* Hook: Teacher comes to class dressed in all green toga (or a green t-shirt and khakis), hat like the Statue of Liberty, a notebook, and torch.
* Students may use self-made props to help convey who they are or what event they are in American history.

Mini-Lesson: (Teacher demonstration)

* Teacher acts like the statue (Statue of Liberty).
* Give students the opportunity to guess who the teacher is acting like.
* Explain why the Statue of Liberty is important.
* Introduce democracy charades to class.
* Pretend to be a dog so that students understand how the game works.

Procedures: (the steps the students will do)

* Before handing out character cards, tell students to NOT show one another what they are acting out. It is a secret because they must guess what one another is trying to be.
* Give students a character card with a picture and description of what historical figure or event they will be acting out.
  + Some students may be in groups while others will individually act. Make sure to assign groups if card requires more than one person.
* Allow students to divide and conquer so they can make props and practice. (10 minutes)
* As students make props, ask them what they are making and why?
* Ask students to show how they are going to act out their character card.

Clean up/ Close out/ Review

* After ten minutes have students clean all supplies they used.
* Once students have cleaned have they sit in their designated spot on the carpet.
* Draw sticks to decide who will go first.
* After each student acts make sure the class discusses why the person or event acted out is significant.
* Write responses on the board.
* Close out- Discuss the props each student used and why to convey their person or event.

Differentiation:

* Hearing impairment: Have the instructions posted on the smartboard for the student to always reference.
* Visual impairment: Give students physical character card with large print so it is easy to read and see.
* Physical impairment: Have the student act as prop or significant character in scene.
* ELLs: Have pictures and a possible video of significant person or event so student has an idea of who or what they are acting out.
* Struggling students: Simply props possibly and break down what they character or event but try not to lower cognitive demand. Give him/her a card that poses a challenge for them but that is not too hard.
* Early finishers: Challenge them to make detailed props or act out facts that are difficult to portray.

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| Historical Charades: A Blast from the Past  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Historical figure of event:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
|  | 1 | 2 | 3 |
| Prop | Poor craftsmanship and had no relevance to significant figure or event. | Good craftsmanship. Could use some work. Prop made sense but is not significant. | Excellent craftsmanship and prop made contextual and historical sense to figure or event. |
| Acting | Shows not effort, motivation, or emotion.  Does not accurately depicts figure or scene. | Shows emotion but does not accurately depict figure or event. Show no emotion but does accurately depict figure or event. | Try his or her best, shows lots of emotion, effortless, and is motivated. Accurately depicts figure or event. |
| Prop explanation | Does not know why prop is created. Just made it to make it. | Made a prop that makes sense but is not able to explain why it is helpful to the scene. | Understands why prop makes sense and is vital to the figure or event for audience to guess. |
| Acting Explanation | Student does not understand to act out even with character card and prior knowledge | Knows what actions to do but not the significance.  Knows the significance but not what actions to do. | Understand the significance of the actions to do. |

****Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Historical Charades: A Blast from the Past**

* Write the name of the historical figure or event that is on the character card. Draw a picture of the prop(s) you are making. Write a description on the scroll of what your prop is why you made it.

**Historical Figure/Event:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**