# **Theatre 6th Grade**

**Content Area: Theatre 6**

**Course(s): Theatre 6**

**Time Period: Semester**

**Length: 2X per week**

**Essential Questions**

How do theatre artists transform and edit their initial ideas?

**Big Ideas**

Evaluate, Clarify, Realize: Theatre artists refine their work and practice their craft through rehearsal.

**Enduring Understanding**

1.4.2.Cr3a: With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

● 1.4.2.Cr3b: Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).

● 1.4.2.Cr3c: Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).

**Diversity Integration**

[N.J.S.A. 18A:35-4.36a](https://www.nj.gov/education/standards/socst/docs/DiversityInclusionLaw.PDF): The lesson plans, units and resources highlight and promote instruction about diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

Activity: Students watch the Youtube ‘Student Civil Rights Activism’ video #37. A wide range of Americans contributed to the Civil Rights Movement in the 1950s and 1960s. Students and young people were prominent groups of activists within the movement. Today, we'll learn about the Little Rock Nine, the Greensboro Four, the Student Nonviolent Coordinating Committee, and the Freedom Riders. These groups undertook protests and worked to integrate schools and public accommodations by riding segregated buses, demanding service at lunch counters, and even by simply attending school. Students break out into groups and choose to act out a scene from one of these events.

**Career Education Integration**

Standard: 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.

Connection: Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.

Activity Discussion: How are community theatres important? What roles do they play in supporting the community they are located in? How would an actor support their local community theatre?

**Cross-Curricular Integration**

**Integration Area: Science**

StandardActivity: MS-ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their impact.

Activity: Students act out a news conference using the topic of the BP oil spill which occurred on April 20, 2010 and lasted 87 days. Students are to act out that they are a politician addressing the public and/or a journalist asking questions to the politician on behalf of various news outlets on day 85 of the catastrophe. How do you address the public as a representative of the disaster? How are you going to act this out? As the public watches the catastrophe of the oil spewing out approximately 10,000- 80,000 barrels on a daily basis (with approximately 45 gallons in each barrel) of oil being spewed into the Gulf of Mexico, what questions would you be asking the representative on behalf of the public?

**Technology Integration**

8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

Core Idea: Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.

• 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.

Core Idea: Society is faced with trade-offs due to the increasing globalization and automation that computing brings.

8.1.8.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.

Core Idea: Individuals design algorithms that are reusable in many situations. Algorithms that are readable are easier to follow, test, and debug.