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CENTER FOR THE ARTS

**Curriculum
Connections**
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My Heart in a Suitcase

Presented by ArtsPower Touring Theater

Beyond the
Classroom

THE BASICS!!

Classroom Preparation and Follow-Up

Students who have been prepared to attend a live performance are more likely to better understand and retain the ideas and concepts presented. Classroom discussion prior to and following attendance at a performance is a basic requirement for a fulfilling experience. Although we hope that you will use all of the materials provided or devise your own integrated curriculum, we strongly urge that, *at a minimum*, you cover the following points with your students:

Before the Performance:

- Discuss the difference between live performance and something on TV or movies.
- Explain the basic concept of the show that they are seeing (the story, etc.).
- Explain why you chose this performance for their field trip: how it supports material you are studying (curricular connections).

After the Performance:

- Ask students to discuss the things they liked best about the performance, and the things they liked least. Encourage them to cite specific examples.
- Review some of the key elements of the story or ideas covered.

Theater Etiquette

Audience members are a vital part of the performing arts – there is no “performance” if there is no one to see it! Students and chaperones must understand their part in this exciting experience for it to be a success. Please review the following:

- √ Do not bring food, drinks, or gum into the theater
- √ Ushers are available to help you to your seats, or direct you to the restrooms
- √ You may talk quietly in your seats before the performance begins
- √ Do not lean over balcony railings, and NEVER drop anything from the balcony
- √ Turn off or silence all cell phones, pagers, watch alarms, etc.
- √ Photographs and video recordings are not allowed
- √ When the lights dim, please stop talking and turn your attention to the stage – the performance is about to begin!
- √ Be sure to pay close attention during the performance; be respectful of the rest of the audience AND the performers
- √ At the end of the performance, you can thank the performers by clapping (please do not shout or cheer unless encouraged by the performer)

Have a wonderful time!

Using the Social Studies Standards to Integrate your Curriculum: Grades 5 - 8

“Social studies” is the title used to describe the study of the social sciences and humanities. Within the curriculum, social studies provides coordinated, systematic study of information, skills, and concepts from the disciplines of history, geography, political science, economics, anthropology, psychology, law, archaeology, and sociology with attention also given to connections among the peoples and nations of the world, the effect of science and technology on society (and vice versa), and the ways to practice good citizenship. Social studies helps young people develop the knowledge and skills necessary to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world.

Standard A: Students will learn about geography through the study of the relationships among people, places and environments.

Construct mental maps of selected locales, regions, states, and countries and draw maps from memory representing relative location, direction, size, and shape.

Describe the movement of people, ideas, diseases, and products throughout the world.

Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities.

Standard B: Students will learn about the history of Wisconsin, the US, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

Interpret the past using a variety of sources, such as biographies, diaries, journals, artifacts, eyewitness interviews, and other primary source materials, and evaluate the credibility of sources used.

Explain how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians

Identify significant events and people in the major eras of United States and world history

Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations

Standard E: Students will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of interactions among individuals, groups and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

Describe the ways in which local, regional, and ethnic cultures may influence the everyday lives of people

Describe and explain the means by which individuals, groups, and institutions may contribute to social continuity and change within a community

Identify and explain examples of bias, prejudice, and stereotyping, and how they contribute to conflict in a society

Give examples of the cultural contributions of racial and ethnic groups in Wisconsin, the United States, and the world

* adapted from *Wisconsin's Model Academic Standards*, available at <http://www.dpi.state.wi.us/standards/index.html>

Using the Theater Standards to Integrate your Curriculum: Grades 5 - 8

When community members and employers consider what they want citizens and employees to know and be able to do, they often speak of broad areas of applied knowledge such as communication, thinking, problem solving, and decision-making. As students apply their knowledge both within and across the various curricular areas, they develop the concepts and complex thinking of an educated person. The content standards in theater were created to provide a framework for educators to examine how they could include theater and drama within the school curriculum. Each standard identifies an element within theater that would enable students to know and understand theater by doing. The standards also teach broader learning concepts. The skills of critical thinking, problem solving, working with others, communication skills, and decision-making are integral to every element of theatre and carry over into all of the other subject areas.

Standard A: Students will attend live theatre and read plays, be able to analyze and evaluate the play, and articulate the play's message for individuals and society.

Attend a live theatrical performance

Read a play

Analyze, evaluate and create meaning from these experiences in small group discussion

What was most/least interesting? How did it affect the audience?

What happened in the play? Why did the playwright make particular choices?

What is the message of the play?

Standard B: Students will work and think as actors and develop basic acting skills to portray characters who interact in improvised and scripted scenes.

Create a character to meet the requirements of a scripted or improvised scene:

Use physical movement and facial expressions

Use language

Use costume pieces or a hand prop (such as a basket)

Standard C: Students will research & analyze methods of presentation for and audience response to theatre, the interconnections of theatre, community, other cultures, and historical periods for use as general knowledge.

Compare and Contrast various artistic media such as film, video and television

Understand the cultural/historical connections of a play through discussion and writing

Explore the cultural/historical importance of a play through discussion and writing

Write a review of a play which justifies its successful/unsuccessful elements

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