



Lesson Five (multiple sessions)

Concept: Artists inform as well as entertain.

Student Outcomes and Standards Addressed:

_ Students will work in teams to research, write scripts, and produce a class documentary video on the Statue of Liberty in three segments: The Story of the Statue of Liberty; Symbolic Elements of the Statue; and Emma Lazarus and Her Poem. (Theatre AP 1.1, 2.2, 2.2; AV 4.1; CRA 5.1, 5.2; Reading 2.1, 2.2, 2.4, 2.5, 2.6; Writing 1.1, 2.2; Language Conventions 1.1, 1.2, 1.3, 1.4; Listening and Speaking 1.5, 1.6, 1.7, 1.8, 1.9, 2.2; Social Studies 3.4)

Materials:

- _ all the reference material collected for previous lessons in this unit: computers with access to the internet, books, pictures and poster of the Statue of Liberty, individual copies of Lazarus' poem, class mural
- _ Ken Burns' Statue of Liberty video
- _ video camera and tape
- _ prop materials and costumes as devised by students

Key Vocabulary: audience, blocking, documentary, projection, props, script, stage areas

Anticipatory Set: Ken Burns video on the Statue of Liberty. Announce class documentary video project to be shared with 2nd and 3rd graders, our parents, and other interested adults.

Assessing Prior Knowledge: What is a documentary? What is its purpose? What would we need to make a video documentary in our class about the Statue of Liberty?

Getting Smarter:

Discuss the Ken Burns video. Introduce 3-part class video project and begin planning.

Becoming an Expert:

Task:

- _ The class will divide into teams to cooperatively produce a script for their segment of the video (as defined in the Objectives section).
- _ Each team will do a simple reader's theatre presentation to classmates to get suggestions and a preliminary evaluation based on the content and presentation criteria previously agreed upon by the class.
- _ Teams reconvene to polish scripts, considering their classmates' ideas.
- _ Teams determine if costumes and props are needed to clarify their segment, then design and

make them.

_ Blocking will be planned, followed by rehearsals, a run-through, and filming.

_ Segments will be reshot if they are not understandable, if movements distract from the content, or for other valid reasons.

Criteria: These will relate to:

script content: organized, concise, true, clear, appropriate for 7-10 age group

delivery: voices clear, understandable rate of speed, punctuation honored to help listener comprehend text, eye contact with audience (camera) or other appropriate target (such as interviewee), facial expression and gestures match content, body movements are purposeful, any props are well-made and aid understanding

group process: all contribute in whole-class and small group work, disagreements solved with discussion and consensus, no put downs, offer support, all do their personal best

Assessment:

Verbal: What did you learn about the Statue of Liberty and her poem by doing this project? Was your group effective at communicating your content? What was your contribution? What have you learned about working in a small group?

Performance-based:

RUBRIC: To be established by the class using the suggested criteria above

Advanced

Proficient

Approaching Proficient

Below Proficient

Follow-up:

Write: What does the Statue of Liberty mean to you now?