

Community-Word Project – Lesson Plan 2016-17



School/Grade/CT(s): TYWLS, 9th – 12th grade

Date: 1/18/17

Teaching Artists: Katy Walker-Mejia and Jessica Mortellaro (Finney)

Lesson #: 2

Theme of Lesson: Understanding Stereotypes and Hysteria through scene work

Restating of Inquiry Question:

In a world saturated by stereotypes and division based on black and white thinking, where communities are pitted against each other, how can we have empathy and less judgement and see how we are the same rather than how we are different? How can we use creative expression through film and theater to bring our communities together and effect change in the world?

Do Now: Community Wording

What do you think of when you hear the word Witch?

Students will write their answers on a poster on the floor in the center of the room.

Opening Ritual: (5 minutes)

Objective: Warm up bodies and voice, encourage bravery and creativity, introduce idea of Hysteria spreading

Activity Name: Pass the Face

Students will form a circle. One student will create a sound/movement/face that they will pass around the circle. Instructors will go first in order to model the exercise.

Intro Activity:

Objective: Introduce the idea of Stereotypes, and Reclaiming the power of the Feminist Icon of the label Witch

Activity: Reflection on the community wording.

Show Video <https://www.facebook.com/delia.skye/posts/10208322442602229>

Discuss different viewpoints of witches and how they have been portrayed in both negative and positive lights throughout history. Introduce vocab words - Stereotype, Hysteria, Reclaim.

Main Exercise:

Objective: To use a scene from the Crucible in order to get into the mindset of the characters who are experiencing Hysteria.

Activity: Students will work in 4 groups of 6 students each to act out a scene from the Crucible. There will be one Teaching Artist or Classroom Teacher Leading. Students come back together and reflect on what they experienced.

Closing Ritual

Objective: Introduce students to plan for the course

Tell students about their long term projects for the residency and reflect with them on that.

Students repeat mantra in the circle, "I am a creative genius, the world needs what I have to give."

Multiple Intelligences Addressed:

Spatial; Linguistic; Bodily-kinesthetic; Interpersonal; Intrapersonal; Existential

Classroom Teacher Role: To help keep the students focused and participate in discussions. To lead groups during the main a activity.

Creative Elements: Brainstorming, Community, Equality, Breaking Stereotypes

Skill(s): Collaboration, Personal Connection to the character, Communication, Reflection

Theme(s): Stereotypes, Feminism

Artist/ Works of Art Used: Video by Timeline News, The Crucible, Arthur Miller