



School/Grade: Public School, 9th grade

Date: 3/8/16

Teaching Artists: Linda Kleinbub and Liza Miller

Lesson #5 (60 min)

Theme of Lesson: Memories from the Four Seasons

Restating of Guiding Question: How can we use our voice to empower ourselves through writing and performance? How can we use memories to enhance our work?

Opening Ritual (5 min):

Objective: Focus and Energy

Theatrical Exercise: Liza: "OH, I FEEL SO GOOD..." Each class will begin with a standing theatrical exercise to help students become comfortable with self-expression and excited for the work. "Oh, I feel so good..."

Intro Activity (10 min): Linda: (Liza hands out worksheets) asks participants to name the four seasons and begin to think about memories associated with the four seasons. Students will be use the "Memories from the Four Seasons" worksheet, with the instructions to make a list of 2 to 3 words under each season that is associated with memories of various events, feelings and personal experience associated with each of the four seasons. A brief discussion will follow.

Main Activity (40 min):

Linda: Using the worksheet as a jumping off point the students will begin to work on poems based on their memories.

Liza: The student will be broken into small groups and read their poems to one another. They will support each other's work by make one collaborative ensemble Tableau - "picture" pose that represents their each poem.

Linda: Leads student discussion reflecting on tableau/poem presentation.

Closing Ritual (5 min):

Objective: Ensemble

PASS THE PULSE: Liza: We come into a circle, hold hands, breath in together, as we breath out we take hands and "Pass the pulse" (one person is asked to pass the pulse each week, they will squeeze the persons hand next to them, and then each student will pass it until it reaches the person who started the squeeze) This closes the class with the feeling of the power of the community and being connected to each other physically and energetically.

Multiple Intelligences Addressed:



Highlight the intelligences used throughout this lesson plan.

Logical-mathematical; Spatial; Linguistic; Bodily-kinesthetic; Interpersonal; Intrapersonal; Naturalistic; Existential

Classroom Teacher Role: To keep students focused and encourage them to strive to be their best selves. Participate in Opening & Closing Ritual. Facilitate at a table with poem writing. Feel free to ask questions of your students or T.A.'s.

Creative Elements: Identity, Culture, Sensory Details, Voice, Gesture

Skill(s): Sharing/Presenting in small groups, Listening, Writing

Theme: Memories from the Four Seasons

Reflective Anecdotes/Student Development:

Outcomes:

Highlight each outcome that applies to this lesson. Provide one indication of how you are addressing each outcome.

Leaders, Emotionally Intelligent/Expressive, Literate, Critical Thinkers, Citizenship, Culturally Aware, Creative Thinkers/Imaginative

Indications:

- **Emotionally Intelligent/Expressive:** Students express themselves through writing
- **Creative Thinkers/ Imaginative:** Students use memories as tool to create poems
- **Literate:** Students read their work to each other
- **Culturally Aware:** Students learn tolerance by hearing other students experiences

Common Core Anchor Standards:

Speaking & Listening	SL.CCR.
Reading	R.CCR.
Writing	W.CCR.
Language	L.CCR.