



Portland Metro Arts

ANIMATE HISTORY

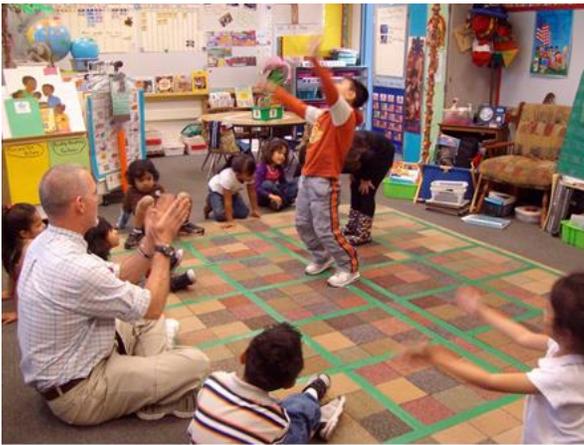
Ever heard of Boston, Oregon?

Believing theatre to be a dynamic vehicle for bringing history, literature, and current events to life, Portland Metro Arts' *The Naming of Portland Workshop* meets the needs of both educators and students by deepening understanding and enhancing skill development. Make sure your school is part of this unique educational opportunity.



Teach your students that Lovejoy isn't just a street in Northwest Portland

Participation in our workshop includes four, hour-long, theatre classes for students in their classroom and a final production written, produced, and performed by the students. For less than \$8/child, your students will give voice to the story of how Portland got its name.



Students will understand how the City of Portland was formed, why this location was chosen, what circumstances led to it officially becoming a city called Portland, and how it grew into the City that we see today. Students will explore who the central historical figures were and what life was like at that time.

They will create dialog, develop characters, and plot the storyline to create a play that is unique to their class. As an added bonus, each play will include its own musical number.

Students will think, talk, and write about what they read bringing historical subjects alive while addressing all learning

styles and meeting state curriculum standards.

As a non-profit arts organization, PMA has been providing our community with quality arts education and performance programs for over 50 years. Our mission is to provide everyone, particularly youth, the opportunity to learn, perform, and experience the arts.

Contact us for more information and detailed lesson plans.

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Plan for Residency:

Prior to Residency--The classroom teacher leads students in reading, researching and exploring the history of Portland, giving them a foundational understanding of major events within the timeline.

Residency Day 1--Our Teaching Artist will lead students thru a variety of games and exercises that emphasize improvisational, creative thinking, oral presentation, and collaborative skills. The story of how Portland got its name is told and the students contribute to identifying the central ideas and central characters.

Between Day 1 and Day 2--The Classroom Teacher and our Teaching Artist meet to assign major speaking, limited speaking and supporting roles for the students. The Classroom Teacher will inform students about their role assignments and divide them into teams of 2-4 to jointly research the historical characters they have been assigned and what their point of view might have been. Students also will begin to consider dialog, costuming and props appropriate to their character.

Residency Day 2---Our Teaching Artist will facilitate the creation of a plot storyboard and use student dialog suggestions to create a script for the play. During this process, the students reflect on what dialog is needed to establish the setting, introduce the characters, advance the plot, and communicate the central message. Basic blocking will be outlined. During this process, students become aware of stage directions and performance vocabulary.

Between Day 2 and Day 3--Our Teaching Artist will create and send a finished script to the Classroom Teacher so that students can begin to learn their lines. Student teams will assist one another in running lines. A list of sets, props and costumes will be established by our Teaching Artist and the Classroom Teacher, and the students will create and/or find what is needed.

Residency Day 3-- Usually the students will have access to the school stage, gymnasium, or cafeteria for this class session. A full run through of the play is directed by our Teaching Artist followed by a group discussion of possible alterations in script or blocking, with the Classroom Teacher making note of any changes needed. At the end of Day 3 students should have all the elements necessary for their final performance.

Between Day 3 and 4--The Classroom Teacher will rehearse the play created by the students, usually daily prior to the performance. Student teams assist one another in running lines and putting any finishing touches on the production.

Performance Day--Our Teaching Artist is onsite to assist the Classroom Teacher in the presentation of the play to family and fellow students. The play is videotaped and then shown to the students. In longer residencies, we have included original musical numbers to turn the play into a full musical theatre production.

Post Residency—The Classroom Teacher and our Teaching Artist connect to draw forward salient ideas, strategies, and tools that the students have gained that could be applied to future lessons. Students will also have an opportunity to watch the video of their performance and evaluate what worked and what they might have done differently. Student writing projects asking open-ended questions like: what they enjoyed the most, what they learned or what was the most challenging provide an excellent opportunity for assessing what the students' "take away" was and what might work well for them in the future.

Potential classroom collaboration:

The Classroom Teacher will:

Prior to Residency-- ♦Lead students in reading, researching and exploring the history of Portland, giving them a foundational understanding of major events within the timeline.

During Residency Days--♦Along with Teaching Artist, move through classroom as students work in teams, keeping the groups on task and motivated while assessing their understanding of the concepts presented. ♦ Always being an active part of all group discussions and student involvement.

Between: Day 1 and Day 2-- ♦Meet with our Teaching Artist to assign major speaking, limited speaking and supporting roles for the students. ♦Informs students about their role assignments ♦Divide them into teams of 2-4 to jointly research the historical characters they have been assigned and what their point of view might have.

Day 2 and Day 3-- ♦Distribute the scripts ♦Work with the students to begin to learn their lines ♦Establishes a list of sets, props, and costumes with our Theatre Artist.

Day 3 and 4-- ♦Rehearse the play created by the students, usually daily prior to the performance.

Post Residency—♦Connect with our Teaching Artist to draw forward salient ideas, strategies, and tools that the students have gained that could be applied to future lessons. ♦Show the video of the performance ♦Help students evaluate what worked and what they might have done differently ♦Assign student writing projects asking open-ended questions like what they enjoyed the most, what they learned or what was the most challenging provide an excellent opportunity for assessing what the students’ “take away” was and what might work well for them in the future.

Potential curriculum connections between your arts discipline and other areas and/or arts integration:

Through the activities, processes and explorations of this Theatre residency, the students will also address the following core curriculum guidelines and benchmarks:

Language Arts-PPS

ELA.3.RDG.2 Learn and use new vocabulary from literary and informational text. **ELA.3.RDG.3** ♦Find, understand, and use specific information in a variety of texts across the subject areas to perform a task ♦Use classroom resources, dictionaries, encyclopedias, and the Internet to locate information. **ELA.3.RDG.4** Listen to, read, and understand a wide variety of informational and narrative text across the subject areas at school and on own, applying comprehension strategies as needed. **ELA.3.RDG.5** ♦Find the central message and how it is developed in the dialog ♦Use information gained from images or illustrations ♦Summarize major points from informational text to develop characters based on historic figures. **ELA.3.RDG.6** ♦Develop and interpretation when reading grade level informational text ♦Interpret informational text by asking how why and what if texts presenting dramatization/oral presentations, determining importance distinguishing cause and effect and fact and opinion. **ELA3.LIT.2** ♦Retell stories by including characters, setting, main events in a sequence, problem and solution when prompted ♦Identify speaker or narrator in a selection ♦Recognize cause and effect relationships in literary text. **ELA3.LIT.3** Determine what characters are like by what they say and do and how they are portrayed. **ELA3.WRT.1** ♦Use all aspects of the writing process ♦Edit/proofread own writing as well as that of others ♦With assistance of peers and adults revise writing to improve focus and progression of ideas. **ELA3.WRT.2** Write appropriately for purpose and audience **ELA3.WRT.3** ♦Provide a context within which an action takes place ♦Develop plot with details ♦Write descriptive pieces about people, places, things, or experiences that include a unified main idea and details to support the main idea. **ELA.3.SPL.1.** ♦Organize and give an oral presentation with a beginning, middle and end that includes a central idea with concrete details, ideas organized sequentially or around major points, and the use of appropriate props ♦Participate and take turns in class discussions by making relevant contributions and asking questions, solving problems, and

building on others' opinions ♦Use voice to emphasize important points and maintain appropriate eye contact when speaking.

Social Studies-PPS

SS.03.HS.00 ♦Understanding chronological sequences within narratives ♦Using narratives to develop simple time lines and events in the City of Portland ♦Understand the difference between sequence of events and cause and effect ♦Identify sources of information about the past ♦Practice identifying point of view ♦How individuals changed or influenced the course of local history ♦Explain how the local community was established and identify founders and early settlers ♦Give examples of people, events and developments that brought important changes to the local community or region. **SS.03.GE.00** ♦Categorize characteristics of Portland in terms of whether they are physical or cultural ♦Extend and refine knowledge of the transportation used to move people products and ideas from place to place ♦Work independently and cooperatively to accomplish goals.

Oregon Arts Content Standards-Benchmark 1 Grade 3

♦Create, present and perform works of art ♦Apply the use of ideas, techniques and problem solving to the creative process and analyze the influence that choices have on the result ♦Express ideas, moods and feelings through the arts and evaluate how well a work of art expresses one's intent ♦Evaluate one's own work orally and in writing ♦Apply critical analysis to works of art ♦Respond to works of art and give reasons for preferences ♦Understand the inter-relationships among different art forms ♦Respond to different works of art based on essential elements, organizational principles and aesthetic criteria.

Potential opportunities for “spill-over”:

As an active participant in the process of turning a historical event into a performance piece, the Classroom Teacher gains an appreciation of the arts as a vital instructional tool. Students gain a deeper understanding of history because of the emotional connection with their characters. Dramatizing the event makes it more real and relevant to the students. By seeing that connection, the Classroom Teacher is inspired to collaborate more with an arts integrated approach to future projects. It also spins off new ideas about pre-and post reading and writing projects, as well as expanded use of questioning strategies to elicit more critical thinking and evaluation from the students. The “I never thought of doing that before” comment is frequently heard after one of these residencies. Teachers can also reference the research, planning and conclusion processes to students who now have a model to use for other studies.