

## ARTS IMPACT PROJECT BASED LEARNING UNIT PLAN

### Theater, Social Studies/History, and STEM Infused PBL Unit

#### *Oregon Trail Narrative*

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Grade Level: 4/5

#### **Project Idea:**

Videos of Oregon Trail Narrative

#### **Driving Question:**

How can we bring the experience of the Oregon Trail to life?

#### **Unit Summary (Completed at end of project. Use for sharing out public product.)**

Using research from the social studies unit on the Oregon Trail, the students (working in 4 groups) will create dramatic scenes depicting four stages of the Oregon Trail journey: leaving Missouri, on the Great Plains, in the Rocky Mountains, and arriving at Oregon City. Students will start out by selecting costume pieces for their characters. The groups will create scripts and story boards of, at least, two scenes depicting life on the Oregon Trail. The scenes will be captured on video, edited using Adobe Spark software, and shared with the class and peers.

### Learning Targets and Assessment Criteria

**Target:** Creates a character based on a written historical narrative.

**Criteria:** Uses costumes, actions, and physical choices to portray a person from the 19<sup>th</sup> Century.

**Target:** Creates a dramatic scene from a written narrative.

**Criteria:** Develops a storyboard and portrays their specific character interacting with other characters in the scene.

**Target:** Creates a final video presentation of his/her character in a scene.

**Criteria:** Participates in the filming, editing, and final showing of the video.

#### **Vocabulary**

Arts:  
Action  
Facial Expressions  
Gestures  
Movement  
Voice

21<sup>st</sup> Century Skills:  
Collaboration  
Communication  
Creative Thinking

#### Arts Infused:

Character  
Plot  
Setting  
Storyboard

#### STEM:

Film  
Video Technology

#### English Language Arts:

Retell  
Narrative

#### Social Studies:

Oregon Trail

#### **Materials**

##### **Resources (Websites, experts, texts)**

Previously written fictional narratives based on research on the Oregon Trail.

##### **Museum Artworks or Performance**

Living Voices, *Our Revolution*

##### **Materials**

Period costumes (shirts, skirts, belts, hats, etc.)  
iPads with Adobe Spark, tripods, microphones, costumes, backdrop (simple scene, canvas, etc.)  
Cheat sheets about Oregon Trail History  
Student narratives based on Oregon Trail characters  
Storyboard templates  
Class assessment worksheet

## Standards to Drive the Inquiry

### Arts

#### WA Arts Learning Standards

For the full description of each anchor standard and the grade level performance standards, see:

<http://www.k12.wa.us/Arts/Standards>

#### Theater

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Performance Standard (TH:Cr1.1.4): c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.

Performance Standard (TH:Cr1.1.5): a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work. c. Imagine how a character's inner thoughts impact the story and given circumstances in a drama/theatre work.

Anchor Standard 2: Organize and develop artistic ideas and work.

Performance Standard (TH:Cr2.1.4): a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots. b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.

Anchor Standard 3: Refine and complete artistic work.

Performance Standard (TH:Cr3.1.4): a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.

Performance Standard (TH:Cr3.1.5): a. Revise and improve an improvised or scripted drama/theatre work through repetition and self-review. b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Performance Standard (TH:Pr4.1.4): b. Make physical choices to develop a character in a drama/theatre work.

Performance Standard (TH:Pr4.1.5): b. Use physical choices to create meaning in a drama/theatre work.

Anchor Standard 7: Perceive and analyze artistic work.

Performance Standard (TH:Re7.1.4): a. Identify artistic choices made in a drama/theatre work through participation and observation.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Performance Standard (TH:Re8.1.5): b. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work. c. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Performance Standard (TH:Cn11.1.5): a. Investigate historical, global, and social issues expressed in drama/theatre work.

#### Media Arts

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Performance Standard (MA:Cr1.1.4): Conceive of original artistic goals for media artworks, using a variety of creative methods, such as brainstorming and modeling.

Anchor Standard 2: Organize and develop artistic ideas and work.

Performance Standard (MA:Cr2.1.4): a. Discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.

Performance Standard (MA:Cr2.1.5): a. Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.

### Social Studies

#### Social Studies Standards

4. HISTORY The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes in local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

4.1 Understands historical chronology.

4.2 Understands and analyzes causal factors that have shaped major events in history.

4.3 Understands that there are multiple perspectives and interpretations of historical events.

### English Language Arts

#### Common Core State Standards in ELA

For a full description of CCSS Standards by grade level see: <http://www.k12.wa.us/CoreStandards/ELAstandards/>

RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

W.4.3.A and W.5.3.A: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.7 and W.5.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.5.5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**21st Century Skills**

<http://www.p21.org/our-work/resources/for-educators>

- Creative Thinking: *Gathers ideas; considers and tries multiple solutions; makes artistic choices*
- Communication: *Actively listens; expresses ideas – visually/physically/verbally; responds to others*
- Collaboration: *Communicates ideas to others; makes compromises; and incorporates input/feedback*

## Teacher Project Planning

(Questions for teachers.)

### 1. *What will the entry event be to launch this unit?*

Students will be given access to a number of period costumes (shirts, skirts, belts, hats, etc.) to dress up and bring to life the character they created in their PT narratives.

### 2. *What resources might we need?*

*(Experts, fieldtrips, texts, websites, data, equipment, materials)*

iPads, tripods, microphones, costumes, backdrop (simple scene, canvas, etc.), storyboard template, student narratives

### 3. *What is the duration of this unit?*

3 weeks

### 4. *What will be group work?*

As a group, they will draw which part of the journey they will be documenting. Then, they will create 2-4 short (30 second) scenes about what happens with their characters in that part of the journey. They are given cheat sheets about what would have happened in these places/times and a storyboard where they can plan out their scenes.

### *What will each individual student do?*

Each student will choose their role in their group's scenes (camera person, script writer, storyboard, actors, etc.).

### 5. *What will the formative assessments/moments for reflection be?*

*(Journal entries, plans, outlines, rough drafts, sketches, turn and talk, physical brainstorm, idea mapping, diagramming)*

Storyboards, video clips

### 6. *What will the summative assessment/ public product be?*

*(Performance, exhibition, publication, public presentation, website, installation)*

Final edited videos

## Facilitating Student Understanding of the Problem

(Questions to guide student inquiry.)

1. *What do we know about this problem before we begin?*
2. *What do we need to learn in order to solve it?*
3. *Where will we look for resources?*
4. *Who is our audience? Who will be helped by our solution?*
5. *How will we share our solution?*
6. *How will we assess our own learning?*

## PBL Unit Outline of Inquiry

(Begin each step with a question. Follow that with a brief description of what students do to address the question.)

### 1. (Day 1) ***How do I create a character from the Oregon Trail? How can I make a storyboard that shows what happens to those characters on the Oregon Trail?***

- The students will be presented with period piece clothing and have the opportunity to choose some to explore and “take on” their Oregon Trail characters.
- The students, in groups of 5-6, will draw a portion of the Oregon Trail journey (Independence/departure, Great Plains, Rocky Mountains, Oregon City/arrival) and create a storyboard of 3-4 short (30 seconds) scenes to show what happens to their characters in that part of the journey.

Student reflection and assessment: Uses costumes, actions, and physical choices to portray a person from the 19<sup>th</sup> Century.

### 2. (Day 2) ***How do I collaborate with my group and rehearse, film, and edit our scenes?***

- The students will develop and rehearse/refine their scenes using the storyboards they created in Day 1. (30 minutes)
- The students will video their scenes using iPads. While one group is filming, the others will continue to rehearse and refine their scenes. (15 minutes per group)
- After filming their scenes, groups will begin editing their scenes.

Student reflection and assessment: Develops a storyboard and portrays their specific character interacting with other characters in the scene. Participates in the filming and editing of the video.

### 3. (Day 3) ***How do I edit, publish, and share my video of the Oregon Trail episode?***

- The students (in their groups) will use Adobe Spark to edit their scenes together into a complete film of their Oregon Trail episode.
- The students will publish and share their videos with the rest of the class.

Student reflection and assessment: Participates in the editing and final showing of the video.

## **Public Product/Sharing**

Who is our audience?

Peers and faculty. If time permits, a sharing with the broader community (families, friends) can be planned.

Begin with a question, followed by the description of the culminating event that shares the learning from the PBL unit.

*How do we educate our community about the history of the Oregon Trail?*

The students present the videos they have created to individual classrooms, at an assembly, and/or to the community.

# Oregon Trail Narrative Storyboard Template

Names: \_\_\_\_\_

Date: \_\_\_\_\_

	<u>Setting</u>	<u>Characters</u>	<u>Situation</u>
<u>Scene 1</u>			
<u>Scene 2</u>			
<u>Scene 3</u>			
<u>Scene 4</u>			

**ARTS IMPACT LESSON PLAN Theater and STEM Infused PBL Unit**

Grade 4/5: Oregon Trail Narrative

**CLASS ASSESSMENT WORKSHEET**

The following assessment checklist can be used along with other assessment tools developed by teachers and students.

Disciplines	Theater/History	Theater/History	Digital Arts	Total
Concept	Character	Dramatic Scene	Video Production	
Criteria	Uses costumes, actions and physical choices to portray a person from the 19 <sup>th</sup> Century.	Develops a storyboard and portrays their specific character interacting with other characters in the scene.	Participates in the filming, editing, and final showing of the video.	3
Student Name				
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26.				
27.				
28.				
29.				
30.				
Total				
Percentage				

*What was effective in the unit? Why?*

*What do I want to consider for the next time I teach this unit?*

*What were the strongest connections between arts discipline and STEM?*

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

### ARTS AND STEM INFUSED PBL UNIT: *Oregon Trail Narrative*

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Dear Family:

We are engaged in a **theater-infused project based learning** unit in which we are trying to solve this challenge:

**Driving Question:**

How can we bring the experience of the Oregon Trail to life?

- We created characters based on narratives we wrote about the experience of traveling on the Oregon Trail, chose their costumes, and gave them life.
- We planned scenes with members of our group of a particular part of the Oregon Trail journey.
- We produced a video documenting the realistic experiences of our imagined characters.

At home, you could extend the learning by creating and producing your own video.