

Unit Proposal: The Arts and Social Justice Theatre

Unit outline

Unit plan

I want to create a scaffolded unit that focuses on different art forms and how they can come together to create social justice theatre. Each lesson will begin with a historical component, their relevance in society, and finish with a hands on activity. Most of these projects will build off of one another and amount to a culminating final project. I want students to understand how big of a role the arts have and can continue to have on social change.

- **Basic idea for lesson: *Introduction to social justice theatre***
 - a. Purpose of lesson: Give students an introduction to social change, social justice theatre. During this lesson, students will learn what they will be completing during the unit and what the final project will be.
 - How can you incorporate UDL/UBD
 - UDL
 - Including subtitles on videos played in class.
 - Giving students the option to record, draw out, or journal their reflections.
 - Giving students breaks between activities.
 - Providing written directions with step by step picture representations.
 - UBD
 - Desired Results
 - a. Students will be able to identify relevant social justice issues.
 - Evaluation
 - a. Students will explain (in their own medium) a social justice issue of their choosing.
 - Learning plan
 - a. Students will learn about the history of social justice issues, social change, and social justice theatre.
 - b. A class discussion will occur and students will talk about relevant social issues.
 - c. Students will independently identify one social justice issue that is important to them and reflect on why it's important.
 - How the lesson fits into the overall unit
 - This lesson will lay the foundations for the rest of the unit. Students will be able to take away important vocabulary and ideas that will remain

pertinent to the rest of the lessons. They will also become familiar with the goals and layout of the unit.

- What standards you can incorporate/age range
 - Age range
 - This can be used for many different age groups, but I have designed these lessons for 8th grade.
 - Standards
 - CCSS.ELA-LITERACY.W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - CCSS.ELA-LITERACY.W.8.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- **Basic idea for lesson: *Ensemble movement/acting and social justice theatre***
 - Purpose of lesson: Students will learn through ensemble work to theatrically represent social issues.
 - How can you incorporate UDL/UBD
 - UDL
 - Allow students to direct if they don't feel comfortable physically interacting with others.
 - a. Other options is to view a prerecorded tableau and decide what the social justice issue may be. Students should then write a reflection or record a video to respond to what they watched.
 - Making sure tableaus are accessible and something students of all abilities can accomplish.
 - Allotting extra time for students who may need it to work on the project.
 - Providing written directions with step by step picture representations.
 - a.
 - UBD
 - Desired Results
 - a. Students will understand how to work as an ensemble to physically represent social justice issues
 - Evaluation
 - a. Students will create social justice tableaus in small groups. The teacher will see how well students have embodied abstract social issues through ensemble work and stage pictures.
 - Learning plan

- a. Students will learn about ensemble work and social justice theatre
 - b. In small groups, they will create social justice tableaux.
 - How the lesson fits into the overall unit
 - This activity acts as an introductory activity for the social justice theatre unit. This lesson is especially important, as it's grounded in ensemble work. This helps introduce the significance of community and teamwork when it comes to social justice theatre.
 - What standards you can incorporate/age range
 - Age range
 - This can be used for many different age groups, but I have designed these lessons for 8th grade.
 - Standards
 - TH:Cr2-8.a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.
 - TH:Cr2-8.b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.
 - TH:Cr3.1.8.a. Use repetition and analysis in order to revise devised or scripted drama/theatre work.
 - TH:Re8.1.8.a. Recognize and share artistic choices when participating in or observing a drama/theatre work.
 - TH:Re9.1.8.c. Assess the impact of a drama/theatre work on a specific audience.
 - TH:Cn11.1.8.a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.
- **Basic idea for lesson: *Poetry and social justice theatre***
 - Purpose of lesson: Students will grasp the concept of social justice poetry. They will understand the historical context of poetry and social justice. They will effectively apply these skills to create their own social justice poems.
 - How can you incorporate UDL/UBD
 - UDL
 - Allow students to listen to recordings of poems and write down words that they like. They will then use these to create a poem.
 - Provide visual instructions which will include step-by-step graphics.
 - Giving a visual example, while also audibly explaining the process.
 - UBD:
 - Desired Results
 - a. Students will be able to express their feelings through writing.

- Evaluation
 - a. Do students have a completed poem?
 - b. Did students finish the project with less than 10 words remaining on the page?
 - Learning Plan
 - a. Students will create poems by circling words and blacking out others in which they have found in articles.
 - How the lesson fits into the overall unit
 - This lesson fits in well with the unit, as it introduces the written aspects of social justice theatre. This gives different learners an opportunity to express their thoughts. (We've now gone from kinesthetic learning to linguistic/intrapersonal/visual-spatial learning). This lesson also will act as a building block for the next lesson.
 - What standards you can incorporate/age range
 - Age range
 - This can be used for many different age groups, but I have designed these lessons for 8th grade.
 - CCSS.ELA-Literacy.W.8. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **Basic idea for lesson: *Music and social justice theatre***
 - Purpose of lesson:
 - Students will understand how social issues can influence music. They will learn how to artfully pick music to inspire social change.
 - How can you incorporate UDL/UBD
 - UDL
 - List descriptions of songs, instrumentations, and other important defining elements of songs for students with hearing difficulties.
 - Supply pictures of famous musicians discussed during lecture.
 - Give students a break between activities.
 - UBD
 - Desired results
 - a. Students (as a group) will be able to select/create a song that accurately reflects the message they want to bring across about a social issue.
 - Evaluation
 - a. Students will defend and justify their song choice as a group to the teacher.
 - Learning Plan
 - a. Students will learn about songs in history that have been inspired by social change.

- b. Students can either select instrumental from a free domain music website or create their own that reflects their social issue.
 - How the lesson fits into the overall unit
 - This fits into the overall unit, as it introduces another form of social justice art. (This one is geared towards musical learners). The music lesson also reintroduces the poems from last lesson. The poems are used as lyrics and they go with the selected music from this lesson.
 - What standards you can incorporate/age range
 - Age range
 - This can be used for many different age groups, but I have designed these lessons for 8th grade.
 - Standards
 - MU:Pr4.1.8.a. Apply personally developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.
 - MU:Pr4.2.8.c. Identity how cultural and historical context inform performances and result in different musical effects.
 - MU:Re9.1.8. Apply appropriate personally developed criteria to evaluate musical works or performances.
 - MU:Cn10.0.8a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- **Basic idea for lesson: *Dance and social justice theatre***
 - Purpose of lesson: Students will effectively learn how to choreograph for social change.
 - How can you incorporate UDL/UBD
 - UDL
 - Provide choreography examples that can be performed while sitting down.
 - Give students written examples with step by step picture representations.
 - Include captions for videos.
 - Allow students breaks when dancing.
 - UBD
 - Desired results
 - a. Students will collectively choreograph a dance to accompany the previously created/selected social change song.
 - Evaluation

- a. The dance piece is representative of the social change issue.
 - b. Students are participating throughout the choreography process.
 - Learning plan
 - a. Students will learn about social dance in our society.
 - i. The teacher will provide examples.
 - b. Students will be broken into groups to choreograph sections of the song.
 - c. Students will share their choreographed sections with the entire class.
- How the lesson fits into the overall unit
 - This lesson continues to build off of the projects from the last lessons. The dance lesson also engages kinesthetic learners. Overall, students will be able to communicate their message of social change through dance.
- What standards you can incorporate/age range
 - Age range
 - This can be used for many different age groups, but I have designed these lessons for 8th grade.
 - Standards
 - DA:Cr1.1.8.a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance.
 - DA:Cr2.1.8.a. Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for making movement and structural choices.
 - DA:Cr2.1.8.b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance
 - DA:Re.7.1.8.b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre specific dance terminology.
- **Basic idea for lesson: *Puppetry and social justice theatre***
 - Purpose of lesson:
 - Teach students the impact of puppets on social justice. Students will also learn of the historical use of puppets for social change.
 - How can you incorporate UDL/UBD
 - UDL
 - Offer different materials to work with

- a. Ex. Some students may not like working with messy materials like paint.
 - Provide detailed, written instructions as well as step-by-step visual representations.
 - Offer captions for videos shown in class.
 - UBD
 - Desired results
 - a. Students will be able to apply what they have learned about social change and puppetry.
 - Evaluation
 - a. Students will create puppets similar to the style of puppets from Spiral Q (Philadelphia)
 - Learning plan
 - a. Students will learn about the history of puppets and their use in social justice parades.
 - b. Students will follow step by step instructions to piece together puppets of their choosing.
 - How the lesson fits into the overall unit
 - This lesson is the last piece to the unit before the final project. Students are able to use their visual-spacial and kinesthetic learning abilities for this project. Considerably one of the harder lessons in the unit, students have the opportunity to work together or alone. This project also allows for a lot of creativity and applied knowledge.
 - What standards you can incorporate/age range
 - Age range
 - This can be used for many different age groups, but I have designed these lessons for 8th grade.
 - Standards
 - VA:Cr2.1.8a. Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the art
 - Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences. process of artmaking or designing
 - VA:Pr6.1.8a. Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.
 - VA:Re.7.1.8a. Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.
- **Basic idea for lesson: *Social justice theatre final project***
 - Purpose of lesson

- Students will combine all the social justice art forms they have learned to create a social justice theatre piece.
- How can you incorporate UDL/UBD
 - UDL
 - Allow for some students to devote themselves to one aspect of the final project (Ex. music player, puppet holder, principle dancer)
 - Give students noise canceling headphones if music is too loud.
 - Seek out wheelchairs for students who cannot stand for too long.
 - Provide written directions with step by step picture representations.
 - UBD
 - Desired Results
 - Students will create and perform a fully comprehensive social justice theatre piece.
 - Evaluation
 - Students can effectively combine all artforms focused on in prior lessons to create a social justice theatre piece.
 - Students will perform their social justice theatre piece to the community.
 - Learning plan
 - Students will break up into groups and focus on certain areas of the unit to incorporate into the final project.
 - Students will share their ideas with others in the class.
 - Students will continue to rehearse and revise their piece.
- How the lesson fits into the overall unit
 - This lesson wraps up the unit well, as it combines all the prior lessons into a culminating final project. Students finally have the chance to showcase their own, devised social justice theatre piece.
- What standards you can incorporate/age range
 - Age range
 - This can be used for many different age groups, but I have designed these lessons for 8th grade.
 - Standards
 - TH:Cr2-8.a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work
 - TH:Cr2-8.b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.
 - TH:Cr3.1.8.b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.

- TH:Pr6.1.8.a. Perform a rehearsed drama/theatre work for an audience.
- TH:Cn11.1.8.a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.

Lesson plans

Title: Introduction to Social Justice Theatre

Overview: Students will have an introductory understanding of social justice theatre.

Materials: Syllabus, [TedxPhilly: Spiral Q Puppets](#), Journals, pencils, coloring utensils, video camera

Time Duration: 60 minutes

Objective: Students will be able to comprehend the basics behind social justice theatre.

Procedure:

- Hand out syllabus to students (you can also email digital copies)
- Have students name social issues they find relevant to their generation.
- Ask students what they believe social justice theatre is.
- Ask students if they can think of any examples of social justice theatre.
- Have students define social change. (*Def. justice in terms of the distribution of wealth, opportunities, and privileges within a society*).
- Explain to the students the history of social justice theatre.
- Briefly go through syllabus.
- Play Spiral Q Puppet Theater clip (starting at 11:40 minutes).
- *What social issue do you think is relevant enough right now warrant a social justice theatre piece?*
 - Have students journal, create art, or respond through video.

Conclusions: Would you have preferred independent social justice brainstorming at the beginning of class? What is the best mode of response for the end of class question?

Standards:

- CCSS.ELA-LITERACY.W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- CCSS.ELA-LITERACY.W.8.3.D. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Incorporation of UDL/UBD:

- UDL
 - Allow students to direct if they don't feel comfortable physically interacting with others.

- Other options is to view a prerecorded tableau and decide what the social justice issue may be. Students should then write a reflection or record a video to respond to what they watched.
 - Making sure tableaus are accessible and something students of all abilities can accomplish.
 - Allotting extra time for students who may need it to work on the project.
 - Providing written directions with step by step picture representations.
- UBD
 - Desired Results
 - Students will understand how to work as an ensemble to physically represent social justice issues
 - Evaluation
 - Students will create social justice tableaus in small groups. The teacher will see how well students have embodied abstract social issues through ensemble work and stage pictures.
 - Learning plan
 - Students will learn about ensemble work and social justice theatre
 - In small groups, they will create social justice tableaus.

Title: Ensemble Work and Social Justice Theatre

Overview: Students will embody social issues through ensemble work.

Materials: None

Time Duration: 60 minutes

Objective: Students will effectively work together to physically display multiple social issues.

Procedure:

- Introduce the day's topic: Ensemble work and social justice theatre.
- Explain the importance of ensembles and communities when doing social justice theatre.
- Ask students if they know what a tableau is. (*Def. the theatrical technique in which actors freeze in poses that create a picture of one important moment in the play*).
- Have students compare the positives and negatives of telling stories through acting vs. tableaus.
- Break students into groups of 4-5.
- Give each group of students a social justice issue
 - This can be something from the last lesson's responses or not. It depends on the teacher.
- Students should then create tableaus with their group members to accurately display the social issue.
- Each group will then try to guess the other group's social issue.
 - If time is allotted, have students repeat this activity.

Conclusions: How would the tableau activity differed if there were more/less members in each group? Were the tableaus easy to tell when only one picture per social issue was provided?

Standards:

- TH:Cr2-8.a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.
- TH:Cr2-8.b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.
- TH:Cr3.1.8.a. Use repetition and analysis in order to revise devised or scripted drama/theatre work.
- TH:Re8.1.8.a. Recognize and share artistic choices when participating in or observing a drama/theatre work.
- TH:Re9.1.8.c. Assess the impact of a drama/theatre work on a specific audience.
- TH:Cn11.1.8.a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.

Incorporation of UDL/UBD:

- UDL
 - Allow students to direct if they don't feel comfortable physically interacting with others.
 - Other options is to view a prerecorded tableau and decide what the social justice issue may be. Students should then write a reflection or record a video to respond to what they watched.
 - Making sure tableaus are accessible and something students of all abilities can accomplish.
 - Allotting extra time for students who may need it to work on the project.
 - Providing written directions with step by step picture representations.
 -
- UBD
 - Desired Results
 - Students will understand how to work as an ensemble to physically represent social justice issues
 - Evaluation
 - Students will create social justice tableaus in small groups. The teacher will see how well students have embodied abstract social issues through ensemble work and stage pictures.
 - Learning plan
 - Students will learn about ensemble work and social justice theatre
 - In small groups, they will create social justice tableaus.

Title: Poetry and Social Justice Theatre

Overview: Students will effectively create original, black out poems.

Materials: Articles, pens, pencils, markers, highlighters, [Ofelia Zepeda poem](#)

Time Duration: 60 minutes

Objective: Have students create their own, original poems to use for the class' social justice play. (These will be used as the lyrics for the featured song).

Procedure:

- Explain the history and importance of social justice poetry with students.
- Hand out and introduce the Ofelia Zepeda poem to the students.
- Have students analyze the poem as a class.
- Introduce the social issue chosen to be the theme of the class social justice piece.
 - This can either be something solely decided by the teacher, something many students wrote about during the first lesson, or something the principal has recommended.
- Hand students articles based on the social issue.
- Inform the students that they will be completing black out poetry (Included are instructions):
 - 1) Have students skim their article and have them select an anchor word. (A word that draws their attention).
 - 2) Read through the text and circle any words that connect to the anchor word.
 - 3) Write down all of the circled words on a separate sheet of paper.
 - 4) Pick words and put them together to create a poem.
 - a) Avoid changing the order of the words.
 - b) Aim to have less than 8 words in the poem.
 - 5) Erase circles and use marker to "black out" the rest of the article.

Conclusions: Was this easier or harder than writing a poem from scratch? Do you find you were able to create something meaningful out of an article?

Standards:

- CCSS.ELA-Literacy.W.8. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Incorporation of UDL/UBD:

- UDL
 - Allow students to listen to recordings of poems and write down words that they like. They will then use these to create a poem.
 - Provide visual instructions which will include step-by-step graphics.
 - Giving a visual example, while also audibly explaining the process.
- UBD:
 - Desired Results
 - Students will be able to express their feelings through writing.
 - Evaluation
 - Do students have a completed poem?
 - Did students finish the project with less than 10 words remaining on the page?
 - Learning Plan

- Students will create poems by circling words and blacking out others in which they have found in articles.

Title: Music and Social Justice Theatre

Overview: Students will find/create musical accompaniment and combine it with the classroom lyrics (from the prior lesson).

Materials: Musical instruments, recording software (Audacity), [Royalty free music options](#), Beatles CDs/soundtracks

Time Duration: 60 minutes

Objective: Students will be able to find music that best matches the theme of their social justice play.

Procedure:

- Explain to the students how social issues can change the sound of music.
- Have students name songs and artists they feel have been influenced by social issues.
- Have a class discussion to compare the Beatles' early music with their later music.
- Students should point out the historical events that occurred when the songs were released.
- Inform students they must find/create a background song to best put their lyrics to from the prior class.
 - The lyrics will be spoken over the music.
 - Students have the option to work as a class or in smaller groups to find a song.
- Students will share their findings with one another.
- At the end of class, students will either record their original song on Audacity or input their royalty free song into Audacity.
- The lyrics will then be added as well.

Conclusions: Is it harder to find a song or create a song from scratch? Was there a more current music example I could have used instead of the Beatles?

Standards:

- MU:Pr4.1.8.a. Apply personally developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.
- MU:Pr4.2.8.c. Identify how cultural and historical context inform performances and result in different musical effects.
- MU:Re9.1.8. Apply appropriate personally developed criteria to evaluate musical works or performances.
- MU:Cn10.0.8a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Incorporation of UDL/UBD

- UDL
 - List descriptions of songs, instrumentations, and other important defining elements of songs for students with hearing difficulties.

- Supply pictures of famous musicians discussed during lecture.
- Give students a break between activities.
- UBD
 - Desired results
 - Students (as a group) will be able to select/create a song that accurately reflects the message they want to bring across about a social issue.
 - Evaluation
 - Students will defend and justify their song choice as a group to the teacher.
 - Learning Plan
 - Students will learn about songs in history that have been inspired by social change.
 - Students can either select instrumental from a free domain music website or create their own that reflects their social issue.

Title: Dance and Social Justice Theatre

Overview: Students will understand the concept of dance as a component of social justice theatre.

Materials: [Dance Moms clip](#), [Beyonce Super Bowl clip \(only if approved by administration\)](#)

Time Duration: 60 minutes

Objective: Have students create original choreography in which they can utilize for the class social justice theatre piece.

Procedure:

- Ask students how they think dance can be a form of social justice theatre.
 - Can you communicate with your body as much as you can through your words?
- Play Dance Moms clip.
- Have students critique the choreography.
 - What was clear about the social issue they were presenting?
 - What was confusing?
 - How did the piece establish a tone for the topic?
- If time permits (and school administration approves), play Beyonce clip
 - Have a discussion about the social issues Beyonce brings to the forefront through dance.
- Put students into groups of 5 and give them each 10 bars of the song selected from the last class to choreograph.
- Students then have the rest of the class to work together to choreograph the piece.
- Students will then present their work to the other groups..
- Students will supply constructive feedback.
- The students will utilize the remainder of their time to learn the entirety of the dance.

Conclusions: Is 10 bars too many to choreograph in the time allotted? Was there enough time to come up with choreography and teach the whole dance to the class?

Standards:

- DA:Cr1.1.8.a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance.
- DA:Cr2.1.8.a. Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for making movement and structural choices.
- DA:Cr2.1.8.b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance
- DA:Re.7.1.8.b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre specific dance terminology.

Incorporation of UDL/UBD:

- UDL
 - Provide choreography examples that can be performed while sitting down.
 - Give students written examples with step by step picture representations.
 - Include captions for videos.
 - Allow students breaks when dancing.
- UBD
 - Desired results
 - Students will collectively choreograph a dance to accompany the previously created/selected social change song.
 - Evaluation
 - The dance piece is representative of the social change issue.
 - Students are participating throughout the choreography process.
 - Learning plan
 - Students will learn about social dance in our society.
 - The teacher will provide examples.
 - Students will be broken into groups to choreograph sections of the song.
 - Students will share their choreographed sections with the entire class.

Title: Puppetry and Social Justice Theatre

Overview: Students will gain a comprehensive understanding of the history of puppets and social justice theatre.

Materials: Cardboard, markers, paint, paintbrush, wooden dowels, hot glue, [Spiral Q video](#)

Time Duration: 60 minutes

Objective: Students will create puppets that will be included in the classroom social justice theatre piece.

Procedure:

- The teacher will start by explaining the history of puppets and social justice theatre.

- The teacher will present a few examples of social justice puppet companies
 - Spiral Q (Philadelphia), Bread and Butter Puppet Theater (Vermont), Puppet Underground (Washington, D.C.)
- Ask the students what they believe to be important symbols, people, and images they would like to include in their play.
- Have students write these ideas on the whiteboard.
- Students then select one of these ideas each and create a representative puppet.
- Students will take large pieces of cardboard and trace their stick puppets on them.
- The students will then decorate and color in the puppet.
- The teacher (depending on the grade level) will cut out the puppets when they are complete.
- The teacher will then glue long dowels to the back of the stick puppets utilizing hot glue.
- Students can then use the remainder of class to see how their puppets would operate in the spirit of their social issue.
 - Ex. How does a tree move in a play about climate change?

Conclusions: Could students safely use the scissors and hot glue? Would this project work better in pairs to cut down the number of puppets?

Standards

- VA:Cr2.1.8a. Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the art
- Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences. process of artmaking or designing
- VA:Pr6.1.8a. Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.
- VA:Re.7.1.8a. Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

Incorporation of UDL/UBD:

- UDL
 - Offer different materials to work with
 - Ex. Some students may not like working with messy materials like paint.
 - Provide detailed, written instructions as well as step-by-step visual representations.
 - Offer captions for videos shown in class.
- UBD
 - Desired results
 - Students will be able to apply what they have learned about social change and puppetry.
 - Evaluation
 - Students will create puppets similar to the style of puppets from Spiral Q (Philadelphia)
 - Learning plan

- Students will learn about the history of puppets and their use in social justice parades.
- Students will follow step by step instructions to piece together puppets of their choosing.

Title: Social Justice Theatre Final Project

Overview: Students will put together a cumulative social justice theatre performance.

Materials: Music from lesson, speakers, puppets

Time Duration: 90 minutes

Objective: Students can put a new social justice piece together utilizing all the skills they have learned from prior classes.

Procedure:

- Students will be tasked with putting together the final presentation.
- The piece must:
 - Start and end with everyone doing a tableau.
 - Have everyone dancing.
 - Utilize all the puppets.
 - Incorporate the music.
- Depending on the class, the teacher can give more or less instructions than this.
 - I personally prefer giving them the guidelines and coaching them throughout the class.
- Once students have rehearsed their piece, they will perform afterschool for the community.

Conclusions: Should students have more than one class to put their class social justice piece together? Would it be helpful to provide students with more guidelines?

Standards:

- TH:Cr2-8.a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work
- TH:Cr2-8.b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.
- TH:Cr3.1.8.b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.
- TH:Pr6.1.8.a. Perform a rehearsed drama/theatre work for an audience.

Incorporation of UDL/UBD:

- UDL
 - Offer different materials to work with
 - Ex. Some students may not like working with messy materials like paint.
 - Provide detailed, written instructions as well as step-by-step visual representations.

- Offer captions for videos shown in class.
- UBD
 - Desired results
 - Students will be able to apply what they have learned about social change and puppetry.
 - Evaluation
 - Students will create puppets similar to the style of puppets from Spiral Q (Philadelphia)
 - Learning plan
 - Students will learn about the history of puppets and their use in social justice parades.
 - Students will follow step by step instructions to piece together puppets of their choosing.

Unit Abstract

In this unit, students will learn how to put together a social justice theatre piece, utilizing spoken word, acting, music, dance, and puppets. Through seven lessons, students will learn to become social justice artists. These lessons, designed for 8th graders, can be utilized for just about any grade level. With UDL and UBD in mind, these lesson plans were put together with all types of learners in mind. Most importantly, these lessons incorporate many of Gardner's Multiple Intelligences. Furthermore, this unit is full of many hands on activities that both teachers and students alike will love!