

RESIDENCY PLAN

Artist Contact Information

Name: Courtney Helen Grile

Residency Title:

Led by: Courtney Helen Grile

For students in grades: 3

Scope

Number of Sessions: 5

Time length of Sessions: 1 hour 30 minutes

Preferred Timeline: Consecutive week

Maximum number of classes that can be served: 1

Expected Results

The students will know:

- That a *government* is all the people who run a community, state, or country.
- That *governments* provide safety, organization, and services to *citizens*.
- That in a *representative democracy* the people vote for a group of leaders.
- That a political party is a group that wants to influence political policy.
- That it is important to vote.
- Three types of propaganda techniques used to campaign; bandwagon, plain folk, and testimonial.

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- The tools of an actor (voice, body, imagination)
- The importance of eye contact in communication and public speaking
- Basic concepts of staging (blocking, cheating out, stage picture)

The students will be able to:

- Articulate why voting is important
- Analyze needs of *citizens* in their classroom community
- Form political parties to find solutions to meet the needs of the community.
- Create advertising campaigns to *promote* their party.
- Demonstrate propaganda techniques (bandwagon, plain folk, and testimonial)
- Demonstrate presentation skills utilizing the tools of the actor
- Demonstrate good eye contact

The students will appreciate:

- What governments provide to their citizens
- The power of voting
- The power of advertising/propaganda
- The focus required to present to an audience

Logistical Factors

The school must provide:

- Classroom area to work in
- *Film equipment if you wish to record the advertisements created*

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RESIDENCY OVERVIEW

CONTENT KNOWLEDGE STUDENTS NEED BEFORE THE RESIDENCY BEGINS

Students should have begun working on Unit 4 of their textbooks through lesson 2 and continue to work through the Unit during the residency.

SESSION	OVERVIEW	TEACHER ROLE During Sessions	TEACHER ROLE Before Next Session
<p>Classroom Session #1</p>	<ul style="list-style-type: none"> • Introductions, Week Overview, Plan for the Day • Warm up • Introduce tools of the actor Cross the floor & Voice Toss • Machines Begin w/ simple (happy/sad), then concepts (school/shopping), then: what does gov't look like?/what does gov't do?/ Representative democracy • Minefield REFLECT: Was it easy to lead in the game today? How many solutions to one problem? Was it confusing to know who to follow w/ so many voices? How did you decide? • The same thing can be confusing when a person goes to vote: What is a political party? We said a government can run a community, so lets pretend that this classroom is a community & next session we are going to assess the needs of this community & form political parties to address those needs. Begin thinking about them now & we will write them out next time. • Conclude: Today we explored what government is and introduced the actors tools. 	<ul style="list-style-type: none"> • Observe • Assist • Document activities (photos, written notation) 	<ul style="list-style-type: none"> • Provide related instruction • Provide Paper/Markers to be used in next session

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SESSION	OVERVIEW	TEACHER ROLE During Sessions	TEACHER ROLE Before Next Session
<p>Classroom Session #2</p>	<ul style="list-style-type: none"> • Review Day/Warm Up • Review Actors Tools (Dominos sound & movement) • Review government & political parties. • What are the needs of this classroom community? (write on board) Then generate at least 3 ideas to meet every need • Divide the class into 3 groups; the groups get to pick the solution their “party” is going to campaign on for each topic – we will do this together, with each group getting a chance to go “first” to be fair. • In the small groups the students will create a: name for their party, pick a mascot, come up with one sentence to describe their party, and create a sign. (Artist & Teacher will assist groups) • Each group will share what they have created w/ the class • Review/Reflect 	<ul style="list-style-type: none"> • Observe • Assist 	<ul style="list-style-type: none"> • Provide related instruction • Bring in examples (Artist will too) of the three different kinds of propaganda

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SESSION	OVERVIEW	TEACHER ROLE During Sessions	TEACHER ROLE Before Next Session
Classroom Session #3	<ul style="list-style-type: none"> • Review the Day/Warm Up • Later today you are going to begin creating advertisements for your party. This will most likely require you to speak to the public. How can you use your actors' tools to help you do this? • Eye contact is also essential: Heads Up Heads Down; how did it feel to make eye contact? Can you get used to it with practice? • What is propaganda? What is bandwagon/testimonial/plain folk? Can you think of any examples? • In their party groups, the students will pick two forms of propaganda & come up with ideas for 2 different ads. They will then create scripts for these ads & share w/ the class reader's theatre style. Reflect: What was really strong about this ad? What could maybe make it stronger? • Divide back into groups to edit the scripts for the advertisements & begin brainstorming about what props might be needed for them. • Review: Today we... Tomorrow we will begin staging these advertisements for a performance! 	<ul style="list-style-type: none"> • Observe • Assist 	<ul style="list-style-type: none"> • Provide related instruction

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SESSION	OVERVIEW	TEACHER ROLE During Sessions	TEACHER ROLE Before Next Session
Classroom Session #4	<ul style="list-style-type: none"> Review the day/Warm Up Engaged discussion about staging areas & techniques; play 4 Square w/ stage lingo & Sculpture (stage pictures) Break into groups to stage their advertisements (Artist & Teacher will assist) – by 1 hr into session all groups must have shown to artist for feedback) Groups will make a list of props/costumes they might need to perform their ads and decide who will be responsible for bringing items in. Groups will rehearse/memorize their ads Review day & prepare for tomorrow. 	<ul style="list-style-type: none"> Observe Assist 	<ul style="list-style-type: none"> Provide related instruction Remind students to memorize their lines (if they have any) Remind students to bring in any props/costumes they might need.

SESSION	DESCRIPTION
Culminating Session	<ul style="list-style-type: none"> Warm Up – Go over the plan for the day. The Students will be given 20 minutes to prepare for the presentation of their 2 favorite/strongest advertisements Each group will be given 15 minutes to present/record their advertisements. (after each group the class will reflect upon which propaganda techniques were used, how effective the party's plan was at meeting the needs of the people, and whether or not the plan would work in this community. Reflect Upon the Entire Process: If you had to vote for a party in this classroom, do you know which one you would vote for? Why? Is it an easy decision? What are you taking into consideration when you vote? What did you learn about being a part of government as a citizen and as a leader through this project?