



**Theme: Courage**  
*Washington Crossing the Delaware*  
 Emanuel Luetze 1816-1868

# Picturing America

## Lesson Plan Seed: Theater and Social Studies

### Grade 5



### Making Connections through Dramatization

<p><b><u>Fine Arts Content Standard: Theater</u></b></p> <p><b>2.0 Historical, Cultural, and Social Context</b>          Students will demonstrate an understanding of the history, traditions, and conventions of theatre, dramatic texts, and other literature of the theatre.</p> <p><b>3.0 Creative Expression and Production</b>          Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.</p>	<p><b><u>Content Standard: Social Studies</u></b></p> <p><b>Standard 1.0 Political Science</b>          Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on democratic skills and attitudes necessary to become responsible citizens.</p>
<p><b><u>Theater Indicator(s):</u></b></p> <p><b>2.2</b> Demonstrate knowledge of theatrical conventions as performers and as an audience.</p> <p><b>3.1</b> Use a variety of theatrical elements to communicate ideas and feelings.</p>	<p><b><u>Social Studies Indicator(s):</u></b></p> <p><b>1.B</b> Individual and Group Participation in the Political System.</p> <p><b>1.B.1</b> Analyze how individuals' roles and perspectives shape the American political system.</p>
<p><b><u>Theater Objective(s):</u></b></p> <p><b>2.2.b</b> Demonstrate audience behaviors appropriate to a variety of theatrical settings</p> <p><b>3.1.c</b> Manipulate formal elements of performance, including time and space, to create improvisational scenes based on original or given ideas</p>	<p><b><u>Social Studies Objective(s):</u></b></p> <p><b>1.B.a</b> Examine the contributions of people associated with the drafting of the Declaration of Independence and the framing of the Constitution, such as James Madison, Thomas Jefferson, John Jay, and George Washington.</p>
<p><b><u>Objective(s) (Connecting the content areas)</u></b></p> <p>Students will interpret the image <i>George Washington Crossing the Delaware</i> through tableau and convey information relative to people, time, and place.</p>	

## Description of Lesson/Activities

### Prior to lesson:

- Teacher will
  - **Review the Actor's Tool Kit\*** (an actor controls their body and voice, uses imagination, and demonstrates cooperation and concentration)
  - **Model and demonstrate** with student helpers how to create a freeze tag tableau\*\*
  - **Provide reading text and other resources** related to the Revolutionary War and the events prior to and leading up to Washington crossing the Delaware

### Procedure:

- Teacher will
  - **Show the image**, *George Washington Crossing the Delaware* from the *Picturing America* resource kit to the students
  - **Divide the students** into small groups
- **Students will observe the image** and, while in their small groups, answer a variety of questions determined by the teacher. These questions will relate to the image as well as background knowledge on George Washington and the Revolutionary War. **The following questions will also be included**
  - What do you see?
  - What do you hear?
  - What do you feel?
  - What do you taste?
- **Students will respond to the questions** and work collaboratively to generate a freeze tag tableau based on their responses and the information they gather from observing the image.
- **Students will be given time limits to determine the following**
  - **How the group will announce the title** of their tableau
  - **The layout and assigned roles** of students within the tableau (who will be the flag, George Washington etc)
  - **What the student will say in their role as one of the characters** or inanimate objects in the image.
    - Statements will be based on the student's reading, discussion and, observation of the print
    - Statements could start with: "I wish," "I hope," "I dream" or another *starter* determined by the teacher
    - *Starters* allow students to make inferences related to the image and event
  - Practice, Edit, Practice, Perform
- Students will
  - **Perform** their tableaux in front of their classmates
  - **Complete a rubric/checklist** to analyze their work and their classmates' endeavors

### Possible Assessment Strategies:

- **Informal Assessment**
  - Completion of a brainstorming worksheet
  - Drafts of the statement they will say in the tableau

Shelley S. Johnson  
Alice Levin

- Student reflections on performance and audience participation
- Journal entry
- **Formal Assessment**
  - Tableau rubric or checklist might include the following categories: Title, Levels, Body Position, Voice Projection, Group Collaboration, and Individual Contributions
  - Content rubric or checklist might include the following categories: Interpretation, Inference, Accuracy of Information

\*Further information on actor's toolkit and tableau  
[http://web.me.com/focus5inc/Site\\_1/Welcome.html](http://web.me.com/focus5inc/Site_1/Welcome.html)

*\*\*Freeze Tag Tableau*

*A freeze tag tableau is a frozen picture created by people to convey an idea.*

Students collaborate to decide who will portray what part of a scene and where people will be placed within the scene. Students can be animate or inanimate objects. Students determine where they will touch the person beside them in the scene (foot, elbow, hip) with everyone connected in some way. (*Freeze tag concept*) As a group, students determine who will be at different levels: high, medium, or low. Students select how to start a statement they will be expected to say in the tableau. Starter ideas might be: "I wish," "I feel," "I think," or "I hope." Students complete their statement with information relating to their character or inanimate object. Students write what they are going to say, practice saying their statement, and peer edit for content, voice projection, and voice inflection. Students collaborate to say the title of their tableau with everyone in the group participating in the title statement. Finally, students take positions, freeze in position, state the title, individually say their personal statements, recite as a group the title one more time, and unfreeze.