Documenting the Work: Sharing Arts Integration with a Broader Audience

The Kennedy Center

Changing Education Through the Arts
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Purposes

- Classroom
- School
- Outside Community
Components

- Objectives/Standards (art form and other subject area)
- Process (photos of students with captions)
- Products
- Student Reflections
- Teacher Reflections
5th Grade Mystery in History

Title

Steps with verb heading and explanation of each step

Description including Rationale

Objectives

Art & Content Area

Photographs

Student Work examples

Reflect

Student and Teacher Reflections

Potomac Elementary
Potomac, MD
Objectives

1. Read Aloud
2. Cooperation Challenge
3. Plan Tableau
4. Create Tableau
The story of Ruby Bridges is an extraordinary tale of a heroic young girl who changed history through courage and faith. She is known for bravely confronting the hostility of segregationists when she became the first African American girl to integrate William Frantz Elementary School in 1960. Ruby had to be escorted by Federal Marshals to keep her safe when going to school.
STEP 1: ACTOR’S TOOLBOX

Students prepare for Tableau with the Actor’s Toolbox. The Actor’s Toolbox is a silent ritual, underscored by music, that reinforces the tools and skills required for acting. It is an important physical contract students sign to demonstrate their agreement to control their bodies, voices, and minds, as well as to concentrate and cooperate.

STEP 2: THINK

Students worked together in groups to create a tableau, which means living picture, of key vocabulary words related to the story of Ruby Bridges such as segregate, integrate, brave, kindness.

Segregate
STEP 3: SHARE

Students shared their ideas for their tableau in small groups. Everyone has the opportunity to share their ideas.

STEP 4: PLAN

Students select an idea and come up with a plan for making the tableau.
Segregate

Students create a tableau demonstrating their understanding of the word segregate. Segregate in Ruby's story is when black children and white children could not go to the same schools.
Integrate

Students form a tableau on the vocabulary word integrate. The term integrate means for all racial groups to be brought together.
TABLEAU of RUBY BRIDGES

Segment:
- Deputy US Marshal
- Segregate
- Integrate

Brave
Kindness
- Step 1: Think
- Step 2: Work
- Step 3: Plan

Student Reflections

Deputy US Marshal
Objectives

Social Studies

508.2.1.1
The students will compare the lives and contributions of American Indian cultures of the past and present with emphasis on the Puebloan of the Eastern Woodlands, the Lakota Plains, and the Pueblo peoples of the Southwest.

Oral Language Objectives

1. The students will organize and summarize a story through main events.
2. The students will communicate through the written word by using a shared writing technique.
3. The students will use the unique characteristics of the Puebloan people to create a presentation.
4. The students will organize and summarize a story using a table format.

Drama Objectives

- Students will analyze works and discuss that its various characters is like a reader's personal work.
- Students will create their own drama characters.
- Students will act out scenes in their classroom.
- Students will write a script and present in a full school evening meeting.

Process

Step 1
Students deepen their understanding of Pueblo culture by planning a full school evening meeting.

Step 2
Students read text and identify key information about the Pueblo culture.

Step 3
Students read text and identify key information about the Pueblo culture.

Step 4
Students perform their own plays to show their understanding of the Pueblo cultures.
Step 1

Students deepened their understanding of Pueblo Indians of the southwest by listening to a book read aloud about their land and way of life.

Step 2
Students read text and identified key information about the Pueblo Indians their social studies notebooks to gain more knowledge.

**Step 3**

Students read a reader’s theater script written by the teacher about the Pueblo’s environment. Teacher instructed how to add gestures and sound effects with reading. They then performed at full school morning meeting.

**Step 4**

Write their own reader’s theater script. Co-reading of script.
In groups students wrote their own reader’s theater script to show their understanding of the Pueblo Indians culture.

**Step 5**

The class created a whole class script using parts of the group scripts. Students added dialogue, sound effects, and gestures to their reader’s theater to show their understanding.