

How does the experience of change help us develop and grow?

A Project Based Learning Unit

Written by

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Based on the Buck Institute model, TPAC Education created a full PBL Unit related to the play *Walking the Tightrope*, appearing at TPAC in March 2015.

Written by Metro Instructional Coach Amanda Page and TPAC Teaching Artist Robyn Berg, this 10 day unit takes students through an exploration of change. Using the essential question “How does the experience of change help us develop and grow?” the lessons delve into many kinds of change, looking at linear vs. cyclical change, life cycles, seasons, and personal experiences with change to name a few. Mid-way through the unit, students will attend the performance at TPAC, which also explores the topic of change. The unit culminates in a final project created by students from a menu of options.



PBL Unit for *Walking the Tightrope*
Outline of a 10-day Cycle

- I. Introduction to Unit:
 - Driving Question, procedures, etc.
 - Hook Lesson

- II. Exploring Cycles of Change:
 - Compare linear vs. cyclical models of change
 - Revisit Driving Question

- III. Creating Narratives:
 - Writing Workshop
 - Revisit Driving Question

- IV. Day with a TA:
 - Teaching Artist Lesson
 - Classroom Teacher participates

- V. Performance
 - Students view the piece of art
 - Ask students to “think about....while you’re watching” (link to driving question)

- VI. Reflect & Connect:
 - Students reflect/connect with performance through discussion, accountable talk, writing
 - Driving Question continues to be explored

- VII. Project Introduction:
 - Present Product Board, Rubric, Procedures for completing the project
 - Teacher conferences with students during this time
 - Students select and commit to a project, select collaborators, etc.

- VIII./IX. Project Work Day:
 - Students create projects
 - Teacher conferences with students
 - Continue to refer to Driving Question

- X. Presentations:
 - Students present projects to one another and offer critical feedback
 - Class addresses how the Driving Question was answered through an exit ticket, class discussion, etc.

Lesson Plan for PBL

Teacher:
Class:
Course Unit: PBL using <i>Walking the Tightrope</i> , Lesson I, Day I
Duration of Lesson: 20-30 minutes

LESSON OVERVIEW

Summary of: *the task, challenge, investigation, career-related scenario, problem, or community link*

Students will be introduced to the PBL unit:

- Students will be asked to observe a familiar environment that has been altered in various ways.
- Students will be introduced to the essential question: How does the experience of change help us develop and grow?
- Students will move into small cooperative groups for discussion about their observations.
- Students will relate observations about the physical experience to the essential question.
- Teacher and students will create an anchor chart about student observations and discussion points to be used for later reference throughout the unit.
- Teacher will post a quote from the play for further discussion.
- Students will create statements about the environmental changes they experienced and the quote from the script as initial responses to the essential question. These statements will be posted and students will analyze how these responses may change as they move through the unit.
- Students will be given the timeline and expectations for the unit.
- Students will be given a short synopsis of the play.

STANDARDS

Identify What You Want to Teach: *Content Standards, CCSS, College Readiness and/or State Competencies*

Speaking & Listening:

SL.5.1 Engage effectively in a range of collaborative discussions...

SL.5.4 Report on a topic or text or present an opinion...

Writing:

W.5.1 Write opinion pieces...

W.5.4 Produce clear and coherent writing...

W.5.8 Recall relevant information from experience; summarize....

Language:

L.5.1 Demonstrate command of the conventions...

L.5.3 Use knowledge of language and its conventions...

L.5.5 Demonstrate understanding of figurative language....

L.5.6 Acquire & use academic and domain-specific words....

Theatre:

...analyzing methods of presentation and audience response....

Analyzing, evaluating, and constructing meaning from improvised scenes....

OBJECTIVE

Clear, Specific, and Measurable: *NOT ACTIVITIES; Student-Friendly; "I Can...." Statements*

In this lesson students will be able to:

- explore change in their environment and make observations about those changes.
- discuss observations about change in cooperative learning groups.
- use an essential question to drive discussion within a group.
- create a written statement based on physical and written information about change.

ASSESSMENT/EVALUATION

Students show evidence of proficiency through a variety of assessments: *Formative/Summative; Performance-Based/Rubric; Formal/Informal; Aligned with the Lesson Objective*

- Participation in cooperative learning discussion.
- Students will generate statements about change relating to essential question.

MATERIALS

Aligned with the Lesson Objective: *Rigorous & Relevant*

- Index cards or large post-its for statements.
- Chart paper to chart student response.
- Writing journals (optional) for student responses to observations.

ACTIVATING STRATEGY

Motivator/Hook: *Focus or Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions*

How does the experience of change help us develop and grow?

Connecting statement (from the script of *Walking the Tightrope*):
“Every year some things stay the same and some things change.”

INSTRUCTION

Step-by-Step Procedures-Sequence:

Sample Scripting

Modeling Expectations – “I Do”

High Yield Activities

Assessment

Activity I (approximately 10-12 minutes):

1. Students enter a class that has been altered in some noticeable way, ie: desks have been rearranged, teacher desk is in a new location, all desks face a different direction, materials are in a different spot. (Elementary teacher may do this while class is in specials, middle/high teacher may have this done when students come into class in the morning).
2. Teacher posts the essential question: ***How does the experience of change help us develop and grow?*** Essential question should be clear and present throughout the entire 10 days of the unit.
3. Teacher allows students to move about the room for a couple of minutes or sit in a new spot in the room. Students observe what has changed and what has stayed the same. Older students may be directed to jot down observations in a notebook; younger students may be directed to make mental notes or jot down observations on a post-it.
4. Teacher can model using these and other sample responses:
 - “Now my desk is facing the window. I never really noticed the tree outside the window when I faced the front of the room. I see a bird’s nest in the tree!”
 - “I didn’t like it when I came in and the room was rearranged, I couldn’t find my stuff at first and that made me feel really uncomfortable.”
 - “I noticed that all the student desks had changed direction, but the teacher desk was in the usual position.”
 - “The room was different in a lot of ways but it still smelled like coffee and old books.”
5. Students are directed to create small discussion groups (4 or less). Teacher groups students. Students are asked to take turns within their group sharing the observations they made. For example, In Group 1: Student A shares an observation, then Student B, then Student C, then Student D, then Student A shares

again, etc. until all observations have been shared. You can give younger students a prompt: "I noticed....."; older students may be asked to share an observation AND their reaction to their observation.

Activity II (approximately 3-5 minutes) :

1. Teacher introduces students to the unit: "We're going to begin a Project Based Learning Unit today. You will be spending the next 10 days developing opinions and answering questions about change. For the next several days we will be exploring our essential question through writing, observation and discussion. We will be making connections in math, science, and social studies. Next week, we will be taking a field trip to see a play about a girls experience with a change that occurred in her life. We will also have a guest teacher (or teaching artist) join us for a lesson that goes with our unit. We will end our unit with each of you creating a product or project that represents your views and your understandings of changed based on what you already know (your schema) and what you learn throughout this unit."
Teacher may want to introduce product choice board and rubrics to older students at this point.
2. The teacher will introduce students to the play. "We will go to TPAC to see a play called *Walking the Tightrope*. It's a play about... (you may want to read the synopsis provided). One line from the play that we will be referencing today is: "*Every year some things stay the same and some things change*".

Activity III (approximately 5-7 minutes):

1. Teacher posts the quote from the play: "*Every year some things stay the same and some things change*".
 1. Teacher asks whole class to take 1 minute to think about something in their lives that stays the same year after year. For example, " my family still has the same car we've had since I was little".
 2. Students take turns sharing as teacher charts responses on T chart.
 3. Teacher asks class to take 1 minute to think about something in their lives that has changed over the course of time. For example, " last year my little brother was born. That changed everything!"
 4. Students take turns sharing as teacher charts responses on T chart.

<i>Some Things Stay the Same</i>	<i>Some Things Change</i>

Chart should stay posted throughout unit for reference.

Activity IV (approximately 4-6 minutes):

1. Teacher asks essential question again. Students are asked to think about observations they made about the classroom changes at the beginning of the lesson, changes they've thought about that have happened in their own life.
2. Students are invited to create a statement about change on an index card. Teacher may post these or keep them and pass them out at the end of the unit to see how students' perception of change has developed over the course of the unit. Sample responses:
 - "Every time a change happens you have to adapt in some way. It may make you think differently or act differently which is part of growing up."
 - "When my parents got divorced I felt like everything was so confusing, kind of like I felt when I walked into class today and my desk was across the room and I couldn't find my backpack!"
 - "Last year I was too short to ride the roller coaster, but this year I was tall enough. I didn't even get scared!"

DIFFERENTIATED INSTRUCTIONAL STRATEGIES FOR INTERVENTION & EXTENSION

Differentiated Strategies for Practice to Provide Intervention & Extension; Groups, Partners, Individual

Suggested Procedures for Group Sharing:

- If students have trouble generating their own ideas, it's ok to repeat what someone has already said

- For students who are reticent to share at first, allow one “pass”. Teacher should then support student to share independently.
- Teacher may allow students to generate their own groups or assign groups: heterogeneous, homogeneous, interest level, etc.
- Teacher models using sample responses.
- Teacher models procedural expectations for students.

CLOSURE

Reflection/Wrap-Up: *Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Ticket*

Wrap up Activity (approximately 1-2 minutes).

1. Completed card will serve as closure activity (exit ticket) and assessment.
2. Teacher will ask 1 or 2 students to share their statement.

CROSS-CURRICULAR CONNECTIONS

Other areas of the curriculum where connections were made

Students/Teacher may make connections about change with math, science, or social studies.
Students will make connections with prior experience in their writing.

NOTES:

Lesson Plan for PBL

Teacher:
Class:
Course Unit: PBL using <i>Walking the Tightrope</i> , Lesson 2, Day 2
Duration of Lesson: 20-30 minutes

LESSON OVERVIEW

Summary of: *the task, challenge, investigation, career-related scenario, problem, or community link*

Students will further examine the concept of change with linear and cyclical examples:

- Students will examine the four seasons and discuss.
- Students will examine land gentrification and discuss.
- Students will work in groups to examine the changes of the moon, butterflies and human life.
- Groups will create tableau's that represent their findings and share them with the class.
- Lesson culminates in discussion on the difference between linear and cyclical change.

STANDARDS

Identify What You Want to Teach: *State, Common Core, College Readiness and/or State Competencies*

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.5.1 Engage effectively in a range of collaborative discussions...

Dance 1.6 Design and perform a variety of group to group spatial relationships

OBJECTIVE

Clear, Specific, and Measurable: *NOT ACTIVITIES; Student-Friendly; "I Can..." Statements*

In this lesson students will be able to:

- investigate linear and cyclical change
- discuss change in a large classroom setting and a small group setting
- analyze information and express understanding of it via physicality and spatial relationships

ASSESSMENT/EVALUATION

Students show evidence of proficiency through a variety of assessments: *Formative/Summative; Performance-Based/Rubric; Formal/Informal; Aligned with the Lesson Objective*

- participation in classroom discussion and in small group discussion
- static performance

MATERIALS

Aligned with the Lesson Objective: *Rigorous & Relevant*

- board/screen, pictures/projections
- 3 different hand-outs (on moon, butterfly, and human life)
- space for tableau performances

ACTIVATING STRATEGY

Motivator/Hook: Focus or Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions

How does the experience of change help us develop and grow?

Connecting statement (from the script of *Walking the Tightrope*):
“Every year some things stay the same and some things change.”

INSTRUCTION

Step-by-Step Procedures-Sequence:
Discover/Explain – Direct Instruction
Modeling Expectations – “I Do”
Questioning/Encourages Higher Order Thinking
Grouping Strategies – Pre-Assessment
Differentiated Instructional Strategies for Intervention & Extension

Students will further examine the concept of change with linear and cyclical examples.

Activity I (approx. 10 minutes)

Teacher puts an image on board/screen of the Seasons Cycle (lots of options—a good suggestion is one of a tree beginning to bloom (spring), tree in full bloom (summer), tree leaves changing colors/falling (autumn) and barren tree (winter) and initiates a discussion on the changes that occur in nature. Students are asked via classroom discussion: what is literally happening in each image? Why are these images in a circle? How does this relate to the essential question we identified yesterday?

Teacher puts 4 images on board/screen in linear fashion of the gentrification process (again, lots of options—a good suggestion is farm land full of crops (1), farm land with little crops (2), farm land plowed down and empty (3), former farm land with retail and/or residential building started (4) and initiates a discussion on the changes that occur in development. Students are asked via classroom discussion: what is literally happening in each image? Why are these images in a line? How does this relate to the essential question we identified yesterday?

Activity II (approx. 10-15 minutes)

Students are broken evenly into 3 groups: The MOON group is given information about the cycles of the moon (resource: <http://home.hiwaay.net/~krcool/Astro/moon/moonlif.htm#mlc>). The BUTTERFLY group is given information about the life cycle of a butterfly (resource: <http://www.kidsbutterfly.org/life-cycle>) and the HUMAN group is given a watered down version of Shakespeare’s “seven ages of man” speech from *As You Like It* (resource: <http://english-form4.wikispaces.com/file/view/Introduction - The Seven Ages of Man.pdf>). Each group is tasked to read through the information they’ve been given and then to create a physical way to share their changes with the group in tableau.

Activity III (approx. 5-10 minutes)

After rehearsal, students share their frozen, physical representations of MOON, BUTTERFLY and HUMAN changes. The audience makes observations about what they see in each tableau. Lesson culminates in discussion on the difference between linear and cyclical change.

GUIDED & INDEPENDENT PRACTICE

“We Do”-“You Do”: Encourage Higher Order Thinking & Problem Solving; Relevance; Differentiated Strategies for Practice to Provide Intervention & Extension; Groups, Partners, Individual

Resources above are merely suggestions...there are many others available for teacher to draw from.

If a student is truly feeling uncomfortable using his/her body to express, they may act as the director...stepping

outside of the tableau and helping to tweak the performers until the picture is just right.

Teacher may need to vary levels of support during group work depending on student needs.

CLOSURE

Reflection/Wrap-Up: Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Ticket

Lesson culminates in discussion on the difference between linear and cyclical change...and how today's activities relate to the essential question.

CROSS-CURRICULAR CONNECTIONS

Other areas of the curriculum where connections were made

Students/Teacher may make connections about change with math, science, or social studies.

NOTES:

Lesson Plan Template

Teacher:
Class:
Course Unit: PBL using <i>Walking the Tightrope</i> , Lesson 3, Day 3
Lesson Duration: 20-30 minutes

LESSON OVERVIEW

Summary of: *the task, challenge, investigation, career-related scenario, problem, or community link*

Students will explore their own thinking about change through a writer's workshop model:

- Students will be reminded of the essential question: ***How does the experience of change help us develop and grow?***
- Students will reread the quote from the play: ***"Every year, some things stay the same and some things change."***
- Students, with teacher help, will begin a whole class brainstorm list of experiences of change.
- Students will be asked to individually brainstorm experiences about change and create a list of their ideas.
- Students will select an idea from the brainstorm list to expand on in thought and writing.
- Students will share (optional) writing with others for peer feedback.

STANDARDS

Identify What You Want to Teach: *State, Common Core, College Readiness and/or State Competencies*

W.5.3. Write narratives to develop real or imagined experiences...

W.5.4 Produce clear and coherent writing....

W.5.5 With guidance and support, develop & strengthen writing by planning, revising....

W.5.9 Draw evidence from literacy to support....

W.5.10 Write routinely over a variety of time frames...

SL.5.1 Engage effectively in a range of collaborative discussions...

SL.5.4 Report on a topic or text or present and opinion....

L.5.1 & 2 Demonstrate command of the conventions of English grammar....

L.5.3 Use knowledge of language and its conventions...

L.5.5. Demonstrate understanding of figurative language....

L.5.6 Acquire and use...academic and domain-specific word

OBJECTIVE

Clear, Specific, and Measurable: *NOT ACTIVITIES; Student-Friendly; "I Can...." Statements*

In this lesson, students will be able to:

- generate a list of ideas about a topic.
- expand on an initial idea through writing.
- develop a narrative based upon a personal experience about a given topic.
- offer constructive feedback to others about a piece of writing.

ASSESSMENT/EVALUATION

Students show evidence of proficiency through a variety of assessments: *Formative/Summative; Performance-Based/Rubric; Formal/Informal; Aligned with the Lesson Objective*

- Student narrative
- Participation in brainstorming discussion.

MATERIALS

Aligned with the Lesson Objective: Rigorous & Relevant

- Chart paper for modeling brainstorming lists.
- Student writing journals or writing paper.

ACTIVATING STRATEGY

Motivator/Hook: Focus or Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions

Essential Question: **How does the experience of change help us develop and grow?**

Connecting Statement (from the script of *Walking the Tightrope*):

“Every year some things stay the same and some things change.”

INSTRUCTION

Step-by-Step Procedures-Sequence:

Sample Teacher Script

Modeling Expectations – “I Do”

Questioning/Encourages Higher Order Thinking

High Yield Activities

Assessment

Activity I (approximately 5-7 minutes):

1. Teacher introduces students to the process of brainstorming. Teacher has a blank piece of chart paper posted and describes how students will be contributing to the list with their ideas. Teacher explains that in the brainstorming process, there are no right or wrong answers, brainstorming is most effective when many ideas are generated because one idea may spark another idea that’s even better!
2. Teacher should already have essential question posted from previous lessons. Teacher prompts students by asking them to think of a personal experience (s) in which change occurred in their lives and they felt they grew or developed from the experience.
3. Teacher gives approximately 1-2 minutes of think time. Teacher shares an example, *“when I was 12, my family moved to a new town, I had always been really shy but I had to learn how to introduce myself to others and come out of my shell in order to make new friends. I think that experience made me more outgoing around other people. I’m going to write ‘moving to a new place’ on the char.”* Teacher also may refer to the chart from Lesson I where students were asked to think of something in their lives that has changed and something that has stayed the same. Some of these same ideas may be used or they may generate new ideas.
4. Teacher asks 3 or 4 students to share an idea. Teacher charts student responses along with the sample he/she created.

Activity II (approximately 5-7 minutes):

1. Teacher asks students to open writing journals and generate as many personal experiences about change as they can. Students who have trouble generating their own ideas can use the ideas on the chart to begin their list.
2. Students work individually to create these lists in their journal.
3. At the end of the time allotment, students are asked to put a star, a checkmark, or an asterisk next to the idea they would MOST like to write about.
4. Teacher may model at this point by putting a star next to the sample he/she shared in the brainstorming activity.

Activity III (approximately 8-10 minutes):

1. Teacher asks students to begin a narrative about their favorite idea.

2. Teacher may model using his/her example. "It was the first day of 6th grade in a new school in Shreveport, LA. My mom had bought me new shoes and let me wear lip gloss. I nervously got out of the car and walked up the stairs to the entrance. I didn't know a soul...."
3. Students spend the rest of the lesson creating narratives.
4. Teacher spends this time circulating and conferencing with students. Some students may need help getting started; others may need encouragement with creating imager; some may need advice on how to create a beginning, middle, and end; others might be ready for direction on the editing and revising process.

Activity IV (approximately 2-4 minutes):

1. Teacher asks students to volunteer to share their narrative or a piece of their narrative.
2. Teacher may ask students to provide feedback by using a prompt like, "I like the part.....; I wonder if you could...."

DIFFERENTIATED INSTRUCTIONAL STRATEGIES FOR INTERVENTION & EXTENSION

Differentiated Strategies for Practice to Provide Intervention & Extension; Groups, Partners, Individual

Students who may not have had time to complete narratives or who may want to expand their writing may continue to work on the narratives at a later time, e.g., homework, free time, when they have completed an assignment, etc.

Teacher may need to vary levels of support during conferencing, depending on student needs.

Students who have trouble generating their own ideas from personal experience may need to use others' ideas at first.

CLOSURE

Reflection/Wrap-Up: Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Ticket

Wrap Up Activity:

1. Volunteer share time with optional feedback.
2. Teacher encourages students to complete narratives at a later time.

CROSS-CURRICULAR CONNECTIONS

Other areas of the curriculum where connections were made

Students and teacher may use experiences found in science (nature); social studies (history); or ELA (literature) to illustrate examples of change.

NOTES:

Lesson Plan for PBL

Teacher: TPAC Teaching Artist
Class:
Course Unit: PBL using <i>Walking the Tightrope</i> , Lesson 4, Day 4
Lesson Duration:

LESSON OVERVIEW

Summary of: *the task, challenge, investigation, career-related scenario, problem, or community link*

Students will explore change through creating and sharing a dramatic performance:

- Students will warm-up by walking in straight lines (like a tightrope), in curves (like a circus ring) and finally in spirals (a metaphor from the play further explored in this lesson).
- Students will review the writing done in Lesson III and pare it down to three essential sentences.
- Students will rehearse performing their 3 sentences while moving in a spiral pattern with coaching from the TA, who will assist them in picking operative words, playing with repetition of text, finding “before” and “after” poses to bookend their performance etc.
- Student volunteers will perform their piece for the group, reflecting on the idea of change briefly afterwards.

STANDARDS

Identify What You Want to Teach: *State, Common Core, College Readiness and/or State Competencies*

RL.5.4: Determine the meaning of words and **phrases** as they are used in a text, including figurative language such as metaphors and similes.

RL.5.6: Describe how a narrator’s or speaker’s point of view influences how events are described.

RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a 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.

RF.5.3: Know and apply grade-level phonics and word analysis in decoding words.

RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources.

L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.3: Use knowledge of language and its conventions when writing, speaking, reading or listening.

L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

5.G.B.3 Understand that attributes belonging to two-dimensional figures also belong to all subcategories of that category.

5.G.B.4 Classify two-dimensional figures in a hierarchy based on properties.

Theatre 1.0 Script Writing
Theatre 2.0 Character Acting
Theatre 6.0 Theatrical Presentation
Theatre 7.0 Scene Comprehension

OBJECTIVE

Clear, Specific, and Measurable: NOT ACTIVITIES; Student-Friendly; "I Can...." Statements

In this lesson, students will be able to:

- engage their bodies physically, vocally and emotionally
- edit a text per the instructions
- interpret a text via rehearsal
- perform for an audience
- reflect on the performances of peers

ASSESSMENT/EVALUATION

Students show evidence of proficiency through a variety of assessments: Formative/Summative; Performance-Based/Rubric; Formal/Informal; Aligned with the Lesson Objective

- Participation in the physical warm-up, text editing session, rehearsal and performance
- Students will reflect on the idea of change after taking in the performances

MATERIALS

Aligned with the Lesson Objective: Rigorous & Relevant

- Student writing journal or writing paper
- Markers, crayons etc.
- Space (with spiral taped out on floor)!

ACTIVATING STRATEGY

Motivator/Hook: Focus or Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions

Essential Question: **How does the experience of change help us develop and grow?**

Connecting Statement (from the script of *Walking the Tightrope*):
"Every year some things stay the same and some things change."

INSTRUCTION

Step-by-Step Procedures-Sequence:

Discover/Explain – Direct Instruction

Modeling Expectations – "I Do"

Questioning/Encourages Higher Order Thinking

Grouping Strategies – Pre-Assessment

Differentiated Instructional Strategies for Intervention & Extension

WARM-UP with modified Viewpoints exercises-walking a grid of straight lines, walking in circular patterns, walk in a spiral outward

JOURNAL by reviewing the writing done yesterday. Then, condense that writing to 3ish sentences that tell the story (note the linear way in which we write, on a square page). Next, draw a spiral on a blank sheet of paper and then write those 3 sentences on the spiral pattern..

ACTIVATE the words by saying your 3 sentences as you walk in a spiral pattern. Begin in the innermost point of the spiral so that movement is outward.

JOURNAL by returning to the page and finding special “operative” words. Color them, circle them, box them etc.

ACTIVATE your story again by walking in the spiral pattern, while saying the text, this time playing with repetition on the operative words. (Again beginning at the innermost point.)

JOURNAL by brainstorming on a handful of opposites that lend to the life change (before I was naive, after I was wise; before I was trusting, after I was doubtful; before I was humble, after I was proud). Settle on the pair you like best and color/circle/box those two words.

ACTIVATE those two words by finding statues that embody them.

REHEARSE your piece by starting in the “before” pose. Then, performing the text in the spiral pattern using repetition and ending in the “after” pose.

PERFORM your piece for the group (volunteers selected as time permits) on a spiral the TA and teacher have taped to floor preceding lesson.

DISCUSS what did you see in other pieces? What was the process of creating yours like? What perspective do you have on this change now it’s X amount of years later? How did the life change alter relationships with other people?

GUIDED & INDEPENDENT PRACTICE

“We Do”-“You Do”: Encourage Higher Order Thinking & Problem Solving; Relevance; Differentiated Strategies for Practice to Provide Intervention & Extension; Groups, Partners, Individual

- Students are welcome to start fresh and explore something other than what they wrote for Lesson II—especially due to the fact that they will be sharing their writing via a performance.
- Teaching Artist may need to vary levels of support during rehearsal time, based on student needs.
- Teaching Artist models using her own writing and performance examples.

CLOSURE

Reflection/Wrap-Up: Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Ticket

- Teaching Artist will encourage students reflect on their own performances and that of their peers.
- Time permitting, the students may create a tableau of before/after poses, as a way to physically bring the lesson to a close

CROSS-CURRICULAR CONNECTIONS
<i>Other areas of the curriculum where connections were made</i>
Students/Teacher may make connections about change with math, science, or social studies. Students will make connections with prior experience in their writing.

NOTES: Many differentiation options. For example, lower grades may not have 3 sentences; instead they may have 3 words. If a student in any grade level is stuck, they may connect to the line “every year some things stay the same and some things change.”

Lesson Plan for PBL

Teacher:
Class:
Course Unit: PBL using <i>Walking the Tightrope</i> , Lesson 6, Day 6
Lesson Title: 20-30 minutes

LESSON OVERVIEW

Summary of: *the task, challenge, investigation, career-related scenario, problem, or community link*

Students will reflect on change via post-show discussion and activities:

- Students will offer general thoughts on and ask questions about the play via classroom discussion.
- Students will choose one of the two characters and free write an answer to the following question: “How does the experience of change help Granddad Stan/Esme develop and grow?”
- Students will break into small groups (3-5 in each) with others who chose to write about the same character and create a “columns of ideas” chart with wall/board space and post its.
- Students spend final moments circulating and observing other charts.

STANDARDS

Identify What You Want to Teach: *State, Common Core, College Readiness and/or State Competencies*

RL.5.2 Determine a theme of a story, drama, or poem from details in a text, including how characters in a story or drama respond to challenges...

RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama...

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text...

RI.5.6 Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view they represent.

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.8 Recall relevant information from experiences or gather information from print and digital sources...

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners...

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Theatre 7.0 Scene Comprehension

OBJECTIVE

Clear, Specific, and Measurable: *NOT ACTIVITIES; Student-Friendly; “I Can....” Statements*

In this lesson, students will be able to:

- reflect on the performance via class discussion
- reflect on the performance via writing
- share thoughts in small group setting
- identify common ideas within the group
- observe the ideas of other groups

ASSESSMENT/EVALUATION

Students show evidence of proficiency through a variety of assessments: *Formative/Summative; Performance-Based/Rubric; Formal/Informal; Aligned with the Lesson Objective*

- participation in the classroom discussion
- written assignment
- participation in the group activity

MATERIALS

Aligned with the Lesson Objective: Rigorous & Relevant

- Student writing journals or writing paper
- large post-it notes
- wall and/or board space

ACTIVATING STRATEGY

Motivator/Hook: Focus or Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions

Essential Question: **How does the experience of change help us develop and grow?**

Connecting Statement (from the script of *Walking the Tightrope*):
“Every year some things stay the same and some things change.”

INSTRUCTION

Step-by-Step Procedures-Sequence:

Discover/Explain – Direct Instruction

Modeling Expectations – “I Do”

Questioning/Encourages Higher Order Thinking

Grouping Strategies – Pre-Assessment

Differentiated Instructional Strategies for Intervention & Extension

Activity I (approx. 5-10 minutes) Students offer general thoughts on and ask questions about the play via classroom discussion. If ideas don't come naturally to the class, the teacher may lead with questions such as, “what did you notice about the text?” or “how did the costumes/set/lights/music help to tell the story?” or “why do you think they pantomimed some props, but used real props for some things?” or “what did you think of the clown?”

Activity II (approx. 5 minutes) Students will choose one of the two main characters and free write an answer to the following question: “How does the experience of change help Granddad Stan/Esme develop and grow?” The goal should be stream-of-consciousness writing—no stopping.

Activity III (approx. 10 minutes) Students will break into small groups (3-5 in each) with others who chose to write about the same character. Each student extracts 2-5 ideas from their writing and puts each idea on a post-it note. Each group member then shares their post-it notes with other group members. Given some space on the board or on a wall, the group then creates a “columns of ideas” chart, identifying commonalities and putting those post-its together in a column. For example, one student may have written “She learns about her relationship with her grandfather” and another may have written “Esme grows closer to her Granddad Stan.” These two (and others that may align) are put into one column on the wall/board. The group proceeds to do the same with all the post its. Some columns may only have one post-it. Others may have 8 or 9. When finished the group observes the big picture.

Activity IV (approx. 5 minutes) Students spend final moments circulating and observing other charts, noticing similarities and differences from their own.

GUIDED & INDEPENDENT PRACTICE
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<i>"We Do"- "You Do": Encourage Higher Order Thinking & Problem Solving; Relevance; Differentiated Strategies for Practice to Provide Intervention & Extension; Groups, Partners, Individual</i>
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- | |
|---|
| <ul style="list-style-type: none">-Teacher may need to ask questions in the initial discussion if students are having trouble getting started.-Teacher may need to vary levels of support during group work depending on student needs |
|---|

CLOSURE

<i>Reflection/Wrap-Up: Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Ticket</i>

If time remains after the observation of other group's work, a quick discussion on what students noticed in other group charts can bring the lesson to a close.

CROSS-CURRICULAR CONNECTIONS

<i>Other areas of the curriculum where connections were made</i>
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Students/Teacher may make connections about change with math, science, social studies, and fine arts—especially as it pertains to the performance just experienced.

NOTES:

Lesson Plan for PBL

Teacher:
Class:
Course Unit: PBL using <i>Walking the Tightrope</i> , Lesson 7, 8, 9/Day 7, 8, 9
Duration of Lesson: 20-30 minutes each

LESSON OVERVIEW

Summary of: *the task, challenge, investigation, career-related scenario, problem, or community link*

Students will be introduced to the Product portion of the unit:

- Students will be reminded of the essential question: How does the experience of change help us develop and grow?
- Students will choose how they want to represent their understanding of the essential question using the Product Menu.
- Students will work individually or in pairs or small groups on their product.
- Students will understand what is expected using a rubric.
- Students will research, plan, use technology, and present final product.

STANDARDS

Identify What You Want to Teach: *Content Standards, CCSS, College Readiness and/or State Competencies*

Speaking & Listening:

SL.5.1 Engage effectively in a range of collaborative discussions...

SL.5.4 Report on a topic or text or present an opinion...

Writing:

W.5.1 Write opinion pieces...

W.5.4 Produce clear and coherent writing...

W.5.8 Recall relevant information from experience; summarize....

Language:

L.5.1 Demonstrate command of the conventions...

L.5.3 Use knowledge of language and its conventions...

OBJECTIVE

Clear, Specific, and Measurable: *NOT ACTIVITIES; Student-Friendly; "I Can...." Statements*

In this lesson students will be able to:

- Use a rubric.
- Create a product representing an answer to an essential question.
- Work individually or collaboratively to create a product.

ASSESSMENT/EVALUATION

Students show evidence of proficiency through a variety of assessments: *Formative/Summative; Performance-Based/Rubric; Formal/Informal; Aligned with the Lesson Objective*

- Participation in collaboration or individual work.
- Presentation of final product.

MATERIALS

Aligned with the Lesson Objective: *Rigorous & Relevant*

- Various materials for final products: art supplies, space for movement, paper for writing and art
- Access to technology

ACTIVATING STRATEGY
<i>Motivator/Hook: Focus or Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions</i>
<p>How does the experience of change help us develop and grow?</p> <p>Connecting statement (from the script of <i>Walking the Tightrope</i>): “Every year some things stay the same and some things change.”</p>

INSTRUCTION
<p>Step-by-Step Procedures-Sequence: <i>Sample Scripting</i> <i>Modeling Expectations – “I Do”</i> <i>High Yield Activities</i> <i>Assessment</i></p>
<p>Day 7</p> <ol style="list-style-type: none"> 1. Teacher introduces product menu and rubric for students to use. 2. Teacher gives clear direction for procedures and expectations during individual/ small group work time. 3. Teacher logs student selections for products; also notes which students are working individually or as groups. 4. Teacher allows students time to work on presentations/final products. 5. Teacher circulates and conferences with students about their work offering various levels of support based on need. <p>Day 8</p> <ol style="list-style-type: none"> 6. Teacher allows students time to work on presentations/final products. 7. Teacher circulates and conferences with students about their work offering various levels of support based on need. <p>Day 9</p> <ol style="list-style-type: none"> 1. Teacher allows students time to work on presentations/final products. 2. Teacher circulates and conferences with students about their work offering various levels of support based on need. 3. Teacher encourages students to complete projects and begin presentations (hanging art work, etc.)

DIFFERENTIATED INSTRUCTIONAL STRATEGIES FOR INTERVENTION & EXTENSION
<i>Differentiated Strategies for Practice to Provide Intervention & Extension; Groups, Partners, Individual</i>
<ul style="list-style-type: none"> • Teacher offers clear directions and expectations. • Teacher offers varied levels of support during independent work time.

CLOSURE
<i>Reflection/Wrap-Up: Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Ticket</i>
Students begin to prepare for presentations..

CROSS-CURRICULAR CONNECTIONS
<i>Other areas of the curriculum where connections were made</i>

Students/Teacher may make connections about change with math, science, or social studies.
Students will make connections with prior experience.

NOTES:

Lesson Plan for PBL

Teacher:
Class:
Course Unit: PBL using <i>Walking the Tightrope</i> , Lesson 10, Day 10
Duration of Lesson: 20-30 minutes * <i>Please note: we have reserved one day for presentations in this PBL model; you may want to plan for an additional presentation day if not all students get to share in one class period or if you plan to invite an outside audience.</i>

LESSON OVERVIEW
Summary of: <i>the task, challenge, investigation, career-related scenario, problem, or community link</i>
Students will present PBL products: <ul style="list-style-type: none"> • Students will be reminded of the essential question: How does the experience of change help us develop and grow? • Students will be asked to present their understanding of the essential question to the class through their selected project. • Students will attentively observe other presentations and displays. • Students will offer feedback to classmates regarding presentations. • Students will reflect on their own presentation and the learning gained in this unit of study.

STANDARDS
Identify What You Want to Teach: <i>Content Standards, CCSS, College Readiness and/or State Competencies</i>
Speaking & Listening: SL.5.1 Engage effectively in a range of collaborative discussions... SL.5.4 Report on a topic or text or present an opinion... Writing: W.5.1 Write opinion pieces... W.5.4 Produce clear and coherent writing... Language: L.5.1 Demonstrate command of the conventions... L.5.3 Use knowledge of language and its conventions...

OBJECTIVE
Clear, Specific, and Measurable: <i>NOT ACTIVITIES; Student-Friendly; "I Can...." Statements</i>
In this lesson students will be able to: <ul style="list-style-type: none"> • Present a product to the class reflecting understanding of an essential question. • Offer constructive feedback to classmates. • Reflect on their own, individual work and knowledge.

ASSESSMENT/EVALUATION
Students show evidence of proficiency through a variety of assessments: <i>Formative/Summative; Performance-Based/Rubric; Formal/Informal; Aligned with the Lesson Objective</i>
<ul style="list-style-type: none"> • Participation in presentations: Both in presenting and observing others. • Preparation, planning, and presentation of material.

MATERIALS
Aligned with the Lesson Objective: <i>Rigorous & Relevant</i>
<ul style="list-style-type: none"> • Writing journals (optional) for student responses to observations.

ACTIVATING STRATEGY

Motivator/Hook: Focus or Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions

How does the experience of change help us develop and grow?

Connecting statement (from the script of *Walking the Tightrope*):
"Every year some things stay the same and some things change."

INSTRUCTION**Step-by-Step Procedures-Sequence:**

Sample Scripting

Modeling Expectations – "I Do"

High Yield Activities

Assessment

1. Teacher asks students to present individually or in small group. Art work and some other presentations may be presented in gallery walk style but students should be available to talk about their work and answer questions.
2. All students observe others' presentations as well as present their own work.
3. Teacher is clear about expectations for presentations and for audience behavior.
4. Teacher encourages/requires students to offer feedback based on classmate presentations through open discussion or feedback sheets provided by teacher.
5. Teacher encourages/requires students to reflect on their own work and on the essential question through discussion or exit ticket.

DIFFERENTIATED INSTRUCTIONAL STRATEGIES FOR INTERVENTION & EXTENSION

Differentiated Strategies for Practice to Provide Intervention & Extension; Groups, Partners, Individual

Teacher is clear about expectations for presentations.

Teacher offers varied levels of support as appropriate for students to feel successful in the final presentations of the PBL unit.

CLOSURE

Reflection/Wrap-Up: Summarizing, Reminding, Reflecting, Restating, Connecting, Exit Ticket

Wrap up Activity (approximately 1-2 minutes).

Students complete a feedback sheet on a classmate's presentation. For example:

"I liked.....

"I wonder.....

Student completes a reflection sheet on their own work.

"I liked.....

"Next time, I'd change.....

CROSS-CURRICULAR CONNECTIONS

Other areas of the curriculum where connections were made

Students/Teacher may make connections about change with math, science, or social studies.
Students will make connections with prior experience in their writing.

NOTES:

PBL *Walking the Tightrope* Product Menu

Directions for implementation:

1. Choose from one of the product choices below or create your own product with teacher permission.
2. Choose to work individually or with a partner or team.
3. Design your presentation. You will have 2 class periods to complete your project.
4. Be prepared to present your masterpiece to the class.
5. Be prepared to answer questions about your project and accept feedback from your classmates.

Note to teacher: Students may present in a variety of ways. Some products will be performed for whole class or small group; others may be displayed so class can do a gallery walk to observe student work.

<p>Technology: Create a powerpoint presentation representing change. Use images, text, and graphics to show experiences with or effects of change.</p>	<p>Musical: Create a musical representation of how change helps us develop and grow over time. You can use instruments, voice, or both.</p>	<p>Photography: Design an array of photographs that depict change. Photos may be mounted on poster board or presented in a digital format.</p>
<p>Movement: Choreograph movements that represent experiences and/or effects of change and perform them for the class. Use music to enhance the performance.</p>	<p>Create Your Own: Have a great idea for representing the effects of change but don't see it on the menu? Talk with your teacher about creating your own product!</p>	<p>Poetry: Create a poem about change using your favorite form of poetry. Consider words and phrases from earlier assignments in the unit to build your poem.</p>
<p>Visual Art: Represent change through a painting, mural, comic strip drawing, sketch, sculpture, or other visual art form.</p>	<p>Personal Essay: Explain a personal experience or discovery about how change affects us. You can use your writings from earlier assignments in the unit to get started.</p>	<p>Skit: Write a short script that delivers a message about the effects of change. Assign a part to each person in your group. Perform your skit for the class.</p>

Rubric for *Walking the Tightrope* Product/Presentation

	1	2	3	
SKILL	Below Standard	Approaching Standard	At Standard	Above Standard
Ideas and Information	Chooses inappropriate and irrelevant details and information that do not support main ideas	Chooses some details and information that support main ideas, but there may not be enough or some are irrelevant	Chooses appropriate details and information relevant and supportive of main ideas and themes	
Product/ Presentation Organization	Few requirements included in product/presentation Presents ideas in an order that does not make sense Poorly planned	Includes most requirements in product/presentation Attempts to present ideas in order, but it doesn't always make sense Some evidence of appropriate planning	Includes all requirements in product/presentation Presents ideas in an order that makes sense Appropriate planning is evident	
Product/ Presentation Elements	Product/Presentation does not demonstrate understanding of main ideas Visual aids and other aspects of the product/presentation are inappropriate or distracting If applicable, lack of participation/collaboration within group	Product/Presentation demonstrates a limited understanding of main ideas Visual aids and other aspects of the product/presentation are sometimes inappropriate or distracting If applicable, some participation/collaboration within group but not equal participation	Product/Presentation demonstrates clear understanding of main ideas Visual aids and other aspects of the product/presentation are used appropriately and enhance the main ideas and themes If applicable, clear evidence of equal participation and collaboration	
Presentation Response	Cannot answer questions Does not speak clearly or make eye contact	Answers questions but not completely Speaks clearly and makes eye contact some of the time	Answers questions completely and knowledgably Speaks clearly and makes eye contact	

Tightrope PBL Unit Resources

<http://www.holdenarts.org/2014-2015-Season/productions/walking-the-tightrope-24th-street/walking-the-tightrope.html> See links to Study Guide and curriculum connections

<http://www.24thstreet.org/arts-education/teacher-toolbox/> from company website

<http://www.readwritethink.org/classroom-resources/lesson-plans/exploring-change-through-allegory-1082.html>

SOME SEARCH RESULTS FOR "CHANGE"

Links and images

Keywords: the disappearing farm

<http://www.bing.com/images/search?q=The+disappearing+farm&qsn&form=QBIR&pg=the+disappearing+farm&sc=5-21&sp=-1&sk=#a>

<http://www.guelphmercury.com/news-story/4232688-the-case-of-the-disappearing-farmland-around-guelph/>

Keywords: cyclical season

<http://www.bing.com/images/search?q=Cyclical+Seasons&FORM=RESTAB>

<http://www.bing.com/images/search?q=Cyclical+Seasons&FORM=RESTAB#view=detail&id=24D4E43A34DC80BA6F5814AE3F249B60AE67EA17&selectedIndex=21>

Keywords: life phases

http://www.manifestyourpotential.com/life/make_sense_of_life/life_phases/topic_eight_life_phases.htm

Keywords: moon phases

<http://home.hiwaay.net/~krcool/Astro/moon/moonlif.htm#mlc>

Keywords: Poetry and change

http://www.poetrysoup.com/poems_poets/poem_detail.aspx?ID=566778

Keywords: Butterfly life cycle

<http://www.kidsbutterfly.org/life-cycle>

Keywords: the disappearing farm

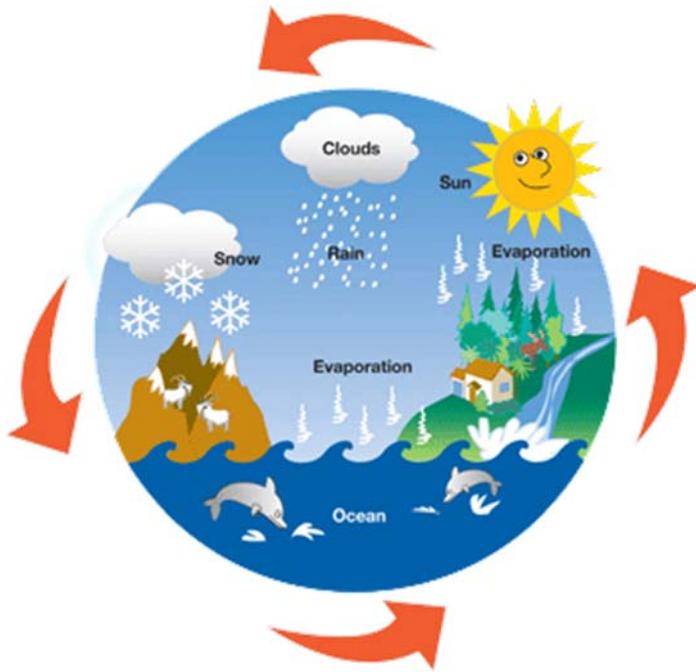
<http://www.guelphmercury.com/news-story/4232688-the-case-of-the-disappearing-farmland-around-guelph/>











When I Grow Up

"When I Grow Up"

By Serena Mott

When I was five, I was asked what I wanted to be when I grew up.

I told them I wanted to be a princess.

When I was eight, I wanted to be a waitress.

When I was twelve: a teacher.

When I was sixteen: a doctor.

Now when asked what I want to be in the near future,

I know exactly how to respond.

I want to be happy.