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| Course | Grade 5 Social Studies | Unit Title | The Great Depression Radio Play |
| Prioritized Standards | [Social Studies:](https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies.aspx) (SS5H3): Explain how the Great Depression and New Deal affected the lives of millions of Americans.  Theatre [Arts:](https://www.georgiastandards.org/Georgia-Standards/Pages/Fine-Arts.aspx) (TA5.PR.1): Act by communicating and sustaining roles in formal/informal environments. | | |
| Learning Targets | Social Studies: I can…  Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and Soup Kitchens.  Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority.  Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens  Theatre Arts: I can…  Use vocal elements (inflection, pitch, volume, articulation) to communicate thoughts, ideas, and emotions of a character.  Use body and movement to communicate thoughts, ideas, and emotions of a character.  Collaborate and perform with an ensemble to present theatre to an audience | | |
| Essential Questions | Social Studies: How did radio impact the people and events of the 1930s?  Theatre Arts: How can acting be used to convey actions and ideas? | | |
| Lesson Materials | | | Key Vocabulary, People, Events, Places |
| Note: List in order that materials appear in the lesson.  [Grade 5 Learning Maps](https://fultonk12.sharepoint.com/:b:/s/learningandteaching/ESEsVGMQBTxFgwYTd-Ky5pUBjt84uola5xYLs6hRaBKRPA?e=cx2V6n)   * [Class Set of Radio Script](https://www.fultonschools.org/cms/lib/GA50000114/Centricity/domain/273/loc%20lesson%20plans/Great%20Escapes%20from%20the%20Great%20Depression%20PLAY.docx) * 2 Buzzers or Bells or Noise Maker * 4 microphones or “prop mics” * Signs that read “BOO” & “APPLUSE” * On Air Sign * [Following Word Posters](https://www.fultonschools.org/cms/lib/GA50000114/Centricity/domain/273/loc%20lesson%20plans/GREAT%20ESCAPES%20WORD%20CHARACTER%20POSTERS.docx) (printed on 11 x 17 paper with string attached so students can wear signs)   Dust Bowl  Bread Line  Soup Kitchen  Dust Bowl States:  California  Hooverville  Hunger  Unemployment  Homelessness   * [Following Character Posters](https://www.fultonschools.org/cms/lib/GA50000114/Centricity/domain/273/loc%20lesson%20plans/GREAT%20ESCAPES%20WORD%20CHARACTER%20POSTERS.docx) (printed on 11 x 17 paper with strings attached so students can wear signs)   Jesse Owens  Margaret Mitchel  Duke Ellington  Langston Hughes  Zora Neal Houston  Herbert Hoover  Franklin Roosevelt   * [Following New Deal Posters](https://www.fultonschools.org/cms/lib/GA50000114/Centricity/domain/273/loc%20lesson%20plans/GREAT%20ESCAPES%20CVC%20TVA%20WPA.docx) (printed on 11 x 17 paper with string attached so students can wear signs)   Civilian Conversation Corps  Tennessee Valley Authority  Work Progress Administration  Fulton County Teachers can check out a traveling Trunks with the props provided. Click [here](https://employees.fultonschools.org/academics/landt/museum/SiteAssets/traveling%20truck%202018-2019.pdf) to learn more. | | | Social Studies Terms   * Stock Market: system for buying and selling shares of a company * Great Depression: economic depression which took place between 1929-1949s * Herbert Hoover: 31 US President from 1929-1933 * Dust Bowl: 1930s drought in the center of the US * Soup Kitchen: places where people in need can go to get free meals * Franklin D. Roosevelt: 32 US President from 1933-1945 * New Deal: Government programs to end the Great Depression, increased the role of the Federal Government * Tennessee Valley Authority: built over 30 dams on the Tenn. River to provide electricity and flood control * Works Progress Administration (WPA): put 8.5 million people to work on government projects, including artistic projects * Conservation Corps: created jobs for young men taking care of the natural environment * Jesse Owens: track and field star, who wone four gold medals at the 1936 Olympic Games * Margaret Mitchel: author of Gone with the Wind * Duke Ellington: jazz composer/pianist * Langston Hughes: poet, part of the Harlem Renaissance * Zora Neal Houston: novelist, poet, playwright, and social activist, part of the Harlem Renaissance   Theatre Art Terms   * Theatre: profession of acting producing, direction, and writing plays * Acting: portraying a character * vocal expression: using pitch rates of speaking, volume, and tone of your voice * vocal pitch: high or low voice sounds * vocal range: the lowest to highest notes your voice can reach * rate of speech: how fast or slow someone speaks * tone: emptions expressed in your voice * ensemble: group of theatre artists who work together over many years to create theatre * radio: technology that allows the transmission of electromagnetic waves to carry messages * radio show: program for a radio broadcast |
| Primary Sources | | | |
| * Harlem apartment block, <https://www.loc.gov/resource/fsa.8d28514/> * Crowd of people gathered outside the New York Stock Exchange following the crash of 1929, <https://www.loc.gov/resource/cph.3c23429/> * Pres. Franklin Roosevelt Fireside Chat, [https://www.youtube.com/watch?v=iipnhLTdh-0 HYPERLINK "https://www.youtube.com/watch?v=iipnhLTdh-0&t=31s" HYPERLINK "https://www.youtube.com/watch?v=iipnhLTdh-0 HYPERLINK "https://www.youtube.com/watch?v=iipnhLTdh-0&t=31s"& HYPERLINK "https://www.youtube.com/watch?v=iipnhLTdh-0&t=31s"t=31s" HYPERLINK "https://www.youtube.com/watch?v=iipnhLTdh-0&t=31s" HYPERLINK](https://www.youtube.com/watch?v=iipnhLTdh-0&t=31s) * Milli Opitz Talks About the Great Depression, <https://livinghistoryfarm.org/farminginthe30s/movies/opitz_water_05.html> * Dust Bowl Migration, <https://www.loc.gov/resource/cph.3c3158> * Milli Opitz Talks about the Depression, <https://livinghistoryfarm.org/farminginthe30s/movies/opitz_life_17.html> * Zora Neal Hurston, [https://www.loc.gov/pictures/item/00652433/resource](https://www.loc.gov/pictures/item/00652433/resource/) * Duke Ellington, [https:// HYPERLINK "https://www.youtube.com/watch?v=KESlF\_upk\_Y"HYPERLINK "https://www.youtube.com/watch?v=KESlF\_upk\_Y" HYPERLINK "https://www.youtube.com/watch?v=KESlF\_upk\_Y"www.youtube.com/watch?v=KESlF\_upk\_Y](https://www.youtube.com/watch?v=KESlF_upk_Y) * Jesse Owens Berlin Olympics, [https://www.youtube.com/watch?v=jB0n35UIv-s](https://www.youtube.com/watch?v=jB0n35UIv-s&t=2s) * Margaret Mitchell Photo, [https://www.loc.gov/item/94510616](https://www.loc.gov/item/94510616/) | | | |
| Formative Assessment Questions | | | Student Exemplar Responses to the Formative Assessment Questions |
| 1. Read the list of US government programs and answer the question.     As president, Franklin D. Roosevelt helped to create these programs because of …   1. The economic struggles of the nation and its people during the Great Depression 2. His concerns about the spread of communism and its influence in the US 3. The lack of support among the American people for US entry into the WWII 4. His commitment to expanding the rights of African Americans and ending segregation 5. What BEST explains Duke Ellington's considerable cultural impact in the United States in the 1930s? 6. Many Americans enjoyed Ellington's patriotic songs during the First Red Scare. 7. Television broadcasts brought Ellington's music into living rooms across the country. 8. The growth of radio allowed citizens all around the country to listen to Ellington's music. 9. Ellington's protest songs were popular during a time that people did not trust the government. 10. Why was Jesse Owens’s success at the 1936 Olympics in Berlin, Germany, important? 11. it inspired interest in the US and increased European tourism. 12. It proved that Adolf Hitler and the Nazi Party’s racist ideas were wrong. 13. It convinced professional sports leagues in the US to desegregate 14. It increased public support for joining WWII to help defeat Germany 15. Margaret Mitchell won the 1937 Pulitzer Prize for Gone with the Wind, a book about 16. Life in the American South during the Civil War 17. Men working in the stock market during the 1920s 18. Life on a Midwestern farm during the Dust Bowl 19. Women working in an aircraft factory during WWII 20. Use the information to answer the following question.   I was a great jazz musician during the 1930s. I played the piano, composed songs, and led a band. My band often played at the Cotton Club in Harlem.  Who is the speaker in this paragraph?   1. Muddy Waters 2. John Steinbeck 3. Duke Ellington 4. John Steinbeck | | | 1. A. The economic struggles of the nation and its people during the Great Depression 2. C. The growth of radio allowed citizens all around the country to listen to Ellington's music. 3. B. It proved that Adolf Hitler and the Nazi Party’s racist ideas were wrong. 4. A. Life in the American South during the Civil War 5. C. Duke Ellington |
| Teacher Notes- Background on Art From | | | |
| What is acting? The portrayal and performance of a character or scene in imaginary circumstances usually in front of an audience of some kind. Actors are our society’s favorite storytellers.  Storytelling is an ancient art form. All cultures, all people have used this oral tradition of storytelling to inspire, educate, and entertain. In addition, storytelling has been used to maintain and pass down culture, tradition, values and even history. Today, we experience story in many ways. Not only through the modern-day griot that is seen at schools, festivals, or other venues where people gather; but modern society uses the vehicles of books, the theatre, television, radio, and all types of electronics that connect us to each other's stories.  **Need for Warm Ups**  As an athlete warms up and does various exercises to strengthen their muscles for their sport, so do actors and storytellers. Engaging in exercises and games that focus on utilizing emotions through facial, bodies and vocal expression allows the students to stretch the muscles of their imagination and creativity so that they are readily accessible to them when they are ready to perform. Good vocal variation, along with the right amount of animated facial & body expression gives rise to a much more interesting performance to see, hear and experience and learn from.  **Theatre Games**  Games give students the chance to work cooperatively as critical thinkers and problem solvers.  Theatre games bring creativity, energy, and enthusiasm to the classroom. These games promote collaboration in accomplishing goals. A student does not need to be an " actor" to enjoy and succeed in these games. The games enhance group dynamic and can be used to reinforce content. Students can help students stretch their perspectives by giving them the chance to reflect on behaviors, situations and personalities of themselves and others. One does not need to be a drama teacher to facilitate the games. Website offering games and directions are listed below. Many are adaptable to a theme of your choice. Here are some links to classroom game ideas and directions for further exploration.  The Resilient Educator  <https://resilienteducator.com/classroom-resources/theater-games-classroom/#:~:text=%20Theater%20Games%20Use%20Dra>  Drama Tool kit  <http://www.dramatoolkit.co.uk/drama-games/a-to-z>  Icebreaker and warmup game ideas  <https://icebreakerideas.com/drama-games-for-kids/> | | | |
| Teacher Notes- General Overview | | | |
| The Golden Age of Radio or Old Time Radio Era was a time in the United States when RADIO (not television) was the main form of information and entertainment. Most homes had a radio. This was our access to all the stories of the times.  Instead of seeing the actors and actresses act out the stories, people HEARD them. Eventually, as television became popular, radio broadcasters, (ABC, CBS, NBC), began filming radio shows. Still, radio was the primary device that Americans were informed about what was going on in the world from politics to entertainment.  Americans experienced The Golden Age of Radio and the Great Depression simultaneously. In this 4-day, 80-minute lesson, students will learn and engage with the Great Depression era by simulating its most popular art form, the old-time radio show. Students will learn about aspects of the Great Depression as actors performing in a play. The characters they portray will be the key figures and events of the time. This performance may be recorded as a modern-day podcast. | | | |
| Schedule Options for Unit | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | *70-80-minute Schedule:* | Day 1:  \*Intro to Radio Shows of Great Depression  \*Physical & Vocal Warm Up  \*Theatre Game  \*Script Read Through | Day 2:  \*Comparing photos  \*Physical Vocal Warm Up  \*Casting of Script  \*Script Read Through  \*Theatre Game | Day 3:  \*Character Posters  \*Physical Vocal Warm Up  \*Theatre Game  \*Script Read Through with blocking  \*Script Analysis | Day 4:  \*Activity  \*Physical/Vocal  \*Theatre Game  \*Performance  \*Jeopardy | | | | |

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| Lesson Sequence- Day 1 |
| OPENING  Time: 25 Minutes |
| Intro to the actor as a storyteller.  Briefly describe the Golden Age of Radio during the Great Depression.  Inform students of final presentation, (A play, depicting a Radio Show based on their Great Depression Unit)  View Radio Show Sample “Back of the Mike,” <https://www.youtube.com/watch?v=75tZRA8Jdds>  Discussion Questions:   * What are the challenges of presenting a story on the radio? * How do radio performances create pictures in the minds of the audience? * Narrators use their voices to create sound effects. What sound effects do you hear in the clip? * Notice that although the actors are standing in one place, they perform with full energy. How does a radio drama compare with a TV show or movie? Stage production?   Warm Ups: (15 mins)  The Teacher will lead the students in the following warm-ups. Explain to students that they need to warm up their bodies, faces, & voices like actors do in real life.  *Physical Warm ups*: The Voice resides in the body. Students are lead in a head-to-toe body warm. Role the head, the shoulders, do jumping jacks. Stretch. Run in place. If you have room…TAG! Click this link for an example: [Warm-Up Your Body | Shake Out - YouTube](https://www.youtube.com/watch?v=Et0RGcrgkpA)  *Facial Warm ups:* The face is part of the body but sometimes considered separate. Lead students in facial warm ups. Have students begin with no facial expression at all. Call out the following: 1. Eyebrows up. Eyebrows down (4 times), 2. Mouth up smiling. Mouth down frowning (4 times), 3. Close face tight (eyebrows down, mouth and nose scrunched together to center of face), Open face wide (eyebrows up, eyes stretched open with mouth stretched open) Alternate 4 times between Closed/Open face. <https://www.youtube.com/watch?v=VkKjsNl3BGI>  *Projection/Volume is speaking so you can be heard:* Call and response. Have students repeat any phrase. A FUNNY PHRASE IS BEST! “The Great Depression is not so great”. Remind them to speak from the diaphragm (muscle beneath the lungs above the belly). When one inhales, this area should expand. When one exhales it flattens. Breath in. Keep your shoulders down. As you speak allow words to come out with the breath. Explore vocal volume. Repeat a phrase over and over. Fill the room with the voice. Gradually it gets softer and softer.  *Articulation:* Is speaking clearly enough. The tongue, teeth, lips, hard and soft palates. The roof of your mouth is the hard palate. The top rear is soft palate. These are the articulators. Begin with long vowel sounds. Have students repeat the following in this Vowel Sound Warm-Up: Repeat it 4 times  a, ee,I , o, u (ay-ee-i-oh-oo)  te, tee, ti, to, tu.  me, mee, mi, mo, mu. And finally le, lee, li, lo, lu,  Have students repeat a tongue twister.  Red leather Yellow Leather, Good Blood Bad Blood  The tip of the Tongue is taking a trip of three steps down the palate.  To Tap ant to upon the teeth.  Rate/ Tempo is how quickly one speaks. Lead students in the above Vowel Sound warm up, or Tongue twisters at different tempos: Slow, then medium and fast    Tone is the sound quality of your voice. Take a phrase. Ex. “I am happy”. Have students repeat the phrase using various tones. Have them say it like a mouse, a lion, an opera singer or a ghost. Repeat these and add varying tempos. Ex. A mouse speaking *quickly, slowly* and at a regular rate. Here’s a link for a great TONE EXERCISE. It’s called Fairy Tale Kingdom. <https://www.youtube.com/watch?v=JyBOHUuI554ou>  This concludes the Warm-Up. Once you are familiar with them, warm-ups can be done very quickly. |
| Work Period  Time: 15 minutes |
| Theatre Game  Mingle/Freeze (15 minutes)  Call out the word “Mingle Neutral” Students move around the space freely without facial/or body expression.  Call out Freeze HAPPY. Students stop and freeze in a happy statue. They HOLD the facial and body expressions. Go around and look at students’ frozen positions. Give positive feedback.  Call out “Mingle Neutral” again. This time Change the emotion. Freeze ANGRY  Call out “Mingle Neutral” again. (Students walk around.) Call out Freeze SURPRISED. While students are in their Surprised Statues…tell them “Get ready to express yourself” Go around and tap individual students on the shoulder. They become unfrozen and they say a phrase using their body and face and voice to express it. For example, after freezing in a Surprised Statue, you tap a student’s shoulder. They come alive and jump back saying “A party for me!” That student refreezes in that emotion and position. Unfreeze other students. Maybe 4. Then begin another “Mingle Neutral”. Another Freeze Emotion. Then unfreeze by tapping new shoulders and asking them to “Get ready to express yourself. Make sure to give positive feedback. |
| CLOSING  Time: 30 minutes |
| First Read Through  Have students read the script individually and consider what part they would like to perform.  As students read, they can place question marks beside words or concepts that they do not understand. |

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| Lesson Sequence- Day 2 |
| OPENING  Time: 20 min  . |
| Have students compare the Roaring Twenties with the Great Depression photographs. Inform the students that the pictures are snapshots from two consecutive eras in United States History.  Get their imagining skills going. Suggested Discussion Questions:   1. Who do they think these people are? 2. What do they think is going on? Why? 3. What kind of feelings do they seem to be expressing?   Roaring Twenties  Harlem apartment block, <https://www.loc.gov/resource/fsa.8d28514/>  Great Depression  Crowd of people gathered outside the New York Stock Exchange following the crash of 1929, <https://www.loc.gov/resource/cph.3c23429/>  Warm Ups: (15 mins)  The Teacher will lead the students in the same warm-ups as Day 1. Explain to students that they need to warm up their bodies, faces, & voices like actors do in real life. |
| WORK PERIOD  Time: 30 |
| CASTING  Casting can be done in two ways.   * Teachers can assign the roles based on their knowledge of the students and their performance during warm ups and theatre game. It helps to write their names along with their character’s name before passing out the scripts. * Casting is done by asking “who wants to play what,” which allows students to take the role of deciding what they want to take on. Students should be allowed to thumb through it for a few minutes before a class discussion.   READ THROUGH  Before beginning the read through, students should be reminded of the tools of the actor. Vocal, body, and facial expression will help the script come alive. Remind them that they are free to experiment with different voices using tone and rate.  The initial read through should be done without stopping. Resist the desire to critique. Tell the students: “READ THE BEST YOU CAN WITH AS MUCH EXPRESSION AS YOU CAN, NO PRESSURE!” |
| CLOSING  Time: 20 |
| Theatre Game  1,2,3 Triptych (15 mins)  A Triptych is a set of three artistic, literary, or musical works intended to be appreciated together. This activity is meant to create a cohesive ensemble and foster a spirit of working together. Radio shows were ensembles of actors, journalist, technical people, producers, announcers, and special guest etc. It is always important for everyone to feel comfortable with each other. SEE THIS VARIATION of the same game called “Elephant” <https://www.youtube.com/watch?v=jMLJVcc6bcE&t=51s>  The class is broken up into teams of 3.  Each team is given a Great Depression Key Figure or Event.  The teams of three go to a space and decide how they will create a “Triptych Sculpture’ to represent the figure/event. A short phrase may be added by the group to compliment the Triptych.  Allow the teams to choose one of the following:  1. Stock Market Crash  2. Hoover  3. Franklin Roosevelt  4. Dust Bowl  5. Soup Kitchen  6. Breadline  7. Radio  8. Fireside Chat  9. New Deal  10. The New Deal  11. Zora Neale Hurston  12. Duke Ellington  13. Margaret Mitchel  14. Gone with the Wind  15. Unemployment  16. Jesse Owens  17 Black Tuesday, 18. Oct. 1929,  19. Relief  20. Langston Hughes  21. Eleanor Roosevelt  22. Hooverville  The students come back and form a very large circle. Each team of three shows the group at large what their Team Triptych is, and how to make. The Triptychs must be completed by the time the entire group, or the teacher completes a count to 3. “1, 2, 3, Triptych”. The count should get faster and faster. |

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| Lesson Sequence- Day 3 |
| OPENING  Time: 30 |
| Costumes (15 mins)  Have students research 1930s clothing. If you have the traveling trunk, students could use the clothing as a resource.  Suggested Questions:  How are 1930s clothing similar and different from todays?  Do men/women still wear hats? Explain.  Would you like wearing 1930s clothing? Explain.  Clothes tell us a lot about a person. One of the ways costume designers define a character is with color. Talk about characters you know. What colors are associated with each of the following? Spiderman, Maleficent, Cinderella, Mickey Mouse, Snow White, Barbie  Now, it is the students turn to create a costume for their character. If your character is a word/event, then you will have to use your imagination even more.  Students then sketch out the costume and write an explanation, focusing on why they chose certain colors to illustrate their character.  Have students put together their costume using available resources.  Following are Costume Ideas   |  |  | | --- | --- | | Dapper Dans | Breadline Beauties | | Word Cards | Character Posters |   Warm Ups: (15 mins)  Warm ups help actors focus their energy on the task at hand.  This time allow a student to lead warm-ups. Assign a different student for each portion. One can lead Physical, another Vocal. Allow a different student to lead a different portion of the vocal warm ups (Projection, Articulation, Tone). |
| WORK PERIOD  Time: 35 mins |
| Theatre Game  EMOTIONAL CHORUS (15 minutes)  Choose 8 no more students at a time. Four sit in chairs and four stand behind them, (so they can see you, (the choral director) and you can clearly see them.  Each is asked to create a short phrase and choose an emotion that goes with it. Use a phrase that connects with the Great Depression. HAPPY: The soup kitchen is open! ANGER: I lost my job! SCARED: The bank lost my money! SAD: We lost the farm.  The Choral Director directs the chorus through various intensities of saying their phrase like a Choral Director or Conductor of an orchestra. For example: Holding hands up may mean they express happiness louder. Lowering the hand may mean express their emotion and phrase softer. Rolling your hands round might mean say your line quicker. Waving your hands slowly back and forth might mean speak slowly etc. Choral Members cannot change or add to their phrases once the game, (concert) starts. The director can even point to two Choral members at the same time. Coral members must keep their eyes on the Director. The Director must be clear regarding whom they are pointing to. After a few minutes, 8 more students can be in the chorus. A student can also take the place of the director.  Emotional Chorus TWO  Each choral member creates a phrase. The Director calls out an emotion. For example: ANGRY. ALL choral members say their phrase as if they are angry. The Director uses the same type of hand movements to direct them through various levels of their Anger with the same phrase. Then the director calls out Another Emotion…SAD. Using the EXACT same phrases, they explore the many ways to express sadness.  READ SCRIPT WITH BLOCKING & CRITIQUE (WORK THROUGH):  Clear a space for the play to be performed.  There should be 4 real or pretend microphones. You can keep the movement very simple since radio players had to say near their microphones and the audience could not see them.  Create a sitting area for students to wait for entrances. After they finish their parts, let them know they can be seated back in the audience. See Illustration Below:  Waiting area Performance Area   1. Yellow circles indicate Mic(s) 2. Waiting Area Seats Audience 3. Performance Area 4. Audience |

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| CLOSING  Time: 5 mins |
| Poetry Analysis  Langston Hughes share the Ballad of Roosevelt during the play. Students should work together in small groups or individually to answer the following questions about the poem.   * What does he mean by “waiting on Roosevelt?” * Who is waiting? * What do they want Mr. Roosevelt to do? * What do you see in the poem that makes you think this? Look for specific details. |

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| Lesson Sequence- Day 4 |
| OPENING  Time: 30 mins |
| Tableau  Display the phrase, Happy Days Are Here Again on the board and play “Happy Days Are Here Again,” <https://www.youtube.com/watch?v=3fGRv-okD7U>  Ask the students to imagine a happy day.  Explain that their task is to create a tableau or frozen picture, which could be titled “Happy Days are Here Again.” Divide the students into small groups of 3 to 5 students. Remind them that pictures are still and do not talk.  After a 3-minute work time, each group presents their tableau to the class and share the meaning of their image.  FDR used this song in his presidential campaign. Have the students discuss why they think he chose this song.  Warm Ups: (10 mins)  This time allow a student to lead warm-ups. Assign a different student for each portion. One can lead Physical, another Vocal. Allow a different student to lead a different portion of the vocal warm ups (Projection, Articulation, Tone). |
| WORK PERIOD  Time: 20 mins |
| Performance  Have the chairs and " mics" in place before the students arrive. It is a good idea to lay their costumes and props on their chair beforehand too. Energy will be high and the more you have already done the better.  After the warm ups, students will take their places. If you are going to have an audience, you can plan an entrance for them to their chairs from the back or side of the classroom. Encourage them to have fun. This is the time to accentuate the positive. You have all worked hard and learned so much. |
| CLOSING  Time: 20 mins |
| Performance Review  Have a brief discuss on what went well, by focusing on the positive.  Have students share what they learned from the performance. This can be in the form of a discussion or written reflection.  What would they like to know more about?  Where can the find additional resources on the 1930s and radio plays?   |  |  | | --- | --- | | AUTHOR | Donna “Kokumo” Buie | |