

UNIT TITLE: Courageous Hope: An Exploration of Voice and Gesture

FOCUS OF THE UNIT: Students will explore the theme of Courageous Hope through Maya Anagelou's poetry, voice, gesture and their own poetic words.

Overarching Unit Understanding(s)	Summative Assessment Strategy(ies)
SWBAT demonstrate understanding of courageous hope through their expressive voices, bodies and their critical reflections.	<p>Performance Task: Courageous Hope Video</p> <p>Criteria:</p> <ul style="list-style-type: none">- Students perform their own stanza of "Life Doesn't Frighten Me At All"- Students perform their own line of Student-Written Poems- Students present gestures for each line in their group's Stanza <p>Documentation: Video, Poem Cut-outs, Self-Assessment Handout, Rubric</p>

A. RELEVANT LEARNING STANDARDS:

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.SL.2.2](#): Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

[CCSS.ELA-LITERACY.SL.2.3](#): Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas:

[CCSS.ELA-LITERACY.SL.2.5](#): Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Fluency:

[CCSS.ELA-LITERACY.RF.2.4.B](#): Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

Artistic Process • CREATING Process Component • REHEARSE
2nd TH:Cr3.1.2

b. Use and adapt sounds and movements in a guided drama experience.

Artistic Process • PERFORMING Process Component • PREPARE
2nd TH:Pr5.1.2

a. Demonstrate the relationship between body, voice, and mind in a guided drama experience.

Artistic Process • PERFORMING Process Component • SHARE
2nd TH:Pr6.1.2

a. Contribute to group guided drama experiences and informally share with peers.

Artistic Process • RESPONDING Process Component • EVALUATE
2nd TH:Re9.1.2

a. Collaborate on a scene in a guided drama experience.

B. CONTEXT FOR LEARNING:

Audience: The lesson will be implemented in three 2nd grade classes consisting of either 14, 15 or 16 female students. The demographic of the students in those classes are 90% Caucasian. The majority come from affluent families. All students speak English fluently and are quite advanced in their academic and artistic pursuits. They grasp information quite quickly, making it possible to cover a significant amount of content in one class period.

Modifications: Visual and written prompts/instructions (Canva Slides), visual reinforcements, videos, modeling, one-on-one check-ins, positive reinforcement and feedback, redirection, multiple means of expression, physical activities, small group instruction, attention by proximity. Gifted Students-- Provide extension opportunities; opportunities for peer leadership and assisting other students (ex: additional lines, group leadership, modeling opportunities)

Previous Knowledge: The students have been taking Drama classes since Pre-K. They have foundational knowledge of drama terms and are comfortable performing for their peers. Additionally, each year the students present a Christmas Show for their families. Throughout this unit, students will become more comfortable using their body and voice as a means of expression.

Lesson 1: Courageous Hope: Poetry and Vocal Expression

Focus Question: How can words and vocal expression be used to explore Courageous Hope?

Lesson Objective(s)/Goal(s)	Assessment Strategy(ies)
Drama-Based Objective: SWBAT to vocally examine, express and share their assigned stanza of “Life Doesn’t Frighten Me At All” to the class.	Performance Task: Juicy Words, Group Work and Presentation Criteria: Each student reads their own line aloud. Students emphasize juicy words through projection and vocal expression. Documentation: Brief notes,
Language-Based Objective: SWBAT read their assigned poetry stanza aloud and identify a key word they would like to emphasize.	Performance Task: Group Work: Juicy Words Criteria: Each student selects their own line to read aloud. One juicy word is circled in each line. Documentation: Poetry Cut-Outs
Affective Objective: SWBAT determine and practice positive group norms.	Performance Task: Group Work Norms List Criteria: Group generates group norms, students practice the norms in their groups Documentation: Group Norms List, Brief Notes

Related Common Core & Standards:

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Artistic Process • RESPONDING Process Component • EVALUATE

2nd TH:Re9.1.2

a. Collaborate on a scene in a guided drama experience.

Modifications Relevant to the Lesson: Visual and written prompts/instructions (Canva Slides), visual reinforcements, poetry video with images, modeling, one-on-one check-ins, positive reinforcement and feedback, redirection, multiple means of expression, physical activities, small group instruction, attention by proximity.

Gifted Students-- Provide extension opportunities; opportunities for peer leadership and assisting other students (ex: additional lines, group leadership, modeling opportunities)

Spatial Organization: The room is a large open space with mirrors, high ceilings and windows. Students sit/work/move in the middle of the room. There are chairs on one side of the room that are used upon request/need. A moveable smart board and speakers are located in the center of the room, which will be used throughout the lesson. A grand piano is located near the chairs, which is not used during our classes. Students will be given designated areas to work during the Group Work activities.

Materials Needed: Lesson 1 on [Canva Slides](#) on Smartboard, poem stanza cut-outs, pencils, “Maya Angelou: Little People Big Dreams” book.

Procedures

1. **Introduction:** (2 mins)

- Teacher introduces herself with three personal facts (loves Harry Potter, loves chocolate, born in Mexico). Teacher tells a story of a time when needed to have courage in personal life (performing improv in high school)

2. **Power Clap** (1 mins)

- Tool for class to feel powerful. Count down backwards from 3. On zero everyone claps at the same time.

3. **Name Game** (7 mins)

- Students share their name and one gesture to go with it. Everyone repeats it. If they can't think of anything they can wave.

4. **Pass the Emotion:** (4 mins)
 - Teacher shares an expression and sound to go with the emotion. It must be passed around the room. Students are invited to share one and then it is passed around the room. Not everyone will share, only select volunteers are chosen.
5. **Mill and Seed** (6 mins)
 - Review of Bubble Trouble and neutral position. Students walk around the room as teacher calls out different gestures for them to show. Music is playing. When music stops they must freeze and show the gesture. Examples: “get teachers attention”, “come here”, “good job”, “no”, “something smelly”.
6. **Lesson 1 Canva Slides** (7 mins)
 - Teacher defines the terms “Expression” and “Gesture”.
 - Teacher introduces Amanda Gorman. Discussion of how she had a stutter and overcame it with hope and courage to be the poet laureate.
 - Introduction to Maya Angelou. Read excerpt from “Maya Angelou: Little People Big Dreams” story.
7. **Life Doesn't Frighten Me At All** Video (3 mins)
 - Class watches a video of this poem. *What are some things that frighten you? Do you think it will be the same as what is in the poem?*
8. **Juicy Words** (3 mins)
 - Teacher models what a “juicy word” is and how to emphasize it with the phrases, “I love ice cream”, “I don't want to”, “Life Doesn't Frighten Me At All”. Identifying what makes a juicy word clear to the audience ex: volume, verbal emotional expression, body language. One or two students are invited to model a juicy word for the class.
9. **Group Work Norms** (2 mins)
 - Students are asked to identify positive group work norms. *What tools do we need to work together positively in a group? How do we make decisions? What can we do if two people in one group want the same line?*
10. **Group Work and Presentation** (13 mins)
 - Students are put into groups and given one stanza of the poem. A scribe for each group is selected. Each group member must have their own line and write their name or initials next to it. In each line the scribe should circle the juicy word. When they are ready they present their group work to the class.
11. **Reflection** (5 mins)
 - *How did we know when someone said their juicy word? What did they do with their voice?*
12. **Closing Circle** (2 mins)
 - In a circle, students touch fingers to their chin for quiet, then touch pinkies to the person standing next to them. While making eye contact students must all clap as one. Once the clap has been accomplished they silently line up.

EXTENSION:

- Students that complete their work may be given additional lines to work on for “Intro and Outro”
- Can add a gesture to their word.
- Complete Appendix C - What is Gesture? What is Expression?

Lesson 2: Courageous Hope: Physical Expression - Filming Day 1

Focus Question: How can physical expression be used to explore Courageous Hope?

Lesson Objective(s)/Goal(s)	Assessment Strategy(ies)
<p>Drama-Based Objective: SWBAT demonstrate the relationship between body and voice by adding a gesture/movement into their “Life Doesn’t Frighten Me” stanza’s.</p>	<p>Performance Task: Group Work, Filming</p> <p>Criteria: Each student performs their own line, Each line has a gesture/physical movement, all students perform each gesture.</p> <p>Documentation: Video</p>
<p>Language-Based Objective: SWBAT to define “Hope” and “Courage”.</p>	<p>Performance Task: “Hope” and “Courage” Worksheets</p> <p>Criteria: Students define their understanding of hope and courage, students can give personal examples as a form of definition.</p> <p>Documentation: “Hope” and “Courage” Worksheets</p>
<p>Affective Objective: SWBAT practice positive group decision making and collaboration.</p>	<p>Performance Task: Group Work</p> <p>Criteria: Students practice Group Work norms in order to create gestures, all group members come to agreed consensus on which gestures should be used, students work as a team to resolve any group dynamic issues</p> <p>Documentation: Brief Notes, Video</p>

Related Common Core & Standards:

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a. Contribute to group guided drama experiences and informally share with peers.

Artistic Process • RESPONDING Process Component • EVALUATE
2nd TH:Re9.1.2

a. Collaborate on a scene in a guided drama experience.

Modifications Relevant to the Lesson: Visual and written prompts/instructions (Canva Slides), visual reinforcements, poetry video with images, modeling, one-on-one check-ins, positive reinforcement and feedback, redirection, multiple means of expression, physical activities, small group instruction, attention by proximity.
Gifted Students-- Provide extension opportunities; opportunities for peer leadership and assisting other students (ex: additional lines, group leadership, modeling opportunities)

Spatial Organization: The room is a large open space with mirrors, high ceilings and windows. Students sit/work/move in the middle of the room. There are chairs on one side of the room that are used upon request/need. A moveable smart board and speakers are located in the center of the room, which will be used throughout the lesson. A grand piano is located near the chairs, which is not used during our classes. Students will be given designated areas to work during the Group Work activities.

Materials: Lesson 2 on [Canva Slides](#) on Smartboard, “Emotions playlist”, speaker, poem stanza cut-outs, pencils, markers, green screen, iPhone for filming.

Procedures

1. **Names:** (2 mins)
 - Students stand in a circle. Rapid fire they go around the circle and project their name like they are throwing a ball across the room. Reminder of what is neutral/not neutral.
2. **Warm Up: Mill and Seethe** (5 mins)
 - Using the “Emotions Playlist” students are invited to walk around the room. As different songs play, students must embody the emotion of that song and express it with their bodies. Ex: sad, scared, tired, excited.

- Step 2: Add Gesture. With new music, students show a gesture for the following ideas: cold, hot, stop, no, smelling something bad, smelling something good.
3. **Review: Defining Hope and Courage** (2 mins)
 - Students are reminded of the definitions of “Hope” and “Courage”. ([Canva Slides Lesson 3](#))
 4. **[Encanto Video](#): Defining Courageous Hope** (2 mins)
 - *What is courageous hope?* Students watch an excerpt from “Encanto” (stop at 0:42) as an example of courageous hope. *How did Mirable show courageous hope?*
 5. **Group Work Discussion** (5 mins)
 - Review of what was done in the last class. Students will collaborate in their same group and stanza as last class. For this session, they must add a gesture to their juicy word. All students in the group must do the gesture. Select students are invited to model what a gesture looks like for the phrase “Life Doesn’t Frighten Me At All”.
 - Students review the Group Work Norms
 6. **Group Work** (10 mins)
 - In groups students collaborate and rehearse the following:
 - Each group member has their own line.
 - Each line has a gesture attached to their juicy word.
 - The whole group must do all of the gestures.
 7. **Madam Didio Vocal Warm up** (2 mins)
 - Right before filming students are led through a vocal warm up.
 8. **Filming “Life Doesn’t Frighten Me At All” Poem** (25 mins)
 - Students are invited one group at a time to film their Poem stanza.
 - The remaining students are asked to complete the “Hope” and “Courage” Worksheets. (Appendix A)

Modifications: If students are unable to complete the workshop silently, students can practice active audience skills and sit and watch the filming.

9. **Closing Procedure: Group Clap** (2 mins)
 - What was a *glow* from your filming experience? What is a *grow* we can work on for next time?
 - In a circle, students touch pinkies and then attempt to clap at the same time. They then silently line up. This is how class ends each session.

If time allows:

- Self-Assessment: Glow and Grow Worksheet
- Film students saying definitions of Hope, Courage and Courageous Hope.

Lesson 3: Courageous Hope: Performing Our Own Words - Filming Day 2

Focus Question: How can we fully embody “courageous hope” using our own words?

Lesson Objectives	Assessment Strategies
<p>Drama-Based Objective: SWBAT vocally and physically embody “Courageous Hope” using their own words and gestures.</p>	<p>Performance Task: Group Work, Filming</p> <p>Criteria: Each student has their own line, one juicy word in each line is circled, one gesture in each line is physicalized by all group members</p> <p>Documentation: Video, Poem Cut-outs, Glow/Grow Handout, Rubric (Appendix C)</p>
<p>Affective Objective: SWBAT collaborate with group members to explore, rehearse and present their group poem for the “Courageous Hope” video.</p>	<p>Performance Task: Group Work, Filming</p> <p>Criteria: Students demonstrate flexibility, teamwork, and problem solving skills when working in a group.</p> <p>Documentation: Brief Notes, Rubric (Appendix C)</p>

Relevant Learning Standards:

- **Relevant State Standards:**

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a. Contribute to group guided drama experiences and informally share with peers.

Artistic Process • RESPONDING Process Component • EVALUATE

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a. Collaborate on a scene in a guided drama experience.

Modifications:

Visual and written prompts/instructions (Canva Slides), visual reinforcements (Encanto video) modeling, one-on-one check-ins, positive reinforcement and feedback, redirection, multiple means of expression, physical activities, small group instruction,.

Gifted Students-- Provide extension opportunities; opportunities for peer leadership and assisting other students (ex: additional lines, group leadership, modeling opportunities)

Spatial Organization: The room is a large open space with mirrors, high ceilings and windows. Students sit/work/move in the middle of the room. There are chairs on one side of the room that are used upon request/need. There is a small room divider on the far end that will be used to hang a green screen. A moveable smart board and speakers are located in the center of the room, which will be used throughout the lesson. A grand piano is located near the chairs, which is not used during our classes. Students will be given specific areas to work during the Group Work activities.

Materials: Lesson 3 on [Canva Slides](#) on Smartboard, “[Encanto](#)” clip, poem stanza cut-outs, pencils, markers, Self-Assessment worksheet (Appendix B), green screen, iPhone for filming, stickers.

Procedures:

1. **Warm up Game:** Modified version of *Stop/Go, Clap/Jump* (7 mins)
 - Students walk around the room and are given verbal instructions (*stop, go*)
 - Level 2: students are given new prompts for movement to explore expression and gesture. Pairing A: *Delicious* (students rub belly), and *Disgusting* (students wave hand in front of nose as if smelling something bad), Pairing B: *Brave* (students

stand with their hands on their hips) and *Boo* (students duck down like they are being scared)

- Level 3: Students must do the opposite of the word that was given (ex: stop means go, go means stop etc.)
2. **Review: Defining Hope and Courage** (3 mins)
 - Students are reminded of the definitions of “Hope” and “Courage”. ([Canva Slides Lesson 3](#))
 3. **[Encanto Video](#): Defining Courageous Hope** (3 mins)
 - *What is courageous hope?* Students watch an excerpt from “Encanto” (stop at 0:42) as an example of courageous hope. *How did Mirable show courageous hope?*
 4. **Group Work Instructions/Norms Reminder** (3 mins)
 - Teacher Models upcoming activity. Students review group work instructions and positive group work norms.
 5. **Group Work** (10 mins)
 - Students are separated into groups of 3 or 4 and sent to different areas of the room. Each group receives a stanza of 3-4 (depending on group size) student-written lines. These lines were put together based on what the students wrote in a previous class. In their groups, students must designate a line for each person, circle a juicy word in each line and attach a gesture for each juicy word.
 6. **Madam Didio Vocal Warm up** (2 mins)
 - Right before filming students are led through a vocal warm up.
 7. **Filming Student Written- Poems** (25 mins)
 - Students are invited one group at a time to film their stanza.
 - The remaining students will sit in a semi-circle and practice audience skills. *How do we practice being an active audience member?*
 8. **Glow/Grow Self-Assessment Handout** (If time allows) (5 mins)
 - Once they finish filming, students will complete the Glow/Grow self-assessment worksheet. (Appendix B)
 9. **Closing Procedure: Group Clap** (2 mins)
 - In a circle, students touch pinkies and then attempt to clap at the same time. They then silently line up. This is how class ends each session.

If time allows:

- Self-Assessment: Glow and Grow Worksheet
- Film students saying definitions of Hope, Courage and Courageous Hope.

Extension

- *How can I show COURAGEOUS HOPE at home, at school or in my community?*
- Mad Libs Worksheet (Appendix E)

APPENDIX A

Name(s) _____

Class _____

2nd Grade Drama
Mrs. Ashley & Mrs. Tamara

*Use the space below to draw a picture of what **HOPE** looks like to you.*

Tamara Geisler
Fall 2022

Name(s) _____

Class _____

2nd Grade Drama
Mrs. Ashley & Mrs. Tamara

*Use the space below to draw a picture of what **COURAGE** looks like to you.*

APPENDIX B

Name _____

Class _____

2nd Grade Glow and Grow
Mrs. Ashley & Mrs. Tamara
Drama

Use the Space below to share your GLOW and your GROW from today.

GLOW (What did you do well?)	GROW (What do you want to work on?)

Appendix C

Student Name _____

Date: _____

Group _____

2nd Grade Rubric for *Courageous Hope* Video

RUBRIC	4	3	2	1
Physical Expression/Gesture	Clear gesture and physical expression throughout stanza. Student shows command of emotionally connecting physical expression to words.	Students had clear gestures and or physical expression in majority of the lines. Student attempted to emotionally connect physical expression to words.	Minimal gesture and or physical expression present in lines. Minimal, if any, emotional connection to physical choices.	Gesture and physical expression were not present in any section. No clear emotional connection between words and physical actions.
Verbal Expression	Group identified and verbally expressed a juicy word in each line. Student lines were projected and enunciated.	Group identified a juicy word in most of the lines. Student attempted to project and enunciate.	Juicy words were not clearly identifiable. Minimal attempt to project and enunciate.	All words were stated in a similar tone. Projection and enunciation were not present.
Group work	Students collaborated well together. Demonstrated flexibility and shared responsibilities. Students demonstrated positive problem-solving skills in order to make group decisions. Students stayed on task.	Students mostly collaborated well and shared responsibilities. Students attempted positive problem-solving skills in order to make decisions. Students mostly stayed on task.	Students had some issues collaborating together. Positive problem-solving choices were minimally discussed when attempting to resolve group dynamic issues. Students did not always stay on task.	Students did not collaborate well together. Students could not resolve group dynamic issues. Students did not stay on task.

Comments:

EXTENSIONS:
APPENDIX D

Name(s) _____

Class _____

2nd Grade Drama Questions
Mrs. Ashley & Mrs. Tamara

Use the space below to write OR draw a picture of the following questions. Feel free to share examples.

1. What is **EXPRESSION**?

2. What is **GESTURE**?

3. How can I show **COURAGEOUS HOPE** at home, at school or in my community?

APPENDIX E

Name(s) _____

Class _____

Group Number _____

2nd Grade Mad Lib “Life Doesn’t Frighten Me At All”
Mrs. Ashley & Mrs. Tamara
Drama

Fill in the blanks with your own words!

Noun - is a person, place, or thing (Example: <i>sister, forest, shoe</i>)
Animal - choose any animal (Example: <i>horse, gorilla, koala</i>)
Mythical Creature - creatures that aren’t real (Example: <i>unicorn, vampire, witch</i>)

Shadows on the _____ (noun)

_____ (noun) down the hall

Life doesn't frighten me at all

Bad _____ (animal) barking loud

Big _____ (noun) in a cloud

Life doesn't frighten me at all

Mean old Mother Goose

_____ (animals) on the loose

They don't frighten me at all

_____ (mythical creature) breathing flame

On my _____ (noun)

That doesn't frighten me at all.

_____ (animal) in the park

Strangers in the _____ (noun)

No, they don't frighten me at all.

I've got a magic _____ (noun)

That I keep up my _____ (noun)

Life doesn't frighten me at all