# **Unit Title:** The Adventures of Pepita Morales: The Fight to Save El Jardin

**Focus of the Unit:** To empower students to use their voice individually and collectively in support of a community cause.

| **Overarching Unit Objectives** | **Summative Assessment Strategies** |
| --- | --- |
| Students will be able to embody empowerment.  | **Performance Task:** Power Pose and Mantra**Criteria**: Students select a juicy adjective to say aloud as they present their own power pose. Each individual pose conveys a sense of confidence and power. **Documentation:** Brief notes |
| Students will be able to use personal experience to devise a drama piece which encompasses community engagement.  | **Performance Task**: Community engaged Devised Piece **Criteria**: Students create a devised piece that incorporates group tableau, their Protest Poster, the letter to city council member read aloud, and concludes with their individual power poses. **Documentation**: Devised Piece Tick-List with Comments  |
| Students will be able to interpret and make connections from literature in order to understand cultural and social perspectives.  | **Performance Task**: March Posters, Letter to City Council, Protest Reflection Worksheet and Class Dramatic Exercises**Criteria**: Students use the story of Pepita and the accompanying dramatic exercise as a model to engage with causes in their community. **Documentation**: March Posters, Letter to City Council, Protest Reflection Worksheet, Brief notes |

## **A. Relevant Learning Standards:**

### Relevant State Standards:

4th TH: Cr 1.1.4 - Organize and develop artistic ideas and work.

1. Theatre artists work to discover different ways of communicating meaning.
	1. Collaborate to devise original ideas by asking questions about character and plots.

4th TH: Pr 5.1.4 - Develop and refine artistic techniques and work for presentation.

1. Theatre artists develop personal processes and skills for a performance or design.
	1. Practice acting exercises that can be used in a group setting.

4th TH: Re 8.1.4 - Interpret intent and meaning in artistic work.

1. Theatre artists’ interpretations of drama or theater work are influenced by personal experience and aesthetics.
	1. Compare and contrast multiple personal experiences, when participating in or observing a drama or theater work.

4th TH: Cn 10.1.14 - Synthesize and relate knowledge and personal experiences to make art.

1. Theater artists allow awareness of relationships between self and others through critical awareness, social responsibility, and the exploration of empathy?
	1. Identify the ways drama or theater work reflects a community or culture.

4th TH: Cn 11.1.4 - Related artistic ideas and works with societal, cultural and historical context to deepen understanding.

1. Theatre artists deliberately interrelate their creative process with the world around them.
	1. Respond to community and social issues and incorporate other content areas in a drama or theater work.

### Relevant Common Core Learning Standards:

Reading Standards for Literature Grade 4:

1. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions)

 11. Recognize, interpret, and make connections in narratives, poetry, and drama to other texts, ideas,

cultural perspectives, eras, personal events, and situations.

Speaking and Listening Standards Grade 4:

1. Engage effectively in a range of collaborative discussions with diverse partners and grade 4 topics and texts, building on others’ ideas and expressive their own clearly.

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Knowledge of Language Standard Grade 4:

###  3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

### a. Choose words and phrases to convey ideas precisely.\*

### b. Choose punctuation for effect.\*

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### Relevant Strands (NYC Blueprint for Theatre):

5th Grade Benchmark: Acting-- Imagination, Analysis and Process Skills

* Students will be able to contribute positively and responsibly to ensemble efforts and demonstrate an emergent ability to collaborate with others.

5th Grade Benchmark: Acting-- Performance Skills

* Students will be able to use body and voice expressively.
* Students will be able to apply an understanding of specific character needs, obstacles, actions and relationships in activities, sharings and performances.

5th Grade Benchmark: Directing-- Imagination, Analysis and Process Skills

* Students will be able to create blocking and movement, using scenic elements to form compositions that reveal character relationships, focal points and action.

5th Grade Benchmark: Developing Theater Literacy-- Understanding Dramatic Texts

* Students will be able to discuss and write about dramatic themes.
* Students will be able to recognize the various purposes of theatre, including social change, education, and communication.

**B. Context for Learning:**

This unit is designed for a 4th grade drama curriculum in a New York City Public School. Each class has approximately 20 students and meets for drama class once a week for 50 minutes. Students in this school begin drama as a special once a week in the 1st grade. The drama classroom is equipped with desks and chairs for each student, a whiteboard, a projector, speakers, a drama library, and prop/costume closet.

The drama curriculum is balanced between teaching dramatic skill and using drama to extend and embody learning in other curricular subjects. Students have previously engaged with dramatic structures such as tableau, role on the wall, conscience alley, hot seating, and devising. Students are familiar with classroom norms and expectations.

While each class make-up is different, the school serves students who are bilingual and English Language Learners. Approximately 15% of the student population has an IEP, so multiple means of engagement, representation, and expression are utilized throughout each lesson.

**Lesson Title:** Dramatizing a Story

Lesson 1 of 4

**Focus Question**: How does dramatizing a story help us better understand a story's character, action, and conflict?

| **Lesson Objectives** | **Assessment Strategies** |
| --- | --- |
| **Drama-Based Objective:** Students will be able to dramatize literature to investigate character needs, obstacles, actions and relationships. | **Performance Task**: Tableaux and Hot Seating**Criteria**: Students actively participate in classroom activities by asking questions in the Hot Seating exercise and presenting a character doing an observable action in the tableau. **Documentation**: Role on the Wall Post-it Notes. Picture of Collective Tableau. Brief Notes  |
| **Language-Based Objective**: Students will be able to articulate character needs, obstacles, actions and relationships. | **Performance Task**: Role on the Wall, Hot Seating, Exit Ticket**Criteria**: Students contribute ideas in their Role on the Wall groups and class discussion. Students' questions in the Hot Seating exercise are relevant to the story and characters at play. **Documentation**: Role on the Wall Poster |
| **Affective Objective**: Students will be able to contribute positively, responsibly, and collaboratively with others.  | **Performance Task**: Class exercises and Exit Ticket**Criteria**: Students practice classroom norms as they actively participate in class activities. Students self-evaluation accurately represents their behavior in class. **Documentation**: Brief Notes, Participation Grade |

## **Modifications:** Various group sizes for the activities are flexible. For students with mobility restrictions, attention will be paid to minimizing movement around the classroom with various groupings and Where the Wind Blows activity can be played stationary by simply raising hand and lowering a hand. For ELL students, attention will be paid to organizing groups with mixed language abilities. The book will be read expressively to help all students understand the bilingual nature of the book. When possible instructions will be articulated verbally and visually (e.g., exercise modelled or instructions written down).

## **Spatial Organization:** The classroom should be clear of all desks and chairs for an open playing space. A single chair should be available in front of the projector and whiteboard for teachers to sit in while reading “ The Adventures of Pepita Morales: The Fight to Save El Jardin.” Three desks in different corners of the room marked with 3 different colors of post-it notes will designate areas for the Role on the Wall Activity and be supplied with extra post-it and markers.

**Materials:**

“The Adventures of Pepita Morales: The Fight to Save El Jardin”

Projector

3 different colors of Post-it Notes

Pen/Markers

Tableau Group Notecards (Appendix A)

Mr. Big Box talisman (e.g., tie, glasses, sport coat)

Lesson 1 Exit Ticket (Appendix B)

## **Procedures:**

1. **Welcome**: (2 min) As students enter the classroom they should find a seat on the floor making a circle. The teacher will welcome students to drama class and review the lesson agenda posted on the whiteboard.
2. **Where the Wind Blows**: (5 min) Students will stand in the circle.

*I am going to read some statements. If the statement applies to you, please walk through the circle to find a different spot in the circle. As you cross the circle please be aware of your personal bubble and try your best not to pop anyone else’s bubble. Cross the circle if…*

* *You are wearing pants today.*
* *You have a pet.*
* *You have a brother.*
* *You have a sister.*
* *You are an only child.*
* *You like pineapple on pizza.*
* *You’d prefer vanilla ice cream over chocolate ice cream.*
* *You speak a language other than English.*
* *Your grandparents are still alive.*
* *You were born in New York City.*
* *You’ve been to a playground or park in New York City.*
1. **Read Aloud**: The teacher will read the book “The Adventures of Pepita Morales: The Fight to Save El Jardin” written by K Mayenbeer Cruz and illustrated by Carmen Osorio. As the book is read aloud the teacher will stop at various points to dramatize the story.
	1. Role on the Wall: (15 min) When the teacher gets to page 6 in the book, the teacher will stop and project a scan of page 6 & 7 on the board. The teacher will explain the instructions for Role on the Wall. The teacher will divide the class into 3 groups by passing out 3 different colors of post-it notes. The teacher will have each group’s specific prompt written on a corresponding post-it in the area designated for each group. The teacher will walk around to each group to make sure they are on task and provide help as needed.

*Let’s stop for a bit and take a closer look at the protagonist Pepita. In a moment, I am going to pass out 3 different colors of post-it notes. If you receive yellow post-it please gather in the (insert designed area). The yellow group will be tasked with telling us who Pepita is. How does she identify? What does she do for work? What relationships are important to her? Write one observation per post-it note. For example, you might write, “Pepita is a woman.” on one post-it note. If you receive a pink post-it note, you will gather in the (insert designated area). The pink group will be tasked with telling us how Pepita behaves in public. What is her response to the Jardin crisis when she is in front of her community? Write one observation per post-it note. If you receive an orange post-it note, you will gather in the (insert designated area). The orange group will be tasked with telling us how Pepita behaves in private. What is her response to the Jardin crisis when she is by herself? Are there any questions?*

When students are finished in their groups the teacher will have the students place their post-it notes on the projected image. Teacher will read each group’s contributions aloud. Students from the other groups will have the opportunity to decide if they think the observations are accurate and/or add any additional information.

* 1. Tableaux: (10 min) The teacher will continue reading the book and stop on page 13 after the community march. The teacher will divide the students into 5 groups with 4 students each. Each group will be assigned a group that contributed to the community march when they receive a notecard with the following groups:
		+ City councillors office who organized the march
		+ Children who made signs
		+ Bakers who made treats
		+ School teachers who brought instruments
		+ Adults who recruited community members to participate

Each group will discuss their group’s contribution to the community march and create a tableau of their group preparing for and/or participating in the march. Each tableau will be presented in a seamless carousel performance. After each group presents their tableau, the teacher will have the students perform the tableaux collectively the create the march!

* 1. Hot Seating: (10 min) The teacher will continue reading the book and stop on page 18 after Mr. Big Box has spoken. The teacher will take on the role of Mr. Big Box in the hot seat. Students will take on the role of community members at the community meeting and will be able to ask Mr. Big Box any questions about who he is, his motivations for taking over the Jardin and how he intends to use it.
	2. Finish the Book: (3 min) The teacher will then finish reading the book. The teacher should involve the students in the “People! Power!” chant.
1. **Reflection/Exit Ticket**: (5 min) Students will have the opportunity to reflect on their learning and participation in class via an exit ticket.
	1. What was your favorite part of the “Adventures of Pepita Morales: The Fight to Save El Jardin” or our drama lesson today?
	2. On a scale of 1 - 5, how well did you adhere to drama classroom norms during the lesson today?

**Lesson Title:** Find Your Power Pose

Lesson 2 of 4

**Focus Question:** *How can theatre artists interpret the poem ‘Pepita’ by K. Mayenbeer Cruz to discover how they can empower themselves?*

| **Lesson Objectives** | **Assessment Strategies** |
| --- | --- |
| **Drama-Based Objective:** Students will be able to utilize acting skills to perform a poem and create a ‘power pose’ that reflects the embodiment of empowerment.  | **Performance Task**: Descriptive Gesture Circle and Power Pose and Mantra. **Criteria:** Students use their face and body to create a gesture for different descriptive words in order to demonstrate understanding. Students select a juicy adjective to say aloud as they present their own power pose. Each individual pose conveys a sense of confidence and power. **Documentation**: brief notes  |
| **Language-Based Objective:**Students will be able to apply their knowledge of language to identify and select descriptive words that convey ideas for specific effect  | **Performance Task:** Wordy Weight-Lifters **Criteria**: Students will identify the descriptive words in the Pepita poem (below) and add meaning to them by associating them with lifting heavy and light objects**Documentation**: Rubric with students names and tick list (yes, sort of, not yet) for participation and understanding.  |

## **Modifications:**

## Descriptive Gesture Circle: For students who feel pressure to perform or are not as comfortable using their bodies yet, there will be an option to do it facing away from the circle, or even just watch and reflect

Wordy Weight-Lifters - This can be done in small groups instead. They can also write down or draw their heavy and light object choices on a hand-out of the poem which can be printed out for them.

Power Pose and Mantra: I can have the class help think of any student’s adjective if they cannot think of one by taking suggestions. They also take a piece of paper and draw a powerful picture with their name at the top ; *draw an animal, person or object that represents power to you.*

## **Spatial Organization:** requires large carpeted empty space for students to be able to spread out and form a large circle. Also a poster board at the front of the room.

**Materials:** Poster Board (with Pepita Poem written on it), black, blue and red markers

**Procedures:**

1. **Descriptive Gesture Circle:** (7 minutes) For a warm-up, the teacher will get the students in a circle and come into the center of that circle. The teacher will then ask the students to show us what certain descriptive words look like using their face and body. First the teacher will explain how it will work:

*I will say “I want you to show me what scared looks like” then I will close my eyes and count to three and say “freeze!” You will freeze in your gesture and I will open my eyes so I can look around the circle and see what everyone created !*

Use the descriptive words from within the text of ‘Pepita’ like what does ‘devastated, disheartened, scared, excitement, scruffy, magical, vibrant, colorful, bright, brave, energetic - also confident, proud, unstoppable, mighty’ etc. look like ?

1. **Review Pepita story:** (3 minutes) Students will turn and talk with the person next to them to review what they remember from “The Adventures of Pepita Morales: The Fight to Save El Jardin.”Teacher will ask students to sit down and then go around the circle and make pairs by pointing.

*It has been a week since we read “The Adventures of Pepita Morales,” so I would like for everyone to review the details of the story with their partner. Simply turn to face your partner and chat about the things you remember from the story. I’ll give you all three minutes. Go ahead.*

1. **Wordy Weight-Lifters:** (20 minutes) Gather students around the board. First read the Pepita poem (Appendix C) aloud to the class. With the Pepita Poem written up on the board, ask students as a group to identify the “juicy” or descriptive words within the poem by raising their hands - the words we want them to identify are underlined in the print out included below. Then the teacher will call on volunteers from the class one by one to do the activity. The teacher will ask the student volunteers:

*I would like you to think of the heaviest object you know, like maybe a boulder or a fire truck. Then I want you to think of the lightest object you know, like a feather, or a grain of sand. I want you to imagine lifting the heavy object when you read the words underlined in RED, and think of lifting the light object when you read the words underlined in BLUE. You can read the rest of the poem normally*

1. **Power Pose and Mantra :** (15 minutes) Have the class stand in a circle. Tell each student to take a minute to come up with a strong or ‘juicy’ descriptive word that they feel describes them and makes them feel powerful. They will also need to choose a pose to accompany it. Give students two minutes to face away from the circle and practice their pose first. They can also raise their hands at this time and ask for help if they cannot think of a juicy word. Going one at a time in order around the circle each student will say their adjective followed by their first name (mantra), and simultaneously perform their gesture. After each student has done this, the rest of the class will repeat their mantra back to them. The teacher will go first and model the activity, then it will continue from there until each student has had a chance. The class will always repeat each student’s mantra right back to them. I also like to tell them afterward;

*You can now use your power pose whenever you need to if you are feeling nervous or scared or confused about something. Just go into your power pose and think about your adjective and see if it changes how you are feeling!*

1. **Reflection**: (5 minutes) Ask students to sit down in the circle then ask the following guiding questions:
* *Who can tell me some of the ways we added meaning to words today?*
* *How did you feel when you did your power pose?*
* *When are good times you use your power pose?*

**Lesson Title:** Exploring the Cause of a Community Garden

Lesson 3 of 4

**Focus Question:** What value do community spaces hold? How can we impact our community?

| **Lesson Objectives** | **Assessment Strategies** |
| --- | --- |
| **Drama-Based Objective**: Students will be able to respond to community issues through personification and dramatization of inanimate objects.  | **Performance Task**: Machine Game/Talking Objects  **Criteria**: Students clearly chose an inanimate object. Students used a repetitive gesture to illustrate what they are personifying. Students used an appropriate phrase to communicate that object’s importance in the garden. **Documentation**: Each group will critique the other based on use of gesture and phrase. Teacher will use brief notes to check for realization of appropriate gestures and phrases. |
| **Language-Based Objective**:Students will be able to identify and articulate their point of view on a community issue.  | **Performance Task**: Conscious Alley Protest, Vote, Protest Reflection Worksheet  **Criteria**: Students vocalize appropriate comments and ideas on saving the garden *and* turning the garden into a shopping center. Students take a stand and vote on whether or not to save the community garden by placing either a green popsicle stick (to save) or purple popsicle stick (not save) into the voting box. Students communicate which way they voted and why. **Documentation**: Teacher will take a picture of student participation during protest activity. Students will self-reflect by filling out the *Protest Reflection Worksheet* where they will be asked to articulate what they said for both sides and which way they voted and why. |

## **Modifications:**  For mobility restricted students, stationary participation can occur for all activities. For ELL students, instructions can be presented verbally and visually to clarify directions or questions. When possible, instructions will be translated. For hearing impaired students, directions can be stated facing the students and cues can be mimed as needed. Participation by students can be written, spoken, drawn or physicalized when appropriate. Different group sizes can be used for the Machine Game, Conscious Alley and Chalk Talk. Extra time may be given to students in order to complete the Protest Reflection Worksheet.

## **Spatial Organization:** Room with large open space. If there are desks and chairs in the room, they should be moved to the side to create an open playing area. Students will be standing or sitting on the floor. If students are unable to sit on the floor, chairs can be used instead. During the writing section, boards can be distributed to write upon.

**Materials:** large chart paper, markers, voting box, green and purple popsicle sticks, reflection

**Procedures:**

1. **Review and Discussion of Community Garden** (5 mins)
	1. As students enter they take a seat in a circle.
	2. Teacher welcomes students and asks them to recall why the community garden was so important to Pepita in the book. Students are also asked to think about why Mr. Box would want to turn the garden into a shopping center. Students have a few moments to think quietly to themselves before sharing.

*Hello everyone! Today we are going to continue talking about Pepita and her fight to save el jardin. Can anyone recall why the garden was so important to her and the other characters in the story? I also want you to think about why Mr. Box would want to turn the garden into a shopping center.Take a few moments to think about it quietly. Then we are going to share our thoughts as a group.*

* 1. Students share why the community garden was important to the characters.
	2. Students Share why Mr. Box would want to turn the jardin into a shopping center.
1. **Machine Game/Talking Objects** (13 mins)
	1. Teacher shows students page 20 and 21 of the book. Image of the garden. Teacher asks students to share what they see in the images and what do they think about why those inanimate objects are

*What do we see in this image? What objects do we see? What about these objects like the trees, fence, tomatoes give value to the garden?*

* 1. Students are split into two groups. Groups will each perform the machine game as an object they see in the image. Students must use a repetitive gesture and phrase. The phrase must express why that object is important to the garden.

*Ok friends, we are going to play a game called the Machine game. This half of the room will be team blue and this half will be team green. In your groups you will each embody an object from the image. Each person will then have to do a repetitive gesture and phrase to illustrate that object. Your phrase needs to express why you think that object is important in the garden. It’s okay if more than one person wants to be the same object but you should try to have different words and phrases. Then your team will present by doing your different repetitive gestures and phrases.*

* 1. Teacher gives examples of what students can do.

*For example I could be a tree and wave my arms in the air like the branches are moving in the wind while I say “ I am a home for different animals” or “I provide shade when it’s hot”.*

* 1. Students are given a few minutes to come up with their ideas with their group.
	2. When ready, students will each present their machine to the other team. The teacher will point to select students in the machine one at a time to highlight their movement and phrases. Other students will freeze if they are not being pointed at.

 *Let’s share. If I point to someone everyone else will freeze and we will just hear and see that person’s gesture and phrase.*

* 1. Next group presents.
	2. After both groups present, students reflect on what they observed and liked about each group.
		+ *What did you see in the game?*
		+ *What did you think about that?*
		+ *What does that make you wonder?*
1. **Conscious Alley Protest** (15 mins)
	1. As a whole group students are asked to participate in a protest to save the garden. They will be split into two lines that represent: FOR and AGAINST. In their lines, students must come up with a phrase to represent their side of the line that they will share as different students walk down the line. Two at a time, students will walk into the center of the line and hear the phrases of the other students. This will happen continuously so that each student has a chance to pass through the center. When they reach the end of the line, they will change sides and speak a phrase for that new side. This will continue until every student has spoken for each side.

*Ok friends, on the count of 5 I want you to make two lines facing each other. 1, 2, 3, 4, 5. This line represents people who want to save the garden and this line represents people who want the shopping center. I want you to each come up with a phrase for both sides that you would say if you were in the protest. Two at a time students will walk down the center and you will tell them your phrase. Once they reach the end, they will switch sides and form part of the line. Then the next pair will go and you will continue to say your phrases. This will continue until everyone has a chance to go through the center and speak for both sides.*

* 1. Students will then choose either a purple or green popsicle stick and vote on whether or not to save the garden based off of the ideas from the protest. Students will place their chosen popsicle stick into a voting box.

 *Now that you’ve heard arguments for both sides you need to vote on whether or not to save the garden. Take a green popsicle if you vote yes to saving the garden. Take a purple popsicle stick if you vote no to saving the garden. Once you choose, go up and put your popsicle stick in the Voting Box.*

* 1. Teacher will count up the votes for each side and announce the winner.
	2. Whole group will discuss why they believe the vote went the way it did.

*Why do you think those are the results of the vote? What could have been done to change the vote?*

1. **Protest Reflection Worksheet** (7 mins)
	1. Students will work individually to fill out the Protest Reflection Worksheet (Appendix C)

*Find a quiet space and answer the questions in the Protest Reflection worksheet. As you answer the questions, think about what stood out to you during the protest.*

1. **Chalk Talk: Symbol of your Community** (10 mins)
	1. Students are asked to think about a community symbol or space that is important to them. Students share with a partner.

*Now let’s think about something that is a symbol of your community. Do you have a designated space where your community goes to share and be together? It could be anything: a church, dance space, a person’s home, a school. Turn to the person next to you and share what is a community symbol for you.*

* 1. After turn and talk, students go up to the poster board and write the symbol that is important to them.

*Please go up to the poster board in your own time and write down your community symbol. You can use any of the colored markers provided.*

* 1. Whole class reflects on the different symbols written on the poster board.

*What do we notice about these symbols? What do they have in common? What are their differences?*

#

**Lesson Title:** Supporting a Cause

Lesson 4 of 4

Focus Question: Can students utilize action words in protest to inspire change in their community?

| **Lesson Objectives** | **Assessment Strategies** |
| --- | --- |
| **Drama-Based Objective:** Students will be able to use personal experience to devise a drama piece which encompasses community engagement.  | **Performance Task**: Community Engaged Devised Piece **Criteria:** group tableau, Protest Poster revealed, letter to city council member read aloud, devised piece concludes with individual power poses **Documentation**: Devised Piece Tick List  |
| **Language-Based Objective:** Students will be able to utilize their writing skills to express action while generating a letter to a city council member and protest poster | **Performance Task**: Letter to City Councillor and accompanying Protest Poster **Criteria:** letter to city council member (at least 5 sentences), poster includes at least one action word from letter **Documentation:** Letter to City Councillor and Protest Poster  |

## **Modifications:** Students will be placed into appropriate groups in order to accommodate learning needs. For students that struggle with written work, recitation can be employed while the teacher or a group member notates contributions. Students that do not want to participate verbally in the devised piece can participate visually (through Protest Poster) and/or physically (through tableaux and Power Pose). For ELL students, instructions can be presented verbally and visually. City Council Letters can be written in student’s native languages. When necessary, instructions will be translated.

## **Spatial Organization:** Chairs and desks should be organized to create 5 groups. Room should include a large space at the front of the room for students to present their work.

**Materials:** small lightweight ball, 5 poster boards, 5 packs of markers, speaker and phone for playing music, model Councillor letter (Appendix E), Pepita story book.

**Procedures:**

1. **Generating Community Causes:** (5 min) To warm-up in a circle, students will pass a ball around. When students receive the ball they will share something they are passionate about. The teacher will encourage students to think about the thing they share and imagine how the thing they are passionate about could be better supported by our community. The teacher will record ideas on the whiteboard and aim to have at least 5 causes for students to engage with throughout the lesson (5 min)

*You can throw the ball to anyone across the circle from you who has not yet had a turn. When you catch the ball you should share with us something that is important to you, something that you are passionate about. Maybe try to think of something you wish you had more of in your community. For example, I might catch the ball and say “I think we need to do our best to always be kind to each other.*” *Take a minute to think first, and then we will begin.*

1. **City Councillor Letter:** (10 min) The teacher will assign one generated cause to each of the five desk clusters. Students will then select which cause they want to engage with by going to the respective desk cluster. If there are more than 6 students interested in one cause, the teacher should divide the group in two. Students will be instructed to write a letter to a city council member (like Pepita) to advocate for their cause. The teacher will first show students a sample letter. (Appendix E).

*Your letters should state why it is important to support your community cause and express the actions your community could take to better support the cause. It can also state the benefits of the cause for the whole community. The letter should be at least 5 sentences or a paragraph long. Make sure to include some action words in your letter as well. You have 10 minutes. Be creative!*

1. **Make a Protest Poster**: (10 min) Teacher can first use a model councillor letter to demonstrate how to find and circle the action words. Teacher will then send students back to their groups for the next part of the activity. Students in their same groups will then identify action words from their group councillor letter and select 1-3 action words they want to put on their group protest poster, along with any drawings. They will then create a single protest poster together as a group using markers.

*So once you have identified and selected which action words you want to use in your poster you must work together to create your poster. You can take inspiration from the posters we saw in the Pepita story (show page of the story). Write your action words on there, along with any other words you may want to include. Feel free to decorate it in any way you want with drawings. You will each have a pack of markers and one poster board on your desk cluster. You have 10 minutes. Get to work!*

1. **Community Engaged Devised Performance Piece**: (15 min) The teacher will outline the various ingredients students will need to incorporate to create their Community Engaged Devised Performance Piece. The teacher will use the Performance Piece Tick-list to grade each presentation. (Appendix F)
	* The text of the councillor letter will be read aloud.
	* The protest poster should be featured somehow.
	* Students should incorporate their tableau.
	* Pieces should end with each individual in their power pose.

*Your job now as a group is to first create a frozen picture or tableau of your community cause A tableau is just like an illustration from a book. You have to show us what is going on in the moment of your frozen picture. It is important that you work together and show us how the people in your story feel by using your face and body to express the emotions. Also, please make sure to include your poster in the tableau. You will then select one student to narrate by reading your councillor letter aloud while you perform your tableau. Finally, every piece must end with each student in their individual power poses from 2 weeks ago. You have 15 minutes to work with your group to create your piece. Also, please raise your hand to call me over if you have a question or need any help. Go ahead!*

1. **Sharing Devised Performances**: (7 min) Each group will present their Community Engaged Devised Performances to the Class in the space they rehearsed in a continuous performance fashion. Teacher will play “What’s Going On” by Marvin Gaye underneath all of the performances.

*I'd like to ask everyone to sit down right where they are. We will start with this group here to my right and continue in order around the room. When it is your group’s turn you will stand up and perform right in your spot. Make sure to hold your ending pose for a moment and then sit back down when you are finished. Then the next group can stand up and perform, and so on and so forth. Please make sure you are all being observant audience members so that you can share your thoughts in our reflection afterward. Save all of your comments and applause for after all the performances are finished.*

1. **Reflection**: (3 min) The teacher will lead students through a brief discussion to reflect on their experience creating and watching the Community Engagement Devised Performance Piece.
	* *What have you learned about the importance of engaging with a community cause over the past 4 lessons?*

**Appendix A**

**Tableau Group Notecards**

| **City councillors** office who lead the march. |
| --- |
| **Children** who made signs. |
| **Bakers** who made treats. |
| **School teachers** who brought instruments. |
| **Adults** who recruited community members to participate. |

**Appendix B**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_

**Exit Ticket**

| 1. What was your favorite part of the “Adventures of Pepita Morales: The Fight to Save El Jardin” or our drama lesson today?  |
| --- |

| 2. On a scale of 1-5, how well did you adhere to drama classroom norms during the lesson today? Circle your number and write one sentence to justify your score.  |
| --- |

Poor 1 2 3 4 5 Excellent

- - - - - ✄- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_

**Exit Ticket**

| 1. What was your favorite part of the “Adventures of Pepita Morales: The Fight to Save El Jardin” or our drama lesson today?  |
| --- |

| 2. On a scale of 1-5, how well did you adhere to drama classroom norms during the lesson today? Circle your number and write one sentence to justify your score.  |
| --- |

Poor 1 2 3 4 5 Excellent

**Appendix C**

PEPITA POEM

- PEPITA -

A Seed.

Rooted in more than just

Hopes and dreams, but with deep

Generational longing for seismic change

Para nuestra gente. (*For our people.)*

Pepita será un tronco. Duro y poderoso. (*Pepita will be a tree trunk, strong and powerful.)*

Strong as the magical green snakes found

In the Amazonian waters. Yes as caring and

Nurturing as the waters of mothers womb.

Ahí va Pepita, dirán. (*There goes Pepita, they will say.)*

As Pepita responds, Ahi vamos. (*There we go)*

 - K. Mayenbeer Cruz

**Appendix D**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_

**Protest Reflection Worksheet**

*Instructions: Please answer the following questions in the space provided.*

| 1. What are some thoughts you expressed to save the garden? |
| --- |

| 2. What are some thoughts you expressed to not save the garden? |
| --- |

| 3. Was it easier to speak for one side or the other? If so, why? |
| --- |

| 4. Which way did you vote and why? |
| --- |

| 5. On a scale of 1-5, how well did you adhere to drama classroom norms during the lesson today? Circle your number and write one sentence to justify your score.  |
| --- |

Poor 1 2 3 4 5 Excellent

**Appendix E**

Dear City Council Member,

 I am writing to you on behalf of the community of Port Richmond, Staten Island. We are concerned about Mr. Big Box’s desire to tear down the community garden. We need our community garden because it helps to feed people who are hungry. It is also a place where we create art, and a place for our children to play. If you tear down this garden you are destroying our community and we will not stand for it. We will fight back!

- Ms. Geisler, Ms. Millbank and Ms. Palmeri

**Appendix F**

**Devised Piece Tick List**

*Teacher will use this Tick List to assess devised pieces. A √+, √, √- will be used to identify what criteria was included or missed.*

| **Group & Student Names** | **Group Tableau** | **Letter read aloud by designated reader** | **Protest Poster included** | **Student Power Poses included** | **Additional Comments** |
| --- | --- | --- | --- | --- | --- |
| Group 1: |  |  |  |  |  |
| Group 2: |  |  |  |  |  |
| Group 3: |  |  |  |  |  |
| Group 4: |  |  |  |  |  |
| Group 5: |  |  |  |  |  |