

“Ecosystems” Arts Integration Lesson - Drama & Science
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shared by James Madison University

Strategies: Truth About Me, This Setting Needs, Real and Ideal Images

Non-Arts Subject Area: Science

ITEAR: Extend

Time Needed: 35 minutes

Materials Needed: Note Cards (with animal names on it), string, tape

Space Needs: Open classroom with enough space to make a circle

Grade: 3rd Grade

National Theatre Standards:

TH:Cr1.1.3: Imagine and articulate ideas for costumes, props, and sets for the environment and characters in a drama/theatre work

TH:Pr6.1.3: Practice drama/theatre work and share reflections individually and in small groups

TH:Re7.1.3: Understand why artistic choices are made in a drama/theatre work

TH:Cn11.1.3: Identify connections to community, social issues, and other content areas in drama/theatre work

VA State Standards:

3.5 The student will investigate and understand relationships among organisms in aquatic and terrestrial food chains. Key concepts include

3.6 The student will investigate and understand that ecosystems support a diversity of plants and animals that share limited resources. Key concepts include

- a) aquatic ecosystems;
- b) terrestrial ecosystems;
- c) populations and communities; and
- d) the human role in conserving limited resources.

3.10 The student will investigate and understand that natural events and human influences can affect the survival of species.

Enduring Understanding:

Knowing the characteristics of animals and their habitats will allow humans to better regulate pollutants that we put into the environment.

Essential Question(s):

- What are the characteristics of animals in different ecosystems?
- How do animals use their environment to survive?
- How do humans affect animals and their habitats?

Lesson Objectives:

- Recall animals that live in certain habitats/environments (Knowledge)
- Recall the characteristics of certain habitats/environments (Knowledge)
- Write examples of how the environment aids the animals in their habitat (Application)
- Determine aspects of human behavior that affect animals and their habitats (Analysis)

Multiple Intelligences:

- Bodily/Kinesthetic (Truth About Me, This Setting Needs, Real and Ideal)
- Spatial (This Setting Needs, Real and Ideal)
- Interpersonal (Ensemble Work)
- Intrapersonal Self Reflection (Truth About Me, This Setting Needs, Real and Ideal)
- Verbal/Linguistic: (Truth About Me, This Setting Needs, Real and Ideal, DAR Questioning)

Informal or Formal Modes of Assessment:

- Truth About Me: The facilitator will have the students write out their D.A.R. answers on a separate sheet of paper which they could refer back to when sharing with the whole class. At the end of the activity the sheets will be collected
- This Setting Needs: The facilitator will take pictures of the setting created by the students to use and reflect back on the activity.
- Real and Ideal Images: The facilitator will take pictures of the setting created by the students to use and reflect back on the activity.

FACILITATION PLAN

CLASSROOM MANAGEMENT TECHNIQUE (2 Minutes):

Let's making a standing circle.

During our lesson today, if I need to get class attention I will clap a pattern and you will clap it back. Let's practice, afterwards we should be silent to wait for instructions.

Clap out a pattern. Wait for the students' response and for quiet. Repeat again if needed.

SCIENCE /THEATRE VOCABULARY ANCHOR CHART:

As we move through the lesson, we will use this anchor chart to note any science or theatre vocabulary we are using.

ENGAGE (15 Minutes) [Truth About Me]:

Invite students to stand in a circle. Mark where each person is standing with a small piece of tape and pass out the note cards with animal names on them. *Today we are going to talk about the different characteristics of animals. Each of your note cards has an animal written on it. In this game, the person in the middle will share something about their animal by saying, "The truth about me is..." and complete this sentence with a fact about your animal. For example, "I am a fish and the truth about me is I have gills." If this fact is also true for anyone else's animal, you have to find a new space in the circle. So, if I said I am a fish and have gills and your animal also has gills, you have to find a new space in the circle. The person in the middle will also be trying to get a spot in the circle. Whoever ends up without a spot is the next person to stand in the middle and say a fact about their animal.* Encourage students to try and think of something that other animals in the circle would have in common. Explore animals that are found in different habitats.

Side Coaching:

Remember your statement needs to be true about your animal.

Try to say a statement that is both true for your animal and could be true for others.

Remember to walk to your new space in the circle, don't run.

After everyone has had a chance to switch places, ask D.A.R. questions:

D: *How did playing this game make you feel? What did you notice about the different animals in our group?*

A: *Which statements made a lot of people move? Which statements did not apply to a lot of people?*

R: *What did we learn about this group of animals? What kinds of habitats would we see some of these animals in?*

Transition: *Thanks everyone for participating in Truth About Me! Now that we have explored different characteristics of animals and talked about the habitats we would see them in, we are now going to explore the habitats themselves. We will do this through a game called This Setting Needs.*

EXPLORE) (15 Minutes) [This Setting Needs]:

Invite students to sit together on the floor or in chairs as an audience, facing a large empty space. Introduce the strategy: *Today we will create an environment or a setting using only our bodies.* If needed, help students to construct a shared definition of the word “setting” or “environment” as a place or location where an event takes place. Next, invite students to build a type of animal habitat. *The first setting we are going to create is the ocean. Everyone take a moment and think of the different things and animals you would find in the ocean. When you have an idea, please raise your hand. I will invite you to come into our stage space and shape your body into a frozen action of something you do or might find in the ocean, as you describe what you’ve become.* Once instructions are clear, begin the activity. Encourage students to make specific physical choices that they can hold for a few minutes. Build each setting until 5-10 students are on stage.

Side Coaching:

Remember to create objects or animals that actually can be found in the environment!

If you are not participating in the picture try to look at how your classmates are using their bodies to show you what their object or animal is!

If you did not participate in the previous setting try to think of an object or animal that can fit in the next one since we want as much participation as possible!

What else is missing from our setting?

Once the image has been built, ask questions to the audience:

D: What objects in the setting are most memorable?

A: What clues do your classmates give you to help you understand who they are/what they are doing?

R: What types of animals can we find in this habitat and what features allow them to survive there?

After the questions are completed, give students a round of applause and have them return to their seats. Repeat the activity with 2-3 different animal habitats based on prior knowledge learned during direct instruction (The ocean, and rainforest)

D: Which setting was the easiest and most difficult to construct?

R: What choices were made during the strategy to help you better understand these environments and the animals that live in them?

Transition: Now that we have created our own habitats with our bodies we are going to form real and ideal images to explore our knowledge on what makes a good habitat and what doesn’t, and how we can possible change habitats that are polluted and deteriorated.

EXPLORE (15 Minutes) [Real and Ideal Images]:

Take a moment to consider the many different habitats that are all over the world and the many different types of living species that make up these habitats.

In a moment, with a partner you will create two frozen images- real and ideal. Think about the many different habitats and how they could have been damaged by pollution, deforestation, etc. and what the animals or these habitats could look like. A real image could be a habitat that has been damaged from human interaction, and an ideal image could be one that hasn’t. Just a reminder that to create these images we are going to use our bodies. You and your partner will use aspects of your body such as height, facial expressions, or other still body positions to construct your real and ideal images and present them to the class.

Students will now be asked to separate into their groups to plan and rehearse their images. The facilitator will walk around to answer any questions and check in on each groups progress before it is time to share. Once each group has their real and ideal image planned we will move on to share these images with the whole class.

To facilitate sharing of the images we will use “black out”, which means close your eyes. Then I will say “curtain up” to open your eyes. As we are sharing images you might consider what commonalities you are noticing between the real and ideal images.

[Share images.]

Side Coaching:

If you need to take more time to rehearse your images you are more than welcome to do so!

While your classmates are showing you their images pay attention to what aspects of their bodies or expressions change as they move from their real to their ideal image!

D: *What similarities or differences did you notice between the real and ideal images?*

A: *How did your classmates use their bodies and facial expressions to change their real and ideal images?*

R: *What were the “real” issues our work explored today?*

Transition:

As you think about the images we just saw and what we now know about the different animals and their habitats, think about how important it is to preserve these animals’ homes and how protecting the environment is such a crucial thing to do.

REFLECT (5 Minutes):

D: *What did we do today to explore animals and their different habitats? What is some theatre vocabulary we used today?*

A: *If we were to organize the different habitats by their different features, what do you think some of those defining features are? Why?*

R: *What are some things we can do to protect the different habitats all over Earth?*

Ending Statement:

Overall, learning about the different types of animals and their habitats is what makes our planet one that is so diverse and fun. However, it is extremely important for the human population not to abuse our planet for our own personal use and end up destroying the habitats these animals live in.