

Making Books Sing

Public School 222

Second Grade Residency

A JOURNEY FROM SANKOFA TO JUBILEE

SESSION ONE: Sankofa - Preparing for our Journey

Checklist

Goal: Prepare students to see the production of *A Band of Angels* and make predictions about the adaptation of the book.

Objectives: Teach supporting activities that will support an understanding of the story and that will prepare the class for their playwriting journey.

Question of the Day?: What is *Theme*? What is *Plot*?

Learner Outcomes:

Classroom Teacher Activity: Document responses for student Lists

Tools: Tambourine, Large Notepaper, Marker

5) **INTRODUCTION: A BAND OF ANGELS:** led by Teaching Artist

5 min.

- Ask the students "What is an Angel? What is a Band of Angels?"
- Make a **Stature** of the lyric "A Band of Angels, Coming after me, Coming for to carry me home"
- Create a Moving Picture of the lyric (add *Rhythm* and *Sound*)
- Teach *Action and Freeze* and *Change One Thing*

- Define SANKOFA – "A journey to the past in order to move forward"
- Ask the students "Why go back to the past? Where do you go?"
- Tell the students that "We are A Band of Angels going on a journey together to the past."

Swing Low, Sweet Chariot
Swing low, sweet chariot,
Coming for to carry me home
Swing low, sweet chariot,
Coming for to carry me home
I looked over Jordan, and I what did I see
Coming for to carry me home?
A band of angels coming after me
Coming for to carry me home

6) **SANKOFA PHYSICAL WARM UP:** led by Teaching Artist

5 min.

- What does it feel like when we go back to the past? Ask students to describe in detail
- Begin brainstorming vocabulary words.
- What are *Neutral Position* and *Active Listening*?
- *Breath and Stretch* - lace fingers, inhale and stretch, wiggle ankles, calves, thighs, hips, stomach, shoulders, head
- Identify the action of "looking back at where we came from" Create a dance with the movement phrase **Reach Forward, Opening a Door, Look Back.**
- Sing *Hambone* while the students create a dance of their movement phrase. Identify Call and Response in the song

Hambone
Hambone, Hambone where you been?
'Round the world and back again!
What you gonna do when you come back?
Take a little walk by the railroad track

7) **PLOT AND THEME: "THE WIND BLOWS"** – Co-led with Classroom Teacher 5 min.

Why would you want to go back in time? Do you think it would be fun or scary?

- Begin to develop a Vocabulary List based on Student Responses. Classroom Teacher and TA begin to document a list on chart paper.
- Pose the question, "What is this story about?" Identify and define PLOT and THEME

4) **ENVIRONMENT AND ADAPTATION:** Co-led with Classroom Teacher 10 min.

Doodle:

- 1) Draw a Jubilee path that contains secret passages
- 2) Draw a special place at the end of the path

Step Into the Painting:

- 1) Walk the Jubilee Path
- 2) Encounter an obstacle on your path
- 3) Look back at someone that you love.

Follow the Drinking Gourd.
Follow the drinking gourd,
Follow the drinking gourd,
For the old man is waiting
for to carry you to freedom
If you follow the drinking gourd.

5) **CHARACTER:** led by Teaching Artist

5 min.

- *Statues: Create frozen physical shapes based on the illustrations in the book*
- *Take a Walk in the Character's Shoes*
- *Identify the Protagonist and Antagonist*

I Got Shoes

*I got shoes you got shoes all of God's childrens got shoes
When I get to heaven gonna put on my shoes
I'm gonna walk all over God's heaven
(heaven) heaven (heaven)
Everybody talkin' bout heaven ain't a goin' there
heaven (heaven) heaven (heaven)
I'm gonna walk all over God's heaven*

6) **ACTION:** led by Teaching Artist

10 min.

- *Tableaux: In groups, students create frozen stage pictures of significant events in the story*
- *Sequencing: Students arrange the Tableaux in a narrative order*
- *Scenes in a Minute*

Guide My Feet

*Guide my feet while I run this race, yes, my Lord! (3x)
Guide my feet while I run this race
for I don't want to run this race in vain!*

7) **CONFLICT:** Co-led with Classroom Teacher

5 min.

- Pose the question "What are the problems faced by the central character?" Define these as moments of *Conflict*
- Students create a series of Tableaux of Conflict in the story.
- *First Line:* Each Character speaks One Line of Dialogue expressing either their desires, fears and wishes.
- Students identify the *Central Conflict* in the story
- Document student responses to the conflict and words or phrases related to their own experiences

Didn't My Lord Deliver Daniel

*Didn't my Lord deliver Daniel
Deliver Daniel, deliver Daniel
Didn't my Lord deliver Daniel
An' why not-a every man.*

8) **CLIMAX:** Co-led with Classroom Teacher

5 min.

- Students create a *Tableaux* of the *Climax* of the story
- *Problem Solving Improvisation:* Students are chosen to create a scene in which the central character(s) resolve the Conflict
- *Making Predictions:* Students are asked how Conflict will be resolved in the stage adaptation.
- TA and Classroom Teacher document student predictions

Hold On

*Keep yo' han' on-a dat plow
Hold on ! Hold on !
Keep on climbin' an' don't you tire
Ev'ry rug goes high'r an' high'r...*

9) **RESOLUTION: JUBILEE SONG:** led by Teaching Artist

5 min.

- Introduce the idea that when Ella's "heart was so heavy, she just had to sing"
- Tell the students that "Jubilee is a time of hope and freedom"
- Students learn the song *This Little Light of Mine*, modifying the lyrics to their personal experience of Jubilee.

This Little Light of Mine

*This little light of mine
I'm going to let it shine
Oh, this little light of mine
I'm going to let it shine*

REVIEW AND REFLECTION: Co-led with Classroom Teacher

5 min.

- Tell the students that as a Band of Angels, we traveled from Sankofa to Jubilee. We will move towards Jubilee on our journey as Playwrights in the next seven sessions. Re-establish the PLOT and THEME of the book and of our journey
- Review Vocabulary Terms.
- Review the goals for the lesson. Ask the students if we achieved our goal.

Total Time:

55 min.

Classroom Assignment: Class must read and become familiar with their chosen book after seeing the production and before the next session.

Suggested Activities:

- Practice *Sankofa* movement.
- Review and add to the *Vocabulary List*.
- **Write an Ending** based on student predictions.
- Use Classroom Activities on pages 7, 13, 20, 22 and 25 of the Resource Guide.
- Create *Sankofa Drawings*- students create illustrations of their own journey to the past.

Making Books Sing

Public School 222

Second Grade Residency

Session Two: What is Sankofa? How will we get there?

Goal: Review improvisations and theater exercises to explore the book under study.

Objectives: Write the first four lines of the scene.

Questions for the Day: *What is Environment? What is Adaptation?*

Learner Outcomes: Students identify major plot points in the chosen book

Classroom Teacher Activity –The classroom teacher will be responsible for documenting text generated by the students during improvisations, suggesting vocabulary ideas and eliciting verbal responses from the students.

Tools: Tambourine, Large Notepaper, Marker, Vocabulary Lists

Warm Up – led by Teaching Artist

5 min

Neutral Position, Active Listening

Isolate and Wiggle

Statues / Change One Thing

Our Sankofa Sequence

Vocal – Sing This Little Light of Mine and write new verses

A Band of Angels Review: co-led with Classroom Teacher

5 min.

- Invite questions and discuss reviews of the show.
- Review *Time, Place, Action Tableaux, Character Statues* and *Setting*.
- Did the characters or story change? What were the differences between the book and the play?

A Band of Angels Snapshots – led by Teaching Artist

10 min.

- In groups, create *Snapshots* of significant moments from the production.
- Chart the story line in tableaux of groups.
- Identify the *Conflict* and *Resolution*
- Teaching artist and Classroom Teacher review student predictions.

A Band of Angels discover the Book Under Study

Review: “The Wind Blows ...” – co-led with Classroom Teacher

5 min.

Explore *Time, Place, Theme* and *Setting*.

- Begin to develop a document a Vocabulary List based on Student Responses.
- Pose the question, “What is this story about?”
- Identify and define PLOT and THEME
- Document student responses

Introduction to Setting/Environment – led by Teaching Artist

10 min.

- *Doodle*- Students choose a favorite environment from the book and draw the location on an imaginary canvas. (Step One)
- *Step Into The Painting*: Students will be asked to magically step into the painting and become elements of the environment. (Step Two)
- *Moving Pictures*: Students create rhythmical movements found in the environment (Step Three)
- *Soundscape*: Students create sounds in the environment. (Step Four)

Vocabulary List – co-led with Classroom Teacher

5 min.

- Students create a vocabulary list based on responses to *Time, Place* and *Setting*.
- The Vocabulary List will be prominently displayed throughout the residency.

Introduction To Adaptation –led by Teaching Artist

10 min.

Scenes in a Minute: Improvisation

- Divide the class in half. Remind the students that scenes are moving Tableaux.
- Each team has one minute to enact important moments from the book under study related to their chosen *Environment*.
- Students may use text, sound and movement to portray activities in the *Environment*.
- The Classroom Teacher documents lines from the improvisation.
- Review the text and develop the first four lines of the script.

Review – co-led with Classroom Teacher

5 min.

- Restate the goal. Was it achieved? Leave time for questions and comments

Class Assignment: Practice the *Sankofa Sequence*. Review and add to the Vocabulary List and First Four Lines of the Scene. Students will be asked to **Draw the Environment**, creating artwork based on Settings from their chosen book, with attention to Shape, Color, Size and Composition. These drawings will be used later for improvisation ideas, stage designs and costumes.

Making Books Sing

Public School 222

Second Grade Residency

Session Three: Moving to Sankofa

Checklist

Goal: Major plot points in the chosen book are identified. Class identifies moment of crisis. First 4 lines written.

Objectives: Develop the script through Improvisation exploring *Why Are We Here?* and *What Are We Doing?*

Learner Outcomes:

Question of the Day?: *What is Action?*

Classroom Teacher Activity: Teacher will review *Sankofa Sequence*. The classroom teacher will be responsible for documenting text generated by the students during improvisations, suggesting vocabulary ideas and eliciting verbal responses from the students.

Tools: Tambourine, Large Notepaper, Marker

Warm Up – co-led with Classroom Teacher **5 min.**

- *Neutral Position/ Active Listening*
- *Review Breath and Stretch*
- *Change One Thing/ Statues*
- *Sankofa Sequence*

Review Vocabulary List **5 min.**

- Read through the *Vocabulary List* based on previous class work and discussions.
- Remind the Students to continue building on the list throughout the residency and between sessions.
- Review the PLOT, THEME and ENVIRONMENT of their scene.

Review Art Work – led by Teaching Artist **5 min.**

- Review student artwork based on Settings from their chosen book.
- Identify ideas from drawings that can be used for improvisation and writing

First Four Lines of the Script – co-led with Classroom Teacher **5 min.**

- *Change One Thing* - Review the first four lines of the scene. Play *Change One Thing* with the text to Introduce *Editing*.

Introduction To Action –co-led with Classroom Teacher **10 min.**

- *Scenes in a Minute: Improvisation*
- Divide the class in half. Each team has one minute to enact things that happen in the chosen *Environment* based on *Student Art Work*.
- Document the text.

Snapshots – led by Teaching Artist **10 min.**

- In groups, create snapshots of significant moments in the scene.
- Create a sequence of events in tableaux of groups.
- Document the outline of events, charting the narrative

Tableaux – led by Teaching Artist**10 min.**

- 1) Students create **Tableaux** based on illustrations from the book, charting the narrative.
- 2) Students create Tableaux in groups of significant moments from the story.
- 3) Students will give each Tableaux a *Rhythm*
- 4) Students will give each Tableaux a *Sound*
- 5) Each student has one line of text based on their *Action (What am I Doing?)*.

Review and Reflection – co-led with Classroom Teacher**5 min.**

- Restate the goal. Was it achieved? Leave time for questions and comments.
- Classroom Teacher will participate by connecting classroom goals with residency goals.

Total Time:**55 min.****Class Assignment:**

- Review and add to the Vocabulary List and First Four Lines of the Scene.
- Students will be asked to **Draw the Action**, creating artwork based on the central action from their scene, with attention to Shape, Color, Size and Composition. These drawings will be used later for further improvisation ideas.

Teaching Artist Assignment:

- Second draft of the script.

Making Books Sing

Public School 222

Second Grade Residency

Session Four: Discovering the Face of Sankofa

Checklist

Goal: Develop the script exploring *Who Are We? What Do We Want?* and *How Will We Get It?*

Objective:

Learner Outcomes: The students will invent new characters and generate dialogue for their scene.

Questions for the Day: *What is Character? What is a Protagonist/ Antagonist?*

Classroom Teacher Activities: Document the Improvisations. Model an Activity used in a previous session. Coach a group of students during the session to develop ideas for an activity.

Tools: First Draft of the Script, Vocabulary Lists

Warm Up – co-led with Classroom Teacher **5 min.**

- *Neutral Position/ Active Listening*
- *Review Breath and Stretch*
- *Change One Thing/ Statues*
- *Sankofa Sequence*
- *Vocal* – Explore Character Voices, moving through the register. *Introduce Inner Monologue* (The character’s inner thoughts)

Review Vocabulary Lists – led by Teaching Artist **5 min.**

- Review the Vocabulary List
- *Body Spell* - In groups, spell an important word or phrase from their vocabulary list with the entire body.

Review Action – led by Teaching Artist **5 min.**

- *Do It!* - in a circle, repeat action moments from their story

Read Through – led by Teaching Artist **10 min.**

- Read through the first draft of the script.
- Play *Change One Thing* with the text to Introduce *Editing*.
- Ask the class how they intend to document the script and internal changes.

Introduction to Character – led by Teaching Artist **10 min.**

- *Draw* a picture of the character in the air and step into the picture.
- *Talk*- How does this character talk? What is the character thinking? (*Inner Monologue*)
- *Gesture*- Students will be asked to identify the problem their character is having and create a gesture that reveals the character’s *conflict*.

Protagonist and Antagonist - led by Teaching Artist **5 min.**

Students will play a short physical game to explore balance and opposition.

- *Tug of War* or
- *Mirrors* or
- *Push Me and Pull You*

Tableaux – led by Teaching Artist**10 min.**

- Each student creates a statue of a character from their script. Include inanimate objects.
- Students create a *Tableaux (Frozen Picture)* that represents the role of the *Protagonist* in the scene.
- Add the *Antagonist* to the *Tableaux* who creates a major obstacle for the *Protagonist*.
- Allow each character to speak one sentence that reflects their inner thoughts (*Inner Monologue*).
- Document the text.

Inner Monologue – led by Teaching Artist**5 min.**

- An actor speaks as if he or she were the characters inner thoughts.
- Identify a rhythm for the character and give the *Inner Monologue* a beat.
- Use text from the monologue to build on a spoken or sung poem.
- Use words from the **Vocabulary List** to inspire new ideas.
- Document the text.

Review and Reflection – co-led with Classroom Teacher**5 min.**

- Restate the goal. Was it achieved? Leave time for questions and comments.
- Classroom Teacher will participate by connecting classroom goals with residency goals.

Total Time:**55 min.****Class Assignment:**

- Review and add to the Vocabulary List, Movement Sequences, Songs and Scene Dialogue.
- Students will be asked to **Draw the Characters**, creating artwork based on characters in their scene.
- Students may also create collages and biographies of each character in the scene.
- Write poems or songs that evolve out of their drawings.

Teaching Artist Assignment:

- Second draft of the script

Making Books Sing

Public School 222

Second Grade Residency

Session Five: Obstacles on the Journey to Sankofa Checklist

Goal: Create a Song for the *Central Conflict*. Every student in the class is assigned a task.

Objective: Ensure that each student has a responsibility.

Learner Outcomes: Making strong collaborative choices. Review the script for clarity

Question of the Day: *What is Conflict?*

Classroom Teacher Activity: Classroom Teacher will co-direct the scene.

Tools: Art Work, Second Draft of the Script, Vocabulary Lists

Warm Up – co-led with Classroom Teacher 5 min.

- *Breath and Stretch*
- *Change One Thing/ Statues*
- *Sankofa Sequence*
- *Vocal* – Breath support

Parade of Characters- led by Teaching Artist 5 min.

- The students choose a Character from their scene and walk in a circle as a group around the room in the shoes of their character.
- Add Sound and Rhythm to the activity.

Review and Read Through – co –led with Classroom Teacher 20 min.

- Review Vocabulary Terms - *Theme, Plot, Time, Place, Setting, Protagonist/ Antagonist, Objective, Action.*
- Read through the first draft of the script. Discuss necessary script revisions. Document suggestions for further exploratory writing.
-

Introduce Conflict – led by Teaching Artist 10 min.

- The class will identify the central moment of conflict, the crisis, in the story.
- Students create a *Tableaux* of the *Central Conflict*
- The students give the *Tableaux* a title. (*Heading Sentences*)
- The actors in the *Tableaux* each speak one sentence that describes what the character is thinking and wants.
- Classroom Teacher and Teaching Artist will document the text.

The Song Moment: Improvisation – led by Teaching Artist 10 min.

- Identify a rhythm for each character and choose a *Tempo* for the moment of crisis.
- Students create *Three Gestures* for each character based on the *Tempo*.
- Use words from the Vocabulary List and improvised text to build a spoken or sung poem that reveals the problem.
- The class will create a Song that further the *Action*.
- The Classroom Teacher documents the text.

Reflection and Review- co-led with Classroom Teacher

5 min.

- Students will Restate the goal.
- Classroom Teacher will guide a reflection making connections with classroom literacy goals.

Total Time:

55 min.

Class Assignment:

- Continue to work on the scene.
- Write poems or songs based on the conflict in pairs as protagonist/antagonist.

Teaching Artist Assignment:

- Third Draft of the Script.

Making Books Sing

Public School 222

Second Grade Residency

Session Six: Reaching Sankofa

Checklist

Goals for the Day: To develop a dance grounded in the climax of the scene. Use student artwork to inspire ideas for Environment, Characters and Action. Review the work for clarity. Assign each student a role. Develop a final outline for the script.

Objectives:

Learner Outcomes:

Questions of the Day: *What is Climax? What is Script Revision?*

Classroom Teacher Activities: Co-lead the warm up. Co-lead discussions. Coach students in group writing. Document the Improvisations.

Tools: Second Draft of the play. Student artwork displayed.

Warm Up – co-led with Classroom Teacher **5 min.**

- *Neutral Position/ Active Listening*
- *Breath and Stretch*
- *Change One Thing/ Statues*
- *Sankofa Sequence-* integrating Sound and Rhythm.
- *Vocal* - rehearse the student created song(s)

Review Vocabulary Terms- co-led with Classroom Teacher **10 min.**

- Review Vocabulary terms *Plot, Action, Character, Conflict* and *Theme*
- *Do It!* - in a circle, identify significant moments from the play related to the vocabulary terms.
- Guided discussion led based on the theme of the story. What is the lesson?

Review Design Elements – co-led with Classroom Teacher **5 min.**

- Brief presentation of design ideas and drawings created by students for the *Central Conflict* in the play.
- Students create *Snapshots* of their scene based on chosen drawings.

Read-Through – co-led with Classroom Teacher **10 min.**

- Students read through the second draft of their script for clarity, revision and continuity

Introduction To Climax – led by Teaching Artist **5 min**

- Students create a *Tableaux* of the *central conflict* in their scene. Using dialogue, actors heighten the problem and explore different ways of resolving the conflict.

Scene Development – co-led with Classroom Teacher **10 min.**

- **Improvisation:** The class will divide into three groups, working on three scenes. *Exposition, Climax* and *Resolution*. Each group will identify the *Objective* or *Need* of the central character and the *Obstacle* that keeps the character from getting what he or she wants. Each group will be encouraged to create a song or poem that furthers the *Action*.

_____ **Create a Dance for the Climactic Moment- led by Teaching Artist** **5 min**

- Build a movement vocabulary for the climactic moment. Identify the rhythm of the moment of climax. Review the song and begin to shape a dance for the Climax.

_____ **Review and Reflection – co-led with Classroom Teacher** **5 min.**

- Restate the goal. Was it achieved?
- Leave time for questions and comments.

Total Time: **55 min.**

Classroom Assignment:

- Students brainstorm and write out solutions to the Climax of their scene.
- The class will rehearse their Scene and Song.
- Teacher will cast actor s in the scene and choose designers responsible for the visual component of their stage space. Students may create a design concept for the moment of Climax including: Lights, Costume, Scenery, Props and Sound.

Teaching Artist Assignment:

- Provide a third script draft between sessions so that the class can rehearse their scene.

Making Books Sing

Public School 222

Second Grade Residency

Session Seven: Learning from Sankofa and Moving to Jubilee Checklist

Goal: Comprehensive review of the residency. Rehearsal and final editing of the class script.

Objectives:

Questions for the Day: *What is our Resolution? What is a Rehearsal?*

Learner Outcomes: The students will assess the process of developing their script and understand how to conduct a rehearsal.

Classroom Teacher Activity –Classroom Teacher will co-lead the warm up and co-direct the scene.

Tools: Tambourine, Large Notepaper, Marker, Vocabulary Lists

Warm Up – co-led with Classroom Teacher **5 min**

Breath and Stretch

Change One Thing/ Statues

Sankofa Sequence

Vocal- Rehearse songs from the student’s play

Review our Sankofa Journey – led by Teaching Artist **5 min**

Review our Playwriting Journey– co-led with Classroom Teacher **5 min**

Plot, Action, Character and Conflict, Climax and Resolution of the student’s play

Review Design Elements – co-led with Classroom Teacher **5 min**

Brief review of design ideas and drawings created by students for the *Climactic Moment* in the play.

What is a Brush Up Rehearsal? - co-led with Classroom Teacher **10 min**

Identify moments in the play that need clarity. The students will be responsible for suggesting final edits to the script.

What is a Run Through? – led by Classroom Teacher **20 min.**

Classroom Teacher leads a complete rehearsal of the scene. The Teaching Artist will support the students with acting notes, including volume, diction, gesture and intention.

Reflection and Review – co-led with Classroom Teacher **5 min.**

Total Time: **55 min.**

Classroom Assignment: Vital that Teacher and Teaching Artist communicate between sessions to create a final draft of the scene. Each student should know what he or she is responsible for. Classes **MUST** read and discuss their partner class’s book between sessions. The class can choose to create a presentation of all artwork and writing. Students may also choose to design a program or posters for their Sharing Day.

Teaching Artist Assignment: Provide Final draft of play. Confirm the method of collecting final edits from the class. Ensure the teachers have their Sharing Day schedule and know who their partner class is.

Making Books Sing
Public School 222
Second Grade Residency

Session Eight: Jubilee- Celebrating our Journey
Checklist

SHARING DAY

Question of the Day: *What is Denouement?*

Supplemental Materials: Final Draft of Scene, Student Artwork

REHEARSAL: co-led with Classroom Teacher

20 min

Each class will have 20 minutes to rehearse and reflect with the Teaching Artist prior to the Sharing.

SHARING: co-led with Classroom Teacher

55 min.

Classes will be paired and students will present their plays for one another. A discussion and reflection will follow each presentation.

Classroom Teachers will prepare students for the Sharing by:

- 1) Rehearsing the play
- 2) Creating a visual presentation of art work created by the students
- 3) Reflecting on the process of adapting a book and writing a play
- 4) Reading and discussing *Theme, Plot, Action, Characters, Conflict, Climax* and *Resolution* of the partner class' book.