

## ARTS INTEGRATION LESSON FRAMEWORK (ARTS/OTHER DISCIPLINE)

<b>Title: Point of View: Point of view about dancing</b>		<b>Grade:</b> <b>2-5</b>
<b>Subject/Content Area &amp; Art Form: ELA, Social Studies, Music</b>		<b>Lesson Duration:</b> <b>1 hour</b>
<b>Driving Question: After listening to Danny Richardson and Rich Senegal’s point of views on dancing, what is your point of view?</b>		
<b>Connected Objective: At the end of this lesson, students will understand why and how Native American people dance, be able to explain in their own words, and write their own point of view statement about dancing to share with their classmates.</b>		
<b>Subject/Content Area Objective</b> Students will know: Paraphrase the opinions and ideas expressed in the video about how and why Native people dance. Students will be able to: Explain their own point of view about dancing to their class.		<b>Art Form Objective</b> Students will know: Why dancing is important in Native American society, how and why people choose to dance. Students will be able to: Explain their own view on dancing and how and why they made their choice.
<b>Subject Area Standard(s):</b> <b>Social Studies CC.3.R.6, CC.4.W.1, CC.4.R.I.1</b>  <b>ELA</b> <u>CCSS.ELA-LITERACY.SL.4.2</u> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  <u>CCSS.ELA-LITERACY.SL.4.4</u> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<b>Art Elements:</b> <b>MU:Re7.1.3, 4, 5</b> Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. <b>MU:Cn10.0.3, 4, 5</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<b>21<sup>st</sup> Century Skills:</b> (Choose skills that apply to lesson) <ul style="list-style-type: none"> <li><input type="checkbox"/> Creativity &amp; Innovation</li> <li><input type="checkbox"/> Critical Thinking &amp; Problem Solving</li> <li><input type="checkbox"/> Collaboration &amp; Teamwork</li> <li><input type="checkbox"/> Communication</li> <li><input type="checkbox"/> Cross-cultural Understanding</li> </ul>

**Formative Assessment(s): Discussion- do the students understand the point of views stated in the video? Can they explain the views expressed in their own words?**

**Summative Assessment(s): A written statement explaining the student's point of view on dancing which includes background information and a convincing argument for why they like or do not like dancing.**

**Lesson Materials/ Preparation:**

- **Internet connection in order to play the Melodic Planet interview with D. Richardson and R. Senegal**
- **Paper/pencils or chromebooks to write statements on**

**Lesson Steps/Strategies for Learning**

- **Introduce: Use one or more of the Social Studies resources to introduce Native American society in America. Or watch Melodic Planet view from the beginning and complete lesson 1.**

When analyzing a text to determine point of view, identify the author's point of view about a specific topic.

Resources:

*Back of the Bus* by Aaron Reynolds. (Philomel Books, 2010). ISBN: 978-0-399-25091-0

*Rosa Parks: Freedom Rider* by Keith Brandt and Jeanne Mattern. (Scholastic, 2006). ISBN: 978-0-439-66045-7.

*Washington is Burning* by Marty Rhodes Figley. (Millbrook, 2006). ISBN: 978-0-8225-6050-0.

*The Flag Maker* by Susan Cambell Bartoletti. (Houghton Mifflin, 2004). ISBN: 978-0-6188-0911-0.

Suggestion: Use the lesson plan from the Reginald F. Lewis Museum about Molly Banneker and her grandson of Maryland Benjamin Banneker

When teaching about Native American societies in Maryland, have students read Father Andrew White's description of Native Americans' habits of dress, body art, and grooming in *A Brief Relation of a Voyage Unto Maryland* (1634) and take notes using paraphrasing. Have students pretend that they are Father White and **write an opinion piece**, in the form of a journal entry, expressing their views of the Native Americans.

Resource:

- *A Brief Relation of a Voyage Unto Maryland*  
By Father Andrew White  
<http://www.msa.md.gov/msa/speccol/sc2200/sc2221/000017/000005/pdf/pp41-45.pdf>

When teaching about early Maryland, read *Who Lived Here Before the English Arrived in 1634*. Have students refer to details in the source to determine what it says explicitly about the native people and their ways of living before European colonization. Have them draw inferences from the text about how life changed for native people after 1634, supported by specific details from the source.

Resources:

Maryland with Pride lesson - *Who Lived Here Before the English Arrived in 1634?*

[http://www.pride2.org/NewPrideSite/MD/Lesson14/Lesson14\\_3.html](http://www.pride2.org/NewPrideSite/MD/Lesson14/Lesson14_3.html)

When teaching about the cultural characteristics of various groups in Maryland, read *Meet Naiche*. Have students refer to details in the source to explain what Naiche says explicitly about his Native American heritage and draw inferences about how he combines his traditional culture with his daily life.

Resources:

*Meet Naiche*

By Gabrielle Tayac (Council Oak Books 2004) ISBN-10-1571781471]

*Leonard Calvert and the Maryland Adventure*

- **Engage:** Watch the Melodic Planet video interview with Danny Richardson and Rich Senegal either from the beginning, or start at 19:20 until the end. (About 12 minuets).
- **Build Knowledge:** Discuss the point of view of both interviewees about dancing and playing music. Have students restate Danny and Rich's thoughts in their own words. When do they play music and/or dance, why, and how did they get started?
- **Deepen/Assess Understanding:** Have students write their own short statement on when and why they like to or don't like to dance. They should include examples of when they will or won't dance and what styles of music they will or won't dance to.
- **Apply:** Have students extend their ideas by adding background information to their statement, such as if someone else in their family dances, if someone taught them to dance, if the music they like is easy or hard to dance to and if they feel that they are good at dancing, and why or why not.

Students can present their statement by reading it to their class or statements can be published on a site like google classroom for the class to read and comment on.

- **Reflect:** Review comments on each statement. Was the student successful in explaining their opinion? Were they able to provide enough background in order for other students to understand their point of view? Can other students restate their classmate's point of view in their own words?