



### **Videos to Use with Either or Both Activities Included in this Document:**

- Literature 44: The Setting of To Kill a Mockingbird—Comparing Monroeville to Maycomb
- Literature 45: Discussing the Characters in To Kill a Mockingbird
- Literature 46: Themes in To Kill a Mockingbird—Walking in Other People’s Skin
- Literature 50: Themes of Social Justice in To Kill a Mockingbird—Empathy, Perspective, Taking a Stand
- Literature 51: Themes of Social Justice in To Kill a Mockingbird—Role Models, Defending Others, Criminal Justice

### **Arts Integration Activity: Expressing Understanding Through Drama**

**Type of Teacher Tool:** Small Group

**Targeted Grade Level(s):** Can be modified for grades 3-12 as needed

**Targeted Curriculum Areas:** Language Arts, Drama, curriculum area of chosen video

#### **Learning Objectives:**

The learner will:

1. engage in critical and creative thinking.
2. engage in interactive activities and discussion about the subject of the video(s) chosen for this activity
3. develop an answer for themselves to the question: “How can we better understand...? (the subject of the video(s) chosen for this activity)

#### **National Standards:**

##### **National Core Arts Standards Theatre**

THCr2-6 b Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

Select, organize, create characters, and scenes in a clear and compelling presentation

Additional applicable standards from other curriculum areas can be determined by the video(s) chosen for this activity. Those additional State and National Standards related to the content of our videos listed below for this lesson are provided on the Educate.Today page where you find the video.

#### **Resources/Materials Needed:**

1. Video from Educate.Today website page where this Teacher Tool was found

#### **Teacher Instructions:**

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1. Have the group watch and discuss the video from the Educate.Today web page where this Teacher Tool was found and any additional videos from the site you find applicable and appropriate to include in their study.
2. As they watch the video(s), have the group take notes on:
  - a. interesting and/or important information they learn in the video.
  - b. people or objects in the videos that could become characters in a play scene.
  - c. themes or conflicts they identify.
3. After viewing the video, the group should share notes and begin to write a play scene that expresses what they learned:
  - a. Characters could be individuals and/or objects seen in the video or people created specifically for the play
  - b. Location for the scene could be the location in the video, a location referred to in the video, or another appropriate location of the group's choice.
  - c. Dialogue the characters speak should include information learned in the video(s) that the group believes is vital to making sure others, who watch their scene but have not watched the video(s), understand the important concepts, ideas, themes, etc. the students learned while watching the video(s).
  - d. Conflict in the scene could be related to the important ideas/concepts/themes of the video(s) or added by the group as they write their play.
  - e. The tone and style of the scene could be realistic, fantasy, historical, humorous, serious, musical, or whatever the group believes is best to make sure the audience understands the important and interesting information they want to share from the video(s).
  - f. The length of each group's scene will vary depending on the video(s) selected and information shared.

#### **Assessment/Evaluation Options:**

1. Evaluate the scenes both in terms of meeting the criteria of an effective dramatic scene as well as their depiction of student understanding of the subject matter content discussed in the video(s) they watched.
2. Have students develop a list of criteria for evaluating their own scene on any or all of the following:
  - a. clarity of information presented
  - b. accuracy of information
  - c. dramatic execution of their scene
  - d. the ideas that best explain the ideas/concepts/themes learned in the video
  - e. other criteria of their own
3. Read the scenes yourself and/or have the scenes read by other groups in the class using the criteria created by the group that wrote the scene.
4. Read the scenes yourself and evaluate how well the scene reflected the information presented in the video(s) viewed by each group.

#### **Extension Activity:**

1. Have groups perform or read aloud their scenes for the rest of the class or another audience.
2. Have the audience discuss the content of the scenes performed and select which ideas were best represented.

## **Arts Integration Activity: Expressing Understanding Through a Graphic Novel**

**Type of Teacher Tool:** Whole Class and Individual Activity

**Targeted Grade Level(s):** 5-8, 9-12

**Targeted Curriculum Areas:** Visual Arts, Language Arts, curriculum area of chosen video

### **Learning Objectives:**

The learner will:

1. select and organize visual images.
2. create a graphic novel that demonstrates an understanding of information learned.

### **National Standards:**

#### **Visual Art VA: Cr2.38A**

Select, organize, and design images and words to make visually clear and compelling presentations

Additional applicable standards from other curriculum areas can be determined by the video(s) chosen for this activity. Those additional State and National Standards related to the content of our videos listed below for this lesson are provided on the Educate.Today page where you find the video.

### **Resources/Materials Needed:**

2. Video from Educate.Today website page where this Teacher Tool was found
3. Paper, colored pencils, or a digital tool (tablet, computer, phone)

### **Teacher Instructions:**

4. Decide if you wish students to create their graphic novels from the same video(s) you show the class as a whole or if you wish students to independently view videos you have chosen.
5. Have the class as a whole or individual students watch and discuss the video from the Educate.Today web page where this Teacher Tool was found and any additional videos from the site you find applicable and appropriate to include in their study.
6. As they watch the video(s), have students take notes on:
  - d. interesting and/or important information they learn in the video.
  - e. people, places, objects in the videos that could become images in a graphic novel.
  - f. themes or conflicts they identify.
7. After viewing the video(s), students should look over their notes and begin to create a graphic novel that expresses what they learned. If you have chosen to do this as a whole class activity, students could be broken into small groups to create their graphic novel or could create them individually. Have them consider the following:
  - g. Characters in the graphic novel could be individuals and/or objects seen in the video or people created specifically for the play

- h. Location for scenes in the graphic novel could be the location in the video, a location referred to in the video, or another appropriate location of the group's choice.
  - i. Dialogue the characters speak should include information learned in the video(s) that the group believes is vital to making sure others, who read their novel but have not watched the video(s), understand the important concepts, ideas, themes, etc. the students learned while watching the video(s).
  - j. The length of each graphic novel will vary depending on the video(s) selected and information shared.
8. Instruct the student(s) to sketch the images in the graphic novel and develop appropriate dialogue. Once they have determined the final order for the images in their novel, they can choose to put finished images and dialogue on individual sheets of paper or to fold paper into smaller parts and place images and dialogue in those smaller boxes.
  9. After the images are drawn instruct students to add language to each page/square as needed to complete their graphic novel.

#### **Assessment/Evaluation Options:**

1. Have students share their graphic novels with each other or turn in to you for evaluation and assessment.
2. Evaluate how well the graphic novel reflects the information students learned in the video(s).
3. Evaluate visual images on their clarity, appropriateness, and artistic expression by yourself or with the assistance of a visual arts teacher.
4. If this activity has been done individually in its entirety and you choose to have students evaluate each other's work, give students the opportunity to watch the video(s) associated with the graphic novel they will be evaluating.

#### **Variation on the Assignment:**

Use this activity with a unit plan on a chosen concept or subject and select different Educate.Today videos for students to watch that deal with that subject or concept. Once students complete their individual graphic novels, have them share with each other and create one class-wide graphic novel that incorporates elements of each student's individual novel into the finished class novel.

#### **Extension Assignment:**

1. Make copies of the novel and distribute to the class or with students in another class.
2. Share graphic novels with a professional artist to learn more about what it would take to actually create the product and successfully market it.