

Curriculum Unit  
Title

*Storytelling that Develops Change Makers*

Author

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**KEY LEARNING, ENDURING UNDERSTANDING, ETC.**

Students will use theatre art techniques of tableau, pantomime, puppetry to demonstrate their understanding of social studies concepts of responsibility, respect and economics while developing empathy for the social problem of poverty.

**ESSENTIAL QUESTION(S) for the UNIT**

What happens when students use their imagination and/or learned theatre skills, while developing cooperative learning skills, in order to express learning of responsibility, wants, needs, and services, then transfer those skills to demonstrate the key components of a school wide service project?

**CONCEPT A**

Responsibility and pantomime

**CONCEPT B**

Wants, needs, services and puppetry

**CONCEPT C**

Community Service and creative drama story

**ESSENTIAL QUESTIONS A**

What happens when students use their imagination and/or learned theatre skills while considering the concepts of respect and the benefits of working together

**ESSENTIAL QUESTIONS B**

Why are strong student choices essential to interpreting a drama when demonstrating explanations of the idea of why can't I have everything I want?

**ESSENTIAL QUESTIONS C**

How do students comprehend the essence of drama processes and the theatre experience when using a drama techniques to demonstrate the meaning and impact of a community service project?

**VOCABULARY A**

respect, participate, group, cooperate, and responsibility, tableau, pantomime, movement story, body, space and time, force, time, responsibility and empathy

**VOCABULARY A**

needs, wants, resources, scarcity, services, puppetry, puppet, puppet movement, puppet theatre, voice and dialogue and puppet

**VOCABULARY A**

community service project

**ADDITIONAL INFORMATION/MATERIAL/TEXT/FILM/RESOURCES**

Various book by Julia Cook