



LESSON 6

Weaving Song

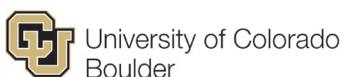
insidethegreenhouse.org/shine



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This lesson strives to address NGSS, Colorado 2020 and JeffCo Generations standards and goals, cited at the bottom of the lesson, by communicating science through embodied expression

Shine, The Musical
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Description

Students will decorate the strips of paper that will be woven into the fabric of community for the Weaving Song. To do so, they will express symbols and ideas about their community through drawing and writing.

Concepts

1. Every city has unique characteristics, features, and resources that distinguish that community and are valued
2. Students can be authors and actors in performance-based communication

Outcomes

Upon Completion of this lesson, students will be able to:

1. Identify and discuss the resources, unique features, and characteristics of their city
2. Through the symbols, ideas, and words they focus on, create a visual representation of community identity



Outline

- I. Set Up (5-10 min.)
- II. Introduction (15 min.)
 - a. Behavior Guidelines
 - b. Learner Level Assessment
- III. Community Circle (10 min.)
- IV. Create the Fabric of Community (35 min.)
- V. Follow-up Activities
 - a. Map it!
 - b. What seeds does your community sow?
 - c. Welcome an ambassador
- VI. Additional Resources
 - a. Sources
 - b. Vocabulary
- VII. Standards Addressed

I. Set Up (5-10 min.)

The paper strips used for this lesson will need to be prepared and other materials will need to be gathered.

Materials Needed

- Pencil and paper for writing activities
- Set of 8, 20-foot x 1-foot strips of paper in various colors
- Multiple wide-tip colored water-based markers (avoid tempura paint as it will make the paper strips difficult to roll again after being decorated)

II. Introduction (15 min.)

Behavior Guidelines: This lesson involves embodied learning. Please review the “Guidelines for Embodied Lessons in the Classroom” included in this curriculum.

Learner Level Assessment:

Ask students to spend a few minutes writing about what is important to them in their community. This can include places that they visit, businesses where they shop, sports teams, works of public art, places of worship, parks, and another other elements that define the place. It can also include places and things that represent challenges to that the community faces (forest fires, homelessness, floods...).





Lesson 6: Weaving Song

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Based on what they're written, ask students to spend a few minutes in a facilitated peer-to-peer discussion. This will take the same format as this activity did in lesson one.

Split students into two groups. Have one group form a circle facing out and the second group form a circle around the first group facing in. Each student should be standing in front of and facing a partner. If there's an odd number, a teacher/classroom aide can join in. Each student will have 30 seconds to share their thoughts about the community with their partner, so each pairing should take one minute. The teacher or another adult should keep time and ask the group to rotate to the next partner in the circle after one minute. Try to get through at least five rotations, but feel free to extend or shorten the activity depending on time.

Optimally, the teacher will have the opportunity to listen to the conversation of multiple students in order to consider categories for the next activity.

Assessment (Outcome 1): *Students communicate with peers about how they see their community and what they feel is important.*

III. Community Circle (10 min.)

Now that students have had a chance to think about what matters to them in the community, they're ready for an embodied activity based on those ideas. The teacher will act as the first activity leader and should focus on aspects of the community mentioned in the peer-to-peer discussion.

To start, everyone stands in a circle facing outwards. The leader shouts out an aspect of community (ex. Popular sports in this community, recognizable buildings, animals that live naturally in this community, flowers that grow, historic figures, favorite foods...), everyone counts to three, and then claps. On the clap, the players turn into the circle and make frozen images of an example of that using their bodies. After giving everyone a few minutes to look at each other's image, ask for volunteers to talk about what they represent and why they choose that. This helps explore identifying aspects of their community and lets the players express themselves through their bodies.

Assessment (Outcome 1): *Students use embodied communication to highlight aspects of their community.*

IV. Create the Fabric of Community (35 min.)

After the two preceding activities, students should have lots of ideas in mind for decorating the strips of paper that they will weave together in the next lesson to form the fabric of community. These paper strips will serve to create a prop that will help show what defines the community in the eyes of the students.

Students will decorate long pieces of paper with images that represent their city, making up the "fabric of their communities" when woven together. They can draw on the paper images such as monuments, schools, nationalities, religions, sports, bodies of water, businesses, popular pastimes, favorite foods, types



of transportation, flags, etc. In addition to drawings, students are welcome to use words, and symbols. Challenge the students to try and do the drawings big enough to fill the entire strip. To avoid the strips moving while students are working, tape them to the floor about 3 feet from each other. This can present a challenge in a classroom; a hallway may need to be used. Students need to be careful not to step on the strips or rip them so they can be used for weaving. Students don't need to worry about decorating the last one to two feet of each strip on the ends since that is mostly rolled up and doesn't show as much during the weaving exercise in the next lesson.

Assessment (Outcomes 2): *About five minutes before the lesson concludes, have a brief "gallery show" in which students are invited to show each other what they've created and consider each other's work.*



V. Follow-Up Activities

a. Map It!

Split students into groups, one for each strip of the fabric of community, and give each group a large piece of paper with whatever landmark or building is established as the city center drawn in the middle. Ask students to map everything on the strip they are working with as accurately as possible. This may include some tricky choices when it comes to more abstract concepts.

Assessment (Outcomes 1 and 2): *Students present their map to the class, describing the choices that they made.*

b. Place-based stories:

Ask students to interview one member of the community, this could be a relative, business owner, friend, or anyone else who isn't part of the class. Students should ask what the interviewee's favorite memory of the place is, what makes this community different than others, and if there has ever been a challenge that the community faced and overcame that the interviewee can remember.

Assessment (Outcome 1): *Students take notes from their interview and share their findings with the class.*

c. Welcome an ambassador:

Ask students to imagine what they would bring/show to a foreign ambassador that came to town for a visit to explain/show off their community. What places would they show them? What would they have them eat? What piece of clothing would be a good souvenir? What contributions does your town make to the larger area of country? What game would they play with them that is popular in your town? What dance? What music?

Assessment (Outcome 1): *Students take notes from their interview and share their findings with the class.*





VI. Additional Resources

a. Sources

Script of *Shine*: http://www.insidethegreenhouse.org/shine/assets/shine_script.pdf

Music of *Shine*: http://www.insidethegreenhouse.org/shine/shine_music.html

b. Vocabulary

Community: A group that shares place, values, or feelings and is connected through a physical or virtual space.

Metaphor: A figure of speech or a symbol that is representative of something else, especially something abstract (like community). Highlighting the similarities between the two and can help us the referenced idea or thing in a new or more nuanced way.

Fabric of community: Characteristics, features, monuments (natural and human made), local aspects of community such as foods, music, clothing, dance, recreation, that come together to provide an integrated community structure.

VII. Standards Addressed

a. Next Generation Science Standards Addressed

4-ESS3-1 Earth and Human Activity

Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

5-ESS3-1 Earth and Human Activity

Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

b. JeffCo Generations Skills

Civic & Global Engagement: Students take active roles in their communities, are prepared to be participatory citizens in our constitutional republic, and are engaged with issues of local, national, and global concern.

Self-Direction & Personal Responsibility: Students take initiative, are inquisitive, entrepreneurial, and curious. They persevere through challenging situations, take calculated risks, and stand accountable for their actions. They continually advocate for their own needs as well as the needs of others.

Communication: Students learn to effectively communicate in written, digital, artistic, and oral forms. Students learn to explore and articulate their own points of view, while respectfully exploring and understanding the





perspectives of others.

Collaboration & Leading by Influence: Students learn to work together, harnessing the power of teamwork, and learn the importance of influence to motivate others to get things accomplished.

Agility & Adaptability: Students learn to change in response to dynamic situations, environments, and complex problems. Students adjust to disruptions, ambiguity, and uncertainty in themselves, their organizations, and their communities – and thrive in spite of the obstacles.

Colorado Academic 2020 Standards Drama and Theatre Arts

Create

- Create characters from scripts or improvisation using voice, gestures and facial expressions
- Design a scene through an inventive process, and perform the scene

Perform

- Participate collaboratively with partners and groups
- Demonstrate safe use of voice and body to communicate characters

Critically Respond

- Develop selected criteria to critique what is seen, heard, and understood
- Examine character dynamics and relations

