

 <p>THEATRE</p>	<h2 style="text-align: center;">A Walk in Cesar Chavez's Shoes</h2> <h3 style="text-align: center;">3<sup>rd</sup> Grade</h3> <p style="text-align: center;"><i>In this lesson students will explore how theatre artists stage stories based on true historic events.</i></p>
<b>Lesson Objective(s):</b>	<b>Student Friendly Standard Learning Statement(s):</b> <ul style="list-style-type: none"> <li>• I am learning to share ideas with classmates and make group choices about a theatrical work by sharing ideas and deciding the <b>role</b> I will play in a group <b>tableau</b>.</li> <li>• I am learning to connect a theatrical work to other school subjects by creating <b>tableaus</b> to represent moments in Cesar Chavez's life.</li> </ul>
<b>Arts Standard(s):</b>	<p><b>Artistic Process - Creating</b>  <b>Anchor Standard 2</b> – Organize and develop artistic ideas and work</p> <ul style="list-style-type: none"> <li>○ (TH.CR.2.3b) - Compare ideas with peers and make selections that will enhance and deepen group theatrical work.</li> </ul> <p><b>Artistic Process - Connecting</b>  <b>Anchor Standard 10</b> - Synthesize and relate knowledge and personal experiences to make art</p> <ul style="list-style-type: none"> <li>○ (TH.CN.10.3b) - Identify connections to community, social issues, and other content areas in theatrical work.</li> </ul>
<b>Essential Question(s):</b>	<p><i>What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</i></p>
<b>Vocabulary:</b>	<p><b>NCCAS:</b>  <b>Tableau:</b> a dramatic scene made by posing silently without moving.  <b>Role:</b> the character played by an actor.</p>
<b>Lesson Procedure:</b> <i>(Two 45 Minute Lessons)</i>	<p><b>Day 1</b>  Anticipatory Set (15 Minutes)</p> <ol style="list-style-type: none"> <li>1. Teacher introduces objectives <ul style="list-style-type: none"> <li>○ I am learning to connect a theatrical work to other school subjects by creating <b>tableaus</b> to represent moments in Cesar Chavez's life.</li> <li>○ I am learning to share ideas with classmates and make group choices about a theatrical work by sharing ideas and deciding the <b>role</b> I will play in a group <b>tableau</b>.</li> </ul> </li> <li>2. Teacher introduces vocabulary. <ul style="list-style-type: none"> <li>○ <b>Tableau:</b> a dramatic scene made by posing silently without moving.</li> <li>○ <b>Role:</b> the character played by an actor.</li> </ul> </li> <li>3. Cesar Chavez Background <ul style="list-style-type: none"> <li>○ Teacher puts up a photo of Cesar Chavez (See Resources) and discusses with students "What do you already know about Cesar Chavez?"</li> <li>○ Teacher summarizes Cesar's story. Example: "Cesar Chavez dedicated his life to improving the life of farm workers who were working in poor conditions for very little pay to bring food to Americans. On March 31st we recognize the work he did to improve their lives on Cesar Chavez day."</li> </ul> </li> <li>4. <b>Tableau</b> Demonstration (15 Minutes) <ul style="list-style-type: none"> <li>○ Teacher uses a source text (see resources for book recommendations) and puts up a picture and text from Cesar's early biography. Student(s) read the source text out loud.</li> </ul> </li> </ol>

Text Suggestion from Harvesting Hope by Kathleen Krull Illustrated by Yuyi Morales

"In 1937, the summer Cesar was ten, the trees around the ranch began to wilt. The sun baked the farm soil rock hard. A drought was choking the life out of Arizona. Without water for the crops, the Chavez family couldn't make money to pay its bills. There came a day when Cesar's mother couldn't stop crying. In a daze, Cesar watched his father strap their possessions onto the roof of their old car. After a long struggle the family no longer owned the ranch. They had no choice but to join the hundreds of thousands of people fleeing to the green valleys of California to look for work."

5. Teacher demonstrates how an actor might select a role from the text and freeze their body to create a dramatic stage picture or **tableau**.
  - Examples: wilting tree on the ranch, Cesar's mother crying, Cesar's father packing the car
6. Teacher asks for 4-5 volunteers to create a picture as a group working together to tell Cesar's story.
  - Coaching: What **role** would you like to play in the **tableau**? What is this person or thing doing? How can you add on to what is already happening?
  - CAPTION: Teacher asks the class to come up with 1 sentence that describes the **tableau**.
  - THOUGHT BUBBLE: Teacher asks each character in the tableau to share what they think their person or thing is thinking in the story.
7. Tableau Assignment (15 Minutes)
  - Teacher splits the class into small groups of 4-5 and hands out an excerpt from the chosen text. (Teacher will need 6-8 text excerpts numbered in chronological order) Teacher goes over the assignment

Create a Tableau Based on your Text:

- Your tableau must have 1 sentence to describe what is happening (The same for the whole group)
- Your Tableau must have a thought for each character to speak out loud to the class. (Different for each member)
- Break into small groups
  - Each group reads the text out loud.
  - Each group writes 1 sentence to focus on for their tableau. (See page 6 for example template)
  - Each group member decides their role
  - The group may practice the tableau (if time allows)
- 8. Each small group shares their 1 sentence in chronological order.

**Day 2**

9. Tableau Rehearsal (15 Minutes)
  - Review: What have we learned so far about Cesar Chavez?
  - Review: Tableau Assignment
  - Create a Tableau Based on your Text
  - Your tableau must have 1 sentence to describe what is happening (The same for the whole group)

	<p>Your Tableau must have a thought for each character to speak outloud to the class. (Different for each member)</p> <p>Break into small groups to rehearse tableaux.</p> <p>Teacher floats and asks coaching questions:</p> <p>Examples: What is each member's role in the tableau? How does everyone in the tableau work together to tell the story? What are your characters thinking? Who will say the sentence at the beginning of the performance? Can you hold your pose and stay still?</p> <p>10. Tableau Performance (20 Minutes)</p> <p>Ask each student group to perform their <b>tableau</b> for the class in chronological order.</p> <p>Teacher asks a student to say the CAPTION loudly for the class.</p> <p>Teacher asks the students: What are the actors doing with their bodies? What is being added to Cesar's story?</p> <p>11. Reflection (10 Minutes)</p> <p>Ask students to complete the lesson reflection as an exit ticket.</p> <p>Write 2 important things you learned about Cesar Chavez.</p> <p>Write 2 important things you learned about making theatre about history.</p>
<b>Assessments:</b>	<p><b>Checking for understanding:</b> During small group collaboration and rehearsal time the teacher floats around the room assisting each group as needed and giving feedback.</p> <p><b>End of Lesson:</b> Lesson reflection questions</p>
<b>Related Standards/ Competencies:</b>	<p><b><i>This lesson integrates 3rd Grade Arizona History Standards</i></b></p> <p><i>3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations.</i></p> <ul style="list-style-type: none"> <li>● <i>Key concepts include but are not limited to the impact of prehistoric peoples, Native Americans, Latinx, African Americans, Asian Americans, and newcomers from the United States and world on art, language, architecture, mining, agriculture, and innovations.</i></li> <li>● <i>Influential individuals and groups in the history and development of Arizona.</i></li> </ul> <p><i>3.H2.1 Use primary and secondary sources to generate questions about the causes and effects of conflicts and resolutions throughout Arizona's history.</i></p> <p><i>3.H2.2 Examine how individuals and groups have worked together throughout Arizona's History.</i></p>

**Resources:**

Photo of Cesar Chavez



Books about Cesar Chavez that may be used with this lesson:

- Harvesting Hope: The Story of Cesar Chavez by Kathleen Krull Illustrated by Yuyi Morales
- A Picture Book of Cesar Chavez by David A. Adler, Michael S. Adler, and Illustrated by Marie Olofsdotter
- Side by Side/Lado a lado: The Story of Dolores Huerta and Cesar Chavez/La historia de Dolores Huerta y Cesar Chavez by Monica Brown Illustrated by Joe Cepeda

\*Assignment requires 6-8 pre-selected excerpts from one of these texts

Cesar Chavez Tableau Assignment
Write one sentence to describe your tableau:
What is my role in the tableau?
What is my character thinking?
Lesson Reflection: Write two important things you learned about Cesar Chavez:  Write two important things you learned about making theatre about history: