



Durham Arts Council CAPS Teaching Artist Roster
Lesson Plan

Program Title: Doc-U-Memories		Teaching Artist Name: Aya Shabu	
Grade Level: 5 - 12	Maximum Student Participants: 40	Length of Program: <i>90 min.</i>	
Arts Focus: Storytelling		Curriculum Focus: Durham African American History	
Primary Learning Goal(s): Students will have an understanding of African American contribution to Durham. <i>(What should students learn during this residency, workshop, or performance?)</i>			
Connecting NC Essential Arts Standard <i>Identify at least one NC Essential arts standards being addressed by the program and primary learning goal.</i> AAS.G.2.2 Use maps, charts, graphs, photographs, geographic data and available technology tools to make inferences about African American life.		Connecting Common Core State Standard(s) <i>Identify at least one common core standards in math or language arts being addressed through your residency for the grade level specified above.</i> <u>CCSS.ELA-Literacy.RH.6-8.6</u> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	
Connecting NC Essential Standard(s) <i>Identify at least one NC Essential science, social studies, information & technology, healthful living, or world languages standards being addressed by the residency and primary learning goal.</i> AAH2 Understand the significance of historical personalities, groups, institutions, and events in shaping African American life over time.			
Program Overview <i>(Describe the activities you will present each day of the residency, or for the timeframe of the workshop/performance in order to develop participant understanding of the primary learning objective and the connecting arts and core curriculum standards. (Include approximate length of each activity).</i>			
Participants will be divided into teams (2) Each team will be given a set of challenges within a geographic area Students will solve challenges and document progress with photos Students will upload photos and comments to receive points Points are assigned to teams as they complete challenges Teams progress, photos, comments, and journeys are recorded on an online platform for future retrieval.			

Cell phones - minimum of 2	
Materials: <i>List materials that will be required to conduct this program.</i>	
Teacher Involvement	Program Evaluation
<p>Teacher(s) role: <i>Describe the role of the classroom teacher before, during, and/or after the sessions and activities.</i></p> <p>Teachers will revise challenges for appropriateness of their students before the tour. Teacher will provide cell phones for teams' usage. Teachers/volunteer will be assigned to each team to provide traffic safety. Teacher will integrate new knowledge into future lesson plans.</p>	<p>Evaluation Tool(s): <i>Describe how you will evaluate your program's success. Address at what points you will check in throughout the residency to determine student learning and participation levels.</i></p> <p>Success will be evaluated by observing the level of student engagement, assessing the number of completed challenges on the online platform and uploaded content: photos and commentary.</p>
<p>Teacher-Artist Orientation: <i>Outline your orientation checklist, including any questions, suggestions, collaboration ideas and any information you will provide to teachers/staff as part of this program.</i></p> <p>Area of special interest? Physical, emotional, and/or behavioral difference? Special stops requested? In what ways is African American history, achievement or social justice issues already being integrated into classroom learning?</p>	<p>Extension Activities: <i>Describe the tools you will leave behind for teachers and staff to develop and implement after you have left the classroom.</i></p> <p>Students will retain access to their teams' journey. It will serve as documented record of historical sites and their activation of them.</p>
<p>Resources: <i>List resources consulted or used during the residency (books, DVD's, music, web resources, and other supporting materials)</i></p> <p>Whistle Stop Tour scripts Aya Shabu; UpBuilding Black Durham Leslie Brown, Root Shock- Mindy Fullilove</p>	
Space Requirements: none	Technical Needs: cell phones, online hosting platform subscription

Program Variations Available: *Describe any flexibility in the program or other variations of the program offered, etc.*

Program can be reduced to a performance based walking tour with a guide rather than a democratic, game-ified format.

Additional Comments:

