



Durham Arts Council CAPS Teaching Artist Roster
Lesson Plan Template – **Linda Gorham**

Program Title: Interactive Folktales with "Sophisticated Attitude!"		Teaching Artist Name: Linda Gorham	
Grade Level: Stories are targeted to specific age groupings: K-2, 3-5 and 6-8	Maximum Student Participants: 325	Length of Program: <i>Total Days:</i> <i>Length of session(s):</i> 45-minutes	
Arts Focus: Storytelling		Curriculum Focus: English, Language Arts, Folktales, Trickster Tales, Native American Stories, Multicultural Stories, Sky Stories	
Primary Learning Goal(s): <i>(What should students learn during this residency, workshop, or performance?)</i> Enhanced Listening. Understanding of Rhythm & Patterning. Creative thinking. How folktales were used to teach important life skills.			
Connecting NC Essential Arts Standard <i>Identify at least one NC Essential arts standards being addressed by the program and primary learning goal.</i>		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>	
Speaking and Listening Language		Speaking and Listening Language	
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>			
English Language Arts / Fluency / Phonics and Word Recognition			
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>			
The 45-minute performance includes 2-3 interactive stories / folktales and a Q&A session.			

<p>Materials: <i>List materials that will be required to conduct this program.</i> Since this is a performance, the only needs will be a table (to hold the performer’s sound system) and a bottle of water (room temperature).</p>	
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 are encouraged to participate in the program by being ‘present.’</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>Storytelling is an active participatory art. Throughout the program, the teller is responsible for keeping all members of the audience engaged. As needed stories can be adjusted ‘on the fly’ to enhance participation, and questions can be asked to ensure the audience is understanding key learning modes and following story themes.</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>Linda Gorham provides the booking contact with a ‘Storytelling Overview for Folktales” for distribution to teachers.</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>Often Linda Gorham will provide a list of the picture books that have versions of the stories/folktales presented. The goal is to encourage students to visit the school or public library to compare the author’s interpretation with the teller’s version.</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>Relevant books will be brought by Linda Gorham</p>	
<p>Space Requirements: Six-foot table at the front of the room (off to one side): In large spaces, at least 10 feet of space from the wall to the start of the audience line. For groups over 100, please plan to have an aisle about three feet wide down the middle of the audience. Cones work well as aisle markers. Place chairs for adults on the sides in the room so adults can see, monitor, and enjoy the students more easily.</p>	<p>Technical Needs: Linda usually brings her own sound system (with a headset for hands-free performing). She may access to an outlet and a long extension cord. At times she brings a receiver and headset that can connect through a house system.</p>

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

Due to the nature and flexibility of storytelling, story selection can usually be made spontaneously depending on the space and needs of the audience.

Additional Comments:

Linda's performances set the bar high for active and joyous 'audience participation.'