



Durham Arts Council CAPS Teaching Artist Roster
Lesson Plan Template

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| Program Title: Creative Storytelling: Familiar Stories with Twists | | Teaching Artist Name: Linda Gorham | |
| Grade Level: 3-5 and 6-8 | Maximum Student Participants: 25 | Length of Program: Total Days: 1-2 Length of session(s): Max 3 | |
| Arts Focus: Storytelling | | Curriculum Focus: English, Language Arts, Oral Presentation, Multicultural Stories, | |
| Primary Learning Goal(s): <i>(What should students learn during this residency, workshop, or performance?)</i> Fracturing tales involves taking a well-known fairy or folk tale and changing it in a way that makes it full of surprises – in characterization, plot modification, setting, narration style, point of view and more. Students will learn the fundamental aspects of ‘story,’ will have an opportunity to adapt well-known stories, and will learn and practice presentation 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> + Speaking and Listening + Language + Choosing words and phrases to convey ideas precisely + Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. + Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, and stammered). | | 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 + Planning, revising, and editing to develop and strengthen writing + Oral language instruction includes strategies for comprehending, applying, and analyzing increasingly sophisticated and varied forms of spoken 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> | | | |
| Review of key characteristics of selected well-known folk and/or fairy tales Discussion (and demonstration) of what it means to fracture and twist tales Large and small group exercises to generate ideas for twisting: Change the problem, setting, time period and/or location | | | |

| <p>Extend the ending or the beginning Change an important item in the story Character changes – new characters, personality changes, gender changes Narration changes – point of view, first vs third person Additions: songs, props, modern references</p> <p>Students (in small groups) will develop and present their own stories based on one or two selected types of twisted changes</p> | |
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| <p>Materials: <i>List materials that will be required to conduct this program.</i> Presenter: white board or black board Students: Paper, pencils or pens, imaginations</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>Teacher participation will be important to help guide the students as they work in small groups.</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>I use an evaluation form for after the workshop. Presenter will actively participate in the process to ensure that everyone is engaged and creating.</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>I present an extensive teacher handout before the workshop. It includes suggested stories that will work for twisting / fracturing and guidelines for creativity. I request at least one teacher conference (via phone) so I know any particular stories the students may already know.</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>The preliminary handout is comprehensive but if additional information is needed for follow-up, I will provide it. I will leave a complimentary copy of my CD: Common Sense and Uncommon Fun that includes at least one familiar twisted tale.</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>I will provide a bibliography of some key books on this topic that I have used as references.</p> | |
| <p>Space Requirements: Classroom</p> | <p>Technical Needs: White board or blackboard</p> |
| <p>Program Variations Available: <i>Describe any flexibility in the program or other variations of the program offered, etc.</i></p> <p>Flexibility is the hallmark of the art of Storytelling. The types of twisting / fracturing possibilities can be altered to meet the age of the students and the time frame. Twisting techniques taught to older age groups can require a knowledge of current events, music genres, and language techniques such as synonyms, similes and metaphors.</p> | |

Additional Comments:

Note: This workshop works best if it follows an assembly program where I demonstrate twisted tales.