

Lesson Plan Title

Mountain Creation: A Drama Exploration

Grade Level

4th Grade

Subject Area

Science

MSCCRS

E.4.9C.1 - Analyze and interpret data to describe and predict how natural processes (e.g., weathering, erosion, deposition, earthquakes, tsunamis, hurricanes, or storms) affect Earth's surface.

Art Form

Theatre

MSCCR Creative Arts Standards

TH: Cr1.1.4 Generate and conceptualize artistic ideas and work.

a. Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work. b. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work. c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.

TH: Cr2.1.4 Organize and develop artistic ideas and work.

a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots. b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.

TH: Pr4.1.4 Select, analyze, and interpret artistic work for presentation. SELECT a. Modify the dialogue and action to change the story in a drama/theatre work. b. Make physical choices to develop a character in a drama/theatre work.

Duration

2 class periods - 45 minutes each

Materials

*Printable-

Perfect Mountains Excerpt

Mountain Formation

Mountain Poem

Assessment Rubric

*Required Technology-

1 Computer per Classroom

Internet Access

Projector

Objectives

Students will:

Learn about mountains and geological time.

Demonstrate understanding of connections between fact-based information and fictional sources.

Work collaboratively with others to write a creation legend and produce a creative dramatization.

Write a formatted poem about mountains.

Vocabulary

Legend

Formation

Native American

Folded

Fault block

Dome/volcanic

Art Vocabulary

Dramatization

Creative

Lesson Description

ENGAGE

1. Read "The Way to Make Perfect Mountains" by Byrd Baylor located within the Resource Carousel below. Have students close their eyes while you read this poem to them. Ask them what they envisioned as the words are read. Guide the discussion by asking about colors, direction, birds, etc. You may want to recreate the legend on the blackboard using the four directions. Ask them if they think the mountains were actually created this way.

2. Discuss the definition of a legend. Explain that a legend is an unverified story handed down from earlier times, especially one popularly believed to be historical. It is fiction as opposed to factual. Ask students if they know any other legends.

BUILD KNOWLEDGE

1. Watch the video How Mountains are Formed about mountain formation. After viewing the film with students, reinforce the three types of mountain formation (folded, fault-block, and dome/volcanic) and terminology that is age- or grade-appropriate. Refer to Mountain Formation worksheet .in resources below (NOTE TO TEACHERS: The film ends abruptly, but all needed information is present.)

https://www.youtube.com/watch?v=Fd_XqYE2BWY

2. Locate major mountain ranges and state- or region-specific mountains on a map or globe. If possible, use a 3-D relief map to show mountain ranges. Have students "feel" the elevation. Identify the type of mountain, if possible.

3. Demonstrate mountain folding using flexible foam board. With the four layers of foam atop one another, apply pressure to two opposing ends. The layers will either bend upward or downward to create folded mountains.

APPLY

1. Write an original legend about mountain formation. Divide the class into small groups. Assign each group a type of mountain formation. Ask them to refer to the Mountain Formation worksheet for the science behind their type of mountain formation. Remind students that a legend is a fictional story that cannot be verified. Encourage them to be as creative as possible.

2. Produce and present each original legend as a dramatization. Each group will present its legend in dramatic form. You may choose to limit students to movement only (no verbalization), no props or costumes, etc. Ask the audience if they can determine the type of mountain formation by the presented legend.

REFLECT

1. Write a mountain poem. Use the Mountain Poem worksheet below as a guide.

2. Display the final poems for the class (and others) and have students read poems aloud.

ASSESS

Assess the student's work using the Assessment Rubric located within the Resource Carousel

Recommended Resources

https://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-3-4/mountains_way_to_make_perfect_mountains_excerpt

https://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-3-4/mountain_formation.pdf

https://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-3-4/mountain_poem.pdf

https://artsedge.kennedy-center.org/~media/ArtsEdge/LessonPrintables/grade-3-4/mountains_assessment_rubric.pdf

https://www.youtube.com/watch?v=Fd_XqYE2BWY

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