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| **Grade:****2nd**  | **Content Areas Being Integrated:****Theatre and History/Social Science** |

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|  | **Arts Discipline** | **Other Content Area** |
| **Standards****Addressed in the Integrated Lesson/Activity** | **Theatre 5.1**: Use problem-solving and cooperative skills in dramatizing a story, a current event, or a concept from another subject area.  | **History-Social Science 2.5:** Students understand the importance of individual actions and characters and explain how heroes from long ago and the recent past have made a difference in others' lives.  |
| **Student Objectives in Each Discipline** | Students will be able to create a tableau and pantomime historical scenes based on significant times in the life of Cesar Chavez. | Students will be able to show their understanding of migrant workers' struggles and Cesar Chavez's heroic work to help migrant farm workers.  |

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| **Integrated Student Objective** | ***What is the objective of the integrated activity? Look at connections being made between the two content areas.***At the end of the integrated activity, students will be able to retell the facts they have learned about Cesar Chavez and migrant farm workers through theatre activities. |
| **Essential Question** | ***What is the question you want the students to be able to answer at the end of this lesson?*** "What thoughts and feelings do you think the characters in the tableau have? How do you think life was for Cesar Chavez and other migrant farm workers?" |

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| **Materials/Resources** |
| Several books about Cesar Chavez; Voices From the Fields by S. Beth Atkin; space to create a "stage" |

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| **Lesson/Activity Description** |
| After learning about different historical figures in Treasures' language arts lessons, students will Think, Pair, Share (TPS) facts they have learned about Cesar Chavez. After TPS, students will retell important events that Cesar Chavez participated in to create/improve migrant farm workers' rights (such as marches, speeches, grape boycott). In pairs, students will browse through decodable books and other books about Cesar Chavez and migrant farm workers, and discuss photos/drawings from the books. They can compare and contrast their own lives with those of the characters in the books. The teacher will then define and model a tableau, with a few student volunteers. The teacher will discuss the characteristics of an effective tableau. Students will work in groups of four to show a tableau of a field scene with Cesar Chavez and farm workers. After all students have created a tableau within their groups, they will discuss the characters' thoughts and feelings. As an additional activity, students can complete journals describing the event they created in their tableaux.  |