**Teaching Artist: Beth Anne Musiker**

**From the Page to the Stage – Bringing the News to Life through Theatre Scenes and Songs**

**Residency Outline**

**Common Core State Standards for Literacy in Social Studies – Grade 6**

[CCSS.ELA-LITERACY.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/)

Cite specific textual evidence to support analysis of primary and secondary sources.

[CCSS.ELA-LITERACY.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/)

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

[CCSS.ELA-LITERACY.RH.6-8.3](http://www.corestandards.org/ELA-Literacy/RH/6-8/3/)

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure:

[CCSS.ELA-LITERACY.RH.6-8.4](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

[CCSS.ELA-LITERACY.RH.6-8.5](http://www.corestandards.org/ELA-Literacy/RH/6-8/5/)

Describe how a text presents information (e.g., sequentially, comparatively, causally).

[CCSS.ELA-LITERACY.RH.6-8.6](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/)

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).

Integration of Knowledge and Ideas:

[CCSS.ELA-LITERACY.RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

[CCSS.ELA-LITERACY.RH.6-8.8](http://www.corestandards.org/ELA-Literacy/RH/6-8/8/)

Distinguish among fact, opinion, and reasoned judgment in a text.

[CCSS.ELA-LITERACY.SL.6.1](http://www.corestandards.org/ELA-Literacy/SL/6/1/)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

[CCSS.ELA-LITERACY.SL.6.6](http://www.corestandards.org/ELA-Literacy/SL/6/6/)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

**TN State Curriculum Standards in Theatre – Grade 6-8**

STANDARD 1.0 SCRIPT WRITING

Students will write scripts through improvising, drafting, and refining scripts based on personal experience and heritage, imagination, literature, and history.

STANDARD 2.0 CHARACTER ACTING

Students will develop basic acting skills by portraying characters in improvised and scripted scenes.

STANDARD 4.0 DIRECTING
Students will direct by organizing rehearsals for improvised and scripted scenes.

STANDARD 5.0 RESEARCH

Students will research by using cultural and historical information to support improvised and scripted scenes.

STANDARD 6.0 THEATRICAL PRESENTATION

The students will compare and incorporate art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms.

STANDARD 7.0 SCENE COMPREHENSIONS

Students will analyze, evaluate, and construct meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions.

STANDARD 8.0 CONTEXT

Students will understand context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures.

**In this Residency:**

* Students will analyze the selected article for basic comprehension; understanding the sequencing of events, identifying the characters involved and the importance of the actions, and motives as well as the conflict/challenges that were faced.
* Students will be guided through a step by step artistic exploration in which they create the characters from the article based on the information presented in the article as well as what they can infer and imagine about the characters.
* They will then engage in some improvisations to explore how the characters might have interacted in the situation presented in the article as well some new ideas for what else might have taken place that was not in the article and what might happen next.
* Students will develop their improvisations into a written script.
* Students will have the opportunity to stage their scenes and perform them for  the class.
* Students will build upon their knowledge of social studies curriculum on many levels while deepening their understanding of how a theatre scene is constructed.
* Students will explore the work of both writers and performers.