Branches of Power: Using Drama to Communicate Understanding

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This curriculum Unit is recommended for:
2nd-grade
Social Studies

Keywords: Embodied Cognition, Drama, Tableau, Reader's Theatre, Declaration of Independence, Constitution, Democracy, Government, Separation of Power, Legislative Branch, Executive Branch, and Judicial Branch

Teaching Standards: See Appendix 1 for teaching standards addressed in this unit.

Synopsis: This unit was a struggle to teach second graders in the past. I found an innovative and exciting way to bring this unit to life. Drama allows students to move, retain details, and be engaged all at once. The unit introduces the students to how it feels to be under Great Britain's rule. They are forced to give up their goods and pay taxes. Then they go to war with Great Britain. Students show this by posing in a still moment using a tableau to retell history. This leads us to the discussion of the Declaration of Independence, the document that allows the colonist to separate from the king's rule. The United States Constitution is a document that is the foundation of our democracy that states "it's for the people by the people." The constitution consists of three branches of power, the legislative branch, the executive branch, and the judicial branch. In addition, students use a reader's theatre to act out each branch. They will show their understanding by creating a triarama. The tableaux vivant demonstrates and interprets the three branches of government.

I taught this unit in October 2022 to students in 2nd Grade.

Branches of Power: Using Drama to Communicate Understanding

Wendy Tolbert

Introduction

Rationale

I want to incorporate movements to help my students understand Government and specifically the three Branches of government. Government is one of those subjects that is hard for adults to understand, let alone children. Yet, it is such an important subject for children in that it helps them to understand their rights and how to operate following rules and regulations as a citizen in society. I think that movement will improve my student's focus and understanding of government.

The class I have this year has more kids who are kinesthetic learners than I ever had in the past. At the start of the school year, I included movement throughout the day. My students were able to stay engaged and on task. Recently, the only time I have included movement in our day is at recess. My schedule is somewhat rigid, and I am always concerned about staying on task. I noticed that when my students are sitting on the carpet for a long period without a brain break, then they are less likely to participate, behave, and stay on task. When I use some of the online brain breaks, my students become revved up, and focus is out the window.

Another reason that I want to incorporate movement in my classroom is so that my students can retain the information I've taught. We sang songs and raps for learning coins, but some of my students still struggled. The topic of government has always been one of those topics that are lackluster for kids. They can't relate and most materials on the subject seem dull.

The subject of government has some challenging vocabulary. Vocabulary usage is an area where our students need improvement. One reason is that Starmount has more than seventy percent or greater students whose second language is English. There is about seventeen percent of African Americans. Both groups of students need an innovative way to learn vocabulary. Students must learn content vocabulary as well as general vocabulary. I feel that if vocabulary increases, then there will be a greater chance that comprehension will also increase. I hope that incorporating movement will help students to internalize and determine the meaning of new words in Social Studies as well as help them understand the concept.

The last reason I want to incorporate movement into my classroom is that children should be able to transfer skills from one context to another context. If students can grasp new information, they should be able to demonstrate what they learned. It seems that Math skills are easier to transfer because it is concrete. Government, on the other hand, involves several parts to understand and internalize. It involves who, what, where, why, and how the government is operated and how they serve people. Some of the terms for government are transferable terms, like "separation of powers." Separation of powers refers to the three branches of government, but it can also refer to our school administration. I hope that movement will help students to transfer skills learned from social studies to all subject matter.

Demographics

I am a second-grade teacher at Starmount Academy of Excellence. Starmount Academy of Excellence is a small school that consists of a total of four hundred sixty-three students. The school includes PK-5 grades. Fifty-one percent are girls and forty-nine percent are boys. Three hundred fifty-six students are Hispanics, which makes up about 76.8% of the student body. Seventy-six students are African Americans, and they make up 16.4 % of the student population. Fifteen students are White, and they make up 3.2% percent of the student population. Three are Asian and Pacific Island and they make up 0.7% of the student population and two students are American Indian or Alaskan Pacific for 0.4% of the student population. Seventy-six percent of the student population is marginalized, but I celebrate them because they bring a culture that is not like mine, so I can learn from it. They are a very energetic bunch who are eager to learn and love structure. They bring me joy every morning when I see their smiling faces at the door. It makes me feel at peace knowing that they love being in my class.

There are 42 equivalent full-time teachers, two full-time counselors, and a social worker. We are teachers who are dedicated to helping our students. We are willing to think outside the box and do whatever it takes to give students the best education that they can have. Our students are so lucky to have us. We love our students well and they love us back. That's what keeps us going.

Goals:

My goal for my class is to keep them focused and engaged while teaching a rigorous subject such as government on the federal level. Another goal is to teach them how to retain and transfer that information so that they can be successful students for life. Our standard for Social Studies for second grade is insurmountable. North Carolina Standards are asking kids to learn and understand how government works and all the intricate parts of government. Charlotte Mecklenburg School lessons do not sit well with me. The amount of information for the time allotted does not allow second graders time to digest the information. When I taught these lessons last year, we had rewritten the plans in a more student-friendly way, but students still struggled to understand. This year was different. I asked them to perform the duties of the three branches of government.

Content Research

The importance of Moving for the Brain

Educational Companies that endorse the use of technology are changing the way kids learn. The advantage is that it helps kids be better connected to the subject they want to learn and connected to the world. Outside of school, it connects students with a convenient online platform. It can also provide online tutoring. On the other hand, the disadvantage is that it produces zero physical activity thereby depriving the brain of functioning at its peak.

Some children live in an environment that keeps them inside. The Alpha Generation are more exposed to technology than generations before them, causing a decline in physical activity. Researchers studied students who were academically struggling in mathematics. They studied the relationship between cognitive learning and academic skills and found that after ten minutes of movements these students were able to improve their cognitive and academic skills. The

effects were that these students performed better in math than students who were getting higher grades. (Mualem, Raed 2018).

Active bodies produce active brains. Over the years, schools have moved from teaching whole group lessons while students are at their desks to teaching while students are sitting on the carpet. After fifteen to twenty minutes of sitting, students are lethargic, antsy, and less likely to pay attention to anything the teacher has to say. Even when staying within the margin of fifteen minutes, some students will not learn from traditional teaching. For instance, I was teaching my students the parts and functions of the ear. Students talked to each other and recited the parts and functions repeatedly. They were still struggling. Then it occurred to me to get them up to perform how each part functions. Three students were the outer ear, three were the canal, one student was the eardrum, one was the stirrup, another was the anvil, three was a cochlea, three were the nerve and the last three had to show how it all connected to the brain to tell it what to do. Each group was allowed to show how sound travels through the parts of the ear. They were engaged and they had fun learning. At the end of that activity, I asked my students to sit back down on the carpet and asked them questions about how sound travel. Everyone's hands went in the air. I felt so moved by their responses. Therefore, moving to learn is so important for retaining and transferring knowledge with focus and engagement.

How are the mind and body connected?

The mind and body are interconnected during the early stages of learning. Piaget (YEAR as cited in "Jean Piaget Theory of Cognitive Development" 2007) was a psychologist who made a systematic study of cognitive development. Children ages two through seven are in this stage. These children are intuitive in that they perceive the world from their point of view or are egocentric. They are me and mine-oriented. They cannot see the world outside of their world. Moving, talking, and feelings become more intuitive to children at this age. They learn by doing. They are unaware of the movement of the body. Similarly, most of those in my second-grade class are operating at this preoperational stage. However, few students in my class are aware of body movement.

What is Proprioception?

According to Oxford online dictionary, "Proprioception is perception or awareness of the position and movement of the body." Body thinking includes more than just movement. It also includes the mind and instinctive feelings. "Proprioception is fundamental to our experience of the body" as reported by C.S. Sherrington (YEAR as cited in Root-Bernstein R & Root-Bernstein RS 2001)." According to Walter Cannon (YEAR as cited in Root-Bernstein R & Root-Bernstein RS 2001)." "The thought of feeling unreasoningly and emotionally is another example of proprioception." Point and case, this idea occurred to both my partner and me when asked to walk and discuss the ideas that we got from the book. The movements we discussed were instinctive without reason, and emotions led us to play an instrument and write a poem. This stage is essential to interacting with the world as we know it.

Embodied Cognition

Embodied cognition as I understand it is when the sensorimotor system responds to our thoughts, ideas, feelings, and experiences with the world. According to Lindgren & Johnson-Glenberg (2013), Embodiment has been defined as "the enactment of knowledge and concepts through the activity of our bodies." Most recently, my instructor at the University of North Carolina Charlotte asked us to go on a walk with a partner and talk about our thoughts around a book called "Sparks of Genius", specifically pages 160-180. (Root-Bernstein R & Root-Bernstein RS 2001). My partner and my thoughts were in sync. She said that she noticed that sometimes she can get on her piano and play something based on how she is feeling at the time, and her hands suddenly move based on that feeling. I said that when I am passionate about something that is happening in the world; I will write poetry. My pencil will move, and I do not know what I will say. My feelings will dictate what I will write. This proves that our concept about the world does not only come from our brains, but it involves the interaction between the brain and the body to get the full experience.

Drama as Embodied learning

According to Margaret Branscombe (2019), "embodied learning consists of two elements, showing understanding through the body and strengthening cognition as a result of using the body in learning." The gist of her text is how drama is used in conjunction with subjects like science, literature, math, and social studies to develop a deeper understanding of the subject of study. She contends that the dramatic enactment of a subject area will not only keep students engaged but it will help students process the information with a better understanding of the material. Heathcote wrote, "drama requires only a body, breathing, thinking, and feeling" (as cited in Teaching through Embodied Learning 1984, p. 90), and Wagner (as cited in Teaching through Embodied Learning 1998 p. 23) defines drama as distinctive in its use of the body and gesture. Additionally, researchers went on to explain the term process drama and what it means. According to O'Neill, as cited in Teaching through Embodied Learning,1995 p. 23), "the expression 'process drama' is used to describe a focus on the body as a tool for meaning. In process drama, the teacher presents aspects of the curriculum through activities that invite students to collaborate, devise and share a range of expressive responses." Students become experts in their roles and are inspired and motivated to dig deep into their understanding of a subject. When students embody a concept, through drama, it can have a major impact on their understanding and retention of the material.

Tableaux

One way to use drama for understanding and comprehension of a topic or skill is to use tableau. Tableau is a drama that is like charades. You act out a word or phrase and the other person or group tries to guess what the word or phrase is. According to San Souci (1992), "A tableau is interactive and involves cooperative learning and creative and critical thinking." (Wilson 1992), as cited in Teaching through Embodied Learning p.7, says, that tableau is an established process of drama technique that illustrates a concept, theme, or issue and uses silent images or still poses to perform an idea. The benefit of using drama and specifically tableau is that it is fun and engaging while providing an opportunity for a deeper understanding of the main idea. According to Tortello (2004), "tableau vivant is an open and adaptable activity that engages critical and creative thinking skills and cooperative learning." A tableau can signify any topic. It includes a silent physical demonstration of a moment in time. Notably, Students can become experts in one of the three branches of government.

Cooperative Learning

Performing a tableau requires forming Cooperative groups. Cooperative groups are groups that depend on one another to complete a task. Each member of the group must complete and be held accountable for their part of the task. Cooperative learning is essential in that it

- Builds social-emotional skills
- Minimizes risks for students who are too shy to talk or afraid of being wrong
- Helps students support each other in a group
- Gives students a sense of belonging
- There is a higher chance of students creating a good product.

There are many more advantages of cooperative grouping according to (Jolliffe 2007).

Creative Thinking

Creativity is another element that involves tableau. When students use their creativity that means that they interact with the information to make it their own. "Creative thinking is a way of thinking that involves a range of approaches to

- Solve problems
- Analyze multiple viewpoints
- Adapt ideas
- Arrive at new solutions

The strategy is useful

- For enrichment
- To encourage student's natural curiosity
- To apply the information that has been learned
- To instill challenging learning opportunities into the core curriculum" (Mursky, Chrystyna 2011)

Critical Thinking

For this unit, there is a certain level of thinking that involves knowing and learning about the government and its branches. Many social studies scholars wondered about the best method for

teaching students how to think critically. Their studies showed that class discussions, writing activities, and questions should be used to foster critical thinking (Karabulut 2012). However, after teaching this lesson for several years using the methods that were mentioned earlier to foster critical thinking, I found out that second graders needed movement in addition to the discussions, writing activities, and questions.

Reader's Theatre

Reader's theatre is another fun way to get students involved and motivated to learn all about government. Students get a chance to read and act while interacting with the information. There are benefits to readers' theatre. Students get to benefit from reading the story multiple times, learning new vocabulary, and increasing their fluency and comprehension. (Terrel Young and Sylvia Vardell 1993)

The Declaration of Independence

Declaration of Independence is a written document that was written in response to Great Britain's demands of the American colonist. The colonist did not want to stay under the King's rule due to taxation and other policies. The American colonists sought after and created a document that proclaimed that they wanted to break ties with the British Government; so, they did in 1776. Since that time, the United States has been celebrating the Declaration of Independence.

The Constitution

This Declaration of Independence and the United States Constitution are the foundation for our democracy as we know it today. The constitution of the United States tells us how the government works, is organized, and how it should function. The United States Constitution contains three branches of government. The branches include:

- *Legislative Branch*
  - Consists of the Senate and the House of Representatives
  - Has the power to create laws, amend laws, or change laws.
  - Has the authority to declare war.

- *Executive Branch*
  - Consist of the President, the Vice President, and cabinet members.
    - *The President is the Commander-in-Chief; he oversees the armed forces.*
    - *The President can veto a bill.*
  - Make sure the laws are carried out.
  - Appoints Supreme and Federal Court Judges.

- *Judicial Branch*
  - The Supreme Court leads this branch.
  - Is the highest court in the country.
  - Judges the law and big issues.
  - Make sure laws are constitutional.

- Consists of Supreme Court Justices. One of the members serves as the Chief Supreme Court Justice.

There is no exclusivity of power among branches. Each branch holds the other branch accountable for its actions. This is called a system of checks and balances (USA Gov. 2022).

Content and teaching standards to target

These lessons are about government, specifically about the three branches of government. Before we can get to the three branches of government, first, start with some essential questions. What is government? How was the government formed? What are the three branches of government? What are their duties and what powers do they have? Next, introduce what government is through various mediums. Start with an exciting way to get kids to understand how and why the government was formed. Provide a person who is dressed like the King of England to barge into your room and make demands. Explain the Declaration of Independence so students can understand how the government was formed. Explain that the three branches of government corroborate the constitution. The constitution is the rule book for the three branches of government, meaning no one group has exclusive power over the other. After teaching the three branches and having students create a triarama, ask students to be an expert in one of the branches. Group them into their assigned branches and ask them to create a still pose and shape of that branch called a tableau.

Lesson Plan:

Day 1: A Nation was Born

Objective: The Students will explain how the American Nation was born.

Materials:
- Ziplock bags
- New pencils
- New erasers
- A piece of candy
- A small bottle of water
- Play money

Anticipatory set:

The teacher will provide each student with a zip lock bag (prepare each bag before the lesson) of goods, such as a piece of candy, a new pencil, a new eraser, a bottle of water, etc. You will explain that they just left England by boat with what is in the Ziplock bag to survive the new world. You left because the King of England was taxing everything you owned. Pass out one bag per student. Ask them not to open them up. Tell students that they have been in the New World for about six months and have settled into their new home in North Carolina. Suddenly, the King of England travels with his British Army and barges into your classroom. He demands that the students (colonists) hand over all the goods that they brought from England as well as the new goods they accumulated. The king then asks for their money and orders them to pay taxes. (Choose an administrator or an assistant

with a white wig on his/her head to barge into your class and demand their bag of stuff and their money so they can pay taxes). Ask the colonist (your class) how they felt when the king took their bag and money.

Engagement:

The colonists would hand over their goods and money to the king. The teacher will ask the colonist how it made them feel when the king came over and took their goods and made them pay taxes. Have students turn and talk about their feelings.

Next, the teacher will explain they will be tableaux vivants. They are to perform a scene in silent still images of the time. Five elements make for an effective Tableau vivant. The first element is Focus. Students will freeze in the movement for about seven seconds. There will be no talking during this time. They will convey the main idea by showing it through their body language. A second element is Expectation. Students should make the scene so exciting that the audience would know what to expect. The third element is called Level Choices. There are different degrees of levels, high, medium, and low. One student will perform the move standing, another stooping, and another lower or on the floor. Facial expressions and body language are important with this element. The fourth element is Clarity. Students need to communicate clearly to the audience what they are performing. The fifth element is Placement. Everyone should be seen by the audience so that the message can be made clear. Finally, is the Rehearsal. Students must practice so they will know their placement and what they should be doing. Show an image to students to help them visualize what their scene will look like. (Anderson, William 2020)

Divide the class into thirds. One-third will be the colonist, one-third will be the British Army and the last third will be the students who will interpret who they are. Do not tell the class who they are. Ask the six students to line up facing each other. Give them tableaux cards. See Appendix 3
The cards will show a picture of either the British or colonists in an archer warrior stance at three different levels. One level is a standing position. The second level is a position on their knee(s). The last position is lying on the floor. The colonist and British groups will form a warrior stance by standing, kneeling, and sitting on the ground to show that they are at war. Some of the British group will show that they are rowing a boat and firing a cannon as well. Remind the colonist that they are angry about what the British Army just did to them. Then, ask the student who is not acting if they can guess who the vivants are and what they are doing, and why.

Explain that the colonists won the war. You now celebrate and declare your independence from Great Britain.

Watch: How the colonists declared their independence. Schoolhouse Rock: Fireworks (Declaration of Independence)

The colonist vivants will show cheering and lighting fireworks in a silent still moment.

When the colonists won, they officially became a country!

Discussion: Turn and talk about, "Why do you think the colonist wanted to declare their independence from the British?" What kind of celebration did they have after their independence was declared? Why do we celebrate the fourth of July?

Assessment: Draw a picture showing the American Colonists declaring Independence. Write one sentence explaining what you drew.

Day 2: What is Government?

Objective: I can explain what Government is and why we have Government

Materials: paper, pencil, and crayons

Model: Explain that a government is a group of people that have the power to rule a city, state, and country. The government has diplomats, legislators, the military, the police, and more (wiki.kidzsearch.com) (Badesky, 2008). The Government's job is to listen to the people, keep us safe, and make decisions. The teacher will ask students to watch to understand the purpose of government.

The Purpose of Government for Kids

The United States government gets its power from the United States Constitution. The Constitution organizes the government into three branches.
The Constitution for Kids-Preamble

Engagement: Students will turn and explain three things that government can do. Then students will discuss where the government gets its power.

Assessment: Draw a picture of people who represent our government in the United States and write a sentence about one thing the government can do. Start with a stem sentence. The United States government can…

Day 3: The Legislative Branch

Objective: Students can explain who oversees the legislative Branch, what are their duties, and where they meet.

Model: The teacher will read "The Adventures of Chloe and Chris: The Three Branches of Government" by Hope Goins at read-aloud time. See Appendix 6. This book should be read during the read-aloud time so the students can be familiar with the characters and the contents. The teacher will divide the class into three parts. Each group will watch and listen while the other group performs their reader's theatre script.

Engagement: Students will read pages 6 through 25 and act out the assigned character parts that describe the Legislative Branch.

Assessment: Turn and discuss. What did you learn about the Legislative Branch? I learned….

Day 4: The Executive Branch

Objective: Students can explain who oversees the Executive Branch, what are their duties, and where they meet.

Model: The teacher will read "The Adventures of Chloe and Chris: The Three Branches of Government" by Hope Goins at read-aloud time. See Appendix 6. This book should be read before this time so the students can be familiar with the characters and the contents. The teacher will divide the class into three parts. Each group will watch and listen while the other group performs their reader's theatre script.

Engagement: Students will read pages 26 through 31 and act out the assigned character parts that describe the Executive Branch. Students will create notes that describe who is in charge, the duties of a branch, and where they meet.

Assessment: Class discussion. What did you learn about the Executive Branch?

Day 5: The Judicial Branch

Objective: Students can explain who oversees the Judicial Branch, what are their duties, and where they meet.

Model: The teacher will read "The Adventures of Chloe and Chris: The Three Branches of Government" by Hope Goins at read-aloud time. See Appendix 6. This book should be read before this time so the students can be familiar with the characters and the contents. The teacher will divide the class into three parts. Each group will watch and listen while the other group performs their reader's theatre script.
Engagement: Students will read pages 31 through 53 and act out the assigned character parts that describe the Judicial Branch. Students will create notes that describe who is in charge, the duties of a branch, and where they meet.

Assessment: Class discussion. What did you learn about the Judicial Branch?

Day 6: Triarama of the Three Branches of Government

Objective: I can create a triarama to show my knowledge of the three branches of government.

Materials:

- Four square pieces of construction paper of different colors.
- Pre-printed replicas of the US Capital, Supreme Court Building, and The White House in color. Also, the people in power and their duties.
- Scissors
- Glue

Teaching Point: The teacher will say, "Today, you will make a triarama showing the three branches of government and their duties. You will first match the correct government official with their duties and the place where they meet. I will check yours when you have completed that task. Last, you may paste it to your made triarama." See https://feltmagnet.com/crafts/Pyramid-Diorama for directions on how to make a triarama.

Model: Have a model already made for the class so they can see the finished model. The teacher will show step-by-step how to make their Triarama. Start with squares (any size will do) and fold them on the diagonals. See Appendix 3.

1. Cut on any diagonal just to the center point.
2. Overlap the two triangles adjacent to the cut and glue them together. Now you have a three-dimensional figure that will stand on its own.
3. Make 4 of these triangles.
4. Glue them together and use them as the base for your project.

Engagement:

For second graders, you should have the squares ready for them. One angle will already have a diagonal fold. All they will do is make another diagonal fold and cut one-fold up to the center. Do this for each triarama. Then glue all four triarama together. There will be four scenes. One scene will be to give your project a title, "The Three Branches of Government." The other three scenes will be used for each branch of government. After the triarama is made, students will cut out the branches and the corresponding duties and who oversees each of the branches. Students may use their notes.

Assessment: Performance Assessment Triarama Rubric See Appendix 4

Day 8: Still moments of the Three branches of government

Objective: I can perform a Tableaux to my understanding of the three branches of government.

Materials:

- Triarama
- Images of the three branches of government
- iPad

Teaching Point: The teacher will say, "Today, you will show a still and silent scene from your tableaux cards representing the three branches of government. However, you will be an expert on one branch only.

Model: The teacher will pass out Tableaux cards showing the people in power. The teacher will tell students that they should keep their branch of government card hidden away from others. They will practice the still, silent scene showing one of the branches of government and the level they will perform it.

Engagement: Students will use focus to attend to what they are doing. They will use an image to help them be a better expert by observing an image of their branch. They will cooperate in the group and make decisions about their still poses and the levels they will perform them. See Appendix 8 for online images.

Appendix:8

These online images should be reproduced into a QR code so students can review the images on their i-pads.

Image of President Biden Signing a Bill

Image of the Supreme Court Justices

Image of Congress at Work

Assessment: assess group and individual assessments (see Appendix 5 and Appendix 7)

Appendix 1: Teaching Standards

- **2.C&G.1.1** Explain how principles of democracy have shaped the government of America
- **2.C&G.1.2** Summarizes the role of government in protecting the freedom and equality of individuals in America.
- **2.C&G.1.3** Compare the structure and function of the three branches of government at the national level.

  This unit addresses the standards by asking students to perform a drama to show how America broke ties with England to have liberty. There are student discussions about how and why the government was formed. For every branch of government, students have the opportunity to create a triarama and create a still and silent pose to show what they know about the three branches of government.

Appendix 2: Materials List

- Ziplock bags- used to hold the materials that will be taken at the onset of the lesson.
- New pencils- used to write with as well as an item that is taken by Great Britain.
- New erasers- an item that is taken by Great Britain.
- A piece of candy- an item that is taken by Great Britain.
- A small bottle of water- an item that is taken by Great Britain.
- Play money- an item that is taken and taxed.
- Paper- used for writing what students learned.
- Guided notes-These notes are a graphic organizer that has the who, branch, and duties government performs.
- The adventures of Chloe and Chris- The book is used as a reader's Theatre for the three branches of government.

- Construction paper- used to make the triarama
- Glue- used to make the triarama
- Scissors- used to make the triarama
- Cut-outs- used for the triarama
- Triarama-created to help with knowledge of the three branches of government
- Rubrics- this is so students will understand how they are graded.
- Tableaux cards- these cards show an image so kids can perform their tableaux
- QR codes- with images of the three branches of government
- iPad- used to research the three branches of government
- group performance rubric-used to grade the group o their performance
- individual performance rubric-used to grade each student individually

Appendix 3: Resources for Students

The cards contain a picture that will be demonstrated by the vivant. Each vivant will pose as a living picture. They will remain silent and still. The audience will guess what the vivants are doing and whom they are portraying.

- https://www.dreamstime.com/athletic-power-shooter-boy-figure-stand-longbow-white-backdrop-freehand-line-black-ink-drawn-dart-point-guy-bowman-logo-image114074167

- https://collection.cooperhewitt.org/objects/18449095/

- https://www.etsy.com/listing/269664197/merida-bow-quiver-and-arrow-deluxe

This is an example of a final product of branches of government triarama. It is used to assess students' knowledge of the three branches of government and to reinforce their knowledge.

https://www.pinterest.com/pin/79868593371501482/

- These cut-outs are to be used in the Triarama

https://www.liveworksheets.com/fs2555164mq

Appendix 4: Triarama Rubric

- This Triarama rubric will be given to the students so that they will know what is expected of them. In addition, be familiar with how they are graded.

Name _____ Date _____ Overall Score _____

Three Branches of Government Triarama Rubric

	Poor- 0	Developing-1	Progressing -2	Mastered-3	Exemplary-4
Title Page	None noted	Title and nothing else	Title, visual, and or duties	Title, visual, and a duty	All are included: title, visual, and both duties.
Executive Branch	None noted	Branch or duties, or, meeting place, people in charge of that branch	Branch, and duties, or meeting place, or people in charge of that branch	Branch, duties, meeting place, and people in charge of that branch	All are included with more than one duty and more than one person in charge.
Judicial Branch	None noted	Branch or duties, or, meeting place, people in charge of that branch	Branch, and duties, or meeting place, or people in charge of that branch	Branch, duties, meeting place, and people in charge of that branch	All are included with more than one duty.
Legislative Branch	None noted	Branch or duties, or, meeting place, people in charge of that branch	Branch, and duties, or meeting place, or people in charge of that branch	Branch, duties, meeting place, and people in charge of that branch	All are included with more than one duty and more than one person in charge.

Poor: 3 and below Developing: 4-5 Progressing: 6-9 Mastery: 10-12 Exemplary: 13-16

- **Appendix 5: Performance Rubric**

  This performance rubric will be given to the students so that they will know what is expected of them. In addition, be familiar with how they are graded on their tableaux vivant performance.

Name _____ Date _____ Overall Score ____

Tableau Performance Rubric

	Developing-1	Progressing-2	Mastery -3	Exemplary-4
Planning & Cooperation	Partial involvement in planning. Few or no ideas are shared. Does not cooperate. Off task.	Student gets involved with some direction from the teacher, some ideas shared with the group	Student works well as a group member, shares several ideas, is accepting of others' ideas, and remains on-task.	Student takes a leadership role in group work, provides many ideas, and accepts others' ideas as well. Is constantly on-task and encourages other group members to do the same
Tableau Skills (Individual)	The student demonstrates: * No difference in body movement *No facial expression *does not convey the main idea with body positioning.	The student demonstrates: * Some variation in body movement *and some facial expression to communicate the thoughts and feelings of the character portrayed *Somewhat communicates the main idea with body positioning. * Shows one body shape and level.	The student demonstrates a good degree of effectiveness: *Body and facial expression to show the thoughts and feelings of the character portrayed *Effectively communicates the main idea with body positioning. *Shows a couple of body shapes and levels.	The student demonstrates a high degree of effectiveness: *Consistent use of facial and body expressions to convey the thoughts and feelings of the character portrayed. *Effectively communicates the main idea with body positioning by portraying dramatic tension and spatial relationships *Shows body shape and all levels.
Tableau Skills (Group)	There is no focal point to the tableaux. *Backs may	There is more than 1 focal point. *Performances	There is 1 focal point for the audience. *Staging	There is 1 focal point for the audience. *Staging

	be facing the audience. *Series of tableaux is not presented seamlessly as transitions may take too long.	are usually open to the audience. *Series of tableaux is occasionally presented seamlessly	choices match content with some degree of creativity. *Performances are open to the audience. A Series of tableaux is generally presented seamlessly	choices match content with some degree of creativity. *Performances are open to the audience. *Series of tableaux is generally presented seamlessly

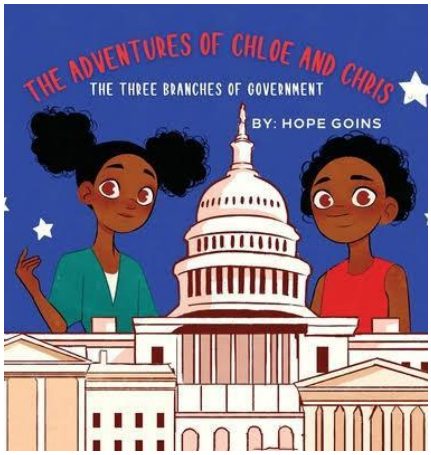
Developing: 0-4 Progressing: 5-7 Mastery: 9-10 Exemplary: 11-12

https://www.code.on.ca/files/assets/resources/304-departures/documents/6critlit-departures-blm3tableaurubric.pdf

Appendix 6: Resources for Teachers:

- This book will be used as a read-aloud for the teacher. Students will use parts of it to practice and perform a reader's Theatre.

Book for Reader's Theatre



Appendix 7: Individual performance Rubric

- This rubric is for the teacher. The teacher will use this rubric to grade individual performances quickly.

  For individual tableau performance (sheet at a glance)

Students	Tableau Skills (Individual)	Developing The student demonstrates: * No difference in body movement *No facial expression *does not convey the main idea with body positioning.	Progressing The student demonstrates: * Some variation in body movement *some facial expressions to communicate the thoughts and feelings of the character portrayed *Somewhat communicates the main idea with body positioning. * Shows one body shape and level.	Mastery The student demonstrates a good degree of effectiveness: *Body and facial expressions to show the thoughts and feelings of the character portrayed *Effectively communicates the main idea with body positioning. *Shows a couple of body shapes and levels.	Exemplary The student demonstrates a high degree of effectiveness: *Consistent use of body and facial expressions to convey the thoughts and feelings of the character portrayed. *Effectively communicates the main idea with body positioning by portraying dramatic tension and spatial relationships *Shows body shape and all levels.

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