

The Keepers' Voice – 4th Grade Program

NYS Learning Standards and Learning Objectives

NYS Learning Standards for the Arts: Theatre

Anchor Standard 7: Perceive and analyze artistic work.

- **TH:Re7.1.4**
 - a. Use participation and observation to identify artistic choices.

Anchor Standard 8: Interpret meaning in artistic work.

- **TH:Re8.1.4**
 - a. Compare and contrast multiple personal experiences, when participating in or observing a drama or theater work.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **TH:Re9.1.4**
 - b. Investigate how technical elements may support a theme or idea in a drama or theater work.
 - c. Observe how character choices affect audience perspective.

Anchor Standard 10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

- **TH:Cn10.1.4**
 - a. Identify the ways drama or theater work reflects a community or culture.

Anchor Standard 11: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

- **TH:Cn11.1.4**
 - a. Respond to community and social issues and incorporate other content areas in a drama or theater work.

NYS Next Generation English Language Arts Learning Standards

Speaking and Listening: Comprehension and Collaboration

- **Anchor Standard 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
 - **4SL1:** Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.
 - 4SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.
 - 4SL1c: Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - 4SL1d: Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.
- **Anchor Standard 2:** Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).
 - **4SL2:** Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).
- **Anchor Standard 3:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
 - **4SL3:** Identify and evaluate the reasons and evidence a speaker provides to support particular points.

NYS Social Studies Framework

Key Idea 4.2: NATIVE AMERICAN GROUPS AND THE ENVIRONMENT: Native American groups, chiefly the Haudenosaunee (Iroquois) and Algonquian-speaking groups, inhabited the region that became New York State. These people interacted with the environment and developed unique cultures.

- **4.2a:** Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.
- **4.2b:** Native American groups developed specific patterns of organization and governance to manage their societies.
- **4.2c:** Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.

- Students will examine Native American traditions; work specialization and the roles of men, women, and children in their society; transportation systems; and technology.
- Students will examine contributions of Native Americans that are evident today.

Key Idea 4.5: IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.

- **4.5b:** Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change.
 - Students will examine the rights denied to women during the 1800s.
 - Students will investigate people who took action to bring about change, such as Amelia Bloomer, Sojourner Truth, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Blackwell. Students will explore what happened at the convention of women in Seneca Falls.

Learning Objectives

Students:

- Discover the lives and culture of the Haudenosaunee through experiential theatre
- Identify Native American dwellings, tools, food, and other aspects of culture
- Compare and contrast early Haudenosaunee and early American governmental systems
- Examine leaders of the Women’s Suffrage Movement from New York State
- Dramatize a Council of Nations as representatives of the Haudenosaunee
- Explore their role as active participants in our political system