

Brain-Targeted Teaching[®] Arts Integrated Learning Unit

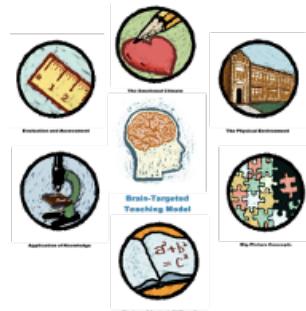
Lesson Title: Telling Stories

Unit Title: Wit & Wisdom Mythmaking, Module 4

Grade: 4th

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Academic Content Area(s): ELA, Visual Arts, Theater



This BTT learning unit is meant as a companion piece to the Wit & Wisdom Module 4 for 4th graders. It serves to enhance learning through the arts and address SEL goals.

Essential Question

What can we learn from myths and stories?

Suggested Student Understandings

- Humans tell myths and stories to share ideas that are important to them.
- Myths and stories are clues to understanding aspects of the history and culture of a group of people and what they value.
- Myths and stories have multiple layers of meaning.
- **Humans use myths and stories to understand unexplained aspects of nature.**
- Myths are representative of the journey of the human experience, and different cultures share stories of similar journeys.



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BT1: Setting the Emotional Climate for Learning

- The essence of the unit - storytelling - is an essential skill that builds self-confidence. Students are able to share work in a safe environment with established norms for positive critique.
- In Wit & Wisdom Curricula the Launch section at the start of each lesson often calls for an emotional response.
- Encourage patience, support, and kindness among the group, paying particular attention to those who might be new to technology or selected platforms.
- Share favorite Myths or stories from your childhood
- Begin and end class with SEL activities
- **Emphasize sketching, simple drawings**
- Positive language that affirms students' correct responses
- Predictability/routines in the structure of lesson plans

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Remote teaching considerations:

- Design a class set of guidelines or norms for remote learning
- Build in frequent chances to check on engagement during lesson, for example, encourage use of CHAT on ZOOM for responses
<https://www.edutopia.org/article/tips-create-warmer-more-engaging-online-classroom>

BT 2: Creating the Physical Environment for Learning

- Visit museums/galleries/historic sites online or in person to experience artworks in context.
- Use creative prompts that make students more aware of their surroundings and the setting of the myths that they write.
- "Imagine that your mind is an art gallery. Take your audience on a guided tour of the setting for your myth. Use all 5 senses to describe your myth's setting"
- Visually striking images of works of art and photography are used in slide show
- Aesthetics of Room: visually appealing, thematic displays, students work exhibited
- Order: Establish class routines
- Movement: Facilitate organized movement
- Lighting and aromas are conducive to learning



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BT3: Designing the Learning Experience

Common Core Standards

- a. Participate effectively in collaborative conversations by reviewing key ideas expressed and explaining their own ideas and understandings in light of the discussion. ([SL.4.1.d](#))
- b. Paraphrase portions of text read aloud or information presented in other formats. ([SL.4.2](#))
- c. Recognize and explain the meaning of common idioms, adages, and proverbs. ([L.4.5.b](#))
- d. Compare and contrast the treatment of similar themes and topics in myths and stories from different cultures. ([W.4.2](#), [W.4.9](#))
- e. Identify the elements of drama, prose and poetry and discuss how they are similar and different. ([RL.4.5](#))
- f. Make connections between the written version of a myth and a visual representation of the myth in order to identify specific descriptions and directions in the text shown in the visual representation. ([RL.4.7](#))
- g. Report on a topic, tell a story, or recount an experience in an organized way using appropriate facts and descriptive details to support the main ideas and themes. ([SL.4.4](#))
- h. Speak clearly at an understandable pace when presenting ideas in both small-group discussions and presentations. ([SL.4.4](#))

National Arts Standards

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- TH:Cr1.1.4. a. Articulate the visual details of imagined worlds, and improvised stories that support the given circumstances in a drama/theatre work.
- VA:Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem.

Anchor Standard 6: Convey meaning through the presentation of artistic work

- TH:Pr6.1.4. a. Share small-group drama/theatre work, with peers as audience.
- VA:Pr6.1.4a Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.

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Target 3 Mapping -

Telling Stories Unit Overview Map

Humans use myths and stories to understand unexplained aspects of nature.

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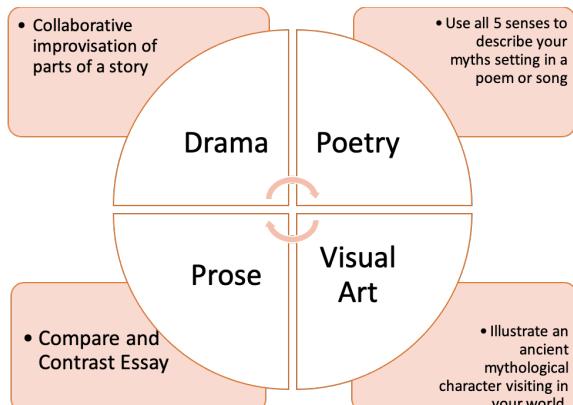
Compare and Contrast myths and their common qualities

How do different art forms in different settings, effect the telling of a myth? Create a poem, a skit and a drawing to tell the Myth in different versions.

Creation and presentation of original myth through the arts

BT4: Teaching for Mastery of Skills, Content, and Concepts

Target 4 Activities



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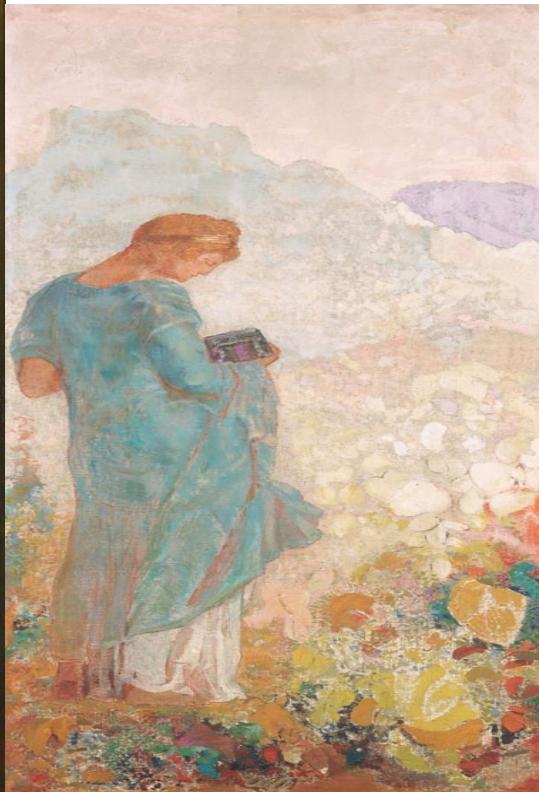
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BT4: Teaching for Mastery of Skills, Content, and Concepts

Description of integrated activities for mastery in each lesson:

Learning Objectives: Compare and contrast the treatment of similar themes and topics in myths and stories from different cultures. ([W.4.2](#), [W.4.9](#))

Learning task: Choose two myths or stories that come from different cultures and share a similar theme. Write a well-developed essay to describe each story and compare how they convey the theme.



Learning Objectives: Identify the elements of drama, prose and poetry and discuss how they are similar and different. ([RL.4.5](#))

Learning tasks: "Imagine that your mind is an art gallery. Take your audience on a guided tour of the setting for your chosen myth. Use all 5 senses to describe your myths setting" Write a poem based on what you "see". Use Wadsworth's structure for your poem. Repeat the key phrase. At the end of each stanza.

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The Tide Rises, the Tide Falls
BY [HENRY WADSWORTH LONGFELLOW](#)

The tide rises, the tide falls,
The twilight darkens, the curlew calls;
Along the sea-sands damp and brown
The traveler hastens toward the town,
And the tide rises, the tide falls.

Darkness settles on roofs and walls,
But the sea, the sea in the darkness calls;
The little waves, with their soft, white hands,
Efface the footprints in the sands,
And the tide rises, the tide falls.

The morning breaks; the steeds in their stalls
Stamp and neigh, as the hostler calls;
The day returns, but nevermore
Returns the traveler to the shore,
And the tide rises, the tide falls.

Learning tasks: Illustrate an ancient mythological character visiting your world. Write about what he/she would be thinking?

Learning task: A group activity based on improvisation technique and collaboration. Break students up into groups - beginning middle and end of a story. Group one produces the beginning of the story, then the students can get into groups to write the middle and end. Groups then perform their parts of the story. This is based on the "Exquisite Corpse" drawing game.

Learning task:

What are the universal themes in myths?

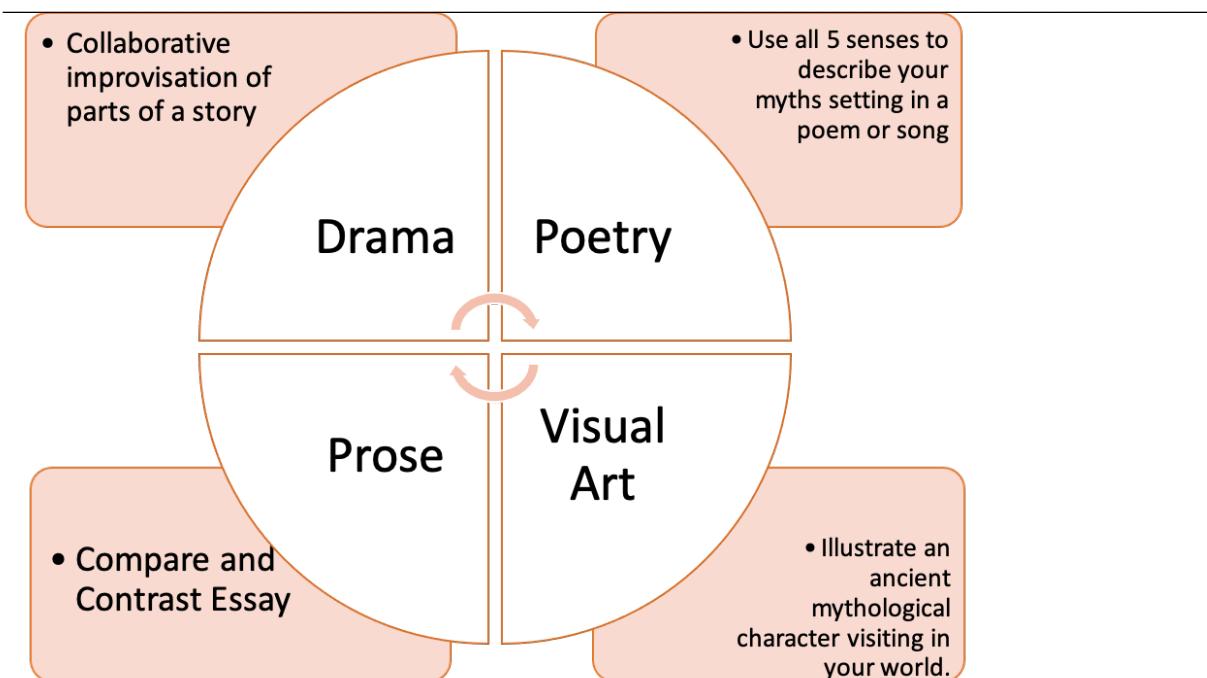
How do I write a compare/contrast essay that builds on a strong introduction?

Compare and Contrast Essay -examine treatment of similar themes and topics in myths

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Target 4 Map - Identify the elements of drama, prose and poetry and discuss how they are similar and different. (RL.4.5)

BT5: Teaching for Extension and Application of Knowledge

Unit understanding:

Humans use myths and stories to understand unexplained aspects of nature.

Final Project: Students compose a myth about the contributions of American Native tribes to our contemporary world. Using the list below students can choose a contribution and create an origin myth about it, in the tradition of ancient mythology.

Students will create a myth map showing the sequence of events and the parts of a story
Then they present the myth in either a poem, dance or a skit.



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BT6: Evaluation of and for Learning

- Sensory Poem - sense of place uses all 5 senses
- Collaborative improvisation
- Illustration of character in contemporary setting with written response
- Compare and contrast essay
- Myth map showing the sequence of events and the parts of a story - checklist
- Original Myth rubric presentation of Myth - visual or dramatic rubric
- Safe environment with established norms for positive critique.

Final Project: Students have studied Myths from both Ancient Greece and Northwest American Indians that share the theme of creation.

Students compose a myth about the contributions of Native tribes to our world. Using the list below students can choose a contributions and create an origin myth about it, in the tradition of ancient mythology

As the first inhabitants of North America, Native Americans discovered how to live off the land. Many tribes domesticated edible plants, raised animals, and discovered natural medicines. Native American innovations in areas such as mathematics and government greatly influenced other cultures in Europe and Latin America.

Here are some of the contributions to farming and agriculture that came to us from Native Americans. Choose one to base your myth on.

Prompt background information from Scholastic.Com

Foods

Edible plants domesticated by Native Americans have become major staples in the diets of peoples all around the world. Such foods include corn (maize), manioc, potatoes, sweet potatoes, peanuts, squashes and pumpkins, tomatoes, papayas, avocados, pineapples, guavas, chili peppers, chocolate (cacao), and many species of beans.

Animals

Native Americans were the first to raise turkeys, llamas, guinea pigs, and honeybees for food.

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Non-edible plants Other plants of great importance developed by Native Americans include cotton, rubber, and tobacco.

Medicines

The Quechua peoples of Peru discovered the medicinal use for quinine. Also, Canadian Indians knew how to prevent scurvy by eating plants rich in vitamin C, and they passed this information along to the Europeans.

Vocabulary: Elements of Myth

myth: a story of unknown authorship that people told long ago in an attempt to answer serious questions about how important things began and occurred. Myths generally involve nature or the adventure of gods and heroes.

god (male)/ goddess (female): a supernatural being that has special powers over nature and people

phenomenon: anything that is extremely unusual; an extraordinary occurrence

conflict: in a story, conflict is the struggle that grows out of opposing forces between characters and events. Conflict helps to create suspense in a story.

plot: the plan of action of a play, story, or novel

resolution: the outcome of a story

metamorphosis: to change form, shape, structure, or substance; a complete change of appearance or condition

research-based: based on facts

narrator: a person who tells a story

<https://www.kennedy-center.org/>

Resources:

The Kennedy Center

The Wit & Wisdom curriculum is a product of GREATMINDS.com

Scholastic.Com