

**Inquiry- based Dance Arts Integration Unit**  
**- Investigating 21st Century Questions in and through the Arts**  
(Outline Source: Linda Krakaur)  
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**Grade Level Band: 3<sup>rd</sup> grade**

**Big Idea:** The impact of one person going against the odds.

**Evocative Question:** How could one person's actions affect the lives of others?

**Point of View:** people who are enslaved, people who enslave others, landowners, abolitionists, families, children.

**Arts-based project:** Students will create a dance using the map they create and the story line from *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson.

**Developing Understandings:** Through the creation of this dance students will deepen their knowledge of movement preferences and gain perspective to develop an appreciation for the challenges that people who are enslaved faced while trying to gain freedom. Students will have a deeper understanding on ways to communicate through movement.

**Skills and Knowledge: Dance:** Students will gain a working knowledge of the elements of dance.

Students will know the difference between Axial and Locomotor movement.

Students will know ways to utilize qualities of movement to communicate an idea or symbol.

**Non-Dance :**

Students will have read *Sweet Clara and the Freedom Quilt* by Deborah Hopkinson (Alfred A. Knopf, New York, 1993) ISBN 0-679-82311-5

Students will have a basic knowledge of the Underground Railroad

Students will create an events chart for *Sweet Clara and the Freedom Quilt*.

Students will know "geographic characteristics" to complete the map in this lesson. The geographic characteristics of places in Maryland that people who are enslaved might have used to help them in their flight to freedom. Geographic characteristics that will be helpful to complete this project are; physical features, weather, climate, the types of vegetation and animal life they may encounter.

Students will know the elements of a map: orientation, legend, title, and scale

Students will engage and practice effective moving, listening and speaking skills in

collaborative groups to identify key ideas and concepts to build deeper understanding.

**Standards: Dance:**

Indicator 1A: Demonstrate the ability to create dance by improvising, using a variety of stimuli, and organizing dance ideas.

Indicator 1B: Work individually and collaboratively to use the movement vocabulary and terminology of various styles and genres to create original work.

HSB: Think creatively to produce a set of directions for structured improvisation that includes contrasting elements.

HSA: Translate an idea into a movement theme, using skills and knowledge from the Language of Dance information (LOD).

HSD: Work collaboratively with diverse teams to perform choreography in unison and interact effectively and cohesively as a member of an ensemble.

**Standards Non-Art: English Language Arts and History?**

Economics Standard:

**4.A.1.c** Identify the opportunity cost of a choice or decision.

Geography Standard:

**3.A.1** Locate and describe places using geographic tools

Social Studies Skills and Process Standard:

**5.A.2.a** Identify information about people, places, or events in the past using pictures; photographs, maps, audio or visual tapes, and or documents

**6.F.1** Interpret and apply information from primary and secondary sources including pictures, graphics, maps, atlases, artifacts, and timelines

**Reflect and Refine:**

Students will observe each other and offer observations and reflect during group discussion. They will journalize about their creative process and the map that they have chosen with a reflection of their choices regarding:

- The map as an escape and the quality of movement that they have chosen to portrait their ideas.
- What role did the weather play in their choices of movement?
- How did the types of vegetation they might encounter affect their choices?

Working as a member of the group they will help to create and edit a dance with several opportunities for modification.

**Assessment(s):**

Students will work with a partner and give each other feedback. They will in turn perform their duet for the group with an opportunity to discuss movement ideas and receive feedback. Student will have several reflections in their journal.

**Ideas for Documenting the Project and Disseminating its Impact:**

There will be a video of the final studies with reflections by the participations.

**Resources:****Artistic Resources:**

*Maryland Artistry in Teaching Institute 2016 A Model for 21st Century Teaching and Learning*

**Non-Arts Resources:**

Based on Lesson Plan from Maryland Council on Economic Education

<http://www.econed.org/wp-content/uploads/Sweet-Clara-and-the-Freedom-QuiltFINAL.pdf>

**Websites**

<http://nationalgeographic.org/activity/underground-railroad-route/>

<http://nationalgeographic.org/activity/introduction-underground-railroad/>

**Students learn about the Underground Railroad and why slaves used it.**

[http://pathways.thinkport.org/static\\_home.cfm](http://pathways.thinkport.org/static_home.cfm)

**Maryland Public Television's Interactive Website on the Underground Railroad**