

Unit Title: I Never Saw Another Butterfly	
Teacher: Simone Becker	Unit Number/sequence: 3/6
School: MS 50 El Puente Community School	Dates: 4/6-4/14
Grade/Class: 8th Grade Social Studies	Total Number of Class Sessions: 6
Semester: Spring 2022	
Unit Description: What will students do in this unit? (1-3 brief sentences)	
<p>In this 6 day mini unit in Mr. Stripp’s 8th grade Social Studies classes, students will explore the primary source material of <u>I Never Saw Another Butterfly</u> through the play <i>I Never Saw Another Butterfly</i> by Celeste Raspanti. Students will explore this text through multi-disciplinary devising/artistic response to primary sources, text exploration of the script and a staged reading on Day 6 with the option to present a stage design based on language from the text. The goals are for students to develop empathy and an active relationship with this period in history, to center the experiences of young people from this period in history and to provide students with a space to explore and process difficult historical material artistically.</p>	
New York State Arts Standards (4-5 per unit):	NEXT Generation Standards and/or Common Core Standards (4-5 per unit):
<ul style="list-style-type: none"> ● Use research and analysis to inform an understanding of a play and character. ● As designers, students make personal and artistic choices to convey meaning. ● Synthesize and relate knowledge and personal experiences to make art. ● Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. 	<ul style="list-style-type: none"> ● 8.6 WORLD WAR II: The aggression of the Axis powers threatened United States security and led to its entry into World War II. The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and atrocities such as the Holocaust led to a call for international efforts to protect human rights and prevent future wars. (Standards: 1, 2, 3; Themes: TCC, GOV, TECH, EXCH) ● 8.6a Worldwide economic depression, militant nationalism, the rise of totalitarian rule, and the unsuccessful efforts of the League of Nations to preserve peace contributed to the outbreak of war in Europe and Asia. Students will examine how the

	<p>worldwide economic depression and militant nationalism resulted in the rise of totalitarian rule.</p> <ul style="list-style-type: none"> ● 8.6c The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and human atrocities, including the Holocaust, led to a call for an international organization to prevent future wars and the protection of human rights. ● Students will investigate the Holocaust and explain the historical significance of the Nuremberg trials. ● RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.
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<p>Big Ideas of this Unit Students will understand that:</p>	<p>Essential/ Guiding Questions of this Unit Students will answer:</p>
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<ul style="list-style-type: none"> ● Terezin is a ghetto where many Jewish families were sent before perishing at Auschwitz. ● Survivors of the Holocaust should share their stories. ● The story of anti-semitism and how to counter that narrative and humanize everyone ● <u>I Never Saw Another Butterfly</u> is a devised piece created in response to the primary source of poems of the same name written by children their age to document their experiences ● Theatre can be used to empathize and connect with difficult history. ● All characters are composite characters representing the children of Terezin. 	<ul style="list-style-type: none"> ● How can we use our artistry to explore a primary source? ● What artistic tools do we have available to explore a script? ● How can a play function as a primary source? ● Why do we share our work as theater artists? ● How can theater help us to empathize and connect with difficult history?
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Indicators of Student Learning	
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CONTENT – Students will know:	SKILLS – Students will be able to:
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<ul style="list-style-type: none"> ● The historical significance of Terezin ● How a primary source can be used as source material for a play/devised piece ● The elements of performing a monologue ● The elements of theatrical design ● How theatre can be used as a tool to develop empathy and connect with difficult history. ● Vedem- the newspaper that Honza made is actually a newspaper that was created in Terezin ● The definition of theatre: Theatre can be anything that leads us through an experience. ● Theatre literacy terms: tableaux, devised theatre, monologue, character, technical theatre, light design, sound design, set design, prop design, costume design, ensemble building, mirroring 	<ul style="list-style-type: none"> ● Students will be able to create an artistic response to a primary source material. ● Students will be able to analyze a primary source. ● Students will be able to collaborate to devise short pieces. ● Students will be able to empathize with characters in a primary source/play. ● Students will be able to collaborate to read through short scenes. ● Students will be able to identify and analyze the technical needs of their scene. ● Students will be able to perform a staged reading of their scene. ● Students will be able to create and implement theatrical designs to partner with their staged reading ● Students will be able to reflect on the role that theater can play in activating our relationship with primary sources
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Learning Experiences
(Briefly Describe Each Experience, including Culminating Activity)

Warm Up- Theatre/Drama is Mind Map/Do Now including sharing- 10 min

As students walk in, they will be invited to grab a mini slip of paper that says “Theatre/Drama is” and glue it into their notebook. They will use sticky notes or draw it into their notebooks to write any and all associations about what they know about theatre/drama. This will serve as a prior knowledge check to see what students already know about theatre/what their relationship is to theatre.

As students work, the facilitator will create their own mind map using poster paper. Students can choose to add their sticky notes to our community mind map or write it into their notebooks.

*Some kind of Jewish instrumental music could be playing during this time.

Proposed Guiding Questions/Sentence Starters in case students get stuck and don't know what to write:

- 1) What art or theatre have you experienced or seen? What artists do you know?
- 2) What are some words to describe art/theatre that you've experienced?
- 3) How does making art make you feel? Excited, nervous, scared etc
- 4) Why do you make art? Why do we as a community make art?
- 5) What is theatre?

Students will be invited to share out.

Reflection Questions:

- 1) What are we noticing about our ideas? Are there common themes that are coming up?

Facilitator will introduce a working definition of theatre: Theatre is anything that leads us through an experience.

Mini Lesson on Devising/Multi-Disciplinary Creation/Artistic Response- 5 min

This definition of theatre broadens the label for what theatre can be. Under this umbrella, theatre can be:

- Visual Art (like theatrical design!)
- Tableaux (Frozen Image/Statue with our bodies)
- Pre-written scene (like in a play)
- An improvised scene (we come up with it on the spot)
- Soundscaping/music (sound choices)
- Storytelling (spoken word, poetry, short stories)
- Movement/dance

The facilitator will show 1 second examples of each art form. Students can be invited to model or Stripp/facilitator can model together.

Theatre is a combination of your art form (or tool for creation) and source material (what you are creating in response to). Today, you will have the opportunity to pick an art form and the source material to create an artistic response to the source material.

Explain that for the next few days, our source material is poetry/art/the script of *I Never Saw Another Butterfly*. These are primary source materials from the children of Terezin.

Gallery Walk Primary Source Materials- 10 min

Invite students to walk around the room and go on a gallery walk of the different poems/art work.

As they walk around, they will be invited to complete the following sentence starters:

Name of Art Piece _____

This is art about _____

Looking at this, I feel _____

An art form to explore this could be _____

Devising with Primary Sources Small Group Work- 15 min

Now that we've explored our primary source materials, it's time to pick one and create an artistic response.

The facilitator will model this process with Mr. Stripp quickly.

Here is your task:

Step 1: Pick a primary source material to work with. (You can take it off the wall or we can give you copies)

Step 2: Get into small groups of 2-4 people.

Step 3: Come grab an art-form sticky note from the board.

Step 4: Read your primary source out loud, noting/circling any details/language that sticks out to you.

Step 5: Create a 30 second artistic response piece that tells us through your art form: the main idea or feeling of this piece. Title your piece and run through it at least twice.

Final Reflections for Today

Students will be invited to complete the following sentence starter. They can choose to share out loud or on an exit ticket.

_____, it made me think.

Warm Up- Mirroring/Do Now- 10 min

To get us ready to play characters who really lived, we are going to do a physical warm up that will help us empathize with one another.

Can we define empathy?

Empathy can be defined as: “the feeling that you understand and share another person’s experiences and emotions” or “the ability to share someone else’s feelings” (Psychiatric Medical Care).

Put this into your own words!

We’re going to practice sharing “another person’s experiences and emotions” by doing the same physical movements as them. This is called mirroring.

Steps to Facilitation:

- 1) Stripp and Simone will model first. Simone will be A and Stripp will be B, then we’ll switch. Finally, no one will be the leader.
- 2) Facilitator will ask: What do you notice? Can you tell who is leading? How?
- 3) Students will turn to the person next to them. They will select who is A and who is B.
- 4) A will lead for 2 minutes and B will lead for 2 minutes. For the final 2 minutes, no one will lead.

Some reminders:

- This activity is to be done in total silence.
- You are mirroring to the best of your ability.
- When you are leading, please be considerate of other folks’ access needs. Move in a way that is safe.

Reflection Questions

- 1) What was that experience like? How did it feel to mirror? To lead?
- 2) How does this activity connect into empathy?

Text Introduction/Monologues/How to Read a Script- 10 min

The facilitator will explain that today we are exploring the script: *I Never Saw Another Butterfly*.

The facilitator will pull up the [Dramaturgy powerpoint and go through the slides about meeting the characters](#).

Students will be invited to read out loud mini monologues for each character. The facilitator will then bring up a sample script page on the projector and will point out the following:

- Stage directions: In *italics*, tells us what the characters are doing, communicates action. May not always be in italics but will always be in parentheses.
- CHARACTER NAMES are in ALL CAPS. The lines the character says are to the right of the CHARACTER NAME
- The heading includes the title of the play and the page number on the top of the page
- Anything in (parentheses) is not said out loud. That's just for you, the actor!

Four students will be invited to come up and physically identify the characteristics of the script. The facilitator will explain that today we will be doing a read through. This is where we cast the scene (who is playing what part) and read through scenes. As a class, we'll be reading through the whole play but today you will just be responsible for reading your scene.

Break up into groups and read through scenes- 10 min

[Students will select which scene they want to work on](#). They will send one member of their group up to grab script copies, highlighters and pencils.

Steps to Facilitation:

- 1) Select your group.
- 2) Send one representative up from your group to grab materials.
- 3) Cast your scene and write down who will play what part. Note: For a read through, someone can be cast as the stage manager and read the stage directions.
- 4) Read through your scene, highlighting your lines as you go.
- 5) Discuss first impressions: What stood out to you? What is going on in this scene? How are these characters feeling? What physically needs to be on

the stage?

In same groups- Tech Theater Brainstorm/Rehearsal- 10 min

We are going to be presenting these scenes tomorrow. You'll have the choice to either:

- 1) Perform the scene (as a staged reading- no memorizing lines necessary)
- 2) Present your scene by explaining what happens and presenting one design element.
- 3) Perform the scene and present a design element!

Take this time to look at your script and highlight the design elements that you see. These can be set design (what's physically on the stage), prop design (what characters are holding), costume design (what characters are wearing), light design (the lighting that shapes the mood of the scene) or sound design (the sounds that bring the scene to life).

Pick 1 design element to focus on and make a list/brainstorm of your idea on the Design graphic organizer.

If you have extra time, run through your scene again.

Warm Up- Pass the sound/movement/Do Now- 5 min

Students will be invited to glue in our essential question into their notebooks:

How can theater help us to empathize and connect with difficult history?

To warm up our bodies and voices for our performance today, we are going to stand up in front of our desks and do a quick warm up.

Steps to Facilitation

- 1) Stand up.
- 2) The facilitator will pass a sound and movement around the circle. Students will mirror the sound and movement.
- 3) Students will be invited to create their own (school-appropriate and accessible) sound and movement to pass around the room. To keep it moving, 4 students will be invited to create their own sound and movement.

Reflection Questions

- 1) How does this activity help us to warm up our bodies and voices?

Introduction of Task/Mini Lesson on Staged Readings- 5 min

The facilitator will explain the task for today:

We are going to be presenting these scenes today. As a reminder, here are your choices:

- 1) Perform the scene (as a staged reading- no memorizing lines necessary)
- 2) Present your scene by explaining what happens and presenting one design element.
- 3) Perform the scene and present a design element!

During your work time today, here's what it should look like if you are doing the various options

- 1) Run through the scene at least twice. One group member should introduce the scene.
- 2) Select who will be explaining the big ideas in the scene and who will be presenting their design element. Use this time to create design elements.
- 3) Run through the scene at least once and use the rest of the time to create your design element.

Work/Rehearsal Time- 10 min

Students will work in their groups to rehearse/prepare according to the Performance Option they chose.

Facilitator will walk around to check in and provide support.

They will also invite students to sign up for a performance slot so we have a run order.

CULMINATING PROJECT- Share Out Staged Readings- 15 min

Students will be invited to share out their staged readings, following the run order.

As students watch, they will be invited to offer written artistic feedback in one of the following categories:

- An artistic choice I liked is _____
- An artistic choice I noticed is _____
- A question I have for the artists is _____
- This scene made me feel _____

The facilitator will remind students that our focus is on specific praise. The

facilitator will model this out loud but students will share their feedback in writing due to time.

Reflect/Celebrate/Wrap Up- 5 min

The facilitator will bring us back to our essential question: **How can theater help us to empathize and connect with difficult history?**

Students will be invited to reflect on this question and share a sticky note exit ticket response to this question as a way to wrap up the unit on poster paper. They are also welcome to share out loud or through an art form of their choice (visual art, movement, tableaux, music).

Pre-Assessment

CONTENT: What do students already know and understand about this area of theatre making?	SKILLS: What skills related to this unit have students already developed?
<p>Students will be pre-assessed through an entry ticket: Theatre is/makes me feel so that the facilitator can get a clear idea of what students already know about theatre. It is best to assume that these students have no prior theatre knowledge and that this is their entry point. There is no theatre program in the school.</p> <p>Students will also be formatively assessed on their knowledge about the Holocaust in our opening conversation on Day 1. They will have just learned about concentration camps earlier that week in their social studies class.</p>	<ul style="list-style-type: none"> ● Research ● Synthesis ● Analyzing of Primary Sources ● Journaling/Notetaking ● Entry Tickets/Exit Tickets ● Gallery Walks

Unit Assessments

Examples: Performance Task with checklist; peer observation with feedback protocol; student self-assessment form; videotape of student work with scoring rubric; test with grading system; student journal writing coded for vocabulary

Self-Assessment	Peer Assessment	Teacher Assessment
<ul style="list-style-type: none"> ● Students will self assess through their 	<ul style="list-style-type: none"> ● Students will fill out feedback form for each performance, providing 	<ul style="list-style-type: none"> ● Gallery Walk of Primary Sources ● Devised Pieces

<p>entry and exit tickets in their journal in response to the essential question of the day and at the end of their performance/design presentations using a checklist.</p>	<p>feedback about artistic choices</p> <ul style="list-style-type: none"> • Students will peer assess their group's focus/content at the end of each class 	<ul style="list-style-type: none"> • Staged Reading/Design Presentation, filling out rubric • Exit Tickets
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Resources/ Materials Needed

I Never Saw Another Butterfly- play- each scene with scene breakdown cover page with scene and cast list highlighted- 20 for each period
 I Never Saw Another Butterfly- poems- blown up and posted around the room
 Gallery Walk Worksheet- 60
 Monologue Excerpts- 60
 Powerpoint for each day
 Entry and exit tickets for each day- 180 in total
 Their social studies journals- 60
 Design Worksheet- 60
 Sticky Notes- many
 Open Space
 Highlighters- 60
 Pencils -60
 Pens-60
 Coloring Supplies -60
 Poster Paper- 60

Opportunities for Differentiation
 (What modifications would/might best fit the needs of your students?)

- Students will have the option to perform their scene or explain its significance through a design choice.
- For the mirroring exercise, students can choose to stand up or sit down depending on their access needs.
- Larger print copies of primary source materials will be available.
- The PowerPoint will be accessible on multiple computers around the room.
- While students will have access to the whole scene, beginnings and endings will be pre-chosen to ensure all scenes from the play are explored and to accommodate different reading levels and entry points to theatre .
- Definitions of vocabulary with images will be provided

Teacher Self-Assessment / Reflection Strategies

What worked well?	What should be changed? Provide suggestions.
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