

Unit 6: Intro to Multicultural Theatre

Title of Unit	Intro to Multicultural Theatre	Grade Level	HS or MS
Subject	Theatre	Time Frame	7 weeks
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Stage 1 - Identify Desired Results	
Essential Questions What provocative questions will foster inquiry into the content? (open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding)	Objectives (Knowledge and Skills) What knowledge will students acquire as a result of this unit? What skills will students acquire as a result of this unit?
Unit Questions: <ul style="list-style-type: none"> • How does theatre function as a resource for understanding cultures different from our own? • How do you use research to study performance practices of other cultures? • How has theatre influenced culture and/or society and vice versa? • In what ways do we experience theatre in our day-to-day lives? • How do various cultures define and execute the components that create a theatrical experience? 	<i>Students will be able to...</i> <ul style="list-style-type: none"> • Apply accurate research methodology to explore the history and culture of theatre outside of the U.S. • Recognize stories from different cultures such as Greece, Japan, Philippines, Mexico, and Ghana that are influenced by one another or share similar qualities • Analyze the way other cultures portray or practice theatre • Create and perform a scene/short or play, perform an excerpt from a published play, or create a presentational sharing that reflects the unique aesthetic from a theatre practice outside the U.S. • Assess how the U.S. portrays other countries' theatre practices
<i>Why should students care? Learning about the stories of other cultures is an engaging and fascinating way to become aware of the global community at large.</i>	

Stage 2 – Assessment Evidence

Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? (describes the learning activity in “story” form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below) By what criteria will performances of understanding be judged?

Assessment Title	Description
G – Goal <i>What should students accomplish by completing this task?</i>	<ul style="list-style-type: none"> Apply research to the performance of a play/short scene from a culture outside of the U.S.
R – Role <i>What role (perspective) will your students be taking?</i>	<ul style="list-style-type: none"> Researcher Designer
A – Audience <i>Who is the relevant audience?</i>	<ul style="list-style-type: none"> Fellow classmates
S – Situation <i>The context or challenge provided to the student.</i>	<ul style="list-style-type: none"> Create 4 tableaux that represent the design elements of your play. Incorporate these design elements into tableaux-sound, lighting, costume, set
P – Product, Performance <i>What product/performance will the student create?</i>	<ul style="list-style-type: none"> There will be a final sharing of the aesthetic design choices through tableaux
S – Standards & Criteria for Success <i>Create the rubric for the Performance Task</i>	<ul style="list-style-type: none"> Attach rubric to Unit Plan

Other Evidence	Student Self-Assessment
Through what other evidence (work samples, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the desired results? Formative and summative assessments used throughout the unit to arrive at the outcomes.	How will students reflect upon or self-assess their learning?
<ul style="list-style-type: none"> Research booklet Tableau presentations Class discussions using Liz Lerman feedback model 	<ul style="list-style-type: none"> Reflection papers Class discussion

Stage 3 – Learning Plan	
What teaching and learning experiences will you use to: <ul style="list-style-type: none"> • achieve the desired results identified in Stage 1? • equip students to complete the assessment tasks identified in Stage 2? 	
What events will help students <i>experience and explore</i> the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	<ul style="list-style-type: none"> • Watching/researching several examples • rehearsing in class for feedback • class discussion • school resources-librarian for research techniques
How will you <i>hook</i> students at the beginning of the unit?	<ul style="list-style-type: none"> • sharing my personal interest/investment in the topics/concepts discussed • relating the work to their lives
<i>Where</i> are your students headed? What prior knowledge do they have? What do they need to get there?	Prior Knowledge: Recognizing how they story-tell everyday- social media, with family, friends. Acknowledging their own experience as unique, which relates to recognizing the validity of differing cultures and their practices. Knowledge they Need: <ul style="list-style-type: none"> • how to conduct proper research • how to choose a short play or scene • the elements of design-sound, lighting, set, costuming

From: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development, ISBN # 0-87120-313-8 (pbk)