

1	05:00:14:10	05:00:18:08	[lighthearted music]
2	05:00:18:10	05:00:26:08	§ §
3	05:00:45:23	05:00:48:16	Welcome back to <i>Connecting with the Arts</i> .
4	05:00:48:18	05:00:50:02	I'm Reynelda Muse.
5	05:00:50:04	05:00:51:13	In our last program,
6	05:00:51:15	05:00:53:15	we looked at the roles that students take on
7	05:00:53:17	05:00:56:12	as they move through the artistic process.
8	05:00:56:14	05:00:59:14	We saw students writing and performing original scripts
9	05:00:59:16	05:01:01:25	with puppets they had made.
10	05:01:01:27	05:01:05:11	We saw a teacher help students refine their work.
11	05:01:05:13	05:01:08:11	And we saw how constructive feedback from peers
12	05:01:08:13	05:01:12:08	can contribute to the artistic process.
13	05:01:12:10	05:01:13:29	In this program, we're going to see
14	05:01:14:01	05:01:16:00	how teachers organize instruction
15	05:01:16:02	05:01:18:29	around themes and concepts.
16	05:01:19:01	05:01:21:14	We'll look at <i>themes</i> first.
17	05:01:21:16	05:01:24:05	A <i>theme</i> is a broad issue or topic
18	05:01:24:07	05:01:27:25	that can be studied in different disciplines.
19	05:01:27:27	05:01:29:08	Our first visit will be
20	05:01:29:10	05:01:31:06	to Mary Lou Schweickert's band room.
21	05:01:31:08	05:01:32:25	In her school,
22	05:01:32:27	05:01:35:19	the seventh grade teachers have organized their instruction
23	05:01:35:21	05:01:38:21	around the theme of World War II.
24	05:01:38:23	05:01:40:29	Mary Lou has chosen military marches
25	05:01:41:01	05:01:43:23	as her way of exploring that theme.
26	05:01:43:25	05:01:46:24	As you watch, consider how the musical instruction
27	05:01:46:26	05:01:51:10	addresses the broad theme of World War II.
28	05:01:59:18	05:02:00:29	All right, let's get going.
29	05:02:01:01	05:02:02:17	Today we're gonna be reviewing
30	05:02:02:19	05:02:05:25	some of the marches of the armed forces for the USO show.
31	05:02:05:27	05:02:07:27	We have a special guest coming in
32	05:02:07:29	05:02:10:19	to talk some about her branch of the military.
33	05:02:10:21	05:02:13:17	We're gonna review our cut-time counting skills.

34	05:02:13:19	05:02:16:24	We're gonna review our 6/8 counting skills.
35	05:02:16:26	05:02:20:05	In class, we were working on the marches of the armed forces.
36	05:02:20:07	05:02:23:00	The seventh grade has been studying World War II,
37	05:02:23:02	05:02:24:12	and we want to tie in with that.
38	05:02:24:14	05:02:25:26	Anchors Aweigh--
39	05:02:25:28	05:02:28:09	<i>Who's got the melody at the beginning?</i>
40	05:02:28:11	05:02:30:10	<i>The low guys. Let me hear you.</i>
41	05:02:30:12	05:02:32:03	I'm trying to get the kids to understand
42	05:02:32:05	05:02:35:04	the importance of bands in military music
43	05:02:35:06	05:02:37:24	and how people can be honored by this theme
44	05:02:37:26	05:02:40:01	and how it can inspire enthusiasm
45	05:02:40:03	05:02:41:05	as they go off to war
46	05:02:41:07	05:02:43:13	and things like that.
47	05:02:43:15	05:02:46:06	<i>All right, all right.</i>
48	05:02:46:08	05:02:50:26	So aircraft carrier for the Navy is about to take off.
49	05:02:50:28	05:02:54:21	<i>The band was actually on the aircraft carrier, okay?</i>
50	05:02:54:23	05:02:57:05	Really important job.
51	05:02:57:07	05:02:59:17	And you know that this tune is going to get them
52	05:02:59:19	05:03:00:21	more than any others.
53	05:03:00:23	05:03:02:12	Now, low guys.
54	05:03:02:14	05:03:04:28	One, two. Ready, go.
55	05:03:05:00	05:03:07:08	[playing <i>Anchors Aweigh</i>]
56	05:03:07:10	05:03:09:17	<i>Bigger, bigger.</i>
57	05:03:09:19	05:03:17:18	§ §
58	05:03:24:22	05:03:26:06	<i>Good.</i>
59	05:03:26:08	05:03:28:18	Students had a choice of researching the origins
60	05:03:28:20	05:03:31:05	of the themes for the Army, the Navy, Marines,
61	05:03:31:07	05:03:33:06	Coast Guard, and the Air Force.
62	05:03:33:08	05:03:35:04	So they had some fun learning some things
63	05:03:35:06	05:03:37:01	about the themes.
64	05:03:37:03	05:03:39:10	Layla, you did the Navy, right?
65	05:03:39:12	05:03:42:08	<i>Did you find anything cool you want to share?</i>
66	05:03:42:10	05:03:43:16	Yes, ma'am.
67	05:03:43:18	05:03:45:27	I found out that "weigh" means,
68	05:03:45:29	05:03:48:02	like, to hoist up

69 05:03:48:04 the anchors,
 05:03:52:10 and "aweigh" means
 that the job is done.
 70 05:03:52:12 05:03:53:18 *Very nice.*
 71 05:03:53:20 05:03:55:15 Whenever we get
 to the Air Force song,
 72 05:03:55:17 05:03:57:08 there's one person
 I always think of,
 73 05:03:57:10 05:03:59:02 and that's our very own
 74 05:03:59:04 05:04:00:09 *Miss Whitmire.*
 75 05:04:00:11 05:04:01:18 Good afternoon.
 76 05:04:01:20 05:04:05:27 *As most of you already know,*
 77 05:04:05:29 05:04:08:08 I'm a member of the South
 Carolina Air National Guard.
 78 05:04:08:10 05:04:10:07 (Schweickert)
 I knew that that would really
 79 05:04:10:09 05:04:13:04 make the kids put a face
 with the military personnel
 80 05:04:13:06 05:04:15:21 if they didn't already know
 somebody else in their family,
 81 05:04:15:23 05:04:17:25 for example,
 that was in the military.
 82 05:04:17:27 05:04:21:03 We hear the national anthem;
 Americans stand, usually.
 83 05:04:21:05 05:04:24:04 Is there any sort
 of requirements or regulations
 84 05:04:24:06 05:04:26:28 about the marches
 of the armed forces in standing?
 85 05:04:27:00 05:04:29:28 We stand at attention;
 that's with our feet parallel.
 86 05:04:30:00 05:04:32:09 I'm in this position
 with our heels together,
 87 05:04:32:11 05:04:34:16 and our hands are down
 by our sides,
 88 05:04:34:18 05:04:37:00 and the hands is locked
 in this position, okay?
 89 05:04:37:02 05:04:38:21 That's the position
 of attention.
 90 05:04:38:23 05:04:40:23 You know,
 your chest is up high,
 91 05:04:40:25 05:04:42:15 and you're looking
 straight ahead
 92 05:04:42:17 05:04:44:21 to honor the flag
 when we're indoors.
 93 05:04:44:23 05:04:47:11 When we're outdoors, of course,
 we are saluting.
 94 05:04:47:13 05:04:48:27 Like this.
 95 05:04:48:29 05:04:50:08 Okay?
 96 05:04:50:10 05:04:51:22 Well, thank you,
 Miss Whitmire.
 97 05:04:51:24 05:04:53:00 All right,
 any time.
 98 05:04:53:02 05:04:55:20 [applause]
 99 05:04:55:22 05:04:56:23 (Schweickert)
 Okay.
 100 05:04:56:25 05:04:59:07 6/8 time.

101 05:04:59:09 05:05:01:09 Somebody tell me
what that top number means.

102 05:05:01:11 05:05:02:19 Raise your hand.

103 05:05:02:21 05:05:03:26 *(student)*
Six beats per measure?

104 05:05:03:28 05:05:05:26 *(Schweickert)*
Six beats per measure.

105 05:05:05:28 05:05:07:26 *And what does*
that bottom number mean?

106 05:05:07:28 05:05:09:10 The eighth note
gets a full beat.

107 05:05:09:12 05:05:11:03 *The eighth note gets one beat.*

108 05:05:11:05 05:05:13:00 *So we have six beats*
per measure,

109 05:05:13:02 05:05:15:12 *and the eighth note*
gets one beat.

110 05:05:15:14 05:05:16:21 This particular arrangement

111 05:05:16:23 05:05:18:15 is written in cut time
and 6/8,

112 05:05:18:17 05:05:21:19 which is tough
for second-year band students.

113 05:05:21:21 05:05:24:07 So we had to, first of all,
learn about the counting.

114 05:05:24:09 05:05:26:00 Cut time, they'd had
a little bit before

115 05:05:26:02 05:05:29:04 but 6/8 was totally new
to them.

116 05:05:29:06 05:05:32:14 So it was neat that
they could use that in a piece

117 05:05:32:16 05:05:34:28 that they're familiar with,
but they still had to learn

118 05:05:35:00 05:05:37:13 the counting skills because
they weren't too familiar.

119 05:05:37:15 05:05:39:10 *One, two, three.*

120 05:05:39:12 05:05:42:11 [steady tapping]

121 05:05:42:13 05:05:45:09 § §

122 05:05:45:11 05:05:46:10 *Good. Stop there.*

123 05:05:46:12 05:05:48:01 *All right.*

124 05:05:48:03 05:05:50:13 *Miss Whitmire talked about*
being inspired by the themes.

125 05:05:50:15 05:05:52:21 *Do you think*
it'd very inspiring to hear

126 05:05:52:23 05:05:57:29 *[slowly]*
§ Off we goooooo... § §

127 05:05:58:01 05:05:59:02 *No, that's not inspiring.*

128 05:05:59:04 05:06:00:10 *What do we need to change?*

129 05:06:00:12 05:06:01:26 *The speed, okay?*

130 05:06:01:28 05:06:03:25 So let's say we're gonna go
at the real speed.

131 05:06:03:27 05:06:05:18 § Off we go
into the wild-- § §

132 05:06:05:20 05:06:08:05 Pat your foot six beats
to a measure to that.

133 05:06:08:07 05:06:09:09 Just pat.

134 05:06:09:11 05:06:11:01 Ready, pat.

135 05:06:11:03 05:06:13:25 [very fast]

Pat, pat, pat, pat, pat, pat,
pat, pat, pat, pat, pat...

136 05:06:13:27 05:06:15:11 That's kind of too fast,
isn't it?

137 05:06:15:13 05:06:17:24 So the neat thing
about 6/8 time is,

138 05:06:17:26 05:06:20:21 you can divide
every measure up

139 05:06:20:23 05:06:22:10 right between the three
and the four.

140 05:06:22:12 05:06:24:13 This is now beat one.
This is two.

141 05:06:24:15 05:06:30:04 *One, two, one, two,*
one, two.

142 05:06:30:06 05:06:32:09 *I got almost all of them.*

143 05:06:32:11 05:06:33:15 *What am I going to call this?*

144 05:06:33:17 05:06:34:17 Two what?

145 05:06:34:19 05:06:36:18 Two la li, good.

146 05:06:36:20 05:06:38:06 Just like triplets
in common time.

147 05:06:38:08 05:06:40:13 Early in the year,
when they were doing some poetry

148 05:06:40:15 05:06:44:19 in another class,
we did poetry in band class,

149 05:06:44:21 05:06:48:03 and they had to come up
with the rhythm

150 05:06:48:05 05:06:49:27 that fit the syllables
of their poem,

151 05:06:49:29 05:06:52:28 and they had to write a melody
over a chord progression

152 05:06:53:00 05:06:54:15 that fit with that.

153 05:06:54:17 05:06:56:08 It's pretty sophisticated
for seventh grade,

154 05:06:56:10 05:06:57:23 but they can do it.

155 05:06:57:25 05:07:00:09 *All right, let's get back*
to the top

156 05:07:00:11 05:07:02:11 and play through
all five branches.

157 05:07:02:13 05:07:04:08 *One, two...*

158 05:07:04:10 05:07:07:17 [playing *The Marines' Hymn*]

159 05:07:07:19 05:07:15:16 § §

160 05:07:34:14 05:07:36:20 I hope that every kid
that comes through here

161 05:07:36:22 05:07:39:07 will end up being
a consumer of music,

162 05:07:39:09 05:07:41:07 even if they're not
a performer.

163 05:07:41:09 05:07:43:11 I hope they get a greater
understanding

164 05:07:43:13 05:07:46:05 of what goes into the process
of making music

165 05:07:46:07 05:07:48:10 and the history of music.

166 05:07:48:12 05:07:56:10 § §

167 05:07:59:10 05:08:00:10 Excellent.

168 05:08:00:12 05:08:01:20 When I was in school,

169 05:08:01:22 05:08:03:24 nobody ever made

the connections for me.
 170 05:08:03:26 05:08:06:07 Nobody told me
 that George Washington
 171 05:08:06:09 05:08:08:25 probably listened to Mozart;
 they were contemporaries.
 172 05:08:08:27 05:08:11:22 Nobody told me that Debussy
 was writing music
 173 05:08:11:24 05:08:14:28 the same time Henry Ford
 was creating automobiles.
 174 05:08:15:00 05:08:17:19 So I try to make a lot
 of connections for my kids.
 175 05:08:21:06 05:08:23:09 Let's discuss how
 the theme of World War II
 176 05:08:23:11 05:08:25:14 was supported
 by this instruction.
 177 05:08:25:16 05:08:28:25 (*Grady-Smith*)
Well, I am amazed
with the kids.
 178 05:08:28:27 05:08:30:13 They were so aware
 179 05:08:30:15 05:08:33:13 of the importance
 of what they were playing
 180 05:08:33:15 05:08:35:05 in terms of
 how you had explained
 181 05:08:35:07 05:08:37:08 that this was
 a motivational force
 182 05:08:37:10 05:08:38:23 and that it took
 183 05:08:38:25 05:08:42:02 groups of people out
 into dangerous situations
 184 05:08:42:04 05:08:43:03 or situations
 185 05:08:43:05 05:08:44:18 *of honor, ceremony.*
 186 05:08:44:20 05:08:46:04 *It's really*
impressive.
 187 05:08:46:06 05:08:47:20 I originally
 started this
 188 05:08:47:22 05:08:50:19 to tie in with what the rest
 of the seventh grade was doing,
 189 05:08:50:21 05:08:52:09 and I found out quickly
 190 05:08:52:11 05:08:54:10 that by involving
 the students emotionally,
 191 05:08:54:12 05:08:58:22 making them imagine themselves
 as armed service bands,
 192 05:08:58:24 05:09:00:12 *really supported*
my instruction.
 193 05:09:00:14 05:09:01:24 *Made learning 6/8*
 194 05:09:01:26 05:09:03:10 a lot more exciting,
 195 05:09:03:12 05:09:06:14 when you're tying it in
 with a theme like that.
 196 05:09:06:16 05:09:08:12 And I would love to see that
 197 05:09:08:14 05:09:10:10 in the other arts
 at the same time.
 198 05:09:10:12 05:09:13:02 I would love to see
 some of the propaganda posters,
 199 05:09:13:04 05:09:15:14 *some of the recruiting*
posters,
 200 05:09:15:16 05:09:18:06 and how are the arts used
 to motivate and inspire people

201 05:09:18:08 05:09:22:06 in stressful times
or to unify a community?

202 05:09:22:08 05:09:23:24 That's interesting
because

203 05:09:23:26 05:09:25:20 that's exactly what
our visual art teacher did,

204 05:09:25:22 05:09:27:20 was the propaganda
posters,

205 05:09:27:22 05:09:29:06 and the students learned
about Rosie the Riveter

206 05:09:29:08 05:09:30:08 and people like that.

207 05:09:30:10 05:09:31:29 And in dance,

208 05:09:32:01 05:09:35:08 *we studied swing dancing
because, you know,*

209 05:09:35:10 05:09:36:27 it was a time
in American history

210 05:09:36:29 05:09:40:11 where people needed the release
of getting up and dancing.

211 05:09:40:13 05:09:42:08 I was interested
in you bringing

212 05:09:42:10 05:09:43:26 the assistant
principal in.

213 05:09:43:28 05:09:46:04 It wasn't like she came in
and gave a big, long lecture,

214 05:09:46:06 05:09:49:14 but just that one thing
kind of personalized

215 05:09:49:16 05:09:51:06 what you were
talking about.

216 05:09:51:08 05:09:52:29 She had gone to Kuwait
the year before,

217 05:09:53:01 05:09:55:29 and every time we do
the Air Force theme,

218 05:09:56:01 05:09:59:14 that's who I'm thinking of
is Miss Whitmire.

219 05:09:59:16 05:10:01:09 I wanted the kids
to make that connection.

220 05:10:01:11 05:10:04:00 *(Grady-Smith)
The other thing that
really impresses me is,*

221 05:10:04:02 05:10:06:24 there is instruction that
carries outside the classroom,

222 05:10:06:26 05:10:11:24 and for them to be researching
and bringing in a report

223 05:10:11:26 05:10:13:19 *and thinking about
the relationship*

224 05:10:13:21 05:10:17:28 *of what they're playing
to World War II,*

225 05:10:18:00 05:10:23:21 I envision your students
being much more rounded out

226 05:10:23:23 05:10:26:09 in their understanding
of the importance

227 05:10:26:11 05:10:28:13 that music plays
in people's lives,

228 05:10:28:15 05:10:30:02 which is a huge concept,

229 05:10:30:04 05:10:32:15 compared to
how my notes sound

230 05:10:32:17 05:10:33:24 on a given day.
 231 05:10:33:26 05:10:34:21 Right.
 232 05:10:34:23 05:10:35:28 And it's exciting.
 233 05:10:36:00 05:10:37:17 I would think
 the other teachers
 234 05:10:37:19 05:10:39:20 would have so many ways
 to hook in,
 235 05:10:39:22 05:10:43:04 so it's almost as though
 you've flung the doors open
 236 05:10:43:06 05:10:46:10 and said, "Okay, this is
 the whole ball of wax."
 237 05:10:46:12 05:10:48:05 (*Percival*)
And, Mary Lou,
 238 05:10:48:07 05:10:49:21 I was wondering
 how the language arts teacher
 239 05:10:49:23 05:10:51:15 was connecting
 with what you were doing.
 240 05:10:51:17 05:10:52:29 (*Schweickert*)
Their main focus
 241 05:10:53:01 05:10:55:06 was reading
The Diary of Ann Frank
 242 05:10:55:08 05:10:58:04 and acting out
 scenes from that.
 243 05:10:58:06 05:10:59:19 I see.
 244 05:10:59:21 05:11:02:00 *Once again, tapping in*
to the emotions.
 245 05:11:02:02 05:11:04:18 The children think
 how they would've felt
 246 05:11:04:20 05:11:08:29 as a young girl or young boy
 during that time period.
 247 05:11:09:01 05:11:10:08 And did they
 perform
 248 05:11:10:10 05:11:12:16 for the rest
 of their team of students?
 249 05:11:12:18 05:11:14:02 We put on a huge
 USO show
 250 05:11:14:04 05:11:18:00 *and invited some*
World War II veterans.
 251 05:11:18:02 05:11:21:17 The students had a chance
 to talk to them.
 252 05:11:21:19 05:11:23:02 The veterans
 thoroughly enjoyed
 253 05:11:23:04 05:11:27:08 seeing some of
 the old radio skits read
 254 05:11:27:10 05:11:28:22 and hearing the music.
 255 05:11:28:24 05:11:30:20 The jazz band played
In the Mood,
 256 05:11:30:22 05:11:32:21 and several got up
 and danced.
 257 05:11:32:23 05:11:35:05 (*Baxley*)
The students understand
the reason for the music,
 258 05:11:35:07 05:11:37:16 but they also understand
 the reason to be a musician.
 259 05:11:37:18 05:11:40:16 They begin to understand that
 there's a power behind this,

260 05:11:40:18 05:11:42:08 that "When I play this music,
261 05:11:42:10 05:11:45:23 I am causing that emotion
to happen in someone else,"
262 05:11:45:25 05:11:47:06 that "I am serving a purpose."
263 05:11:47:08 05:11:49:00 You'd hear a difference
in their playing
264 05:11:49:02 05:11:51:03 once I put them
in that position.
265 05:11:51:05 05:11:52:19 Put them
in that role.
266 05:11:52:21 05:11:54:05 What a beautiful
illustration of the fact
267 05:11:54:07 05:11:57:00 that, you know, just by virtue
of being in the past,
268 05:11:57:02 05:11:59:07 history is not a dead topic.
269 05:11:59:09 05:12:02:28 We continue to interact with it
in many ways.
270 05:12:03:00 05:12:04:08 You brought it to life.
271 05:12:04:10 05:12:06:20 You humanized it
for the students
272 05:12:06:22 05:12:08:08 by having
the veterans in,
273 05:12:08:10 05:12:11:03 by having
the assistant principal in.
274 05:12:11:05 05:12:13:02 You know, that's often
very difficult to do.
275 05:12:13:04 05:12:15:11 (*Hoffman-Dachelet*)
We talk about knowledge
being constructed:
276 05:12:15:13 05:12:17:18 Let the students construct
their own connection,
277 05:12:17:20 05:12:19:18 their own meaning.
278 05:12:19:20 05:12:21:18 When you give them that freedom,
they often surprise you
279 05:12:21:20 05:12:23:28 and find things that are
deeper and more meaningful
280 05:12:24:00 05:12:24:28 because they connect
281 05:12:25:00 05:12:26:08 *with them in some way.*
282 05:12:26:10 05:12:27:24 Well, in our
modern world,
283 05:12:27:26 05:12:30:24 students have to assimilate
so much information,
284 05:12:30:26 05:12:32:09 and who knows
what challenges
285 05:12:32:11 05:12:34:15 *they have in the future?*
286 05:12:34:17 05:12:36:03 And if we're able
to get them to think
287 05:12:36:05 05:12:37:21 from a lot
of different angles,
288 05:12:37:23 05:12:39:28 it's gonna be so much
more valuable in their lives
289 05:12:40:00 05:12:41:22 than just learning skills
290 05:12:41:24 05:12:44:02 in several different
content areas.
291 05:12:54:02 05:12:56:06 In our next segment,
292 05:12:56:08 05:12:58:21 we'll see instruction that is

integrated around a concept.

293 05:12:58:23 05:13:02:12 A *concept* is an abstract idea
that teachers can use

294 05:13:02:14 05:13:05:22 to connect knowledge
across disciplines.

295 05:13:05:24 05:13:07:05 At Rachel's school,
296 05:13:07:07 05:13:09:22 the eighth graders are exploring
the concept of conflict

297 05:13:09:24 05:13:12:23 in language arts
and social studies.

298 05:13:12:25 05:13:15:07 The arts teachers
draw on this concept

299 05:13:15:09 05:13:18:13 by asking the students
to raise their artistic voices

300 05:13:18:15 05:13:20:09 as a form of protest.
301 05:13:20:11 05:13:24:16 They call this unit
Finding Your Voice.

302 05:13:24:18 05:13:26:04 As you watch,
303 05:13:26:06 05:13:28:23 consider how the concept
of conflict is used differently

304 05:13:28:25 05:13:31:26 from the way the theme
of World War II was used.

305 05:13:40:03 05:13:42:10 The eighth grade
interdisciplinary arts unit

306 05:13:42:12 05:13:43:23 that we're working on
307 05:13:43:25 05:13:45:27 started with someone
offering us 100 tickets

308 05:13:45:29 05:13:47:08 to see
Sweet Honey in the Rock.

309 05:13:47:10 05:13:48:29 They're a contemporary
a capella

310 05:13:49:01 05:13:52:24 sort of
gospel-influenced group.

311 05:13:52:26 05:13:55:00 And we thought,
"Well, gee.

312 05:13:55:02 05:13:57:00 "What's interesting about
Sweet Honey in the Rock?

313 05:13:57:02 05:13:58:18 What could we do with that?"
314 05:13:58:20 05:14:00:12 And I immediately thought
of protest music.

315 05:14:00:14 05:14:07:29 (all)
§ We shall overcome
some day. § §

316 05:14:08:01 05:14:10:13 (Hoffman-Dachelet)
Then we thought,
"Well, hmm.

317 05:14:10:15 05:14:12:03 "Aren't the eighth graders
318 05:14:12:05 05:14:14:25 "working on genocide
in World Cultures?

319 05:14:14:27 05:14:16:09 "And doesn't that tie in
320 05:14:16:11 05:14:19:07 "with Kaethe Kollwitz
and her artwork that protested
social conditions in Prussia
and then Germany?"

321 05:14:19:09 05:14:22:28
322 05:14:23:00 05:14:25:13 When we had talked about
the unit amongst ourselves--

323 05:14:25:15 05:14:27:18 the arts teachers--then
 324 05:14:27:20 05:14:29:01 we went to the eighth grade
 teachers and said,
 325 05:14:29:03 05:14:30:25 "Here's what
 we're interested in doing.
 326 05:14:30:27 05:14:32:08 "Would you like to join us?
 327 05:14:32:10 05:14:34:10 How are we gonna
 work it out?"
 328 05:14:34:12 05:14:36:21 We've looked at music
 of the Holocaust.
 329 05:14:36:23 05:14:39:01 We've looked at music
 of the Civil Rights Movement,
 330 05:14:39:03 05:14:42:23 the folk music movement
 of the '60s and '70s and such.
 331 05:14:42:25 05:14:46:24 We've really tried
 to encourage the students
 332 05:14:46:26 05:14:51:04 to look at the art
 about conflict--
 333 05:14:51:06 05:14:54:16 conflict and coexistence
 on either side of the coin--
 334 05:14:54:18 05:14:57:08 as, like, a release outlet
 for your art.
 335 05:14:57:10 05:14:59:28 My half-year students are
 working on charcoal drawings.
 336 05:15:00:02 05:15:01:14 They're almost complete.
 337 05:15:01:16 05:15:04:07 Their charcoal drawings
 have to do with the same topic
 338 05:15:04:09 05:15:07:03 that their World Cultures
 research paper is about.
 339 05:15:07:05 05:15:08:25 (Peterson)
 We're just in the process
 340 05:15:08:27 05:15:11:11 of wrapping up a unit where
 we've spent about ten weeks
 341 05:15:11:13 05:15:14:19 studying conflict and ethnic
 cleansing and genocide.
 342 05:15:14:21 05:15:16:28 What we do is,
 we study it from the base
 343 05:15:17:00 05:15:19:10 of World War II
 and the Holocaust
 344 05:15:19:12 05:15:21:14 to give the students
 a foundation,
 345 05:15:21:16 05:15:24:03 and then from there,
 really talk about bigger issues
 346 05:15:24:05 05:15:26:25 of genocide
 and ethnic cleansing.
 347 05:15:26:27 05:15:28:23 *To start,*
 348 05:15:28:25 05:15:31:17 *I'm gonna just ask you*
a series of questions.
 349 05:15:31:19 05:15:33:05 *Keep it in mind, guys,*
 350 05:15:33:07 05:15:35:19 *that what I'm looking for*
are your opinions, your ideas.
 351 05:15:35:21 05:15:39:08 There's not a right
 or a wrong in this case.
 352 05:15:39:10 05:15:40:08 *Okay?*
 353 05:15:40:10 05:15:41:22 *First thing*
 354 05:15:41:24 05:15:43:00 that I want to know

from you guys is,
 355 05:15:43:02 05:15:45:07 in your opinion, can art--
 356 05:15:45:09 05:15:47:06 and I'm talking
 about Art with a big "A"
 357 05:15:47:08 05:15:49:02 as opposed to art
 with a little "a,"
 358 05:15:49:04 05:15:50:23 so we're talking
 about theatre,
 359 05:15:50:25 05:15:53:29 visual arts, media arts,
 literary arts, dance,
 360 05:15:54:01 05:15:56:16 all of those things
 that fall under that category--
 361 05:15:56:18 05:16:02:23 can art
 portray traumatic events
 362 05:16:02:25 05:16:03:27 *like the Holocaust?*
 363 05:16:03:29 05:16:05:26 This class is called
 world cultures.
 364 05:16:05:28 05:16:07:15 And what we do is,
 365 05:16:07:17 05:16:09:27 we focus on the idea of culture
 throughout the entire year,
 366 05:16:09:29 05:16:12:14 starting with the eighth graders
 in terms of just defining
 367 05:16:12:16 05:16:15:12 what is culture and social rules
 and norms of culture,
 368 05:16:15:14 05:16:17:29 building on
 components of culture.
 369 05:16:18:01 05:16:20:29 And we try and focus
 on teaching kids about that
 370 05:16:21:01 05:16:24:27 in terms of history, in terms
 of art, in terms of literature,
 371 05:16:24:29 05:16:28:06 and in terms of, really,
 their own personal experiences
 372 05:16:28:08 05:16:29:21 with the world as well.
 373 05:16:29:23 05:16:32:11 *I'm going to show you*
three images.
 374 05:16:32:13 05:16:34:15 *And what I'm going*
to ask you to look for is,
 375 05:16:34:17 05:16:37:06 *what do these images*
 376 05:16:37:08 05:16:38:28 *have to do with conflict?*
 377 05:16:39:00 05:16:42:25 *What do they represent?*
 378 05:16:42:27 05:16:44:26 *Think about the scenario.*
 379 05:16:44:28 05:16:49:00 *Maybe what conflict*
is this actually representing?
 380 05:16:49:02 05:16:50:27 *Whose point of view*
 381 05:16:50:29 05:16:54:07 *is being shown*
in these images?
 382 05:16:54:09 05:16:57:26 *I want you to think about the*
use of line, the use of color,
 383 05:16:57:28 05:16:59:23 *the use of space.*
 384 05:16:59:25 05:17:01:15 *And I just want you*
to jot down your ideas.
 385 05:17:01:17 05:17:03:08 *If you don't get*
all of them
 386 05:17:03:10 05:17:05:13 *because you get off on a*
tangent about the point of view
 387 05:17:05:15 05:17:07:19 *or the event*

or the emotion, that's fine.
 388 05:17:07:21 05:17:10:05 This is just to get you guys
 thinking about things.
 389 05:17:10:07 05:17:12:22 Anybody who's willing
 to just go out on a limb,
 390 05:17:12:24 05:17:15:08 share what was
 your first gut response?
 391 05:17:15:10 05:17:17:21 (Brandon)
 That one right there
 looked like somebody
 392 05:17:17:23 05:17:18:29 letting off some steam
 393 05:17:19:01 05:17:21:02 because they look like
 they could've been mad,
 394 05:17:21:04 05:17:22:22 because of smoke.
 395 05:17:22:24 05:17:24:21 (Peterson)
 Okay, so you responded
 immediately
 396 05:17:24:23 05:17:26:26 to something to do
 with anger and steam,
 397 05:17:26:28 05:17:28:29 both literally and also
 maybe as a person--
 398 05:17:29:01 05:17:31:22 to represent something
 of a person?
 399 05:17:31:24 05:17:33:05 Mm-hmm.
 400 05:17:31:24 05:17:33:05 Okay.
 401 05:17:33:07 05:17:34:27 I thought it was
 maybe what they saw
 402 05:17:34:29 05:17:36:20 at, like,
 concentration camps--
 403 05:17:36:22 05:17:38:27 like, more of, like,
 the emotional point of view
 404 05:17:38:29 05:17:40:27 of the concentration camp;
 405 05:17:40:29 05:17:42:25 not, like, what it really
 looked like.
 406 05:17:42:27 05:17:45:16 Okay, so again, something to
 express some sort of emotion.
 407 05:17:45:18 05:17:48:04 Maybe those two things
 that were going down--
 408 05:17:48:06 05:17:51:00 like, I thought maybe
 the World Trade Centers
 409 05:17:51:02 05:17:53:02 and all the smoke and stuff,
 410 05:17:53:04 05:17:57:10 and then at the top, maybe this
 city when it's all, like, bad--
 411 05:17:57:12 05:17:58:22 You know what I mean?
 412 05:17:58:24 05:18:00:06 That's an
 interesting thing
 413 05:18:00:08 05:18:01:24 that you said that,
 because this artist
 414 05:18:01:26 05:18:05:08 actually received phone calls
 from people who said,
 415 05:18:05:10 05:18:06:23 "Oh, my gosh.
 416 05:18:06:25 05:18:11:00 Those are the images
 that represent 9/11."
 417 05:18:11:02 05:18:13:25 And these images
 were done years before that
 418 05:18:13:27 05:18:15:10 for a totally

different purpose.
 419 05:18:15:12 05:18:16:29 These three images were done
 420 05:18:17:01 05:18:19:25 by an artist whose name
 is Samuel Bak.
 421 05:18:19:27 05:18:22:23 Samuel Bak is a survivor
 of the Holocaust.
 422 05:18:22:25 05:18:24:29 *He did these to represent,*
 423 05:18:25:01 05:18:27:08 obviously,
 the smokestacks
 424 05:18:27:10 05:18:31:28 *and the smoke going up*
to represent the bodies
 425 05:18:32:00 05:18:33:00 *going into the air.*
 426 05:18:33:02 05:18:34:16 *And if you look closely,*
 427 05:18:34:18 05:18:38:20 *the color tones even change*
as you get to the top.
 428 05:18:38:22 05:18:40:24 It took him a long time,
 as a survivor, to do this.
 429 05:18:40:26 05:18:42:14 This wasn't
 an immediate response,
 430 05:18:42:16 05:18:46:20 but it was his way of carrying
 on and in teaching things also.
 431 05:18:46:22 05:18:49:10 (Peterson)
 Their culminating project
 is to write
 432 05:18:49:12 05:18:52:01 a research paper
 on a topic of their choice.
 433 05:18:52:03 05:18:53:24 So we have students
 434 05:18:53:26 05:18:56:08 who are choosing to write
 about art and the war,
 435 05:18:56:10 05:19:01:05 protest music, and things
 like slavery and the Holocaust.
 436 05:19:01:07 05:19:03:26 The important concept
 tying the eighth-grade unit
 437 05:19:03:28 05:19:06:06 in with the arts right now
 438 05:19:06:08 05:19:08:26 is protest.
 439 05:19:08:28 05:19:11:17 That one word was the genesis
 of the whole thing.
 440 05:19:11:19 05:19:14:28 We haven't called
 our unit that,
 441 05:19:15:00 05:19:17:04 and we haven't used that word
 with the students,
 442 05:19:17:06 05:19:18:22 because we were worried
 443 05:19:18:24 05:19:21:06 that they would get ideas
 about protesting,
 444 05:19:21:08 05:19:22:19 and next thing you know,
 445 05:19:22:21 05:19:24:24 we'd have a sit-in
 in the cafeteria or something.
 446 05:19:24:26 05:19:27:09 So we've been shying away
 from the term *protest*
 447 05:19:27:11 05:19:29:23 and using the euphemism
 "finding your voice."
 448 05:19:29:25 05:19:32:17 That euphemism actually
 has proved fairly helpful,
 449 05:19:32:19 05:19:34:22 because it's allowed
 450 05:19:34:24 05:19:38:11 students who don't feel strongly
 about a social justice issue

451 05:19:38:13 05:19:40:05 to still make art
 452 05:19:40:07 05:19:42:16 that's communicating
 something about themselves.
 453 05:19:42:18 05:19:46:11 It's really hard for eighth
 graders to be global thinkers.
 454 05:19:46:13 05:19:48:16 They're in, developmentally,
 this stage
 455 05:19:48:18 05:19:50:24 where it's all about
 themselves and their lives.
 456 05:19:50:26 05:19:52:27 And some of them
 just haven't had experiences
 457 05:19:52:29 05:19:54:12 that they feel strongly about.
 458 05:19:54:14 05:19:57:14 *All right, eighth graders,*
good morning.
 459 05:19:57:16 05:20:01:08 We are continuing our work
 on our pastel drawings,
 460 05:20:01:10 05:20:03:29 our charcoal drawings,
 related to Kaethe Kollwitz.
 461 05:20:04:01 05:20:07:00 As you're working today,
 I want you to really think
 462 05:20:07:02 05:20:09:12 about communicating
 the expressive meaning
 463 05:20:09:14 05:20:11:19 of your artwork.
 464 05:20:11:21 05:20:13:08 What is the human impact
 465 05:20:13:10 05:20:15:24 of the issue you've been
 writing about in world cultures?
 466 05:20:15:26 05:20:17:17 And how can you
 convey that
 467 05:20:17:19 05:20:21:29 through your lines,
 value choices, textures,
 468 05:20:22:01 05:20:24:23 all of the expressive content
 of your artwork?
 469 05:20:24:25 05:20:27:13 Does anyone have any questions
 while we get started?
 470 05:20:27:15 05:20:29:25 All right;
 go ahead and get started.
 471 05:20:29:27 05:20:31:14 My entire
 eighth grade curriculum
 472 05:20:31:16 05:20:33:04 is about finding your voice.
 473 05:20:33:06 05:20:35:15 It's about starting
 to develop a personal style,
 474 05:20:35:17 05:20:36:27 starting to look at:
 475 05:20:36:29 05:20:40:03 What kind of content
 is interesting?
 476 05:20:40:05 05:20:41:21 What are the themes
 477 05:20:41:23 05:20:44:05 that are going to run through
 your life as an adult artist?
 478 05:20:44:07 05:20:47:14 I like the contrast
 of the white figures
 479 05:20:47:16 05:20:48:19 *coming really far forward.*
 480 05:20:48:21 05:20:50:08 Mmm.
 481 05:20:50:10 05:20:52:20 And I like the suggestiveness
 of the background.
 482 05:20:52:22 05:20:55:07 *How about if you set this aside*
and did a second one
 483 05:20:55:09 05:20:57:03 *and colored in*

the background figures?
 484 05:20:57:05 05:20:59:14 *And then you could choose
 which one was more effective.*
 485 05:20:59:16 05:21:00:16 All right.
 486 05:21:00:18 05:21:02:15 I saw a lot of those pictures
 487 05:21:02:17 05:21:05:01 of them being really thin
 and everything.
 488 05:21:05:03 05:21:06:22 I kind of exaggerated it
 a little bit
 489 05:21:06:24 05:21:12:19 just to make it seem more like
 a feeling than it really was.
 490 05:21:12:21 05:21:14:06 I'm not very good with words,
 491 05:21:14:08 05:21:17:20 so it's a lot easier
 to express things like that.
 492 05:21:17:22 05:21:21:29 Like, I could never describe
 that, but I could draw it.
 493 05:21:22:01 05:21:23:26 So I guess
 it's easier for me
 494 05:21:23:28 05:21:26:02 to express something
 through drawings
 495 05:21:26:04 05:21:29:22 than it is to write it down
 or say it.
 496 05:21:29:24 05:21:33:11 (Hoffman-Dachelet)
 For the eighth grade,
 I have several goals.
 497 05:21:33:13 05:21:35:21 One is just
 the artistic goal
 498 05:21:35:23 05:21:37:09 of thinking
 about composition:
 499 05:21:37:11 05:21:40:05 How do I make
 a center of interest?
 500 05:21:40:07 05:21:42:19 Where is the best place
 to put that center of interest?
 501 05:21:42:21 05:21:45:24 How do I use contrast
 to make it more dramatic?
 502 05:21:45:26 05:21:49:04 I like how you're shading it
 from light to dark.
 503 05:21:49:06 05:21:55:02 It really guides the eye
 right to your figures.
 504 05:21:55:04 05:21:57:28 And also, I want
 the images to be expressive,
 505 05:21:58:00 05:22:00:24 so I'm really encouraging them
 to use more expressive lines,
 506 05:22:00:26 05:22:03:08 distort things,
 507 05:22:03:10 05:22:05:22 change the composition in ways
 that are more expressive
 508 05:22:05:24 05:22:07:13 rather than
 representational.
 509 05:22:07:15 05:22:11:18 The other goal is
 knowing when they're done
 510 05:22:11:20 05:22:13:28 that they have a voice,
 511 05:22:14:00 05:22:17:03 that art is something that
 can be used to change society,
 512 05:22:17:05 05:22:20:16 and that artists sometimes,
 when they're creating their art,
 513 05:22:20:18 05:22:22:29 think about that first,

514 05:22:23:01 05:22:26:11 that they deliberately
use their art to change society.

515 05:22:26:13 05:22:29:12 You want to tell me a little bit
about what your paper's about?

516 05:22:29:14 05:22:31:19 Yes,
the U.S. slave trade.

517 05:22:31:21 05:22:32:23 The U.S. slave trade?

518 05:22:32:25 05:22:33:23 Yeah.

519 05:22:33:25 05:22:35:02 And how are you

520 05:22:35:04 05:22:36:14 *showing that
in this image?*

521 05:22:36:16 05:22:38:17 (student)
How they got punished.

522 05:22:38:19 05:22:40:13 *What are you going to do in
the background of your picture?*

523 05:22:40:15 05:22:44:09 (student)
Make people looking at them
getting whipped.

524 05:22:44:11 05:22:49:11 *All right;
it's looking good.*

525 05:23:08:04 05:23:09:09 (Johnson)
I think with kids

526 05:23:09:11 05:23:11:14 who don't have
much dance experience

527 05:23:11:16 05:23:13:15 and are kind of
beginning dance makers,

528 05:23:13:17 05:23:16:21 to have some sort of narrative
behind their movement

529 05:23:16:23 05:23:17:25 helps them.

530 05:23:17:27 05:23:19:14 *So can somebody talk to me*

531 05:23:19:16 05:23:22:08 *about what is this image that
we're showing in the beginning,*

532 05:23:22:10 05:23:24:22 *with Amanda falling
and you looking away?*

533 05:23:24:24 05:23:26:08 *What's the looking away
about?*

534 05:23:26:10 05:23:27:26 Your bodies
know what it is.

535 05:23:27:28 05:23:29:15 I just need you
to verbalize it for me.

536 05:23:29:17 05:23:31:29 Like, they don't--the people
don't want to deal with it.

537 05:23:32:01 05:23:33:20 They don't want
to help somebody else.

538 05:23:33:22 05:23:35:05 They don't care.

539 05:23:35:07 05:23:37:13 They're just getting themselves
where they need to go

540 05:23:37:15 05:23:39:15 and looking away,
ignoring them.

541 05:23:39:17 05:23:42:17 (Johnson)
The eighth grade
Finding your Voice work

542 05:23:42:19 05:23:45:13 is based on
finding something that--

543 05:23:45:15 05:23:47:22 what I've been calling
"gets your goat"--

544 05:23:47:24 05:23:50:15 something that you find
your heart racing a little bit

545 05:23:50:17 05:23:52:13 when you see things on TV,
546 05:23:52:15 05:23:54:19 you hear
your parents discussing--

547 05:23:54:21 05:23:57:16 some social concern that
you feel personally attached to.

548 05:23:57:18 05:24:00:03 And the first thing
I ask them to do

549 05:24:00:05 05:24:04:01 is just bring those ideas
for discussion into class.

550 05:24:04:03 05:24:08:24 My topic in dance right now
is child abuse,

551 05:24:08:26 05:24:11:29 and I'm dancing with a belt.
552 05:24:12:01 05:24:13:26 [belt cracks]
553 05:24:13:28 05:24:19:03 The belt noise is resembling the
sound of someone being beaten.

554 05:24:19:05 05:24:22:14 And the people on the floor
are flinching

555 05:24:22:16 05:24:27:27 while Joseph, who is doing
a solo around them, is drunk.

556 05:24:30:03 05:24:33:09 The dance resembles
the fear of children

557 05:24:33:11 05:24:38:00 and the horrible things
that can happen to them.

558 05:24:38:02 05:24:40:01 (Johnson)
I want you to pick up the--

559 05:24:40:03 05:24:41:21 when you start
pounding on the floor,

560 05:24:41:23 05:24:44:22 you're picking up the exact same
tempo as she had with the belt.

561 05:24:44:24 05:24:46:08 Uh...uh.
562 05:24:46:10 05:24:48:15 Whatever she has set up,
she's going to stop.

563 05:24:48:17 05:24:49:24 You take over.
564 05:24:49:26 05:24:51:06 [clicks tongue rhythmically]
565 05:24:51:08 05:24:53:00 *Are you with me?*
566 05:24:53:02 05:24:55:05 [rhythmic pounding]
567 05:24:55:07 05:24:58:00 The information
that's taking place downstairs

568 05:24:58:02 05:25:00:20 follows them upstairs
naturally.

569 05:25:00:22 05:25:03:12 Some of the discussions
down there,

570 05:25:03:14 05:25:04:29 I know, get really heated,
571 05:25:05:01 05:25:08:27 and I know that they really like
to have a place to put that.

572 05:25:08:29 05:25:10:16 I know, and that's
a relief for kids

573 05:25:10:18 05:25:12:13 to know that there's
going to be an outlet.

574 05:25:12:15 05:25:14:01 And not only
are they stirring up

575 05:25:14:03 05:25:16:21 all of this emotion downstairs
and all this information,

576 05:25:16:23 05:25:18:27 but now there's

something to do with it.
 577 05:25:18:29 05:25:20:19 When you think
 it's your turn to go...
 578 05:25:20:21 05:25:22:11 [clicks tongue]
 579 05:25:22:13 05:25:24:03 just go.
 580 05:25:24:05 05:25:24:28 Don't be unsure
 about it.
 581 05:25:25:00 05:25:26:12 *There's no counts.*
 582 05:25:26:14 05:25:28:03 *The audience
 doesn't know anything.*
 583 05:25:28:05 05:25:29:15 *When you think it's time
 for you to go...*
 584 05:25:29:17 05:25:32:23 go with a little bit
 more confidence.
 585 05:25:32:25 05:25:35:28 (Hoffman-Dachelet)
 Our culminating event
 at the very end of the unit
 586 05:25:36:00 05:25:37:20 is going to be a performance,
 587 05:25:37:22 05:25:39:09 and the performance
 is happening
 588 05:25:39:11 05:25:41:15 on the same night
 as the visual arts opening.
 589 05:25:41:17 05:25:45:09 And we're going to have
 all of the visual artworks
 590 05:25:45:11 05:25:47:07 that the students
 are making in my class
 591 05:25:47:09 05:25:48:20 up in the hallways.
 592 05:25:48:22 05:25:51:00 And the students
 will be performing
 593 05:25:51:02 05:25:54:06 just a variety
 of different types of acts.
 594 05:25:54:08 05:25:55:20 (student)
 Dandelions call to me
 595 05:25:55:22 05:25:57:24 and the white chestnut
 candles in the court.
 596 05:25:57:26 05:26:00:20 (Hoffman-Dachelet)
 Certain students
 will be doing monologues.
 597 05:26:00:22 05:26:02:09 Only I never saw
 another butterfly.
 598 05:26:02:11 05:26:05:04 (Hoffman-Dachelet)
 There'll be movement pieces.
 599 05:26:05:06 05:26:07:20 The media arts teacher is
 helping me put together a video
 600 05:26:07:22 05:26:10:14 that will be projected
 behind some of the dances.
 601 05:26:10:16 05:26:12:15 It's going to be
 really interdisciplinary
 602 05:26:12:17 05:26:13:20 throughout the arts.
 603 05:26:16:02 05:26:18:27 Let's discuss
 the differences we observed
 604 05:26:18:29 05:26:20:00 in this segment
 605 05:26:20:02 05:26:21:26 and the first
 segment we watched
 606 05:26:21:28 05:26:23:10 *from Mary Lou's school.*
 607 05:26:23:12 05:26:24:24 (Percival)

608 05:26:24:26 I noticed that
 05:26:27:27 the planning initially
 609 05:26:27:29 05:26:32:04 And I guess the other major
 difference I saw was that
 610 05:26:32:06 05:26:33:18 after it got started,
 611 05:26:33:20 05:26:36:23 the content came
 from the students
 612 05:26:36:25 05:26:39:10 and drove the instruction
 613 05:26:39:12 05:26:41:13 *and the skill building*
and so on.
 614 05:26:41:15 05:26:43:13 (Baxley)
 These particular pieces
 are interesting
 615 05:26:43:15 05:26:45:17 because they're sort of
 touching on each other:
 616 05:26:45:19 05:26:47:14 the topic of World War II
 617 05:26:47:16 05:26:50:02 and the concept of genocide
 or the concept of protest.
 618 05:26:50:04 05:26:52:16 You're providing this
 very broad exposure
 619 05:26:52:18 05:26:54:02 to a topic
 of World War II,
 620 05:26:54:04 05:26:56:04 *trying to let them see*
everything they can
 621 05:26:56:06 05:26:57:29 about this historical period
 622 05:26:58:01 05:27:00:19 to prepare them
 for that USO show,
 623 05:27:00:21 05:27:02:14 *whereas with*
the Finding Your Voice unit,
 624 05:27:02:16 05:27:03:26 *rather than looking at*
 625 05:27:03:28 05:27:05:10 everything about this topic,
 626 05:27:05:12 05:27:07:14 you found a through rod
 627 05:27:07:16 05:27:09:15 that went through
 several areas of discussion
 628 05:27:09:17 05:27:11:10 with this concept,
 this idea
 629 05:27:11:12 05:27:13:01 *of protest.*
 630 05:27:13:03 05:27:14:23 When that pivot point
 was the concept,
 631 05:27:14:25 05:27:17:29 it allowed us
 to look at exemplars
 632 05:27:18:01 05:27:21:24 that were excellent
 from anywhere, from any time.
 633 05:27:21:26 05:27:23:18 Let's go to this era,
 634 05:27:23:20 05:27:25:09 because this era
 has the example
 635 05:27:25:11 05:27:26:17 that is
 compelling to us
 636 05:27:26:19 05:27:28:09 or that is
 interesting to us,
 637 05:27:28:11 05:27:32:22 and then we can also go to
 some completely different era.
 638 05:27:32:24 05:27:35:23 So we ranged really far,
 639 05:27:35:25 05:27:37:03 and I don't think
 the kids got

640 05:27:37:05 05:27:38:11 that same sense
of context,

641 05:27:38:13 05:27:40:06 that same sense of,

642 05:27:40:08 05:27:44:01 oh, yes, this war,
this music, this dance,^é

643 05:27:44:03 05:27:45:10 *how they were related.*

644 05:27:45:12 05:27:46:22 *And I think*

645 05:27:46:24 05:27:48:07 if that was your goal,

646 05:27:48:09 05:27:50:05 then you would want to do
a thematic curriculum.

647 05:27:50:07 05:27:52:21 But yet,
by going with a concept,

648 05:27:52:23 05:27:56:03 *it was a different*
axis, I guess.

649 05:27:56:05 05:27:57:17 It was a different
point of entry.

650 05:27:57:19 05:28:00:03 And, Rachel, how was
this concept related

651 05:28:00:05 05:28:03:04 to the requirements that your
state puts on your curriculum?

652 05:28:03:06 05:28:05:16 At the time
when we were planning it,

653 05:28:05:18 05:28:08:04 *we had a skill-*
and sort of

654 05:28:08:06 05:28:10:07 *thought-process-based*
set of standards

655 05:28:10:09 05:28:13:17 rather than a content-based
set of standards.

656 05:28:13:19 05:28:16:24 And so the research paper,
the idea of inquiry--

657 05:28:16:26 05:28:18:24 those were
the state requirements,

658 05:28:18:26 05:28:21:19 and they were met
very well by this unit.

659 05:28:21:21 05:28:23:28 Just as I was able
to teach 6/8 time,

660 05:28:24:00 05:28:25:06 one of my standards,

661 05:28:25:08 05:28:27:05 through this,
you can pull in

662 05:28:27:07 05:28:28:27 all of the skills
necessary.

663 05:28:28:29 05:28:32:21 One significant similarity
between the two units, though,

664 05:28:32:23 05:28:35:09 was the way the instruction
in the arts classes

665 05:28:35:11 05:28:38:06 enhanced the instruction
in the other core classes.

666 05:28:38:08 05:28:40:22 The dance teacher said

667 05:28:40:24 05:28:43:13 having the narrative
behind the dance

668 05:28:43:15 05:28:46:04 *helped her students*
with the choreography.

669 05:28:46:06 05:28:48:24 I'm sure that the visual art
that your students produced

670 05:28:48:26 05:28:50:22 made their papers
so much richer.

671 05:28:50:24 05:28:53:00 Well, and it raised
 questions for them.

672 05:28:53:02 05:28:55:01 They had questions
 as they were trying

673 05:28:55:03 05:28:56:29 to figure out
 their visual expression

674 05:28:57:01 05:28:58:15 that led them
 to more research,

675 05:28:58:17 05:29:01:07 and that research
 deepened their paper.

676 05:29:01:09 05:29:03:11 And did you meet
 with your team?

677 05:29:03:13 05:29:05:15 We saw the first
 meeting that you had.

678 05:29:05:17 05:29:07:22 Did you continue to meet
 with that same team

679 05:29:07:24 05:29:09:15 as the project went on?

680 05:29:09:17 05:29:11:08 We did,
 almost daily.

681 05:29:11:10 05:29:13:04 The arts team eats lunch
 together every day

682 05:29:13:06 05:29:15:07 as part
 of our planning,

683 05:29:15:09 05:29:16:29 in addition to having
 weekly planning meetings,

684 05:29:17:01 05:29:20:07 and then we met with
 the eighth grade constantly.

685 05:29:20:09 05:29:22:13 Can you talk
 a little bit about

686 05:29:22:15 05:29:24:14 how that concept of conflict
 was identified?

687 05:29:24:16 05:29:27:05 Was there a process,
 or was it just something

688 05:29:27:07 05:29:29:04 *that somebody had*
the idea of?

689 05:29:29:06 05:29:32:03 The eighth grade world cultures
 class is concept based,

690 05:29:32:05 05:29:34:22 and so we knew
 that they were
 studying conflict,

691 05:29:34:24 05:29:36:01 that this was
 their idea,

692 05:29:36:03 05:29:37:13 and then
 these tickets came.

693 05:29:37:15 05:29:39:02 These tickets
 to the concert came,

694 05:29:39:04 05:29:40:20 and that connection
 was visible,

695 05:29:40:22 05:29:42:16 and it just sort of
 cascaded from there.

696 05:29:42:18 05:29:44:04 *There was nothing*
to force.

697 05:29:44:06 05:29:46:00 *No one had to search*

698 05:29:46:02 05:29:48:00 because anyone
 can address conflict.

699 05:29:48:02 05:29:49:17 It exists

in all of our fields.
 700 05:29:49:19 05:29:51:12 They can talk about it
 in science class.
 701 05:29:51:14 05:29:53:00 They can talk about it
 in math class.
 702 05:29:53:02 05:29:55:04 *And so it really*
takes away
 703 05:29:55:06 05:29:57:12 a lot of the burden
 of interdisciplinary planning
 704 05:29:57:14 05:29:59:07 when it's focused
 around something
 705 05:29:59:09 05:30:00:17 *that's so universal.*
 706 05:30:00:19 05:30:01:28 *(Rosenow)*
One of the things
 707 05:30:02:00 05:30:03:17 that the language arts
 teacher did
 708 05:30:03:19 05:30:06:21 in preparation for discussing
 the visual images:
 709 05:30:06:23 05:30:08:26 She said, "Remember,
 710 05:30:08:28 05:30:12:01 there are no right
 or wrong answers."
 711 05:30:12:03 05:30:14:03 Let's talk about
 why that's important
 712 05:30:14:05 05:30:16:19 if you're trying
 to guide students
 713 05:30:16:21 05:30:18:09 to find their own voice.
 714 05:30:18:11 05:30:20:07 Their teacher was asking them
 to, in effect,
 715 05:30:20:09 05:30:23:04 engage
 in an exploration.
 716 05:30:23:06 05:30:25:12 You know, there is
 no right or wrong answer.
 717 05:30:25:14 05:30:28:10 There is no
 definite destination.
 718 05:30:28:12 05:30:32:01 And so all kinds
 of ideas are thrown out,
 719 05:30:32:03 05:30:35:21 and the students are forced
 to consider them, weigh them,
 720 05:30:35:23 05:30:38:15 you know, see how it sits
 with their sensibilities
 721 05:30:38:17 05:30:42:27 and, you know, in the end,
 formulate some notion
 722 05:30:42:29 05:30:45:16 of what's right for themselves.
 723 05:30:45:18 05:30:49:23 I really think we open
 the ability to think
 724 05:30:49:25 05:30:52:07 in such significant ways
 725 05:30:52:09 05:30:53:29 when we have
 these opportunities
 726 05:30:54:01 05:30:56:21 to deal with
 a large concept
 727 05:30:56:23 05:30:57:27 or to deal with ways that
 728 05:30:57:29 05:30:59:27 children can go
 on their own and research
 729 05:30:59:29 05:31:03:10 and then bring a voice
 to the experience.
 730 05:31:03:12 05:31:06:26 We're asking them

731 05:31:06:28 to deeply process, integrate,
05:31:10:23 and then have an opinion,
you know,

732 05:31:10:25 05:31:15:22 so I really think
that this is an essential.

733 05:31:15:24 05:31:17:00 And the whole point
734 05:31:17:02 05:31:18:15 of us teaching
the skills we teach them

735 05:31:18:17 05:31:20:18 and having the conversations
we have with them

736 05:31:20:20 05:31:22:10 is to get them to a point
737 05:31:22:12 05:31:23:20 where they can formulate
their ideas better

738 05:31:23:22 05:31:25:10 and think
through them better,

739 05:31:25:12 05:31:27:11 and they can help
other people
to understand them.

740 05:31:27:13 05:31:28:18 And it worked.

741 05:31:28:20 05:31:29:21 That was
the most amazing thing.

742 05:31:29:23 05:31:32:28 The art was better
after this unit.

743 05:31:33:00 05:31:36:13 They became
more effective
at communicating,

744 05:31:36:15 05:31:38:24 *and they became more
reflective in their process.*

745 05:31:38:26 05:31:40:09 And at the end,
746 05:31:40:11 05:31:43:20 they found that
they had something to say.

747 05:31:53:12 05:31:55:15 Our final segment
features a unit

748 05:31:55:17 05:31:57:23 designed around
the concept of culture.

749 05:31:57:25 05:32:00:02 We've already seen
Rick's class

750 05:32:00:04 05:32:03:14 analyzing artifacts
from an unknown civilization.

751 05:32:03:16 05:32:06:07 We're going to return
to his classroom now

752 05:32:06:09 05:32:09:23 and learn how those
civilizations were created.

753 05:32:09:25 05:32:13:13 As you watch, consider
how the concept of culture

754 05:32:13:15 05:32:17:00 is explored
in different subject areas.

755 05:32:25:03 05:32:26:27 (Wright)
The sixth grade this year

756 05:32:26:29 05:32:31:01 is working on a unit that
we called the Island Cultures.

757 05:32:31:03 05:32:32:23 We're trying to explore
with the kids

758 05:32:32:25 05:32:34:23 the concept of culture:
759 05:32:34:25 05:32:36:16 What are the different
component parts

760 05:32:36:18 05:32:38:29 that go into
establishing our culture?

761 05:32:39:01 05:32:40:21 And, you know, by extension,
762 05:32:40:23 05:32:43:21 what are the forces acting
on each of us as individuals?

763 05:32:43:23 05:32:45:19 How are your islands
coming, so far?

764 05:32:45:21 05:32:47:17 *Let me ask
the team leaders.*

765 05:32:47:19 05:32:49:04 *Sarah.*
766 05:32:49:06 05:32:53:11 We have all of our culture
universals pretty much down.

767 05:32:53:13 05:32:55:28 And we have lots of artifacts
for each one, but--
768 05:32:56:00 05:32:57:09 (Wright)
The first stage
769 05:32:57:11 05:32:59:12 was to allow the kids
to divorce themselves
770 05:32:59:14 05:33:01:06 from the adult society,
771 05:33:01:08 05:33:03:25 setting the situation
that they've left adult society
772 05:33:03:27 05:33:05:25 due to just terminal boredom.
773 05:33:05:27 05:33:07:10 You know,
adults are so boring.

774 05:33:07:12 05:33:10:19 And, of course,
the kids all cheer.

775 05:33:10:21 05:33:13:10 You know, so they're thrilled
to set off on this exploration.

776 05:33:13:12 05:33:15:08 *Queen Mandy,
given the fact*
777 05:33:15:10 05:33:16:23 *that you got your position
of leadership*
778 05:33:16:25 05:33:18:15 *from the fact that
your parents were,*
779 05:33:18:17 05:33:20:21 *before you,
the king or queen,*
780 05:33:20:23 05:33:22:02 *what influences
are there*
781 05:33:22:04 05:33:23:18 *on the decisions
that you make?*
782 05:33:23:20 05:33:25:17 Well, I mean, I can kind of rule
for what I want
783 05:33:25:19 05:33:27:01 because I don't
have to worry
784 05:33:27:03 05:33:28:23 about if the people
really like me.

785 05:33:31:06 05:33:34:02 Like, 'cause I'm there no matter
what, and if they argue with me,
786 05:33:34:04 05:33:37:12 I can, you know, like, yeah,
chop their heads off.
787 05:33:37:14 05:33:40:17 (Wright)
Oh, okay.
788 05:33:40:19 05:33:41:29 When they get
to their island,
789 05:33:42:01 05:33:43:18 they've got a huge task
ahead of them.

790 05:33:43:20 05:33:45:18 They've got to dig in,
791 05:33:45:20 05:33:47:14 and they've got to look
at all aspects of adult culture.

792 05:33:47:16 05:33:49:22 And they've got to devise
their own.

793 05:33:49:24 05:33:51:18 We had the kids
creating the world

794 05:33:51:20 05:33:52:26 as they would like
to see it

795 05:33:52:28 05:33:54:26 within the limitations
of a tropical island,

796 05:33:54:28 05:33:57:00 creating artifacts
that would represent

797 05:33:57:02 05:33:58:15 different aspects
of their culture.

798 05:33:58:17 05:34:00:16 You know, I think,
when we look at a culture,

799 05:34:00:18 05:34:04:01 we look towards the products,
you know, human products.

800 05:34:04:03 05:34:05:21 So they're working
on literature.

801 05:34:05:23 05:34:08:13 They're working on sculpture.
They're working on paintings.

802 05:34:08:15 05:34:12:22 They're working on ritual arts:
performance, drama, music.

803 05:34:12:24 05:34:14:25 That's how we interpret
our cultures.

804 05:34:14:27 05:34:16:03 It is Katasi or Erutan?
805 05:34:16:05 05:34:17:15 (all)
Erutan.

806 05:34:17:17 05:34:19:23 Okay, we will start with
the delegation from Erutan.

807 05:34:19:25 05:34:21:14 *Okay, I guess it would
only be natural*

808 05:34:21:16 05:34:23:29 *that the queen has the first
opportunity to speak.*

809 05:34:24:01 05:34:28:04 Um, well, our culture
came to be on this island

810 05:34:28:06 05:34:30:06 because we were quite bored
811 05:34:30:08 05:34:33:01 with the way our parents
were running the world.

812 05:34:33:03 05:34:35:13 They did nothing
interesting,

813 05:34:35:15 05:34:39:09 so we needed some excitement
in our lives.

814 05:34:39:11 05:34:41:01 So we got
on our little ship

815 05:34:41:03 05:34:43:29 and sailed halfway
across the world

816 05:34:44:01 05:34:48:25 to this island we found
which broke off the Galapagos.

817 05:34:48:27 05:34:50:29 *(Wright)*
*What kind of environment
did you find*

818 05:34:51:01 05:34:52:10 *when you landed
on this island?*

819 05:34:52:12 05:34:55:21 Well, we found different types of environments.

820 05:34:55:23 05:34:58:27 There was several very large mountains,

821 05:34:58:29 05:35:03:00 one with a point where three streams flowed from it

822 05:35:03:02 05:35:08:10 into a large lake and another stream that went by the lake

823 05:35:08:12 05:35:12:16 and lots of forest area.

824 05:35:12:18 05:35:16:21 It was a very large island.

825 05:35:16:23 05:35:22:05 Well, actually, LaJeanna knows how many square miles it was.

826 05:35:22:07 05:35:27:24 Well, it was 728 square miles.

827 05:35:27:26 05:35:30:15 (Wright)
I think one of the things that happens as a result

828 05:35:30:17 05:35:33:13 of breaking cultures down into these ten universals is,

829 05:35:33:15 05:35:34:28 as the kids started comparing

830 05:35:35:00 05:35:36:25 their own cultures that they've come up with,

831 05:35:36:27 05:35:39:24 they realize that there's just an amazing number

832 05:35:39:26 05:35:41:17 of similarities.

833 05:35:41:19 05:35:43:18 They basically all have a respect for nature,

834 05:35:43:20 05:35:46:18 realizing if, especially on an island,

835 05:35:46:20 05:35:48:08 if they don't treat nature kindly,

836 05:35:48:10 05:35:51:08 they've really got nowhere to go.

837 05:35:51:10 05:35:53:14 *Why did you decide to make this your home*

838 05:35:53:16 05:35:56:09 *and not sail off in search of some better place?*

839 05:35:56:11 05:35:58:11 Our leader that was conducting this

840 05:35:58:13 05:36:00:25 really liked the birds and the animals that were there

841 05:36:00:27 05:36:07:07 so he--she, actually--demanded that we...stay.

842 05:36:07:09 05:36:09:09 *Okay.*

843 05:36:09:11 05:36:10:27 You've talked a bit about background of culture.

844 05:36:10:29 05:36:12:19 You've talked a little bit about food.

845 05:36:12:21 05:36:14:11 There's a couple of other elements here

846 05:36:14:13 05:36:17:04 that I'm sure you would probably want to provide for yourself.

847 05:36:17:06 05:36:18:19 What about clothing and shelter?

848 05:36:18:21 05:36:20:26 I'm assuming that you didn't all run around naked.

849 05:36:20:28 05:36:26:15 For shelter, we actually built
a shelter in the trees.

850 05:36:26:17 05:36:29:07 Well, that's
for the main city.

851 05:36:29:09 05:36:35:01 In the savanna, they made,
uh, adobe-style houses,

852 05:36:35:03 05:36:36:01 and same with--

853 05:36:36:03 05:36:38:18 No, the mountains
made stone.

854 05:36:38:20 05:36:42:16 Oh, yeah,
stone houses.

855 05:36:42:18 05:36:45:26 *(student)*
For clothing,

856 05:36:45:28 05:36:50:27 I'm making some clothing
for the girls.

857 05:36:50:29 05:36:53:07 And it's pretty much
just yarn and weaving.

858 05:36:53:09 05:36:57:11 We wear wraps and a top.

859 05:36:57:13 05:37:00:12 And then for the men,

860 05:37:00:14 05:37:08:08 they wore, like,
sashes and--which wrap around.

861 05:37:08:10 05:37:10:02 *For ceremonial times,*

862 05:37:10:04 05:37:13:16 *the women wear headbands*
like what Mandy's wearing.

863 05:37:13:18 05:37:17:12 And then the cloth is completely
wrapped around the woman's body.

864 05:37:17:14 05:37:19:09 *(Wright)*
What kind of things
do you value?

865 05:37:19:11 05:37:22:00 Let's talk about themes
for a second.

866 05:37:22:02 05:37:23:18 Our main value is nature.

867 05:37:23:20 05:37:28:01 We think nature--it's
very important to respect it.

868 05:37:28:03 05:37:32:20 And actually, we think we should
treat all people and animals,

869 05:37:32:22 05:37:34:24 anything living,
with respect.

870 05:37:34:26 05:37:37:00 And they're all equal.

871 05:37:37:02 05:37:38:24 And for our symbol--

872 05:37:38:26 05:37:40:01 *(Wright)*
Ah, okay.

873 05:37:40:03 05:37:43:09 *(student)*
Here's one version.

874 05:37:43:11 05:37:46:13 This is our symbol
right here.

875 05:37:46:15 05:37:48:29 These are the two leaves
in the center

876 05:37:49:01 05:37:51:05 representing Mother Nature,
one of our gods.

877 05:37:51:07 05:37:53:02 And the spirals here

878 05:37:53:04 05:37:55:20 representing another one
of our gods, Father Wind.

879 05:37:55:22 05:37:59:17 And on this one,
I'm embroidering our name,

880 05:37:59:19 05:38:05:07 Erutan, and also our motto,

Under the Elements of Nature.

881 05:38:05:09 05:38:07:00 I think,
when we were planning this,

882 05:38:07:02 05:38:08:27 we planned it very carefully
883 05:38:08:29 05:38:11:11 to incorporate as many areas
of the arts as we can.

884 05:38:11:13 05:38:16:10 My kids are done
performing scenes Tuesday.

885 05:38:16:12 05:38:17:28 So my kids will be fine.
886 05:38:18:00 05:38:20:12 It is conceivably possible
for the kids to share

887 05:38:20:14 05:38:23:00 what their cultures are like
within the classroom.

888 05:38:23:02 05:38:25:08 I mean, we talked
about it today.

889 05:38:25:10 05:38:27:14 Some of the kids
are doing a wonderful job

890 05:38:27:16 05:38:29:10 with the attitudes
towards the unknown

891 05:38:29:12 05:38:30:26 and have
really developed that

892 05:38:30:28 05:38:34:04 and have a great
burial ritual.

893 05:38:34:06 05:38:36:18 The dictionary says
there are a couple of ways

894 05:38:36:20 05:38:38:08 to look at a ritual,
895 05:38:38:10 05:38:41:12 specifically "the proper form
or order of a ceremony"

896 05:38:41:14 05:38:45:18 or "a method or procedure
faithfully followed."

897 05:38:45:20 05:38:47:25 Okay, and that's
what a ritual is.

898 05:38:47:27 05:38:50:17 What's interesting,
though,

899 05:38:50:19 05:38:53:16 is the rituals that we have
in our particular culture,

900 05:38:53:18 05:38:55:22 it says something
about our values.

901 05:38:55:24 05:39:00:05 Okay, so the things that
you guys choose to celebrate,

902 05:39:00:07 05:39:05:23 it's going to say something
about what you guys are about.

903 05:39:05:25 05:39:08:03 You guys are going to use
your voices and your bodies

904 05:39:08:05 05:39:11:24 to create this ritual
within your group.

905 05:39:11:26 05:39:13:10 *So the first thing*
I want you to do

906 05:39:13:12 05:39:16:00 *is just begin*
to move around the space.

907 05:39:16:02 05:39:17:27 *In a moment,*
I'm going to call "Freeze,"

908 05:39:17:29 05:39:19:08 *and what I want you*
to do is,

909 05:39:19:10 05:39:21:29 *I want you to make*
a shape with your body,

910	05:39:22:01	05:39:23:11	whether the shape is high
911	05:39:23:13	05:39:26:15	or it's medium or it's low, okay?
912	05:39:26:17	05:39:27:19	And each time,
913	05:39:27:21	05:39:29:09	it's got to be something different.
914	05:39:29:11	05:39:30:25	Here we go, and you're walking.
915	05:39:30:27	05:39:32:02	Walk, walk, walk, walk, walk.
916	05:39:32:04	05:39:34:05	And freeze. Give me a shape.
917	05:39:34:07	05:39:36:20	<i>Good, and you're walking again.</i>
918	05:39:36:22	05:39:39:19	<i>Move, move, move, move, move, move, move.</i>
919	05:39:39:21	05:39:42:00	<i>And freeze.</i>
920	05:39:42:02	05:39:43:11	<i>Now, you guys are gonna show me</i>
921	05:39:43:13	05:39:45:16	<i>a picture of a word,</i>
922	05:39:45:18	05:39:47:16	as if I were in a museum, and I'm walking,
923	05:39:47:18	05:39:50:23	and I look up, and I see a picture.
924	05:39:50:25	05:39:54:10	And at the bottom of the picture, I see this word.
925	05:39:54:12	05:39:55:19	Show me what that word is.
926	05:39:55:21	05:39:57:08	The first one is conflict.
927	05:39:57:10	05:40:03:11	<i>Five, four, three, two, and...</i>
928	05:40:03:13	05:40:05:12	We started by just getting them moving,
929	05:40:05:14	05:40:08:06	getting them to stop just thinking about these ideas,
930	05:40:08:08	05:40:11:10	but actually moving around the space
931	05:40:11:12	05:40:13:03	and trying to show them with their body.
932	05:40:13:05	05:40:14:15	<i>Harmony.</i>
933	05:40:14:17	05:40:16:25	And then we took words, an abstract idea,
934	05:40:16:27	05:40:20:14	and how can they reflect that idea in their bodies?
935	05:40:20:16	05:40:24:00	<i>One, good job, okay.</i>
936	05:40:24:02	05:40:25:19	<i>Here's what we're going to do.</i>
937	05:40:25:21	05:40:30:25	Somebody raise your hand and tell me what is one ritual
938	05:40:30:27	05:40:32:08	<i>that your culture celebrates?</i>
939	05:40:32:10	05:40:34:24	We celebrate this day called Wind Day
940	05:40:34:26	05:40:36:16	or, like, Peace Day

or something.
 941 05:40:36:18 05:40:38:24 Seed Day? Seed Day?
 942 05:40:38:26 05:40:40:15 Seed day.
 You plant trees.
 943 05:40:40:17 05:40:42:19 Oh, cool.
 944 05:40:42:21 05:40:44:02 Well, let's take
 that idea.
 945 05:40:44:04 05:40:48:03 And what value does
 your ritual celebrate?
 946 05:40:48:05 05:40:50:11 Well, like--
 yeah, nature.
 947 05:40:50:13 05:40:51:18 Nature?
 948 05:40:51:20 05:40:52:12 (student)
 Wildlife.
 949 05:40:52:14 05:40:53:16 Giving back.
 950 05:40:53:18 05:40:55:28 Okay, okay,
 giving back.
 951 05:40:56:00 05:40:58:03 And then
 we created a machine,
 952 05:40:58:05 05:41:00:13 which is introducing
 the concept of:
 953 05:41:00:15 05:41:07:05 How do I work with other people
 to create this idea?
 954 05:41:07:07 05:41:09:01 Let's create a machine
 955 05:41:09:03 05:41:11:15 that expresses all those
 different things.
 956 05:41:11:17 05:41:13:00 Who wants to start
 957 05:41:13:02 05:41:14:24 with a really strong,
 clear, sudden movement?
 958 05:41:14:26 05:41:16:23 You want to start?
 959 05:41:16:25 05:41:19:05 Okay, let's use
 this whole area here,
 960 05:41:19:07 05:41:20:26 and can you face
 this way?
 961 05:41:20:28 05:41:23:06 The most important thing
 is just to get them engaged
 962 05:41:23:08 05:41:26:14 and excited and coming up
 with different ideas.
 963 05:41:26:16 05:41:29:20 Because so often,
 they want to be right.
 964 05:41:29:22 05:41:31:21 They want it to be
 neat and orderly.
 965 05:41:31:23 05:41:33:23 And we don't want that,
 966 05:41:33:25 05:41:35:22 because we don't know
 where we're going yet.
 967 05:41:35:24 05:41:38:09 *Think about the elements*
in your ritual.
 968 05:41:38:11 05:41:42:01 [all making swishing sounds]
 969 05:41:42:03 05:41:47:23 And now we're gonna
 slow it way down.
 970 05:41:47:25 05:41:49:13 The main thing is
 to understand
 971 05:41:49:15 05:41:51:19 that the mess is good.
 972 05:41:51:21 05:41:54:14 And out of that mess,
 shape will emerge,
 973 05:41:54:16 05:41:55:25 but you've got to just--

974 05:41:55:27 05:41:57:10 you've got to let them
get in there

975 05:41:57:12 05:41:59:14 and come up
with their own ideas.

976 05:41:59:16 05:42:00:26 Let's have the wind.

977 05:42:00:28 05:42:02:16 And what's the other
element we need?

978 05:42:02:18 05:42:04:15 Do we need the men?

979 05:42:04:17 05:42:05:18 (*student*)
Earth.

980 05:42:05:20 05:42:06:27 The earth.

981 05:42:06:29 05:42:08:26 I have an idea
for the men.

982 05:42:08:28 05:42:11:24 Well, like, the men could go,
like, "Ahh"

983 05:42:11:26 05:42:13:04 and then go, "Sshh,"

984 05:42:13:06 05:42:15:08 'cause they're, like,
blowing in the wind.

985 05:42:15:10 05:42:17:03 (*Wright*)
They're trying to help the kids

986 05:42:17:05 05:42:18:19 come up with some
kind of ritual

987 05:42:18:21 05:42:21:17 related to perhaps burial,
marriage--you know,

988 05:42:21:19 05:42:23:15 some of the big events
in our lives

989 05:42:23:17 05:42:25:04 that cultures
would typically celebrate.

990 05:42:25:06 05:42:27:22 This morning, some of my
students were showing a ritual

991 05:42:27:24 05:42:30:19 for a funeral
that they were coming up with

992 05:42:30:21 05:42:31:24 for their culture.

993 05:42:31:26 05:42:33:03 And it was quite interesting.

994 05:42:36:22 05:42:38:15 We wait till
two people die,

995 05:42:38:17 05:42:40:15 and then we lay them

996 05:42:40:17 05:42:42:06 across from each other.

997 05:42:42:08 05:42:46:21 And then we have tribe groups
march around it one time.

998 05:42:46:23 05:42:50:01 We burn the men and then
throw them into the wind

999 05:42:50:03 05:42:53:07 because we have
a Father Wind,

1000 05:42:53:09 05:42:58:20 and so we think the men
should be with the Father.

1001 05:42:58:22 05:43:01:26 We bury the women
because we have Mother Earth,

1002 05:43:01:28 05:43:05:06 and so the women
will be with Mother Earth

1003 05:43:05:08 05:43:08:05 and the men will be
with Father Wind.

1004 05:43:08:07 05:43:09:24 I also want to go back

1005 05:43:09:26 05:43:12:02 and look at the instruments
they've created

1006 05:43:12:04 05:43:14:29 and see if they've created some

1007 05:43:15:01 05:43:16:26 *This whole thing*
that we're working on
 1008 05:43:16:28 05:43:19:00 has really changed
 1009 05:43:19:02 05:43:20:22 how you're going to look
 at the sixth grade music.
 1010 05:43:20:24 05:43:23:00 We've talked about
 some of the foundations
 1011 05:43:23:02 05:43:25:09 of where things
 like rhythm
 1012 05:43:25:11 05:43:27:02 and tonality and modality
 1013 05:43:27:04 05:43:28:18 and those things
 are coming from.
 1014 05:43:28:20 05:43:30:18 We're going to explore,
 start exploring,
 1015 05:43:30:20 05:43:32:14 modality
 and sets of notes now
 1016 05:43:32:16 05:43:34:15 and why did they choose
 certain ones?
 1017 05:43:34:17 05:43:38:01 We're going to talk today
 a little bit about modes.
 1018 05:43:38:03 05:43:40:07 *Modes could be defined*
as a type of scale or melody
 1019 05:43:40:09 05:43:42:16 *indicating the whole*
and half-step relationships
 1020 05:43:42:18 05:43:43:28 *between the notes.*
 1021 05:43:44:00 05:43:45:15 *Otherwise said,*
in a very simple way,
 1022 05:43:45:17 05:43:48:01 a group of notes
 or a pattern of notes
 1023 05:43:48:03 05:43:50:01 that you're going to use
 for your music.
 1024 05:43:50:03 05:43:52:26 (Wright)
 The way we've structured
 these little breakout sessions
 1025 05:43:52:28 05:43:55:12 is that each group will send
 a couple of representatives,
 1026 05:43:55:14 05:43:57:00 and they're responsible
 1027 05:43:57:02 05:44:00:04 for learning whatever material
 the teacher presents to them.
 1028 05:44:00:06 05:44:02:06 And they've got to bring it
 back to their group
 1029 05:44:02:08 05:44:05:00 and impart that knowledge
 to the rest of the group.
 1030 05:44:05:02 05:44:06:29 (Brunkan)
We're going to listen
to a couple
 1031 05:44:07:01 05:44:08:19 *from these cultures here.*
 1032 05:44:08:21 05:44:11:12 *And you'll see that*
some of them are very close.
 1033 05:44:11:14 05:44:13:27 Mrs. Wescott's
 going to play those.
 1034 05:44:13:29 05:44:16:27 [piano plays
 a non-Western mode]
 1035 05:44:16:29 05:44:20:14 § §
 1036 05:44:20:16 05:44:23:14 [piano plays

a non-Western mode]

1037 05:44:23:16 05:44:26:29 § §

1038 05:44:27:01 05:44:29:10 *Now, some of these*

1039 05:44:29:12 05:44:33:11 have come up
from mathematical equations.

1040 05:44:33:13 05:44:35:15 Some of them come up
from scientific things.

1041 05:44:35:17 05:44:42:20 Some groups have decided to have
five notes as their mode.

1042 05:44:42:22 05:44:44:13 *Some people have*
decided to have seven.

1043 05:44:44:15 05:44:47:01 *Some people have decided*
to have three.

1044 05:44:47:03 05:44:48:28 *And today,*
what we're going to do is,

1045 05:44:49:00 05:44:53:23 *we're going to take some of*
these ideas of various sounds,

1046 05:44:53:25 05:44:55:14 *and we're gonna*
let you decide

1047 05:44:55:16 05:44:57:29 *what you think*
sounds good.

1048 05:44:58:01 05:45:00:21 *You have five to seven jars*
on your tables.

1049 05:45:00:23 05:45:04:14 *You have water*
in a pitcher.

1050 05:45:04:16 05:45:08:13 You have a container
to put water in

1051 05:45:08:15 05:45:10:00 that you take out.

1052 05:45:10:02 05:45:12:19 You have syringes
to take it out with.

1053 05:45:12:21 05:45:14:07 And you have mallets,

1054 05:45:14:09 05:45:16:05 which you can try
your sound out with.

1055 05:45:16:07 05:45:18:25 And you can experiment
with those jars

1056 05:45:18:27 05:45:22:03 in whatever way you'd like to
to come up with something

1057 05:45:22:05 05:45:25:01 that's aesthetically
what you think sounds good.

1058 05:45:25:03 05:45:26:07 [clinking]

1059 05:45:26:09 05:45:27:18 I like that one.

1060 05:45:27:20 05:45:29:06 Here,
take some out.

1061 05:45:29:08 05:45:30:24 (Brunkan)
What I want to show them

1062 05:45:30:26 05:45:34:03 is that music was created
from someone,

1063 05:45:34:05 05:45:36:19 that they had to have
a thought about something

1064 05:45:36:21 05:45:40:04 to base their culture's
music on.

1065 05:45:40:06 05:45:42:01 So we talk about
some of those foundations

1066 05:45:42:03 05:45:45:15 from Pythagoras
or people like that.

1067 05:45:45:17 05:45:47:00 In the sixth grade unit,

1068 05:45:47:02 05:45:50:00 I started with just
the curriculum concept

1069 05:45:50:02 05:45:52:19 that the teachers were using,
1070 05:45:52:21 05:45:55:03 these ten elements
of culture,
1071 05:45:55:05 05:45:58:09 ten broad ideas
of how a culture is defined.

1072 05:45:58:11 05:45:59:16 *So, ladies and gentlemen,*
1073 05:45:59:18 05:46:00:28 *we're about*
to get to work

1074 05:46:01:00 05:46:02:27 *on our clay pots*
and our relief sculptures.

1075 05:46:02:29 05:46:05:13 *How can you make*
this artwork

1076 05:46:05:15 05:46:07:25 representative
of your culture?

1077 05:46:07:27 05:46:11:18 How does your culture
use color,
1078 05:46:11:20 05:46:15:26 line, shape, texture--
all of the elements of art

1079 05:46:15:28 05:46:17:25 that we've been talking
about all semester?

1080 05:46:17:27 05:46:19:29 Now you have to come at them
from the standpoint

1081 05:46:20:01 05:46:21:28 of the culture you're
trying to recreate.

1082 05:46:22:00 05:46:24:14 (Wright)
Rachel, our arts teacher,
collaborated with us.

1083 05:46:24:16 05:46:27:08 She gave a brief mini-session
to the kids

1084 05:46:27:10 05:46:29:08 on how to make slab pottery.
1085 05:46:29:10 05:46:31:17 One of the things that
most of the kids noticed

1086 05:46:31:19 05:46:35:14 in many of the
archaeological finds was that,
1087 05:46:35:16 05:46:37:16 when we looked
at the Pre-Columbian cultures,
1088 05:46:37:18 05:46:39:24 many of the artifacts
took the form of pottery.

1089 05:46:39:26 05:46:42:14 They would've been utilitarian
vessels for cooking food,
1090 05:46:42:16 05:46:45:17 for keeping food,
ritual vessels, et cetera.

1091 05:46:45:19 05:46:47:11 So all of the groups
1092 05:46:47:13 05:46:50:19 decided that they wanted
to make some form of pottery.

1093 05:46:50:21 05:46:54:22 The kids are looking at how
cultures influence artifacts.

1094 05:46:54:24 05:46:56:16 So all semester,
we've been looking

1095 05:46:56:18 05:46:58:20 at the different
cultural universals:

1096 05:46:58:22 05:47:01:22 methods of finding food,
political systems,
1097 05:47:01:24 05:47:03:21 beliefs about the unknown.

1098 05:47:03:23 05:47:07:07 And they have to consider
how those elements of culture

1099 05:47:07:09 05:47:10:01 influence the elements of art.

1100 05:47:10:03 05:47:12:07 But they also have to take it
a step further.

1101 05:47:12:09 05:47:16:10 They want to think about,
is this culture more free?

1102 05:47:16:12 05:47:19:03 And how would that make the art
look more free?

1103 05:47:19:05 05:47:22:25 Is this culture more structured,
more formal?

1104 05:47:22:27 05:47:24:26 How would that
make the art look?

1105 05:47:24:28 05:47:27:09 Those considerations
are going to influence

1106 05:47:27:11 05:47:28:27 the artistic decisions
they make

1107 05:47:28:29 05:47:31:27 as they create artifacts
from these cultures.

1108 05:47:31:29 05:47:33:29 What is it about turtles
that are so wonderful

1109 05:47:34:01 05:47:35:15 that you want
to worship them?

1110 05:47:35:17 05:47:37:14 When we came
to the island,

1111 05:47:37:16 05:47:42:08 we saw a turtle
and followed it to a tree.

1112 05:47:42:10 05:47:45:28 And on the back of the turtle
was the shape of the island.

1113 05:47:46:00 05:47:49:02 (Hoffman-Dachelet)
They need to consciously
know about the culture.

1114 05:47:49:04 05:47:50:22 They need to consciously say,

1115 05:47:50:24 05:47:52:05 "We are surrounded by water,

1116 05:47:52:07 05:47:54:14 "so that's going to be
important to us.

1117 05:47:54:16 05:47:56:19 Now, how can I visually
represent that?"

1118 05:47:56:21 05:47:59:16 I showed a turtle
with his hands on, like,

1119 05:47:59:18 05:48:01:15 the great powers
of the earth.

1120 05:48:01:17 05:48:04:01 Because the way
we worship turtles

1121 05:48:04:03 05:48:07:01 is that they're above
everything else.

1122 05:48:07:03 05:48:10:21 You know,
so they control the Sun,

1123 05:48:10:23 05:48:12:05 and they control the Moon.

1124 05:48:12:07 05:48:14:11 And this is actually
a raindrop.

1125 05:48:14:13 05:48:16:04 *What's important
about those things?*

1126 05:48:16:06 05:48:18:15 They're important symbols
in our culture.

1127 05:48:18:17 05:48:20:25 (Hoffman-Dachelet)

What were the art
 historical concepts

1128 05:48:20:27 05:48:22:10 I wanted to look at?
 1129 05:48:22:12 05:48:24:23 How does culture
 influence art?
 1130 05:48:24:25 05:48:27:13 How does geography
 influence art?
 1131 05:48:27:15 05:48:29:18 How do the materials
 that are available
 1132 05:48:29:20 05:48:32:02 change how the art looks?
 1133 05:48:32:04 05:48:34:05 Those broad concepts
 tie in perfectly
 1134 05:48:34:07 05:48:37:01 with what the sixth grade
 teachers were teaching anyway.
 1135 05:48:37:03 05:48:40:24 So that's how I structured my
 curriculum throughout the year.
 1136 05:48:40:26 05:48:42:04 We saw a shooting star
 1137 05:48:42:06 05:48:44:05 when we got stranded
 on our island.
 1138 05:48:44:07 05:48:47:12 And so, like, therefore,
 that's, like,
 1139 05:48:47:14 05:48:49:25 that showed us a sign that
 our god told us to stay there.
 1140 05:48:49:27 05:48:51:09 And so we stayed there.
 1141 05:48:51:11 05:48:53:02 And then we created
 our civilization.
 1142 05:48:53:04 05:48:55:22 (Hoffman-Dachelet)
 We're looking for the synthesis
 of information.
 1143 05:48:55:24 05:48:58:13 How do you take information
 you've learned in one place
 1144 05:48:58:15 05:49:02:29 and transfer that
 to another area of learning?
 1145 05:49:03:01 05:49:05:26 But also, how do you take the
 information that you're learning
 1146 05:49:05:28 05:49:08:22 and create a product
 with that information?
 1147 05:49:08:24 05:49:10:05 Because in order to do that,
 1148 05:49:10:07 05:49:12:22 you really have to know
 the information at a gut level,
 1149 05:49:12:24 05:49:15:22 and it's a deeper level
 than just repeating it back.
 1150 05:49:15:24 05:49:19:15 Anyone can repeat something back
 on a test, memorize it.
 1151 05:49:19:17 05:49:24:14 But to understand it and use it,
 that's more complicated.
 1152 05:49:25:27 05:49:27:18 Let's talk
 for a few minutes
 1153 05:49:27:20 05:49:29:22 about how the concepts
 in this unit were explored,
 1154 05:49:29:24 05:49:31:20 *specifically those*
cultural universals
 1155 05:49:31:22 05:49:33:07 *that you'd identified,*
 1156 05:49:33:09 05:49:34:21 because that seemed to be
 carrying through
 1157 05:49:34:23 05:49:36:13 everything

the students were doing.
 1158 05:49:36:15 05:49:37:22 I thought
 it was awfully nice
 1159 05:49:37:24 05:49:39:26 that they had those
 1160 05:49:39:28 05:49:41:23 *enumerated so clearly*
 1161 05:49:41:25 05:49:46:10 so the kids had some real good
 touchstones to go from.
 1162 05:49:46:12 05:49:48:16 Yet even though they had
 those clear guidelines,
 1163 05:49:48:18 05:49:50:06 there was so much
 choice involved
 1164 05:49:50:08 05:49:51:29 *throughout the process*
in every class.
 1165 05:49:52:01 05:49:53:13 *(Baxley)*
I'm curious.
 1166 05:49:53:15 05:49:56:22 How were those ten things
 arrived at?
 1167 05:49:56:24 05:50:00:09 Part of our social studies unit
 is to look at and explore
 1168 05:50:00:11 05:50:03:00 some of the ancient
 Mesoamerican cultures
 1169 05:50:03:02 05:50:05:29 and Native American
 cultures in North America,
 1170 05:50:06:01 05:50:08:20 so we'd go through that
 as an introduction,
 1171 05:50:08:22 05:50:10:23 and I always try to bring
 the discussion around
 1172 05:50:10:25 05:50:13:06 to, you know, we've got
 these disparate groups
 1173 05:50:13:08 05:50:16:21 of Native American peoples
 with very different cultures,
 1174 05:50:16:23 05:50:20:05 and we try to ask the kids,
 "Okay, what's the common thread?
 1175 05:50:20:07 05:50:21:08 "What's the common thread
 1176 05:50:21:10 05:50:23:06 "between all of us
 in this classroom?
 1177 05:50:23:08 05:50:26:03 We all come from
 very different backgrounds."
 1178 05:50:26:05 05:50:28:26 And the kids arrive
 at these ten universals
 1179 05:50:28:28 05:50:30:23 in their own way,
 in their own terms,
 1180 05:50:30:25 05:50:33:09 and then we introduce them
 to these terms
 1181 05:50:33:11 05:50:34:16 that have been established
 1182 05:50:34:18 05:50:35:27 by the teachers
 beforehand.
 1183 05:50:35:29 05:50:37:14 They have some part
 in formulating
 1184 05:50:37:16 05:50:38:26 what those things
 are gonna be
 1185 05:50:38:28 05:50:40:07 or at least in coming
 1186 05:50:40:09 05:50:42:05 to the same conclusions
 that you did.
 1187 05:50:42:07 05:50:43:14 Right, and each year
 that we've done this,

1188 05:50:43:16 05:50:45:03 I'm always amazed
that the kids,

1189 05:50:45:05 05:50:46:13 before we even introduce

1190 05:50:46:15 05:50:48:01 *these ten universals*
of culture,

1191 05:50:48:03 05:50:49:28 *the kids identify*
the exact same universals.

1192 05:50:50:00 05:50:52:02 *(Percival)*
They really--as a group,

1193 05:50:52:04 05:50:55:16 each group had to decide what
their beliefs and values were.

1194 05:50:55:18 05:50:56:21 They did,
and there was

1195 05:50:56:23 05:50:58:29 quite a bit of
argumentation about this.

1196 05:50:59:01 05:51:00:18 We had some
real falling-outs

1197 05:51:00:20 05:51:03:22 at certain points
in the process.

1198 05:51:03:24 05:51:05:18 Because they were getting
to philosophy,

1199 05:51:05:20 05:51:07:18 and that had to drive
their decisions

1200 05:51:07:20 05:51:09:29 all through
all of your curricula.

1201 05:51:10:01 05:51:11:06 There was no way
they could

1202 05:51:11:08 05:51:12:20 *operate as a group*

1203 05:51:12:22 05:51:14:23 *unless they had somehow*
come to terms

1204 05:51:14:25 05:51:17:13 with those beliefs
and values.

1205 05:51:17:15 05:51:19:27 It's a great entry
for talking about art.

1206 05:51:19:29 05:51:21:17 It's so easy
to look at art

1207 05:51:21:19 05:51:23:12 from other cultures
or other time periods

1208 05:51:23:14 05:51:26:14 and dismiss it
as weird or strange.

1209 05:51:26:16 05:51:27:15 But if you say,

1210 05:51:27:17 05:51:29:23 "All right,
it's not our job

1211 05:51:29:25 05:51:32:05 "to judge this art
on our standards.

1212 05:51:32:07 05:51:33:16 "It's our job
to figure out

1213 05:51:33:18 05:51:36:03 why it looks
this way."

1214 05:51:36:05 05:51:39:16 From the simple
and the obvious, you know?

1215 05:51:39:18 05:51:41:19 It's from
the northwest coast.

1216 05:51:41:21 05:51:43:08 There's
a rain forest there.

1217 05:51:43:10 05:51:45:25 They use a lot of wood

1218 05:51:45:27 05:51:47:06 Rachel, you talk
 in the video
 1219 05:51:47:08 05:51:48:20 about transfer
 of information.
 1220 05:51:48:22 05:51:49:28 *You've got*
to get beyond
 1221 05:51:50:00 05:51:52:19 *students just knowing*
information.
 1222 05:51:52:21 05:51:53:28 They have to use it.
 1223 05:51:54:00 05:51:58:15 Can you think about
 how a concept-based unit
 1224 05:51:58:17 05:52:00:25 *makes that more possible?*
 1225 05:52:00:27 05:52:03:25 We talk about symbolism
 at one point
 1226 05:52:03:27 05:52:07:05 and different ways that
 different cultures use symbols,
 1227 05:52:07:07 05:52:09:27 and the students always say,
 "We don't use symbols."
 1228 05:52:09:29 05:52:11:10 And I start drawing
 an octagon,
 1229 05:52:11:12 05:52:13:03 and I only have to get
 three lines into it
 1230 05:52:13:05 05:52:14:16 before they know
 what it means.
 1231 05:52:14:18 05:52:16:09 *It's the most*
amazing thing.
 1232 05:52:16:11 05:52:18:11 And then, all of a sudden,
 the floodgates open:
 1233 05:52:18:13 05:52:19:26 "Oh, yeah.
 Oh, my gosh.
 1234 05:52:19:28 05:52:21:22 We use symbols
 all the time."
 1235 05:52:23:14 05:52:25:05 Then I ask them
 to create symbols
 1236 05:52:25:07 05:52:27:10 and to use symbols
 in their artwork.
 1237 05:52:27:12 05:52:29:06 And they use symbols
 in their folktales,
 1238 05:52:29:08 05:52:31:12 and they talk
 about literary symbolism.
 1239 05:52:31:14 05:52:33:22 And all of a sudden,
 it's going deeper.
 1240 05:52:33:24 05:52:36:29 It's building up
 so that,
 1241 05:52:37:01 05:52:39:27 instead of memorizing
 a definition,
 1242 05:52:39:29 05:52:43:14 they're using it constructively
 in their own learning.
 1243 05:52:43:16 05:52:45:07 *(Wright)*
After constant
repetition,
 1244 05:52:45:09 05:52:47:23 you know that the kids know
 what they're talking about.
 1245 05:52:47:25 05:52:49:25 I mean, we engage
 in conversations

1246 05:52:49:27 05:52:51:14 *with the students
on a daily basis*

1247 05:52:51:16 05:52:53:10 *as they're creating
these cultures,*

1248 05:52:53:12 05:52:55:28 and, you know, they've
used the terms correctly

1249 05:52:56:00 05:52:56:28 again and again.

1250 05:52:57:00 05:52:58:13 At that point,
there's no need

1251 05:52:58:15 05:53:04:19 for a formal
pen-and-paper test.

1252 05:53:04:21 05:53:06:04 What assessment tool
do you have

1253 05:53:06:06 05:53:07:28 that you can document
their learning

1254 05:53:08:00 05:53:11:24 to, let's say, parents
or some outside agency?

1255 05:53:11:26 05:53:13:06 They journal
as they go along,

1256 05:53:13:08 05:53:14:22 and we ask them
certain questions.

1257 05:53:14:24 05:53:16:00 We ask them
to describe

1258 05:53:16:02 05:53:18:22 certain aspects
of their culture.

1259 05:53:18:24 05:53:21:13 And I've found that I don't
even really have to demand

1260 05:53:21:15 05:53:23:19 that they use certain
vocabulary, for instance.

1261 05:53:23:21 05:53:25:09 It arises naturally.

1262 05:53:25:11 05:53:28:18 (*Grady-Smith*)
It seems that,
in forming the culture,

1263 05:53:28:20 05:53:32:02 you've developed a very large
portfolio to assess,

1264 05:53:32:04 05:53:34:25 in that you have objects,

1265 05:53:34:27 05:53:38:09 and you have
the ability to question,

1266 05:53:38:11 05:53:41:23 just as you would in reviewing
a portfolio with a child,

1267 05:53:41:25 05:53:43:02 and you have
the whole team's

1268 05:53:43:04 05:53:45:28 *reaction to things,*

1269 05:53:46:00 05:53:47:21 so it's as though you are--

1270 05:53:47:23 05:53:50:00 in essence, you are creating
assessment tools

1271 05:53:50:02 05:53:52:04 *as you go along.*

1272 05:53:52:06 05:53:55:08 (*Percival*)
There's something I think
we're taking for granted:

1273 05:53:55:10 05:53:57:19 the ability of these students
to work cooperatively.

1274 05:53:57:21 05:54:00:02 *And I was wondering
if you could just*

1275 05:54:00:04 05:54:02:24 share with us some of the ways
that you make it possible

1276 05:54:02:26 05:54:05:16 for that to happen,
it seems with ease.

1277 05:54:05:18 05:54:06:27 Well, it would be dishonest

1278 05:54:06:29 05:54:08:14 if I said that
it came about with ease.

1279 05:54:08:16 05:54:09:27 It didn't.

1280 05:54:09:29 05:54:12:04 There were days where
I would've liked to have leapt

1281 05:54:12:06 05:54:13:18 out of my window.

1282 05:54:13:20 05:54:17:12 But I guess, you know,
in hindsight,

1283 05:54:17:14 05:54:18:21 I see that I was
able to teach

1284 05:54:18:23 05:54:20:11 on so many
different levels.

1285 05:54:20:13 05:54:22:06 I was able to go
so far beyond,

1286 05:54:22:08 05:54:25:19 you know,
the standard curriculum.

1287 05:54:25:21 05:54:29:04 I allowed situations
to arise naturally.

1288 05:54:29:06 05:54:30:25 We had one group that

1289 05:54:30:27 05:54:32:25 absolutely could not work
together in the beginning,

1290 05:54:32:27 05:54:36:07 and I think, you know,
by the end of the whole process,

1291 05:54:36:09 05:54:40:11 they had gone through
more growth than anybody else

1292 05:54:40:13 05:54:41:28 because I insisted
that, you know,

1293 05:54:42:00 05:54:43:06 "Hey, you're on
this island.

1294 05:54:43:08 05:54:44:08 "You have no choice.

1295 05:54:44:10 05:54:45:20 "You have to deal
with each other

1296 05:54:45:22 05:54:48:04 or, you know, put up
with the repercussions."

1297 05:54:48:06 05:54:50:12 (Hoffman-Dachelet)
This conceit that

1298 05:54:50:14 05:54:52:15 they are a culture
and that they are isolated

1299 05:54:52:17 05:54:53:29 actually provides,
I think,

1300 05:54:54:01 05:54:56:13 oftentimes, the road
out of that conflict

1301 05:54:56:15 05:55:00:13 because then, well, all right,
so how does your culture--

1302 05:55:00:15 05:55:03:26 We can take it
beyond the personal.

1303 05:55:03:28 05:55:05:24 What are the laws
of your culture?

1304 05:55:05:26 05:55:07:11 Do you need
to change your laws?

1305 05:55:07:13 05:55:08:17 Do you need
to add some laws

1306 05:55:08:19 05:55:10:04 *to your culture*

to resolve this?
 1307 05:55:10:06 05:55:12:00 So this really extends
 into their life
 1308 05:55:12:02 05:55:14:15 *when they step*
into the world,
 1309 05:55:14:17 05:55:16:14 you know, they go
 beyond the classroom.
 1310 05:55:16:16 05:55:18:29 Well, and it doesn't happen
 in a vacuum, either.
 1311 05:55:19:01 05:55:20:19 There's the fifth grade,
 1312 05:55:20:21 05:55:25:11 that talk extensively
 about judicious discipline
 1313 05:55:25:13 05:55:28:25 and how you can use
 the United States Constitution
 1314 05:55:28:27 05:55:32:14 as a model for interacting
 with people in your daily life,
 1315 05:55:32:16 05:55:36:27 and that leads so obviously
 into the sixth grade curriculum
 1316 05:55:36:29 05:55:38:19 and the discussion
 of cultures,
 1317 05:55:38:21 05:55:41:22 which eventually leads naturally
 again into the eighth grade,
 1318 05:55:41:24 05:55:43:07 *which we saw earlier.*
 1319 05:55:43:09 05:55:44:14 *And it's so easy*
to just say,
 1320 05:55:44:16 05:55:45:15 *"All right, our team*
 1321 05:55:45:17 05:55:46:20 *is gonna do this"*
 1322 05:55:46:22 05:55:47:29 *or "Our team*
plus the specialist
 1323 05:55:48:01 05:55:49:01 *is gonna do this."*
 1324 05:55:49:03 05:55:51:10 But there needs to be,
 on some level,
 1325 05:55:51:12 05:55:53:19 building-wide buy-in
 1326 05:55:53:21 05:55:55:18 so that the concepts lead
 so naturally,
 1327 05:55:55:20 05:55:57:10 one grade to the next.
 1328 05:56:07:08 05:56:09:09 In this program,
 we examined instruction
 1329 05:56:09:11 05:56:12:23 organized around themes
 and concepts.
 1330 05:56:12:25 05:56:15:21 We saw the rich experiences
 that students have
 1331 05:56:15:23 05:56:18:27 when the arts are integrated
 across all subjects.
 1332 05:56:18:29 05:56:20:17 In our next program,
 1333 05:56:20:19 05:56:25:02 we'll learn about planning
 and teaching toward Big Ideas.
 1334 05:56:25:04 05:56:29:02 For *Connecting with the Arts*,
 I'm Reynelda Muse.
 1335 05:56:37:00 05:56:39:28 [lighthearted music]
 1336 05:56:40:00 05:56:47:27 § §