

1	07:00:14:15	07:00:17:13	[lighthearted music]
2	07:00:17:15	07:00:25:14	§ §
3	07:00:46:09	07:00:48:14	Welcome back to <i>Connecting with the Arts</i> .
4	07:00:48:16	07:00:50:04	I'm Reynelda Muse.
5	07:00:50:06	07:00:54:00	In our last program, we saw how teachers use Big Ideas
6	07:00:54:02	07:00:56:22	to organize integrated instruction.
7	07:00:56:24	07:00:59:20	In this program, we'll explore how teachers identify
8	07:00:59:22	07:01:02:28	what their students are learning in arts-integrated classes.
9	07:01:03:00	07:01:05:13	We'll visit four schools.
10	07:01:05:15	07:01:06:21	In an earlier program,
11	07:01:06:23	07:01:08:28	we saw a dance teacher and a science teacher
12	07:01:09:00	07:01:10:17	introducing the laws of motion
13	07:01:10:19	07:01:13:19	to a class of seventh and eighth graders.
14	07:01:13:21	07:01:15:24	We'll return to the same dance studio.
15	07:01:15:26	07:01:18:03	The teachers had the students demonstrate
16	07:01:18:05	07:01:21:08	what they had learned by explaining the laws of motion
17	07:01:21:10	07:01:23:24	to a class of younger children.
18	07:01:33:09	07:01:35:03	A little bit apart like this.
19	07:01:35:05	07:01:36:21	And all together,
20	07:01:36:23	07:01:38:10	<i>we're going to bend our knees.</i>
21	07:01:38:12	07:01:40:12	<i>Relax your arms.</i>
22	07:01:40:14	07:01:42:23	(Carvalho-Puzon) Today we had two groups of students in the room.
23	07:01:42:25	07:01:44:12	One was my normal class, my seventh-
24	07:01:44:14	07:01:46:00	and eighth-grade dance students,
25	07:01:46:02	07:01:48:16	and then we had visitors,
26	07:01:48:18	07:01:51:11	which was a combination of first and second graders.
27	07:01:51:13	07:01:53:25	And in Portuguese, the magic word?
28	07:01:53:27	07:01:55:20	(all) <i>Obrigado.</i>
29	07:01:55:22	07:01:57:11	We decided to invite the little guys,
30	07:01:57:13	07:01:59:13	the first and second graders,
31	07:01:59:15	07:02:05:05	because we wanted an audience to show what we have learned.
32	07:02:05:07	07:02:06:24	You have to stay in the middle
33	07:02:06:26	07:02:07:28	to keep it balanced.

34 07:02:08:00 07:02:09:06 Then it can  
go around,

35 07:02:09:08 07:02:11:04 like in a circle.

36 07:02:11:06 07:02:15:14 (Carvalho-Puzon)  
Our vision was for  
the seventh and eighth graders

37 07:02:15:16 07:02:18:22 to acquire the concepts  
that they had studied

38 07:02:18:24 07:02:21:17 in our interdisciplinary unit  
of dance and science

39 07:02:21:19 07:02:24:19 and be able to explain  
those phenomena

40 07:02:24:21 07:02:26:01 with their own words.

41 07:02:26:03 07:02:27:11 You spin around,

42 07:02:27:13 07:02:29:14 and then in the middle,  
there's the center of mass

43 07:02:29:16 07:02:31:05 so that it doesn't  
fall off.

44 07:02:31:07 07:02:33:15 (Hennessy)  
I thought that doing it  
with the younger kids

45 07:02:33:17 07:02:34:27 was a great idea.

46 07:02:34:29 07:02:36:20 I didn't think about this  
ahead of time,

47 07:02:36:22 07:02:38:05 but with the younger kids,

48 07:02:38:07 07:02:41:10 they're forced to put it  
in simpler language.

49 07:02:41:12 07:02:43:14 (Elly)  
You know where  
the center of mass is?

50 07:02:43:16 07:02:47:27 (Hennessy)  
So when I was over by Elly  
and a little second-grade girl,

51 07:02:47:29 07:02:50:10 she was doing a center of mass  
with the dog and cat,

52 07:02:50:12 07:02:52:10 and she had reduced it  
to the balance point.

53 07:02:52:12 07:02:54:08 (Carvalho-Puzon)  
*Now, what do we expect?*

54 07:02:54:10 07:02:55:18 That it spins around  
freely.

55 07:02:55:20 07:02:56:29 *Freely, okay.*  
*Let's try.*

56 07:02:57:01 07:02:57:29 It does.

57 07:02:58:01 07:02:59:22 *Nice job.*

58 07:02:59:24 07:03:01:15 (Hennessy)  
And she had the whole ideas

59 07:03:01:17 07:03:03:09 about the balance point  
of the dog

60 07:03:03:11 07:03:05:20 and the fact  
that the balance point

61 07:03:05:22 07:03:08:13 didn't need  
to be *on* the object.

62 07:03:08:15 07:03:10:13 Okay, it's not  
the right one.

63 07:03:10:15 07:03:13:25 (Carvalho-Puzon)

*And what did we learn  
about the cat, Elly?*

64 07:03:13:27 07:03:16:16 That the center of mass  
doesn't have to be a hole,

65 07:03:16:18 07:03:18:00 and it's  
in between the legs.

66 07:03:18:02 07:03:19:29 *Oh, so it's actually  
outside its body.*

67 07:03:20:01 07:03:21:16 Mm-hmm.

68 07:03:21:18 07:03:23:13 (Hennessy)  
I think we're  
on the right track

69 07:03:23:15 07:03:25:18 doing science and dance,  
'cause they just need

70 07:03:25:20 07:03:27:20 multiple experiences  
with these concepts

71 07:03:27:22 07:03:29:07 so that when they get  
to college,

72 07:03:29:09 07:03:31:04 it's not just  
some mathematical thing

73 07:03:31:06 07:03:33:16 that they'll never understand.

74 07:03:33:18 07:03:36:07 (*Carvalho-Puzon*)  
*Down and up.*

75 07:03:36:09 07:03:37:22 *When you are ready--  
down--*

76 07:03:37:24 07:03:39:19 *tell your partner  
you're ready.*

77 07:03:39:21 07:03:43:24 *You're going to bring them  
right to your--*

78 07:03:43:26 07:03:46:02 *and push them up  
against gravity.*

79 07:03:46:04 07:03:47:27 *Stretch your arms.*

80 07:03:47:29 07:03:51:14 (student)  
When we were putting  
the little guys up in the air,

81 07:03:51:16 07:03:53:02 we found their center of mass

82 07:03:53:04 07:03:55:14 because that was the place  
that they actually balanced.

83 07:03:55:16 07:03:58:04 If we were to put our feet  
closer up in their higher area,

84 07:03:58:06 07:03:59:12 they wouldn't balance.

85 07:03:59:14 07:04:00:21 If we were to put  
our feet lower,

86 07:04:00:23 07:04:02:23 closer to their knees,  
they wouldn't balance.

87 07:04:02:25 07:04:03:27 This is really--

88 07:04:03:29 07:04:05:18 Hang in there.

89 07:04:05:20 07:04:07:15 (student)  
So we found  
their center of mass,

90 07:04:07:17 07:04:10:29 and the center of mass  
is where the object balances.

91 07:04:14:08 07:04:16:27 (*Wright*)  
*Was nice to see the students  
in the role of teacher.*

92 07:04:16:29 07:04:20:24 I mean, what a marvelous

form of assessment.

93 07:04:20:26 07:04:23:05 The students spent a long time  
learning these concepts

94 07:04:23:07 07:04:25:11 with their teachers,  
and now they're in a position

95 07:04:25:13 07:04:26:29 to go on and pass on  
that knowledge

96 07:04:27:01 07:04:28:20 to a younger group  
of students.

97 07:04:28:22 07:04:31:11 (*Schweickert*)  
*And they are able  
to use their own words.*

98 07:04:31:13 07:04:32:26 I always feel  
that my students

99 07:04:32:28 07:04:34:19 are demonstrating  
the best understanding

100 07:04:34:21 07:04:36:04 when they can take  
what I have said

101 07:04:36:06 07:04:38:24 and rephrase it  
in their own words.

102 07:04:38:26 07:04:41:01 (*Grady-Smith*)  
And I like the idea

103 07:04:41:03 07:04:43:16 they were having to reduce it  
to the most simple terms

104 07:04:43:18 07:04:48:04 and really understand what  
the younger child understood.

105 07:04:48:06 07:04:51:27 And any time that you can  
physicalize an understanding,

106 07:04:51:29 07:04:53:18 I think it really helps.

107 07:04:53:20 07:04:56:09 And when the students  
were taking their knowledge

108 07:04:56:11 07:04:57:27 to the younger students,  
109 07:04:57:29 07:04:59:21 they didn't know  
what the younger students

110 07:04:59:23 07:05:01:08 were going to ask them.

111 07:05:01:10 07:05:04:03 So they had to think  
on their feet, be spontaneous,

112 07:05:04:05 07:05:06:08 draw from their  
inner resources,

113 07:05:06:10 07:05:08:13 and rephrase  
what they already knew

114 07:05:08:15 07:05:10:18 until the younger student  
understood.

115 07:05:10:20 07:05:13:14 (*Rosenow*)  
*I think it was also  
beneficial for the teachers  
116 07:05:13:16 07:05:15:19 to hear  
that very last student*

117 07:05:15:21 07:05:18:25 not only show that she  
was successful in understanding

118 07:05:18:27 07:05:20:24 what she had to do  
to balance the student

119 07:05:20:26 07:05:25:04 but then to explain what she did  
or what she had to think about

120 07:05:25:06 07:05:27:01 in order to balance the student.

121 07:05:27:03 07:05:30:21 It gave you a larger view

of not just,  
 122 07:05:30:23 07:05:33:22 "Well, I know what to do,  
 but I can talk about it,  
 123 07:05:33:24 07:05:37:15 "and I can help someone else  
 understand how I did it  
 124 07:05:37:17 07:05:40:07 so that it make sense  
 to them as well."  
 125 07:05:40:09 07:05:42:13 And when we've talked about  
 these ideas that we want that--  
 126 07:05:42:15 07:05:44:18 these powerful things  
 the students are getting  
 127 07:05:44:20 07:05:46:16 form explaining things  
 to another student,  
 128 07:05:46:18 07:05:48:25 but if we don't have  
 that reflection time afterwards  
 129 07:05:48:27 07:05:50:23 where we hear the students  
 talking about it,  
 130 07:05:50:25 07:05:52:26 as teachers, we can't use that  
 as an assessment  
 131 07:05:52:28 07:05:54:21 because we don't hear  
 that they did that.  
 132 07:05:54:23 07:05:56:08 We don't have evidence  
 that they've actually gone  
 133 07:05:56:10 07:05:58:01 through those  
 thought processes.  
 134 07:05:58:03 07:06:01:02 *Think for a minute about some*  
*of the forms of assessment*  
 135 07:06:01:04 07:06:02:22 that we've used  
 in our own classrooms  
 136 07:06:02:24 07:06:05:10 to get at students'  
 understanding  
 137 07:06:05:12 07:06:07:01 or to allow students  
 138 07:06:07:03 07:06:08:20 to demonstrate  
 their understanding.  
 139 07:06:08:22 07:06:10:27 What are some of the things  
 that you have done?  
 140 07:06:10:29 07:06:13:00 (Percival)  
 In our school,  
 almost all learning  
 141 07:06:13:02 07:06:16:19 in large projects ends up  
 with some kind of museum walk--  
 142 07:06:16:21 07:06:18:11 that's what we call it--  
 143 07:06:18:13 07:06:21:27 and the classroom that has  
 this new learning to share  
 144 07:06:21:29 07:06:26:17 sets up their stations,  
 and then all the classes sign up  
 145 07:06:26:19 07:06:29:00 and come through  
 at different points in the day  
 146 07:06:29:02 07:06:30:14 for about three or four days.  
 147 07:06:30:16 07:06:33:05 And in that way,  
 the teachers  
 148 07:06:33:07 07:06:35:19 have a pretty good sense  
 of what the students know  
 149 07:06:35:21 07:06:37:12 because they are able  
 to circulate  
 150 07:06:37:14 07:06:39:15 and hear their students

151 07:06:39:17 07:06:43:17 explaining  
 to a variety of visitors  
 to their museum.

152 07:06:43:19 07:06:45:18 *(Hoffman-Dachelet)*  
*I could really see that*  
*reinforcing the learning*

153 07:06:45:20 07:06:47:10 *over the years, then,*  
 154 07:06:47:12 07:06:49:27 because if a second grader  
 is coming in

155 07:06:49:29 07:06:52:14 and hearing the same concept  
 from a, you know, fifth grader,

156 07:06:52:16 07:06:54:14 then when they get  
 to the fifth grade,

157 07:06:54:16 07:06:55:26 they've had  
 some previous experience

158 07:06:55:28 07:06:59:08 with that concept,  
 and I could really see

159 07:06:59:10 07:07:01:22 how that would deepen  
 the learning.

160 07:07:01:24 07:07:03:27 *(Percival)*  
*And the first graders*  
*teach us too.*

161 07:07:03:29 07:07:05:29 *So it's a two-way*  
*kind of street, you know.*

162 07:07:06:01 07:07:08:00 *The first graders*  
*learn*

163 07:07:08:02 07:07:09:27 *how to present*  
*what they've learned.*

164 07:07:09:29 07:07:11:11 It's fascinating.

165 07:07:11:13 07:07:13:10 And inspires  
 the older students

166 07:07:13:12 07:07:16:09 because the first graders  
 are often very imaginative

167 07:07:16:11 07:07:18:16 in how they approach  
 solutions to problems

168 07:07:18:18 07:07:21:00 and how they portray  
 their knowledge.

169 07:07:21:02 07:07:23:08 *(Hoffman-Dachelet)*  
*I always try to assess*  
*each project*

170 07:07:23:10 07:07:25:01 in at least two ways.

171 07:07:25:03 07:07:27:10 So that students  
 who might be more successful

172 07:07:27:12 07:07:29:20 in communicating  
 in one way have a chance.

173 07:07:29:22 07:07:33:05 *It's so easy*  
*in visual arts*

174 07:07:33:07 07:07:36:06 because many of the concepts  
 are visible at a glance.

175 07:07:36:08 07:07:38:06 You know, you glance  
 at their artwork,

176 07:07:38:08 07:07:40:05 and if they get symbolism,  
 they've got it,

177 07:07:40:07 07:07:41:15 and you can see it.

178 07:07:41:17 07:07:43:10 *If they get balance,*  
*they've got it,*

179 07:07:43:12 07:07:45:05 *you can see it,*  
*it's very concrete.*

180 07:07:45:07 07:07:48:01 But sometimes students  
understand the concepts,

181 07:07:48:03 07:07:50:20 and their skill level  
just isn't there to allow them

182 07:07:50:22 07:07:53:11 to express it  
through the artwork directly.

183 07:07:53:13 07:07:56:10 So in addition  
to looking at the artwork

184 07:07:56:12 07:07:58:00 *to see if my students*  
*have understood*

185 07:07:58:02 07:07:59:23 *a given concept,*

186 07:07:59:25 07:08:03:11 *I always try to provide*  
*either a writing experience*

187 07:08:03:13 07:08:05:25 or an opportunity  
for them to explain

188 07:08:05:27 07:08:07:21 the choices to me  
verbally

189 07:08:07:23 07:08:09:20 or explain their choices  
to the class

190 07:08:09:22 07:08:11:22 in some sort  
of an oral presentation,

191 07:08:11:24 07:08:13:22 and it's been  
really interesting to me

192 07:08:13:24 07:08:17:09 how many students  
can talk about the concepts

193 07:08:17:11 07:08:20:27 and just can't make  
their hands do it yet.

194 07:08:20:29 07:08:23:04 *(Schweickert)*  
*And I absolutely agree*

195 07:08:23:06 07:08:25:05 that you have to have  
a balance in your assessments.

196 07:08:25:07 07:08:27:02 Even in a performance-based  
class

197 07:08:27:04 07:08:30:16 like a band class,  
we always do some written work

198 07:08:30:18 07:08:34:28 and verbal responses,  
not only to help me assess

199 07:08:35:00 07:08:36:28 but to support the learning  
that goes on

200 07:08:37:00 07:08:39:27 in language arts, in math,  
in science, in social studies.

201 07:08:39:29 07:08:43:24 And I think, often, when we talk  
about integrating the arts

202 07:08:43:26 07:08:45:19 in the other classes  
and using the arts

203 07:08:45:21 07:08:48:07 as an assessment tool,  
the other teachers back off

204 07:08:48:09 07:08:50:24 and say, "Well, I'm not sure  
if I know how to do that

205 07:08:50:26 07:08:52:25 without something  
written too."

206 07:08:52:27 07:08:54:21 And we always tell them,  
"Go ahead,

207 07:08:54:23 07:08:56:02 "do the written work too;

208 07:08:56:04 07:08:58:01 "it is part  
of your language art standards

209 07:08:58:03 07:09:00:16 to check your grammar  
and vocabulary and things."

210 07:09:00:18 07:09:03:13 (Wright)  
I try to keep up a variety  
of form of assessments

211 07:09:03:15 07:09:06:08 whenever I'm doing  
anything in class

212 07:09:06:10 07:09:08:01 but specifically related

213 07:09:08:03 07:09:10:28 *to art-infused activities.*

214 07:09:11:00 07:09:12:14 One of the techniques  
I like to use

215 07:09:12:16 07:09:14:17 is, we always bring in--  
for literary arts,

216 07:09:14:19 07:09:16:09 we always take a look  
at art criticism,

217 07:09:16:11 07:09:19:14 whether it's dance criticism,  
film criticism,

218 07:09:19:16 07:09:22:23 art criticism relating  
to sculpture or painting,

219 07:09:22:25 07:09:24:28 and have the kids  
do some writing,

220 07:09:25:00 07:09:26:29 and one of my final forms  
of assessment often

221 07:09:27:01 07:09:30:00 is to have one student  
play the role of critic

222 07:09:30:02 07:09:33:17 in looking on another student's  
artwork or performance,

223 07:09:33:19 07:09:35:20 and of course at that point  
they think

224 07:09:35:22 07:09:37:13 that, you know,  
what's being assessed

225 07:09:37:15 07:09:40:06 is the artist's work  
where in reality,

226 07:09:40:08 07:09:42:02 what is also being  
assessed

227 07:09:42:04 07:09:44:26 is their command of the concepts  
that we've covered.

228 07:09:44:28 07:09:47:11 Well, and I think it's crucial  
that if you are going to include

229 07:09:47:13 07:09:51:02 the arts in your general  
classroom instruction,

230 07:09:51:04 07:09:53:02 that you make sure  
that you are assessing

231 07:09:53:04 07:09:56:21 the art with art concepts  
and art terms as well.

232 07:09:56:23 07:09:59:19 *I remember an instance  
where a teacher*

233 07:09:59:21 07:10:03:21 had students make posters that  
were illustrating a concept,

234 07:10:03:23 07:10:06:12 but they didn't set  
any expectations for the quality

235 07:10:06:14 07:10:09:22 of the poster or the kinds of  
sort of thought processes

236 07:10:09:24 07:10:13:04 that go into designing a poster,



237 07:10:13:06 and I was embarrassed.  
 07:10:15:04 I was embarrassed  
 to see my students' work  
 238 07:10:15:06 07:10:16:29 when I knew they could do  
 so much better,  
 239 07:10:17:01 07:10:19:14 and I--in fact--had them  
 take those posters  
 240 07:10:19:16 07:10:20:28 to my classroom  
 and redo them  
 241 07:10:21:00 07:10:22:24 with the art concepts.  
 242 07:10:22:26 07:10:25:23 (*Percival*)  
*During the course*  
*of the year,*  
 243 07:10:25:25 07:10:28:01 we always set up rubrics  
 for all of our projects,  
 244 07:10:28:03 07:10:29:08 and the art teacher  
 that we work with  
 245 07:10:29:10 07:10:31:27 tells us what we should be  
 246 07:10:31:29 07:10:33:07 holding the students accountable  
 for.  
 247 07:10:33:09 07:10:34:07 The music teacher  
 248 07:10:34:09 07:10:35:18 *tells, you know, us.*  
 249 07:10:35:20 07:10:37:16 (*Grady-Smith*)  
*I would think that would take*  
 250 07:10:37:18 07:10:42:13 some really good  
 thorough training  
 251 07:10:42:15 07:10:44:19 so that classroom teachers  
 wouldn't feel  
 252 07:10:44:21 07:10:48:04 that they were being asked  
 to do something  
 253 07:10:48:06 07:10:49:26 they really didn't have  
 the tools to do,  
 254 07:10:49:28 07:10:52:24 I think that  
 if we are going to ask that,  
 255 07:10:52:26 07:10:56:11 then we need to have  
 some staff development  
 256 07:10:56:13 07:10:59:03 that's very high-quality  
 and is done perhaps  
 257 07:10:59:05 07:11:00:29 with the personnel  
 at the school  
 258 07:11:01:01 07:11:02:21 so they know,  
 "There's that resource  
 259 07:11:02:23 07:11:05:13 if I don't quite know  
 how to judge this."  
 260 07:11:05:15 07:11:06:22 The other thing  
 we've done is,  
 261 07:11:06:24 07:11:09:17 we've used  
 an awful lot  
 262 07:11:09:19 07:11:12:23 *of video documentation.*  
 263 07:11:12:25 07:11:14:21 And in the instance of dance,  
 if the teacher knows  
 264 07:11:14:23 07:11:17:00 that the student  
 is going to portray  
 265 07:11:17:02 07:11:19:28 their concept knowledge  
 in dance,  
 266 07:11:20:00 07:11:21:16 then she'll

videotape it,  
 267 07:11:21:18 07:11:23:15 and we'll often try  
 to watch it together  
 268 07:11:23:17 07:11:25:04 at lunch  
 or something like that.  
 269 07:11:25:06 07:11:27:20 So I try to be  
 an active participant in that.  
 270 07:11:27:22 07:11:30:01 *(Hoffman-Dachelet)*  
*I think that's very important.*  
 271 07:11:30:03 07:11:32:16 And as we say,  
 in some sort of ephemeral  
 272 07:11:32:18 07:11:34:22 or performance situation,  
 273 07:11:34:24 07:11:38:16 it's easy enough to videotape  
 or audiotape a performance  
 274 07:11:38:18 07:11:41:03 and then go at a later point  
 to another teacher and ask.  
 275 07:11:41:05 07:11:43:21 And of course,  
 in visual projects, you know,  
 276 07:11:43:23 07:11:45:11 it's a concrete object;  
 277 07:11:45:13 07:11:47:08 *it's easy enough for me*  
*to go and help.*  
 278 07:11:47:10 07:11:49:07 *(Percival)*  
*That's a real strength*  
*of integration.*  
 279 07:11:49:09 07:11:51:06 Because when you're working  
 on a team  
 280 07:11:51:08 07:11:52:28 and you're planning together,  
 281 07:11:53:00 07:11:54:20 you're also planning assessment  
 together,  
 282 07:11:54:22 07:11:56:26 and that's when you hear,  
 you know,  
 283 07:11:56:28 07:11:59:18 this is what I want you to hold  
 the students accountable for.  
 284 07:11:59:20 07:12:01:14 I hear it.  
 285 07:12:01:16 07:12:03:03 And, "Would you like a rubric  
 from me?"  
 286 07:12:03:05 07:12:05:09 Or, "Would you like me  
 to come in and demonstrate?"  
 287 07:12:05:11 07:12:07:23 So it really makes  
 the assessment more authentic  
 288 07:12:07:25 07:12:10:29 and effective.  
 289 07:12:11:01 07:12:13:16 *(Hoffman-Dachelet)*  
*And easier.*  
 290 07:12:13:18 07:12:14:27 I know that so many people  
 291 07:12:14:29 07:12:16:19 don't want to do  
 interdisciplinary units  
 292 07:12:16:21 07:12:19:00 because they perceive it  
 as being very difficult,  
 293 07:12:19:02 07:12:20:19 but I think that  
 if you do it right,  
 294 07:12:20:21 07:12:23:17 it can be easier  
 than normal instruction.  
 295 07:12:23:19 07:12:26:17 *(Schweickert)*  
 And gets easier and easier  
 the more you do it.  
 296 07:12:36:24 07:12:38:27 Now we'll go back

to Hand Middle School,  
 297 07:12:38:29 07:12:40:17 where Mary Lou teaches.  
 298 07:12:40:19 07:12:43:01 There, the seventh grade  
 teachers focused on the theme  
 299 07:12:43:03 07:12:45:06 of World War II.  
 300 07:12:45:08 07:12:47:27 Students in the theatre classes  
 presented *Fiddler on the Roof*,  
 301 07:12:47:29 07:12:51:27 a musical set in Russia  
 at the turn of the 20th century.  
 302 07:12:51:29 07:12:54:11 Preparing and performing  
 the musical  
 303 07:12:54:13 07:12:57:08 gave students a context  
 for what they were learning  
 304 07:12:57:10 07:13:00:15 about Europe  
 during the Second World War.  
 305 07:13:00:17 07:13:03:04 As you watch,  
 consider how connections  
 306 07:13:03:06 07:13:05:20 between content areas  
 helped teachers find out  
 307 07:13:05:22 07:13:08:19 what their students  
 have really learned.  
 308 07:13:18:04 07:13:21:02 A fiddler  
 on the roof!  
 309 07:13:21:04 07:13:23:12 Sounds crazy, no?  
 310 07:13:23:14 07:13:25:14 (Larson)  
 In the seventh grade curriculum,  
 311 07:13:25:16 07:13:28:19 they spend such a long time  
 on World War II history.  
 312 07:13:28:21 07:13:30:17 They do a huge unit.  
 313 07:13:30:19 07:13:33:11 And *Fiddler on the Roof*  
 gave a lot of context  
 314 07:13:33:13 07:13:36:10 to the history of Jews.  
 315 07:13:36:12 07:13:39:01 Many, many, many  
 middle school students think  
 316 07:13:39:03 07:13:41:13 that Jewish history started  
 with Hitler.  
 317 07:13:41:15 07:13:43:26 But there's so much more  
 before that.  
 318 07:13:43:28 07:13:50:15 § §  
 319 07:13:50:17 07:13:52:24 We have a Jewish population  
 of 1% in our school,  
 320 07:13:52:26 07:13:55:16 so that was very interesting.  
 321 07:13:55:18 07:13:57:21 We are in Columbia,  
 South Carolina,  
 322 07:13:57:23 07:13:59:15 very small Jewish community,  
 323 07:13:59:17 07:14:01:29 so I chose a play  
 that would academically  
 324 07:14:02:01 07:14:04:25 and artistically challenge  
 the students.  
 325 07:14:04:27 07:14:07:26 Okay, let's talk about--  
 [exhaling loudly]--  
 326 07:14:07:28 07:14:09:24 everything we learned.  
 327 07:14:09:26 07:14:13:15 *Man, okay, we've been working*  
*months on this.*  
 328 07:14:13:17 07:14:19:11 *Fiddler on the Roof* was  
 a multileveled process

329 07:14:19:13 07:14:20:13 of learning.

330 07:14:20:15 07:14:23:09 The first was academic.

331 07:14:23:11 07:14:27:15 *If a pogrom happened in a village town, it's not, like,*

332 07:14:27:17 07:14:29:25 *you know, B rated horror movies, right?*

333 07:14:29:27 07:14:31:26 *It's not Freddy Krueger; it's true.*

334 07:14:31:28 07:14:33:18 *I mean, it's real.*

335 07:14:33:20 07:14:35:27 *These people came in, and they demolished their weddings,*

336 07:14:35:29 07:14:38:02 and later on, what do we find out they did to them?

337 07:14:38:04 07:14:39:16 (student) *They kicked them out--*

338 07:14:39:18 07:14:41:05 They kicked them out of their homes.

339 07:14:41:07 07:14:42:11 What else do they do to them?

340 07:14:42:13 07:14:43:22 The solution--

341 07:14:43:24 07:14:44:22 *Do you remember the solution?*

342 07:14:44:24 07:14:46:06 Yeah, what they would do--

343 07:14:46:08 07:14:47:13 one half of them would be evicted

344 07:14:47:15 07:14:49:04 and sentenced to leave the country.

345 07:14:49:06 07:14:50:19 Another half would be killed,

346 07:14:50:21 07:14:52:18 and the other half would have to be converted.

347 07:14:52:20 07:14:53:17 [laughs]

348 07:14:53:19 07:14:55:05 I mean, I mean a third!

349 07:14:55:07 07:14:56:19 *No, converted to Christianity.*

350 07:14:56:21 07:14:58:07 *Very, very good.*

351 07:14:58:09 07:15:01:02 *That was called--that was-- who came up with that idea?*

352 07:15:01:04 07:15:04:26 The czar, when Nicholas II.

353 07:15:04:28 07:15:08:13 They were asked to choose a topic related to *Fiddler*.

354 07:15:08:15 07:15:11:04 They were asked to research it, come up with several sources,

355 07:15:11:06 07:15:14:19 present that topic in a formal presentation.

356 07:15:14:21 07:15:16:12 (student) Me and Ali did Kiev,

357 07:15:16:14 07:15:18:19 and we learned a lot about the culture and history,

358 07:15:18:21 07:15:20:08 like it was founded in 482 A.D.

359 07:15:20:10 07:15:23:04 But I think the thing that I like the most was the food.

360 07:15:23:06 07:15:25:18 We learned about the food, and we could--the beet soup.

361 07:15:25:20 07:15:26:20 And you know--

362 07:15:26:22 07:15:27:21 (Larson)

Yay.  
 363 07:15:27:23 07:15:29:13 *You guys remember beet soup?*  
 364 07:15:29:15 07:15:31:03 We did traditional  
 Jewish weddings.  
 365 07:15:31:05 07:15:32:23 *Yeah.*  
 366 07:15:32:25 07:15:34:11 And it help us understand  
 what was going on  
 367 07:15:34:13 07:15:36:23 in the wedding scene  
 in *Fiddler on the Roof*.  
 368 07:15:36:25 07:15:39:17 And we understood,  
 like, why they broke the glass  
 369 07:15:39:19 07:15:41:22 and why they did  
 the bottle dance.  
 370 07:15:41:24 07:15:46:16 They broke the glass to, like--  
 because a long time ago,  
 371 07:15:46:18 07:15:50:11 a man broke a glass  
 at a dinner table  
 372 07:15:50:13 07:15:53:03 and wanted it to symbolize  
 of not be too happy,  
 373 07:15:53:05 07:15:55:13 and so it shows them not to,  
 374 07:15:55:15 07:15:57:13 like, being too happy  
 during their marriage  
 375 07:15:57:15 07:15:59:12 'cause there still  
 can be bad things to come.  
 376 07:15:59:14 07:16:01:07 *Okay.*  
 377 07:16:01:09 07:16:03:06 (Larson)  
 There are papers;  
 there are assignments;  
 378 07:16:03:08 07:16:05:06 there are quizzes;  
 there's vocabulary;  
 379 07:16:05:08 07:16:08:23 they are asked to present  
 coherent presentations  
 380 07:16:08:25 07:16:10:15 with credible sources.  
 381 07:16:10:17 07:16:13:02 Let's break it down  
 into categories.  
 382 07:16:13:04 07:16:16:01 What's one category  
 of learning?  
 383 07:16:16:03 07:16:17:14 What do you think?  
 384 07:16:17:16 07:16:19:26 Learn the history  
 of the Jewish people.  
 385 07:16:19:28 07:16:21:19 *History.*  
 386 07:16:21:21 07:16:23:24 *What's another category*  
*of learning that we've got?*  
 387 07:16:23:26 07:16:25:27 Theatre, like learning to act?  
 388 07:16:25:29 07:16:28:25 *Theatre, okay; we've learned*  
*about the theatre.*  
 389 07:16:28:27 07:16:30:29 *We learned a lot about*  
*backstage etiquette.*  
 390 07:16:31:01 07:16:32:20 Step two is rehearsal.  
 391 07:16:32:22 07:16:35:16 And within rehearsal,  
 you're dealing with students  
 392 07:16:35:18 07:16:37:21 many of which have never been  
 on a stage.  
 393 07:16:37:23 07:16:40:15 So rehearsals are--not only  
 are you rehearsing a play.  
 394 07:16:40:17 07:16:42:23 You're also teaching

the skills of theatre.  
 395 07:16:42:25 07:16:49:05 § If I were rich, I'd have  
 the time that I lacked §  
 396 07:16:49:07 07:16:52:18 § to sit in the synagogue  
 and pray. § §  
 397 07:16:55:03 07:16:57:05 Well, I basically was  
 the lead character, Tevye,  
 398 07:16:57:07 07:16:59:26 and I was the head of this  
 household of five daughters.  
 399 07:16:59:28 07:17:03:11 Tevye is kind of  
 a living Santa Claus.  
 400 07:17:03:13 07:17:06:07 And he's just always jolly  
 401 07:17:06:09 07:17:09:02 except for a couple of parts.  
 402 07:17:09:04 07:17:11:23 And Santa Claus  
 has his problems too,  
 403 07:17:11:25 07:17:14:09 because, you know.  
 404 07:17:14:11 07:17:18:11 You're finally here--  
 my breadwinner.  
 405 07:17:18:13 07:17:21:01 That is  
 also mine.  
 406 07:17:21:03 07:17:23:07 (Larson)  
 The performance grade  
 is broken down  
 407 07:17:23:09 07:17:25:08 by each individual performance.  
 408 07:17:25:10 07:17:29:04 75% of that grade  
 is backstage etiquette.  
 409 07:17:29:06 07:17:31:29 25% of that grade  
 is memorization  
 410 07:17:32:01 07:17:34:08 and doing what you're supposed  
 to do on the stage.  
 411 07:17:34:10 07:17:37:14 So the focus does not become  
 talent based;  
 412 07:17:37:16 07:17:39:23 it becomes work-ethic based.  
 413 07:17:39:25 07:17:42:04 § §  
 414 07:17:42:06 07:17:46:21 [cheers and applause]  
 415 07:17:46:23 07:17:50:05 I don't want a bunch of children  
 on a stage that don't know  
 416 07:17:50:07 07:17:53:06 a single thing about  
 what the play is really about,  
 417 07:17:53:08 07:17:56:16 about the themes  
 and the stories  
 418 07:17:56:18 07:18:00:06 and the values  
 and the history to be learned.  
 419 07:18:00:08 07:18:03:03 At this level, it's not about  
 producing a Broadway baby.  
 420 07:18:03:05 07:18:05:04 It's about knowledge  
 and education.  
 421 07:18:05:06 07:18:07:25 We are going to just talk  
 about some comparisons  
 422 07:18:07:27 07:18:10:12 and some contrast  
 that we can make  
 423 07:18:10:14 07:18:13:10 between Russia  
 in the early 1900s  
 424 07:18:13:12 07:18:17:12 and a Europe in the 1940s.  
 425 07:18:17:14 07:18:21:02 The students  
 that come from maybe art

426 07:18:21:04 07:18:23:26 or drama or dance, where  
they're doing a production,

427 07:18:23:28 07:18:27:15 they spend a great deal  
of time on background.

428 07:18:27:17 07:18:32:01 And they do a lot of writing  
within their curriculum as well.

429 07:18:32:03 07:18:35:11 If we were to make some  
comparisons and some contrasts

430 07:18:35:13 07:18:38:24 *to what was happening  
with the pogroms,*

431 07:18:38:26 07:18:40:27 what could we compare that to  
in German society?

432 07:18:40:29 07:18:42:17 To Kristallnacht?

433 07:18:42:19 07:18:44:00 (Shull)  
*To Kristallnacht, good.*

434 07:18:44:02 07:18:45:18 *Explain that,  
what was Kristallnacht?*

435 07:18:45:20 07:18:47:25 Kristallnacht is when, like,  
Nazis, if you could say,

436 07:18:47:27 07:18:50:19 or the Russians came in,  
maybe, like, destroyed homes

437 07:18:50:21 07:18:52:04 and evicted them  
and everything.

438 07:18:52:06 07:18:54:01 (Shull)  
When they come  
to language arts

439 07:18:54:03 07:18:56:06 and we're discussing

440 07:18:56:08 07:18:58:25 something like the persecution  
of the Jews in the 1940s,

441 07:18:58:27 07:19:00:26 they very naturally  
make those connections

442 07:19:00:28 07:19:03:11 because they say,  
"Oh, well, you know,

443 07:19:03:13 07:19:05:28 "that didn't just happened  
in the 1940s,

444 07:19:06:00 07:19:07:18 "you know, when we studied  
*Fiddler,*

445 07:19:07:20 07:19:12:01 "we learned about Nicholas II  
and how he made these laws

446 07:19:12:03 07:19:14:15 "that caused the Jewish people  
to have to leave Russia

447 07:19:14:17 07:19:16:01 in the early 1900s."

448 07:19:16:03 07:19:18:13 And so those are things  
that make our conversations

449 07:19:18:15 07:19:19:23 much easier.

450 07:19:19:25 07:19:22:08 Did any of the leaders  
in Russia and Germany--

451 07:19:22:10 07:19:25:07 Russia in the early 1900s  
and Germany in the 1940s--

452 07:19:25:09 07:19:28:22 did they share  
any similar ideas?

453 07:19:28:24 07:19:32:15 They shared the idea  
to get rid of all the Jews.

454 07:19:32:17 07:19:35:17 The Czar Nicholas II and Hitler  
shared the idea

455 07:19:35:19 07:19:37:00 of the final solution.

456 07:19:37:02 07:19:39:02 (Schull)  
Ah, very good.

457 07:19:39:04 07:19:41:22 (Larson)  
I want you to think  
about connections, okay?

458 07:19:41:24 07:19:44:19 Let's connect  
all that information in our head

459 07:19:44:21 07:19:47:05 to things that you've learned  
in other classes this year.

460 07:19:47:07 07:19:50:05 We had that really long  
conversation about Communism.

461 07:19:50:07 07:19:51:23 Yes.

462 07:19:51:25 07:19:55:06 That was, like, the day before  
our Communism test.

463 07:19:55:08 07:19:57:04 You--really?

464 07:19:57:06 07:19:59:07 And I just went on and on  
and on and on, didn't I?

465 07:19:59:09 07:20:00:25 The wheels  
have been turning;

466 07:20:00:27 07:20:01:22 the fire has been ignited;

467 07:20:01:24 07:20:03:12 they've learned some concepts;

468 07:20:03:14 07:20:05:18 they're making connections,

469 07:20:05:20 07:20:08:12 and I can sit back, and  
I can listen to this discussion,

470 07:20:08:14 07:20:09:17 and I can soak in

471 07:20:09:19 07:20:11:05 everything they've learned.

472 07:20:11:07 07:20:14:05 I understood what was happening  
before Communism

473 07:20:14:07 07:20:16:20 and then  
during Communism,

474 07:20:16:22 07:20:18:13 then we kind of  
learned about after,

475 07:20:18:15 07:20:20:29 'cause, you know,  
we know about today.

476 07:20:21:01 07:20:23:03 (Larson)  
So you knew  
what the Iron Curtain was?

477 07:20:23:05 07:20:25:04 That was probably  
a vocab term.

478 07:20:25:06 07:20:26:13 Oh, it was!

479 07:20:26:15 07:20:29:09 Good, what is that?

480 07:20:26:15 07:20:29:09 I remember.

481 07:20:31:16 07:20:32:23 (Wright)  
It was interesting

482 07:20:32:25 07:20:34:18 the breadth  
of the conversation there.

483 07:20:34:20 07:20:35:27 It went so much beyond

484 07:20:35:29 07:20:37:20 what you could assess  
by a written test.

485 07:20:37:22 07:20:39:05 I heard students  
talking about,

486 07:20:39:07 07:20:42:17 you know, the reasons  
for learning,

487 07:20:42:19 07:20:44:15 the connections  
that they made.

488 07:20:44:17 07:20:48:03 They talked about



the learning process itself.

489 07:20:48:05 07:20:52:10 So, I mean, they were really  
thinking in a much broader way

490 07:20:52:12 07:20:56:05 about this unit  
than student--

491 07:20:56:07 07:20:57:25 you typically see  
students doing.

492 07:20:57:27 07:21:00:14 *(Grady-Smith)*  
*I thought that the idea*

493 07:21:00:16 07:21:03:23 of reconnecting  
so many of the concepts,

494 07:21:03:25 07:21:07:19 the idea of establishing  
what do we learn,

495 07:21:07:21 07:21:10:14 you might consider that  
a review,

496 07:21:10:16 07:21:12:13 but in this case,

497 07:21:12:15 07:21:15:01 I could see how intently

498 07:21:15:03 07:21:16:21 she was looking  
at her students

499 07:21:16:23 07:21:18:09 and how little  
she was giving them

500 07:21:18:11 07:21:20:03 in terms of cues.

501 07:21:20:05 07:21:22:21 So there was a real effort  
on her part

502 07:21:22:23 07:21:26:18 to see  
what was going to be

503 07:21:26:20 07:21:29:16 spontaneously  
brought forward.

504 07:21:29:18 07:21:31:05 *So that she started*  
*with one person;*

505 07:21:31:07 07:21:33:04 *she didn't limit*  
*the discussion*

506 07:21:33:06 07:21:35:06 to just that one line  
of communication.

507 07:21:35:08 07:21:38:05 She let others add in,  
showing, you know,

508 07:21:38:07 07:21:40:19 what they learned too.

509 07:21:40:21 07:21:42:14 *(Rosenow)*  
*So we can very easily consider*  
*that discussion*

510 07:21:42:16 07:21:44:04 as an oral test?

511 07:21:44:06 07:21:45:20 Mm-hmm.

512 07:21:45:22 07:21:49:16 Yes, and sometimes I think  
we don't take advantage

513 07:21:49:18 07:21:52:16 of those oral retelling  
assessments situations,

514 07:21:52:18 07:21:55:19 and we are uncomfortable  
with being quiet

515 07:21:55:21 07:21:58:03 for a little while  
and letting students

516 07:21:58:05 07:22:01:13 gather their thoughts and  
generate their understandings

517 07:22:01:15 07:22:03:20 and build on each other's  
understandings.

518 07:22:03:22 07:22:07:01 *(Rosenow)*  
*Sometimes it's a discovery*

519 07:22:07:03 *process for the student,*  
 07:22:09:14 and we saw the girl  
 that had the "aha" moment  
 520 07:22:09:16 07:22:12:13 *for the teacher*  
*to write history and theatre*  
 521 07:22:12:15 07:22:14:01 on the board.  
 522 07:22:14:03 07:22:15:26 they're suddenly  
 dividing knowledge  
 523 07:22:15:28 07:22:19:24 that's been very integral  
 to each other  
 524 07:22:19:26 07:22:24:10 and probably wasn't  
 initially separate,  
 525 07:22:24:12 07:22:27:28 *but we can take it apart*  
*and look at it*  
 526 07:22:28:00 07:22:30:00 *and then think*  
*of, "How did our working*  
 527 07:22:30:02 07:22:32:06 "through these historical  
 concepts  
 528 07:22:32:08 07:22:34:07 affect your work  
 in another class?"  
 529 07:22:34:09 07:22:37:02 Right.  
 530 07:22:37:04 07:22:39:23 *(Hoffman-Dachelet)*  
*And it's interesting to me*  
*that so much of the assessment*  
 531 07:22:39:25 07:22:44:03 was based on the background  
 information  
 532 07:22:44:05 07:22:46:19 and on the things that happened  
 outside of the performance.  
 533 07:22:46:21 07:22:49:01 So rather than just creating  
 performers,  
 534 07:22:49:03 07:22:52:18 she was asking her students  
 to be creators,  
 535 07:22:52:20 07:22:55:03 *because when you do that*  
*character analysis*  
 536 07:22:55:05 07:22:56:23 *and find out*  
*about the history,*  
 537 07:22:56:25 07:23:00:03 then that made them  
 also engaged  
 538 07:23:00:05 07:23:02:14 in the act of creating  
 that play.  
 539 07:23:02:16 07:23:05:14 And I think that--I think that  
 that's important.  
 540 07:23:05:16 07:23:08:29 I think that I want  
 my students to go out  
 541 07:23:09:01 07:23:10:28 knowing those skills  
 of creation.  
 542 07:23:11:00 07:23:12:25 Even if they don't become  
 playwrights,  
 543 07:23:12:27 07:23:14:19 at least when they see a play,  
 they understand  
 544 07:23:14:21 07:23:16:12 what went behind it,  
 545 07:23:16:14 07:23:17:25 and they're able to think  
 more critically about it.  
 546 07:23:17:27 07:23:19:29 One of the things  
 that I really appreciated  
 547 07:23:20:01 07:23:23:02 was the fact that

548 07:23:23:04 this theatre teacher  
 07:23:26:03 knew that  
 the history component  
 549 07:23:26:05 07:23:27:29 had to be brought  
 into their work  
 550 07:23:28:01 07:23:32:08 *and didn't seek out  
 someone else*  
 551 07:23:32:10 07:23:34:06 to do that part of it.  
 552 07:23:34:08 07:23:36:21 It was, "This  
 is for our purposes.  
 553 07:23:36:23 07:23:41:05 "We all have the ability  
 to do this research process,  
 554 07:23:41:07 07:23:43:13 "and so let's take  
 responsibility for it  
 555 07:23:43:15 07:23:47:05 and let's figure out  
 what we can find out together."  
 556 07:23:47:07 07:23:48:25 This was a very  
 long project.  
 557 07:23:48:27 07:23:51:10 And I was wondering  
 what would have happened  
 558 07:23:51:12 07:23:54:08 if the theatre teacher  
 was integrated  
 559 07:23:54:10 07:23:56:20 with the language arts  
 and social studies teacher  
 560 07:23:56:22 07:23:59:17 and science teacher  
 and was able to--  
 561 07:23:59:19 07:24:02:00 they were able  
 to time their studies  
 562 07:24:02:02 07:24:04:17 so that the research  
 could have been taken out  
 563 07:24:04:19 07:24:07:04 of the drama class.  
 564 07:24:07:06 07:24:09:11 It might have shortened  
 the time line  
 565 07:24:09:13 07:24:12:09 and still have achieved  
 the same results.  
 566 07:24:12:11 07:24:15:13 And so sometimes,  
 you know, a production  
 567 07:24:15:15 07:24:17:04 is difficult to put on  
 in a school  
 568 07:24:17:06 07:24:19:18 because it is  
 so time-consuming,  
 569 07:24:19:20 07:24:22:18 so I just wanted to mention  
 that that was a thought I have.  
 570 07:24:22:20 07:24:24:10 *(Rosenow)*  
*Well, let's go to Mary Lou.*  
 571 07:24:24:12 07:24:25:19 *She may be able  
 to fill us in*  
 572 07:24:25:21 07:24:27:03 *into what that process was.*  
 573 07:24:27:05 07:24:29:06 I think Jennifer really wanted  
 the students to see  
 574 07:24:29:08 07:24:32:18 that doing the research  
 is part of her class.  
 575 07:24:32:20 07:24:35:14 It's funny--she walked around  
 school all of last year,  
 576 07:24:35:16 07:24:38:10 as she prepared for this,  
 with various books

577 07:24:38:12 07:24:40:10 on Russian history  
and Jewish traditions.

578 07:24:40:12 07:24:42:25 She invited a rabbi to discuss  
things with the children

579 07:24:42:27 07:24:45:15 *but she really*  
*wanted them to see*

580 07:24:45:17 07:24:48:22 that to be  
a complete artist,

581 07:24:48:24 07:24:50:26 you'd have to do  
the research

582 07:24:50:28 07:24:52:14 for your art form.

583 07:24:52:16 07:24:54:23 I think so many arts teachers

584 07:24:54:25 07:24:57:08 get wrapped up  
in the performance,

585 07:24:57:10 07:24:59:16 and I'm sure  
without doing all this,

586 07:24:59:18 07:25:01:23 it would have been  
a fabulous performance,

587 07:25:01:25 07:25:04:28 but it was so much richer  
having gone through the process

588 07:25:05:00 07:25:07:01 and making the process  
the most important part

589 07:25:07:03 07:25:08:27 and not the performance.

590 07:25:08:29 07:25:12:18 (*Grady-Smith*)  
*We have a lobby*  
*outside the theatre,*

591 07:25:12:20 07:25:15:03 and we have had  
a monitor

592 07:25:15:05 07:25:17:23 that has shown  
different parts

593 07:25:17:25 07:25:19:24 of the development  
and evolution,

594 07:25:19:26 07:25:21:21 and we try to tune  
everything up

595 07:25:21:23 07:25:24:05 during  
the intermission

596 07:25:24:07 07:25:26:08 and then have it going  
beforehand.

597 07:25:26:10 07:25:28:29 And such a great opportunity  
to educate the parent

598 07:25:29:01 07:25:32:02 on what they're actually  
going to be watching

599 07:25:32:04 07:25:33:17 and why they're watching it.

600 07:25:33:19 07:25:37:01 I never do a concert  
without telling the parents

601 07:25:37:03 07:25:40:05 why we picked this piece  
of music and what we did

602 07:25:40:07 07:25:43:27 *to study the history*  
*of it*

603 07:25:43:29 07:25:45:25 or what particular style  
we were learning

604 07:25:45:27 07:25:47:16 as we worked  
on this piece of music.

605 07:25:47:18 07:25:50:05 The parents really enjoy  
hearing that.

606 07:25:50:07 07:25:52:17 (*Percival*)

There are so many  
 language arts teachers  
 607 07:25:52:19 07:25:54:20 who will not do  
 any theatre any place  
 608 07:25:54:22 07:25:58:14 because they are  
 only thinking of production.  
 609 07:25:58:16 07:26:00:27 And every time I work  
 with students around a play  
 610 07:26:00:29 07:26:04:12 or anything that's going  
 to possibly be acted,  
 611 07:26:04:14 07:26:06:13 I always say to the students,  
 "You know,  
 612 07:26:06:15 07:26:09:19 "this may never go anywhere  
 beyond this classroom.  
 613 07:26:09:21 07:26:11:12 "That's not  
 the point of it.  
 614 07:26:11:14 07:26:14:14 We'll have to see where we move  
 and where we want to move."  
 615 07:26:14:16 07:26:16:02 So I think  
 that's really important  
 616 07:26:16:04 07:26:18:11 that the teacher  
 and the parents  
 617 07:26:18:13 07:26:19:24 understand that.  
 618 07:26:19:26 07:26:21:28 Because very often,  
 there is pressure  
 619 07:26:22:00 07:26:26:09 from outside the classroom  
 to do a large production,  
 620 07:26:26:11 07:26:28:07 and then it overshadows  
 whatever learning  
 621 07:26:28:09 07:26:29:27 might have been occurring.  
 622 07:26:29:29 07:26:31:14 (*Rosenow*)  
*It also has a relationship*  
 623 07:26:31:16 07:26:33:27 or connection to what  
 the administration  
 624 07:26:33:29 07:26:36:22 of the school expects:  
 625 07:26:36:24 07:26:39:12 *the big art show*  
*or the big production.*  
 626 07:26:39:14 07:26:42:10 I think that's a danger of being  
 an arts instructor,  
 627 07:26:42:12 07:26:44:25 is that the focus can sometimes  
 slide to the product,  
 628 07:26:44:27 07:26:50:15 and--but of course the product  
 is completely beside the point.  
 629 07:26:50:17 07:26:52:06 *The point is the learning.*  
 630 07:26:52:08 07:26:53:20 *If you're going to focus*  
*on the learning*  
 631 07:26:53:22 07:26:55:11 and the outcomes  
 of the learning,  
 632 07:26:55:13 07:26:58:26 then your process  
 is maybe going to be different.  
 633 07:26:58:28 07:27:02:08 And so it's hard because  
 there is pressure on us  
 634 07:27:02:10 07:27:04:26 *as arts instructors*  
*to have that wonderful product,*  
 635 07:27:04:28 07:27:08:21 to show the community,  
 because that's what they see,

636 07:27:08:23 07:27:10:06 that's what they are  
assessing.

637 07:27:10:08 07:27:13:01 But that's not  
what I'm assessing.

638 07:27:13:03 07:27:14:28 I'm assessing the learning.

639 07:27:25:03 07:27:28:17 Next, we are going to return  
to Rick's classroom.

640 07:27:28:19 07:27:30:12 His students have analyzed  
artifacts

641 07:27:30:14 07:27:33:10 created by another group  
of sixth graders.

642 07:27:33:12 07:27:35:28 Their assignment is to create  
a museum exhibit

643 07:27:36:00 07:27:38:00 displaying the artifacts.

644 07:27:38:02 07:27:41:12 This assignment is an example  
of a performance task

645 07:27:41:14 07:27:44:19 where students take on roles  
from the professional world.

646 07:27:44:21 07:27:48:25 Here, the role they take on  
is that of a museum curator.

647 07:27:48:27 07:27:51:19 As you watch, consider  
how this task

648 07:27:51:21 07:27:53:09 draws on knowledge and skills

649 07:27:53:11 07:27:56:01 acquired throughout  
the civilizations unit.

650 07:28:05:28 07:28:08:02 I see you guys are laying out  
your display here.

651 07:28:08:04 07:28:10:18 Why don't you tell me  
about some of the design choices

652 07:28:10:20 07:28:11:29 that you're making.

653 07:28:12:01 07:28:14:22 We're making our museum  
like the--

654 07:28:14:24 07:28:16:14 I don't know  
how to phrase it--

655 07:28:16:16 07:28:19:11 the museum display,  
exhibit.

656 07:28:19:13 07:28:22:10 And we really want to it be  
flashy so it catches your eye.

657 07:28:22:12 07:28:24:16 Like, you can be walking down  
the hall and be, like,

658 07:28:24:18 07:28:25:19 "Whoa, it's an exhibit."

659 07:28:25:21 07:28:27:04 *That's what  
I'm looking for.*

660 07:28:27:06 07:28:28:19 The artifacts  
we are working with

661 07:28:28:21 07:28:31:22 come from the island culture  
of Ga Amay.

662 07:28:31:24 07:28:33:12 From their maps,

663 07:28:33:14 07:28:35:26 we can't exactly tell their  
specific location in the ocean.

664 07:28:35:28 07:28:38:21 But we are exploring that  
at the moment.

665 07:28:38:23 07:28:41:00 So what are you playing  
around with right now?

666 07:28:41:02 07:28:43:27 Because this is the first thing  
you see, we wanted to put, like,

667 07:28:43:29 07:28:47:08 some of the more really  
impressive artifacts,

668 07:28:47:10 07:28:48:21 like these two.

669 07:28:48:23 07:28:50:23 Because these two also  
sort of match, like, the--

670 07:28:50:25 07:28:54:09 they're both currency,  
we think.

671 07:28:54:11 07:28:57:12 And then, like, over here,  
because we've got, like,

672 07:28:57:14 07:28:59:24 a little white theme,  
white and blue theme going,

673 07:28:59:26 07:29:03:08 it's, like, the pearls  
and the blue necklace

674 07:29:03:10 07:29:05:04 and that goes with that.

675 07:29:05:06 07:29:09:12 So you're looking at,  
like, color themes.

676 07:29:09:14 07:29:11:07 I notice you have these  
batik artifacts.

677 07:29:11:09 07:29:13:13 I think those  
would be--

678 07:29:13:15 07:29:15:19 *I understand what you're doing  
with the color scheme here,*

679 07:29:15:21 07:29:17:04 *and I like that  
quite a bit,*

680 07:29:17:06 07:29:19:00 *but I'm also wondering  
if you might want*

681 07:29:19:02 07:29:21:07 *to group like objects together.*

682 07:29:21:09 07:29:23:21 *(Wright)  
You know, I see some  
of the same kind of motifs*

683 07:29:23:23 07:29:26:05 *on the pot as I see  
in your flag.*

684 07:29:26:07 07:29:29:05 That might be a great  
opportunity to show, you know,

685 07:29:29:07 07:29:31:23 that there were motifs  
in this culture.

686 07:29:31:25 07:29:34:10 And what better way  
to show that

687 07:29:34:12 07:29:36:06 than to juxtapose  
two different objects

688 07:29:36:08 07:29:38:14 so that people can see  
the same things that you saw

689 07:29:38:16 07:29:40:24 and maybe come to some  
of the same conclusions that,

690 07:29:40:26 07:29:42:04 "Hey, look,

691 07:29:42:06 07:29:43:19 *"there's this  
pattern going here.*

692 07:29:43:21 07:29:45:18 *"We've got the spiral,  
the spiral, the spiral*

693 07:29:45:20 07:29:47:08 *in different areas."*

694 07:29:47:10 07:29:50:22 I think you also had it in that  
clay pot over there, right?

695 07:29:50:24 07:29:53:15 (Hoffman-Dachelet)  
On the one hand,  
you want the unity--

696 07:29:53:17 07:29:57:12 the flags going together,

697 07:29:57:14 and also the spiral on the pot  
 07:29:59:19 going with the spiral  
 on the flags--  
 698 07:29:59:21 07:30:02:27 but then, how do you balance  
 that with variety?  
 699 07:30:02:29 07:30:04:18 What can you do  
 to break things up?  
 700 07:30:04:20 07:30:06:23 So those are the principles  
 that we're talking about  
 701 07:30:06:25 07:30:08:15 all the time, right--  
 702 07:30:08:17 07:30:10:28 that balance point  
 between making it go together  
 703 07:30:11:00 07:30:12:21 and yet not having it  
 be boring.  
 704 07:30:12:23 07:30:14:12 I think you guys  
 have come a long way,  
 705 07:30:14:14 07:30:16:29 and you've got some  
 fantastic ideas here.  
 706 07:30:17:01 07:30:19:12 You've also got some really  
 nice stuff to work with.  
 707 07:30:19:14 07:30:22:12 So I'm going to let you  
 continue to discuss this  
 708 07:30:22:14 07:30:24:22 and throw around  
 some more ideas  
 709 07:30:24:24 07:30:26:11 and figure out  
 what you want to do.  
 710 07:30:26:13 07:30:29:05 *Write it up on paper,*  
*and then I'll approve it,*  
 711 07:30:29:07 07:30:30:14 *and then you can go ahead.*  
 712 07:30:30:16 07:30:32:08 You know what  
 we could do.  
 713 07:30:32:10 07:30:34:06 Instead of making, like,  
 a big, long shelf,  
 714 07:30:34:08 07:30:35:21 we could put this here  
 715 07:30:35:23 07:30:37:18 and then just put  
 some small shelf right here  
 716 07:30:37:20 07:30:39:26 to put that green pot on.  
 717 07:30:39:28 07:30:42:15 In the time between  
 the conquest activity  
 718 07:30:42:17 07:30:45:11 and putting  
 these exhibits together,  
 719 07:30:45:13 07:30:51:10 the kids have developed a much  
 better sense of really what,  
 720 07:30:51:12 07:30:54:01 you know,  
 what kind of influences do play  
 721 07:30:54:03 07:30:56:24 on each and every one of us  
 as part of a culture.  
 722 07:30:56:26 07:30:59:27 I suppose  
 it's had to make me think  
 723 07:30:59:29 07:31:02:29 kind of outside  
 of the box.  
 724 07:31:03:01 07:31:09:00 I had to think--had to stretch  
 my brain in unusual ways.  
 725 07:31:09:23 07:31:11:21 [laughs]  
 726 07:31:11:23 07:31:15:14 (Percival)  
 I really like how you,



both Rick and Rachel,  
 727 07:31:15:16 07:31:17:07 set up guidelines  
 728 07:31:17:09 07:31:20:24 in a way of what they should be  
 thinking in terms of  
 729 07:31:20:26 07:31:22:16 as they were positioning  
 the items.  
 730 07:31:22:18 07:31:24:19 *For instance,*  
*not just by color--*  
 731 07:31:24:21 07:31:27:05 *to really think*  
*out of the box*  
 732 07:31:27:07 07:31:29:15 and to have reasons connected,  
 you know,  
 733 07:31:29:17 07:31:31:23 with the study that they'd done  
 734 07:31:31:25 07:31:34:02 of how they were grouping  
 the artifacts together,  
 735 07:31:34:04 07:31:37:13 why were they putting  
 one item next to the other.  
 736 07:31:37:15 07:31:40:12 Was it the motif that was  
 joining them, for example?  
 737 07:31:40:14 07:31:43:03 And so it made it very clear  
 to them  
 738 07:31:43:05 07:31:44:19 what you were expecting them  
 739 07:31:44:21 07:31:46:15 *to be going through*  
*in the process,*  
 740 07:31:46:17 07:31:48:26 *but then you also ask*  
*for the plan*  
 741 07:31:48:28 07:31:50:07 to be submitted  
 ahead of time.  
 742 07:31:50:09 07:31:51:16 So you could go back,  
 743 07:31:51:18 07:31:53:28 and before it became  
 a summative assessment,  
 744 07:31:54:00 07:31:57:11 you could continue asking  
 those "why" questions  
 745 07:31:57:13 07:32:00:23 and prompting them to ask  
 more "why" questions.  
 746 07:32:00:25 07:32:03:02 So revisiting  
 the instruction  
 747 07:32:03:04 07:32:04:17 that was previously  
 given  
 748 07:32:04:19 07:32:07:27 about the visual art elements  
 actually enabled them  
 749 07:32:07:29 07:32:10:07 to be more successful  
 and using those elements.  
 750 07:32:10:09 07:32:12:28 So they may have had some  
 understanding,  
 751 07:32:13:00 07:32:16:03 but asking them to recall,  
 "Remember, these are the things  
 752 07:32:16:05 07:32:17:23 "that we talked about.  
 753 07:32:17:25 07:32:20:13 How do you apply those things  
 at this point in time?"  
 754 07:32:20:15 07:32:22:01 So there is a knowledge base  
 there.  
 755 07:32:22:03 07:32:25:08 One of the higher levels  
 of assessment  
 756 07:32:25:10 07:32:29:01 is to be able to actually  
 transmit the knowledge

757 07:32:29:03 07:32:31:08 from one person to another,  
and in this case,

758 07:32:31:10 07:32:34:03 it's through the means  
of the exhibit.

759 07:32:34:05 07:32:37:06 *There is a parallel here*  
760 07:32:37:08 07:32:40:04 with the dance section  
that we saw

761 07:32:40:06 07:32:43:01 where the students are  
supporting the younger students

762 07:32:43:03 07:32:44:25 and they're acting  
as teacher.

763 07:32:44:27 07:32:48:14 I see the role of the exhibit  
as teaching

764 07:32:48:16 07:32:49:25 an audience,  
765 07:32:49:27 07:32:52:09 and they're creating a vehicle  
for teaching.

766 07:32:52:11 07:32:55:19 But what other  
knowledge base exists

767 07:32:55:21 07:32:59:17 in the expression  
of the exhibit?

768 07:32:59:19 07:33:01:07 Well, the elements  
cross-culture,

769 07:33:01:09 07:33:02:29 the cultural universals.  
770 07:33:03:01 07:33:05:08 Because they were having  
to think about, you know,

771 07:33:05:10 07:33:08:11 "How am I going to communicate  
about the economics

772 07:33:08:13 07:33:11:24 "or about the arts  
or the spirituality,

773 07:33:11:26 07:33:13:19 *"I think, the religion*  
774 07:33:13:21 07:33:15:03 *"that they had?*  
775 07:33:15:05 07:33:16:22 *"How was I going to get these*  
across to the people

776 07:33:16:24 07:33:19:23 who were coming by  
this display?"

777 07:33:19:25 07:33:22:07 It's almost like using  
symbolic language again.

778 07:33:22:09 07:33:27:09 Because each piece is a symbol  
representing a function

779 07:33:27:11 07:33:29:26 of the universals.  
780 07:33:29:28 07:33:33:26 And it would seem to me  
that that's a leap

781 07:33:33:28 07:33:35:07 into transformation,  
782 07:33:35:09 07:33:36:14 and, you know,  
you have done your analysis,

783 07:33:36:16 07:33:38:02 and now you're going  
784 07:33:38:04 07:33:41:15 to really superimpose this at  
a higher level of understanding.

785 07:33:41:17 07:33:44:07 *(Hoffman-Dachelet)*  
*Well, we don't just want them*  
*to know*

786 07:33:44:09 07:33:47:07 what the cultural  
universals are;

787 07:33:47:09 07:33:50:01 we want them to know  
why that's important,

788 07:33:50:03 07:33:51:21 *and we want them to know*

789 07:33:51:23 07:33:54:14 *how to use them* to find things out  
 about art,  
 790 07:33:54:16 07:33:58:28 and if our assessment  
 only focused  
 791 07:33:59:00 07:34:02:06 on what are  
 the cultural universals,  
 792 07:34:02:08 07:34:04:12 then we wouldn't be getting  
 at those other things  
 793 07:34:04:14 07:34:06:02 that we want them to learn,  
 and so we--  
 794 07:34:06:04 07:34:08:01 they have to do those things;  
 795 07:34:08:03 07:34:10:22 they have to use  
 the cultural universals  
 796 07:34:10:24 07:34:12:06 to do something  
 797 07:34:12:08 07:34:15:09 in order to show us  
 that they know how to use them.  
 798 07:34:15:11 07:34:17:13 One of the things that  
 I really liked about this,  
 799 07:34:17:15 07:34:20:06 and I think you see it here  
 in this clip,  
 800 07:34:20:08 07:34:24:00 was the switching of roles,  
 you know.  
 801 07:34:24:02 07:34:26:29 Here I was assessing  
 not only the, you know,  
 802 07:34:27:01 07:34:29:06 the academic content  
 that I was responsible for,  
 803 07:34:29:08 07:34:31:07 but we were talking  
 about art content  
 804 07:34:31:09 07:34:33:27 that Rachel has taught  
 the students.  
 805 07:34:33:29 07:34:36:01 It was really fun  
 to, you know, to combine  
 806 07:34:36:03 07:34:37:26 those two different  
 disciplines  
 807 07:34:37:28 07:34:40:17 and, you know, have the kids  
 make those connections too.  
 808 07:34:40:19 07:34:42:14 Okay, well,  
 how is this stuff  
 809 07:34:42:16 07:34:44:21 that Ms. Hoffman-Dachelet  
 is teaching us in art class  
 810 07:34:44:23 07:34:46:10 connected to the study  
 of culture,  
 811 07:34:46:12 07:34:48:04 and how can we put them  
 together  
 812 07:34:48:06 07:34:50:23 to make a really dynamic  
 display?  
 813 07:34:50:25 07:34:55:09 *(Grady-Smith)*  
*And all of that was so fluid*  
*that when you're watching it,*  
 814 07:34:55:11 07:34:56:23 it doesn't distract you.  
 815 07:34:56:25 07:34:57:29 It doesn't make you think,  
 816 07:34:58:01 07:35:00:05 "Oh, look,  
 he's speaking art-ese,  
 817 07:35:00:07 07:35:02:22 and she is speaking  
 social studies" or whatever.

818 07:35:02:24 07:35:05:22 You're--it's a very smooth,  
seamless journey,  
819 07:35:05:24 07:35:08:07 which is nice.  
820 07:35:08:09 07:35:11:12 It's hard  
to have that happen.  
821 07:35:11:14 07:35:13:09 Can you identify  
specific skills  
822 07:35:13:11 07:35:15:00 that the students  
were exhibiting  
823 07:35:15:02 07:35:17:07 or could be assessed on?  
824 07:35:17:09 07:35:18:18 (*Baxley*)  
*Well, just their ability*  
*to use principles of design*  
825 07:35:18:20 07:35:21:14 in terms of emphasis,  
contrast, balance.  
826 07:35:21:16 07:35:23:09 All those things were  
a part of the things  
827 07:35:23:11 07:35:24:26 you were discussing  
with them.  
828 07:35:24:28 07:35:26:12 You know,  
how are we going to--  
829 07:35:26:14 07:35:27:25 because since  
I can't stand there  
830 07:35:27:27 07:35:30:04 and tell everybody  
what they're supposed  
831 07:35:30:06 07:35:31:16 to look at,  
832 07:35:31:18 07:35:32:16 how do I make them  
look at the things  
833 07:35:32:18 07:35:33:26 that I want them  
to look at,  
834 07:35:33:28 07:35:35:09 and how do I get them  
to follow a flow  
835 07:35:35:11 07:35:41:16 of information  
visually?  
836 07:35:41:18 07:35:43:18 And what we are not seeing here  
in this clip  
837 07:35:43:20 07:35:45:18 because of the stage  
in the project  
838 07:35:45:20 07:35:48:16 that the kids were at  
at that point  
839 07:35:48:18 07:35:51:08 is the whole literary arts  
aspect of it.  
840 07:35:51:10 07:35:54:10 Because in addition to the,  
you know, the design concerns,  
841 07:35:54:12 07:35:58:19 you know, there were also  
the captions and the catalogues  
842 07:35:58:21 07:36:02:11 that they had to make  
for their exhibits.  
843 07:36:02:13 07:36:03:28 And so there was  
an awful lot of time  
844 07:36:04:00 07:36:05:23 and consideration  
put into--  
845 07:36:05:25 07:36:07:26 "Okay, now that we've come  
to these conclusions  
846 07:36:07:28 07:36:09:12 "about this culture,  
847 07:36:09:14 07:36:11:00 how do we communicate that

with our audience?"

848 07:36:11:02 07:36:12:14 We talked earlier  
about the need

849 07:36:12:16 07:36:14:15 for having some kind  
of a criteria

850 07:36:14:17 07:36:16:29 if you're going to have  
an arts event or an arts--

851 07:36:17:01 07:36:19:25 an arts-based performance task  
as an assessment tool

852 07:36:19:27 07:36:22:12 for something the kids have been  
doing in another class.

853 07:36:22:14 07:36:25:10 We really believe that if you're  
going to design a rubric,

854 07:36:25:12 07:36:29:10 you ought to have an idea  
of what you want to see,

855 07:36:29:12 07:36:33:01 but it should be--have student  
input built into it.

856 07:36:33:03 07:36:38:02 So we usually try not to do  
more than five to six areas

857 07:36:38:04 07:36:40:00 within a rubric.

858 07:36:40:02 07:36:43:01 We found that that's  
what is most easy to handle.

859 07:36:43:03 07:36:46:28 And we like to see  
the student

860 07:36:47:00 07:36:50:17 develop it prior to the--  
even the beginning

861 07:36:50:19 07:36:56:05 of the lesson  
so that they go in

862 07:36:56:07 07:36:57:18 knowing what the expectation--

863 07:36:57:20 07:36:59:00 is going to be.

864 07:36:59:02 07:37:01:08 Yeah, and that's made  
a big difference

865 07:37:01:10 07:37:02:27 in student responsibility

866 07:37:02:29 07:37:05:21 because they can't say,  
"Well, nobody ever told me."

867 07:37:05:23 07:37:07:17 You know, because  
it's right there.

868 07:37:07:19 07:37:11:17 Why is the exhibiting  
of the artifacts

869 07:37:11:19 07:37:14:18 *a meaningful*  
*or effective way*

870 07:37:14:20 07:37:16:28 of assessing student  
understanding at this point?

871 07:37:17:00 07:37:19:10 (Grady-Smith)  
It's very cumulative.

872 07:37:19:12 07:37:20:21 It goes through  
the time line

873 07:37:20:23 07:37:22:29 of learning,  
more or less,

874 07:37:23:01 07:37:26:22 from their initial contact  
with the universals

875 07:37:26:24 07:37:29:19 and then threads  
all the way through.

876 07:37:29:21 07:37:32:01 So it ties everything  
together.

877 07:37:32:03 07:37:34:18 (*Hoffman-Dachelet*)

878 07:37:34:20 07:37:36:21 *And it also creates closure,* because it goes--  
 it brings us back full circle  
 879 07:37:36:23 07:37:39:07 to where I started the year  
 in visual arts,  
 880 07:37:39:09 07:37:43:18 which was looking at art  
 through culture.  
 881 07:37:43:20 07:37:47:19 And so it just  
 sort of cycled back around  
 882 07:37:47:21 07:37:49:08 but the other way.  
 883 07:37:49:10 07:37:51:00 So that at the very end,  
 they're saying,  
 884 07:37:51:02 07:37:52:29 "What can we figure out  
 about this culture  
 885 07:37:53:01 07:37:54:12 through the art?"  
 886 07:37:54:14 07:37:57:05 And so they go  
 through this huge process.  
 887 07:37:57:07 07:38:00:05 And in some ways they end up  
 back, back where they started.  
 888 07:38:00:07 07:38:01:27 But now they are doing it.  
 889 07:38:01:29 07:38:04:27 Instead of learning about it,  
 now they are doing it.  
 890 07:38:04:29 07:38:06:24 And they arrive back  
 where they started  
 891 07:38:06:26 07:38:09:05 with all  
 of the information  
 892 07:38:09:07 07:38:11:18 *acquired in the loop.*  
 893 07:38:11:20 07:38:12:19 And that's where  
 they display it,  
 894 07:38:12:21 07:38:14:20 at our learning festival,  
 895 07:38:14:22 07:38:15:20 at a festival where  
 the whole school is gathered  
 896 07:38:15:22 07:38:16:26 to celebrate  
 the learning  
 897 07:38:16:28 07:38:18:18 that's happened  
 throughout the year,  
 898 07:38:18:20 07:38:20:14 and so they have  
 these displays up,  
 899 07:38:20:16 07:38:22:05 and parents come to see,  
 900 07:38:22:07 07:38:24:23 and they're really honored  
 by the whole learning community.  
 901 07:38:24:25 07:38:27:06 *(Baxley)*  
*The conversation I would love*  
*to be a part of*  
 902 07:38:27:08 07:38:28:22 or at least love to listen in on  
 903 07:38:28:24 07:38:30:17 is the conversation  
 that would have happened  
 904 07:38:30:19 07:38:32:23 between the students  
 who were the archeologists  
 905 07:38:32:25 07:38:34:04 and the students who'd created  
 those artifacts  
 906 07:38:34:06 07:38:35:25 after they were  
 exhibited.  
 907 07:38:35:27 07:38:37:10 For the students  
 who'd created them  
 908 07:38:37:12 07:38:38:21 to go up and say,

909 07:38:38:23 "It's not what I meant by that,"  
 07:38:40:00 you know,  
 and then sit down  
 910 07:38:40:02 07:38:42:03 and talk about it:  
 "But you did this."  
 911 07:38:42:05 07:38:43:24 So there is that level  
 of understanding  
 912 07:38:43:26 07:38:46:09 that happens after--  
 even after the performance task.  
 913 07:38:46:11 07:38:48:15 (Hoffman-Dachelet)  
 Really allows them to realize  
 that archeologists  
 914 07:38:48:17 07:38:49:15 are not infallible,  
 915 07:38:49:17 07:38:51:14 that you can make assumptions,  
 916 07:38:51:16 07:38:53:26 and they can be  
 completely wrong.  
 917 07:38:53:28 07:38:57:25 And that happens in science, and  
 it happens in social studies,  
 918 07:38:57:27 07:39:00:02 and it happens in all  
 of these areas of learning  
 919 07:39:00:04 07:39:03:21 that it turns out  
 that the paradigm shifts.  
 920 07:39:03:23 07:39:04:23 (Wright)  
 And all of these discussions  
 921 07:39:04:25 07:39:06:09 did take place  
 between the students.  
 922 07:39:06:11 07:39:09:28 I heard many student groups  
 standing around, you know,  
 923 07:39:10:00 07:39:11:06 talking about the process  
 924 07:39:11:08 07:39:13:10 and how, you know,  
 reevaluating things  
 925 07:39:13:12 07:39:15:05 and talking about how  
 926 07:39:15:07 07:39:16:24 they would have done things  
 differently,  
 927 07:39:16:26 07:39:18:10 so they were already,  
 in their minds, planning.  
 928 07:39:18:12 07:39:20:13 You know, they'll never do  
 this particular activity again,  
 929 07:39:20:15 07:39:22:28 but they're planning  
 for, you know, the next exhibit  
 930 07:39:23:00 07:39:25:13 or project that they do.  
 931 07:39:25:15 07:39:27:16 (Schweickert)  
 And having  
 a culminating event  
 932 07:39:27:18 07:39:30:07 such as the display  
 or the puppetry unit  
 933 07:39:30:09 07:39:32:24 we saw earlier  
 with the Greek mythology  
 934 07:39:32:26 07:39:35:00 gives the students a focus  
 935 07:39:35:02 07:39:37:18 so that they're often  
 not even realizing  
 936 07:39:37:20 07:39:40:28 that everything is  
 coming together in their minds.  
 937 07:39:41:00 07:39:42:28 It's coming together here  
 in this display  
 938 07:39:43:00 07:39:45:03 or this performance.

939 07:39:45:05 07:39:47:24 That has the wonderful spirit  
of a celebration of learning.

940 07:39:47:26 07:39:49:16 That's what I love about it.

941 07:39:49:18 07:39:52:04 (Baxley)  
Absolutely.

942 07:40:02:12 07:40:05:23 Earlier we saw an integrated  
dance and science unit

943 07:40:05:25 07:40:10:28 that Noel designed, comparing  
the anatomy of frogs and humans.

944 07:40:11:00 07:40:13:09 In our final classroom example,

945 07:40:13:11 07:40:16:06 we'll see the culminating  
activity of that unit.

946 07:40:16:08 07:40:19:14 The students debated  
whether or not a frog

947 07:40:19:16 07:40:23:11 should be allowed  
to join a ballet company.

948 07:40:23:13 07:40:25:25 To prepare students  
for the debate,

949 07:40:25:27 07:40:27:22 Noel and the science teacher  
collaborated

950 07:40:27:24 07:40:29:27 with the language arts teacher.

951 07:40:29:29 07:40:31:22 During this performance task,

952 07:40:31:24 07:40:34:21 some students argued  
the two sides of the issue,

953 07:40:34:23 07:40:38:24 while others took on the roles  
of ballet company staff members.

954 07:40:38:26 07:40:41:26 As you watch,  
consider how the debate format

955 07:40:41:28 07:40:44:22 is used to assess learning  
in the arts.

956 07:40:52:20 07:40:54:23 (*Celestino*)  
*Everybody needs to write*

957 07:40:54:25 07:40:59:20 a statement for the frog being  
in the dance company, okay?

958 07:40:59:22 07:41:01:29 An opening statement  
for the debate tomorrow,

959 07:41:02:01 07:41:04:24 as if you were going to have  
to give that statement.

960 07:41:04:26 07:41:07:04 Then I want you to write

961 07:41:07:06 07:41:10:25 a statement  
for the other side, okay?

962 07:41:10:27 07:41:14:07 Where the frog is not going  
to be in this dance company

963 07:41:14:09 07:41:16:03 and some of the reasons why.

964 07:41:16:05 07:41:18:01 (*student*)  
*The other dancers*  
*are gonna get*

965 07:41:18:03 07:41:19:28 pay cuts because  
there's another dancer.

966 07:41:20:00 07:41:22:12 And then everybody's  
gonna be looking  
towards the frog

967 07:41:22:14 07:41:23:29 and nobody looking  
at the dancers.

968 07:41:24:01 07:41:25:22 They're still gonna get  
a lot more money



969 07:41:25:24 07:41:27:21 because people will want  
 to see a frog dance  
 970 07:41:27:23 07:41:29:19 because they'll think  
 it's so interesting  
 971 07:41:29:21 07:41:30:23 seeing a frog do ballet.  
 972 07:41:30:25 07:41:32:04 They don't have  
 good balance.  
 973 07:41:32:06 07:41:33:08 They do got  
 good balance.  
 974 07:41:33:10 07:41:35:01 Uh-uh, 'cause they  
 don't have any toes.  
 975 07:41:35:03 07:41:36:05 They just have--  
 976 07:41:36:07 07:41:37:21 and every time  
 they go for a spin,  
 977 07:41:37:23 07:41:39:06 it will get stuck  
 and twist his leg  
 978 07:41:39:08 07:41:41:17 because of the suction cups  
 on the bottom of his toes.  
 979 07:41:41:19 07:41:43:10 No, as soon as he lands,  
 he'll just stop.  
 980 07:41:43:12 07:41:45:01 I know, but he'll  
 have to do spins too,  
 981 07:41:45:03 07:41:46:16 so every time  
 he does a spin,  
 982 07:41:46:18 07:41:47:22 he's gonna twist  
 his leg.  
 983 07:41:47:24 07:41:48:28 He could  
 get used to it.  
 984 07:41:49:00 07:41:50:20 That would hurt his leg,  
 985 07:41:50:22 07:41:52:02 and he wouldn't be able  
 to do it anymore.  
 986 07:41:52:04 07:41:53:02 Yeah, he would.  
 987 07:41:53:04 07:41:54:03 No, he wouldn't.  
 988 07:41:54:05 07:41:55:03 Yeah, he would.  
 989 07:41:55:05 07:41:58:12 Do you have a reason?  
 990 07:41:58:14 07:41:59:29 Our premise is that  
 991 07:42:00:03 07:42:01:28 Mr. Frog presents himself  
 to the ballet company  
 992 07:42:02:00 07:42:06:12 and expects to be given  
 the opportunity to audition.  
 993 07:42:06:14 07:42:09:09 And there are two sides  
 to that issue,  
 994 07:42:09:11 07:42:13:06 which are debated  
 by teams of five.  
 995 07:42:13:08 07:42:17:23 And then the staff of the ballet  
 company will give them input  
 996 07:42:17:25 07:42:20:24 as to why they think  
 it's possible  
 997 07:42:20:26 07:42:23:23 or it's impossible  
 for this frog.  
 998 07:42:25:02 07:42:26:29 Ladies and gentlemen,  
 999 07:42:27:01 07:42:29:00 I am positive that  
 our client, the frog,  
 1000 07:42:29:02 07:42:31:14 *can* be a ballet dancer.  
 1001 07:42:31:16 07:42:33:03 First of all,  
 1002 07:42:33:05 07:42:35:21 the frog has more flexibility

than the average ballet dancer.  
 1003 07:42:35:23 07:42:39:29 The opportunity to see  
 a frog dancing in a ballet  
 1004 07:42:40:01 07:42:43:10 would increase ticket sales  
 dramatically.  
 1005 07:42:43:12 07:42:48:03 *Also, the bumps on its feet*  
*will help it keep its balance,*  
 1006 07:42:48:05 07:42:51:21 and it already knows  
 first position.  
 1007 07:42:51:23 07:42:53:27 *Thank you.*  
 1008 07:42:53:29 07:42:58:17 [applause]  
 1009 07:42:58:19 07:43:00:29 A frog cannot be  
 a ballet dancer  
 1010 07:43:01:01 07:43:04:01 because the frog  
 wouldn't be able to learn  
 1011 07:43:04:03 07:43:07:06 all the moves and words  
 1012 07:43:07:08 07:43:10:09 because of language  
 and communication problems.  
 1013 07:43:10:11 07:43:14:04 *The frog would be too short*  
*to catch the girl*  
 1014 07:43:14:06 07:43:17:29 and would be too small  
 for the audience to see  
 1015 07:43:18:01 07:43:22:09 from high  
 and faraway places.  
 1016 07:43:22:11 07:43:26:17 [applause]  
 1017 07:43:26:19 07:43:29:19 *(Celestino)*  
*Okay, now, each team*  
*has three minutes*  
 1018 07:43:29:21 07:43:32:04 to prepare  
 your rebuttal, okay?  
 1019 07:43:32:06 07:43:34:07 You have to think  
 of what they said  
 1020 07:43:34:09 07:43:39:20 and come up with your statement  
 in response to that, okay?  
 1021 07:43:39:22 07:43:43:03 In language arts,  
 my purpose is  
 1022 07:43:43:05 07:43:45:02 to get the kids  
 to use language  
 1023 07:43:45:04 07:43:46:25 and in this particular case,  
 1024 07:43:46:27 07:43:50:07 to develop arguments  
 supported by reasons,  
 1025 07:43:50:09 07:43:51:28 and that's  
 what they're trying to do.  
 1026 07:43:52:00 07:43:53:13 A frog cannot  
 stand straight,  
 1027 07:43:53:15 07:43:55:06 which will interfere  
 with the dancing,  
 1028 07:43:55:08 07:43:57:14 and usually,  
 the guy has to catch a girl  
 1029 07:43:57:16 07:43:58:24 when they jump  
 into the air,  
 1030 07:43:58:26 07:44:00:11 and that would mean chaos  
 1031 07:44:00:13 07:44:02:18 *for the frog*  
*and other performers.*  
 1032 07:44:02:20 07:44:04:17 Good.  
 1033 07:44:04:19 07:44:06:05 Now, what she's doing there

is very good.  
 1034 07:44:06:07 07:44:08:15 She's making a statement--  
 the frog's arms are too short--  
 1035 07:44:08:17 07:44:10:14 and then she goes  
 on the next line  
 1036 07:44:10:16 07:44:12:20 and says  
 what's wrong with that,  
 1037 07:44:12:22 07:44:13:27 so help her do that  
 1038 07:44:13:29 07:44:15:22 with each statement  
 that you have.  
 1039 07:44:15:24 07:44:17:18 I could do  
 sign language.  
 1040 07:44:17:20 07:44:18:25 They could do  
 sign language.  
 1041 07:44:18:27 07:44:21:17 For long  
 and faraway places,  
 1042 07:44:21:19 07:44:23:04 they could use  
 binoculars.  
 1043 07:44:23:06 07:44:24:20 [bell dings]  
 1044 07:44:24:22 07:44:27:21 Ready  
 for the rebuttals?  
 1045 07:44:29:12 07:44:32:07 The ballet company should be  
 an equal opportunity employer  
 1046 07:44:32:09 07:44:35:10 and should not discriminate  
 against anybody  
 1047 07:44:35:12 07:44:38:08 because they'll have  
 a lawsuit on their hands,  
 1048 07:44:38:10 07:44:39:23 and don't be stuck  
 in the old days.  
 1049 07:44:39:25 07:44:42:07 We have technology  
 that could make him taller,  
 1050 07:44:42:09 07:44:46:19 and we have technology that  
 could prevent him from talking  
 1051 07:44:46:21 07:44:48:27 so he won't get mixed up--  
 1052 07:44:48:29 07:44:50:24 so they won't get annoyed  
 by the croaking  
 1053 07:44:50:26 07:44:52:21 every time they're dancing.  
 1054 07:44:52:23 07:44:56:08 Plus not all ballet dancers  
 have to catch people,  
 1055 07:44:56:10 07:44:57:29 and what if it's a female?  
 1056 07:44:58:01 07:45:02:24 Does that mean that the male  
 dancer or human dancer  
 1057 07:45:02:26 07:45:05:15 could catch him instead?  
 1058 07:45:09:22 07:45:11:09 Many people  
 are superstitious  
 1059 07:45:11:11 07:45:14:01 and may think that they will get  
 warts or diseases.  
 1060 07:45:14:03 07:45:16:16 And the frog really isn't  
 flexible,  
 1061 07:45:16:18 07:45:21:22 but it cannot stand up straight  
 or do certain positions.  
 1062 07:45:21:24 07:45:23:15 His arms are too short,  
 1063 07:45:23:17 07:45:27:27 and he wouldn't be able  
 to do arm positions.  
 1064 07:45:27:29 07:45:30:27 And every time they spin,  
 1065 07:45:30:29 07:45:33:03 they will twist their legs

1066 07:45:33:05 the wrong way and fall.  
 07:45:35:21 *A frog cannot get*  
 1067 07:45:35:23 *into third, fourth,*  
 07:45:38:05 *second,*  
 1068 07:45:38:07 *or fifth position,*  
 07:45:41:22 and they would also not be able  
 to stand on tippy-toes.  
 1069 07:45:41:24 07:45:43:25 And they wouldn't be able  
 to talk to him  
 1070 07:45:43:27 07:45:47:01 because  
 they don't speak frog.  
 1071 07:45:47:03 07:45:50:28 (Grady-Smith)  
 They're going to be assessed by  
 how they perform in the debate  
 1072 07:45:51:00 07:45:53:00 because that'll give us  
 a lot of information  
 1073 07:45:53:02 07:45:56:25 as to what concepts they've  
 really embraced and understood  
 1074 07:45:56:27 07:45:59:06 and also what we missed on,  
 1075 07:45:59:08 07:46:03:18 because I'm really of the belief  
 that if you don't hear it,  
 1076 07:46:03:20 07:46:05:10 they weren't taught it well,  
 1077 07:46:05:12 07:46:07:06 not necessarily that  
 if you don't hear it,  
 1078 07:46:07:08 07:46:09:23 they don't know it.  
 1079 07:46:09:25 07:46:11:26 (*Celestino*)  
*The company staff*  
*is going to ask questions*  
 1080 07:46:11:28 07:46:15:20 *of both the debate sides,*  
*okay?*  
 1081 07:46:15:22 07:46:18:22 What problems would the frog  
 have with my dances?  
 1082 07:46:18:24 07:46:24:24 The frog is much more flexible  
 than the average human,  
 1083 07:46:24:26 07:46:26:26 and it would be easier--  
 1084 07:46:26:28 07:46:28:21 the frog could do the stuff  
 much easier,  
 1085 07:46:28:23 07:46:30:01 without any problems,  
 1086 07:46:30:03 07:46:31:15 so you wouldn't have to,  
 like, teach him  
 1087 07:46:31:17 07:46:33:05 or have him stay after  
 or whatever.  
 1088 07:46:33:07 07:46:38:01 Well, as a fact, he really  
 can't do certain positions.  
 1089 07:46:38:03 07:46:39:18 I mean,  
 he can do first position  
 1090 07:46:39:20 07:46:41:14 because his legs are  
 already like that,  
 1091 07:46:41:16 07:46:44:08 but when he tries to do  
 fifth or fourth position,  
 1092 07:46:44:10 07:46:48:00 his feet are  
 in a different way,  
 1093 07:46:48:02 07:46:51:29 and it won't let him do  
 what he's supposed to do.  
 1094 07:46:52:01 07:46:54:24 And, like, if he needs to stand  
 on his tippy-toes,

1095 07:46:54:26 07:46:56:16 he wouldn't be able  
to do that either

1096 07:46:56:18 07:47:00:08 because his body weighs  
more than his feet do,

1097 07:47:00:10 07:47:05:13 and his little toes  
wouldn't be able to hold him.

1098 07:47:05:15 07:47:09:24 What if the people on the ballet  
team be scared of frogs?

1099 07:47:09:26 07:47:12:18 Like, everybody has to get used  
to everybody once in a while,

1100 07:47:12:20 07:47:15:19 so everybody will just have  
to find a way to like the frog.

1101 07:47:15:21 07:47:18:07 They may be superstitious,

1102 07:47:18:09 07:47:20:08 or they might think  
they might get warts,

1103 07:47:20:10 07:47:22:05 but they could, like,  
go to the library

1104 07:47:22:07 07:47:23:23 and find out stuff  
about the frog

1105 07:47:23:25 07:47:25:09 so they won't  
be scared of it,

1106 07:47:25:11 07:47:27:18 'cause, like, we'd probably  
be scared of each other

1107 07:47:27:20 07:47:29:05 if we didn't know  
about each other.

1108 07:47:29:07 07:47:32:02 Well, I think that if people  
are scared of the frog,

1109 07:47:32:04 07:47:34:14 the dancers might leave  
the company

1110 07:47:34:16 07:47:36:18 and go to a different company  
without a frog,

1111 07:47:36:20 07:47:40:16 and that wouldn't really benefit  
the original dance company.

1112 07:47:40:18 07:47:43:14 Now we're going to have  
the closing arguments,

1113 07:47:43:16 07:47:45:26 and this will be  
the last chance

1114 07:47:45:28 07:47:49:26 for the two teams  
to convince the company staff

1115 07:47:49:28 07:47:55:05 of their particular idea,  
okay?

1116 07:47:55:07 07:47:57:14 So here are  
the closing arguments.

1117 07:47:57:16 07:47:59:15 Devaun  
for the affirmative.

1118 07:48:02:21 07:48:06:02 [applause]

1119 07:48:07:23 07:48:09:10 Ladies and gentlemen,

1120 07:48:09:12 07:48:11:25 the facts  
that were previously stated

1121 07:48:11:27 07:48:17:07 should persuade you that  
the frog can be a ballet dancer.

1122 07:48:17:09 07:48:20:17 Costume problems  
can be handled.

1123 07:48:20:19 07:48:26:14 Situations between hatred  
and discrimination

1124 07:48:26:16 07:48:31:22 between the dancers and the frog

should be handled.

1125 07:48:31:24 07:48:33:20 So in conclusion,  
1126 07:48:33:22 07:48:37:22 I have a dream that the frog  
should and will be accepted.

1127 07:48:37:24 07:48:40:02 Thank you.  
1128 07:48:42:13 07:48:46:06 The frog's natural instinct will  
lead him to a pond of water.

1129 07:48:46:08 07:48:48:21 At any moment, he could  
just run off into the wild  
1130 07:48:48:23 07:48:50:11 in the middle  
of the performance.

1131 07:48:50:13 07:48:51:29 And as we talked earlier,  
1132 07:48:52:01 07:48:55:06 language, size, strength, arms,  
head, and including posture  
1133 07:48:55:08 07:48:58:00 would be really difficult  
for the frog to accomplish.

1134 07:48:58:02 07:49:00:03 What would the frog do  
1135 07:49:00:05 07:49:01:16 when they have to do  
movements with their hands?

1136 07:49:01:18 07:49:03:07 Wouldn't it be difficult  
for the frog  
1137 07:49:03:09 07:49:04:19 to move its feet  
like humans,  
1138 07:49:04:21 07:49:07:07 and what if they had to keep  
their feet straight?

1139 07:49:07:09 07:49:13:06 So of course, a frog  
can never be a ballet dancer.

1140 07:49:13:08 07:49:16:23 [applause]  
1141 07:49:18:09 07:49:19:22 (*Celestino*)  
*Okay, the company staff*

1142 07:49:19:24 07:49:22:00 will now got into closed session  
to discuss this.

1143 07:49:23:15 07:49:26:14 I think that the frog  
should not be a ballet dancer  
1144 07:49:26:16 07:49:31:27 because my dances would probably  
be too hard for the frog,  
1145 07:49:31:29 07:49:35:02 and it may not be able  
to follow along with my dances,  
1146 07:49:35:04 07:49:37:10 and it would be  
a waste of time and money.

1147 07:49:37:12 07:49:42:03 I believe the frog  
should be a ballet dancer  
1148 07:49:42:05 07:49:49:05 because just imagine  
our frog jumping this high.

1149 07:49:49:07 07:49:52:01 He would be jumping  
off the page.

1150 07:49:52:03 07:49:55:13 I think the frog should be  
on the ballet team  
1151 07:49:55:15 07:49:57:05 because it should  
be treated equally,  
1152 07:49:57:07 07:49:59:25 and just because  
it's not a human  
1153 07:49:59:27 07:50:02:13 doesn't mean  
that it can't dance  
1154 07:50:02:15 07:50:06:05 or understand  
what people are saying.

1155 07:50:06:07 07:50:09:10 I think that the frog  
should not be a ballet dancer

1156 07:50:09:12 07:50:13:05 is because I would have to have  
strict classes

1157 07:50:13:07 07:50:16:18 and that the frog  
would not understand

1158 07:50:16:20 07:50:18:24 what you're talking about

1159 07:50:18:26 07:50:24:23 and would be disrupting  
class.

1160 07:50:24:25 07:50:28:07 And this is what I want,

1161 07:50:28:09 07:50:30:14 and this is not  
what I want.

1162 07:50:35:23 07:50:38:00 Okay, I guess  
we'll go into a vote now.

1163 07:50:53:14 07:50:55:07 We have reached  
a decision

1164 07:50:55:09 07:51:00:06 that the frog should not be  
a classical ballet dancer.

1165 07:51:00:08 07:51:03:22 [applause]

1166 07:51:03:24 07:51:07:10 (*Baxley*)  
*Let's discuss the knowledge*

1167 07:51:07:12 07:51:08:21 and skills  
that were required

1168 07:51:08:23 07:51:10:04 for the students  
to be able

1169 07:51:10:06 07:51:12:06 *to accomplish*  
*this performance task.*

1170 07:51:12:08 07:51:13:16 (*Percival*)  
*Well, as a language arts*  
*teacher,*

1171 07:51:13:18 07:51:17:02 I was going to cue  
into the debate format

1172 07:51:17:04 07:51:19:14 that they obviously  
had to be taught

1173 07:51:19:16 07:51:22:03 and utilized effectively.

1174 07:51:22:05 07:51:23:25 And something else  
that I love seeing

1175 07:51:23:27 07:51:26:05 was the use  
of written language.

1176 07:51:26:07 07:51:28:06 Now, I don't think they  
necessarily had to have

1177 07:51:28:08 07:51:30:15 spelling correct and everything  
on their note cards,

1178 07:51:30:17 07:51:33:10 but they were using those note  
cards to communicate effectively

1179 07:51:33:12 07:51:35:12 to use in a real life  
situation

1180 07:51:35:14 07:51:37:12 the way they would really  
use them.

1181 07:51:37:14 07:51:40:03 *And they were using*  
*the oral communication skills.*

1182 07:51:40:05 07:51:42:28 They were speaking  
in their roles,

1183 07:51:43:00 07:51:46:19 *and they were always*  
*providing evidence*

1184 07:51:46:21 07:51:47:26 in a persuasive manner.

1185 07:51:47:28 07:51:49:29 So I love seeing that.  
 1186 07:51:50:01 07:51:52:28 (*Schweickert*)  
       *They obviously knew*  
       *the frog's anatomy*  
 1187 07:51:53:00 07:51:55:10 and their dance positions  
       to be able to tell  
 1188 07:51:55:12 07:51:57:10 specifically they can't get  
       to second, third,  
 1189 07:51:57:12 07:52:00:26 and the other ones  
       that he mentioned.  
 1190 07:52:00:28 07:52:03:08 I really enjoyed that they  
       needed to know varying roles  
 1191 07:52:03:10 07:52:04:09 in a ballet company  
 1192 07:52:04:11 07:52:05:24 and that clearly  
 1193 07:52:05:26 07:52:08:11 they had to take those roles  
       into consideration  
 1194 07:52:08:13 07:52:10:23 and think about the different  
       sort of career aspects  
 1195 07:52:10:25 07:52:11:28 related to it  
 1196 07:52:12:00 07:52:13:19 and that it's not just  
       all dancers,  
 1197 07:52:13:21 07:52:15:19 *that there are other*  
       *positions available.*  
 1198 07:52:15:21 07:52:17:12 *And I also thought*  
       *it was interesting*  
 1199 07:52:17:14 07:52:20:12 that they also learn  
       the decision-making process.  
 1200 07:52:20:14 07:52:23:00 They learn a way  
       to approach  
 1201 07:52:23:02 07:52:25:28 making difficult decisions  
       in the future.  
 1202 07:52:26:00 07:52:27:21 From a literary arts  
       point of view,  
 1203 07:52:27:23 07:52:29:15 I like the fact  
       that they had to come up  
 1204 07:52:29:17 07:52:32:10 with a defense  
       for their position,  
 1205 07:52:32:12 07:52:33:25 so giving supporting evidence,  
 1206 07:52:33:27 07:52:36:11 which we're always looking for  
       in written work.  
 1207 07:52:36:13 07:52:37:24 I also like the fact  
 1208 07:52:37:26 07:52:39:08 that they had to think  
       ahead a little bit,  
 1209 07:52:39:10 07:52:41:02 and they had to anticipate,  
       you know,  
 1210 07:52:41:04 07:52:43:03 some of the opposition  
       to their position.  
 1211 07:52:43:05 07:52:45:15 (*Schweickert*)  
       And they had practice  
       in those very important  
 1212 07:52:45:17 07:52:47:18 public speaking skills.  
 1213 07:52:47:20 07:52:50:28 I also appreciated the fact  
       that obviously  
 1214 07:52:51:00 07:52:53:15 you as teachers  
       had opened up possibilities  
 1215 07:52:53:17 07:52:55:09 for how students



could communicate.

1216 07:52:55:11 07:52:58:14 The girl who raised  
the picture,

1217 07:52:58:16 07:53:01:09 to show what she wanted  
and what she didn't want,

1218 07:53:01:11 07:53:03:08 I thought that was beautifully  
done, you know.

1219 07:53:03:10 07:53:05:04 A picture is worth  
a thousand words.

1220 07:53:05:06 07:53:07:12 And in that case,  
it communicated perfectly.

1221 07:53:07:14 07:53:08:19 Yeah, yeah.

1222 07:53:08:21 07:53:10:24 I noticed also  
the personalization

1223 07:53:10:26 07:53:16:22 that occurred, talking  
about superstitions and warts

1224 07:53:16:24 07:53:17:24 and "I have a dream."

1225 07:53:17:26 07:53:18:24 I loved that.

1226 07:53:18:26 07:53:20:13 [laughs]

1227 07:53:20:15 07:53:22:00 There were clearly  
specific ways

1228 07:53:22:02 07:53:24:11 that the students  
made this personal to them

1229 07:53:24:13 07:53:27:02 or drew  
on their own experience

1230 07:53:27:04 07:53:29:01 *or something*  
*that they had read,*

1231 07:53:29:03 07:53:32:15 and it made it less formal  
and more personal.

1232 07:53:32:17 07:53:36:29 And there is that emotional  
context that bonds the learning

1233 07:53:37:01 07:53:39:01 to the child so securely.

1234 07:53:39:03 07:53:42:18 *It was just*  
*a great deal of fun to work on,*

1235 07:53:42:20 07:53:44:09 and each time  
that I've done it,

1236 07:53:44:11 07:53:47:14 it's grown in some way  
that has made it better

1237 07:53:47:16 07:53:51:28 and has given me  
more insight

1238 07:53:52:00 07:53:54:27 to what will make it  
very attainable

1239 07:53:54:29 07:53:56:19 for all the students.

1240 07:53:56:21 07:53:58:05 That was my goal,

1241 07:53:58:07 07:54:01:12 was that all the students  
in the science class

1242 07:54:01:14 07:54:03:04 would feel very comfortable

1243 07:54:03:06 07:54:05:16 *in the debate environment,*

1244 07:54:05:18 07:54:08:08 in the ballet classroom  
environment,

1245 07:54:08:10 07:54:10:14 and in the science lab.

1246 07:54:10:16 07:54:13:14 And I guess that's  
the biggest success for me,

1247 07:54:13:16 07:54:17:05 is that learners of all kinds  
were able to feel

1248 07:54:17:07 07:54:19:24 really productive.

1249 07:54:19:26 07:54:21:09 From what you've said  
in the past,

1250 07:54:21:11 07:54:22:29 I'm assuming  
that after this,

1251 07:54:23:01 07:54:25:14 there was some time given  
to them to reflect.

1252 07:54:25:16 07:54:26:23 (*Grady-Smith*)  
*Oh, yes.*

1253 07:54:26:25 07:54:28:07 *Yeah.*

1254 07:54:28:09 07:54:30:27 *And we did*  
*a few drawings.*

1255 07:54:30:29 07:54:32:04 We had asked them,  
you know,

1256 07:54:32:06 07:54:34:10 "Would you like  
to draw the frog  
in your favorite costume?"

1257 07:54:34:12 07:54:35:17

1258 07:54:35:19 07:54:37:15 And, you know,  
some chose to do that,

1259 07:54:37:17 07:54:40:05 and some chose to do  
some other writing,

1260 07:54:40:07 07:54:41:23 but that was one  
of the options

1261 07:54:41:25 07:54:44:13 if they didn't want to do  
a journal entry.

1262 07:54:44:15 07:54:46:05 And I think it's also  
important to note

1263 07:54:46:07 07:54:47:15 that you don't have to assess

1264 07:54:47:17 07:54:49:10 every aspect  
of the learning

1265 07:54:49:12 07:54:50:24 with one gigantic thing.

1266 07:54:50:26 07:54:54:17 I was thinking that  
it would be perfectly okay

1267 07:54:54:19 07:54:57:02 to assess at the point  
of the debate

1268 07:54:57:04 07:55:00:16 just the debating skills  
and leave the assessment

1269 07:55:00:18 07:55:03:11 of the dance terminology or the  
understanding of the dance roles

1270 07:55:03:13 07:55:07:03 to some other project  
so that it's not so enormous.

1271 07:55:07:05 07:55:09:26 We talked about art products  
and art projects being used

1272 07:55:09:28 07:55:12:10 as an assessment tool  
for integrated content.

1273 07:55:12:12 07:55:14:15 This wasn't an art project,

1274 07:55:14:17 07:55:16:05 this wasn't a dance,

1275 07:55:16:07 07:55:18:29 and yet you're assessing  
dance content.

1276 07:55:19:01 07:55:21:23 I can construct a situation  
like the debate

1277 07:55:21:25 07:55:24:04 where they are required  
to learn skills

1278 07:55:24:06 07:55:26:12 outside my content area  
to do what they need to do

1279 07:55:26:14 07:55:28:06 to demonstrate this knowledge.

1280 07:55:28:08 07:55:30:03 So I think that was

a really powerful element  
 1281 07:55:30:05 07:55:31:20 of that unit to me,  
 1282 07:55:31:22 07:55:35:21 was that the end product  
 was not the art.  
 1283 07:55:35:23 07:55:38:11 The art was required for them  
 to be able to do that,  
 1284 07:55:38:13 07:55:42:19 but that wasn't all  
 that it was about.  
 1285 07:55:54:10 07:55:57:19 In this program, we saw teachers  
 using a variety of ways  
 1286 07:55:57:21 07:56:00:06 to find out what their students  
 were learning.  
 1287 07:56:00:08 07:56:03:04 Students were asked to be  
 instructors and researchers.  
 1288 07:56:03:06 07:56:05:17 They were given  
 performance tasks  
 1289 07:56:05:19 07:56:08:08 with roles drawn  
 from the arts world.  
 1290 07:56:08:10 07:56:11:01 The assessment opportunities  
 for the teachers  
 1291 07:56:11:03 07:56:14:05 were rich learning experiences  
 for the students.  
 1292 07:56:14:07 07:56:18:04 Our next program  
 will wrap up this series.  
 1293 07:56:18:06 07:56:20:25 We'll look at how teachers  
 reflect on their practice  
 1294 07:56:20:27 07:56:22:18 when integrating the arts.  
 1295 07:56:22:20 07:56:24:05 Please join us.  
 1296 07:56:24:07 07:56:27:02 For *Connecting with the Arts*,  
 I'm Reynelda Muse.  
 1297 07:56:33:02 07:56:36:01 [lighthearted music]  
 1298 07:56:36:03 07:56:44:00 § §