

1	02:00:14:02	02:00:17:00	[lighthearted music]
2	02:00:17:02	02:00:25:01	§ §
3	02:00:45:22	02:00:47:23	Welcome back
			to <i>Connecting with the Arts</i> .
4	02:00:47:25	02:00:49:15	I'm Reynelda Muse.
5	02:00:49:17	02:00:50:27	This is the second program
6	02:00:50:29	02:00:52:21	in a workshop
			for middle school teachers
7	02:00:52:23	02:00:55:28	about integrating the arts
			with other subjects.
8	02:00:56:00	02:00:58:20	In our first program,
			we looked at classroom examples
9	02:00:58:22	02:01:02:02	showing three types
			of curricular connections:
10	02:01:02:04	02:01:04:10	informal,
11	02:01:04:12	02:01:05:26	complementary,
12	02:01:05:28	02:01:08:06	and interdependent.
13	02:01:08:08	02:01:09:26	The members
			of our discussion group
14	02:01:09:28	02:01:11:22	talked about
			the classroom examples
15	02:01:11:24	02:01:13:25	and shared some
			of their own experiences
16	02:01:13:27	02:01:15:29	with arts integration.
17	02:01:16:01	02:01:17:17	In this program,
18	02:01:17:19	02:01:20:15	we'll explore reasons
			for integrating the arts.
19	02:01:20:17	02:01:22:27	We'll look at five
			classroom sequences,
20	02:01:22:29	02:01:24:09	and, after each one,
21	02:01:24:11	02:01:26:24	we'll hear
			from our discussion group.
22	02:01:26:26	02:01:30:10	In our first example,
			dance teacher Noel Grady-Smith
23	02:01:30:12	02:01:33:02	collaborates with
			a seventh grade science teacher
24	02:01:33:04	02:01:36:17	whose students are learning
			about the anatomy of frogs.
25	02:01:36:19	02:01:39:07	As the students learn
			classical ballet movements,
26	02:01:39:09	02:01:43:16	they compare their own anatomy
			to that of the frog.
27	02:01:43:18	02:01:44:25	As you watch,
28	02:01:44:27	02:01:46:18	notice how the students
			become engaged
29	02:01:46:20	02:01:48:27	in both dance and science.
30	02:02:00:27	02:02:02:20	(Grady-Smith)
			<i>Grand plié.</i>
31	02:02:02:22	02:02:04:03	<i>Good.</i>
32	02:02:04:05	02:02:05:13	<i>Through the center.</i>
33	02:02:05:15	02:02:06:27	<i>Here's your balance.</i>
			<i>Hold it.</i>
34	02:02:06:29	02:02:07:27	<i>Pull your tummies in.</i>
35	02:02:07:29	02:02:10:05	<i>Hold long and tall.</i>
36	02:02:10:07	02:02:11:07	<i>Nice.</i>
37	02:02:11:09	02:02:12:22	<i>Fourth position--</i>

38	02:02:12:24	02:02:14:29	right foot in front, big space between the feet.
39	02:02:15:01	02:02:16:13	<i>Demi-plié.</i>
40	02:02:16:15	02:02:17:29	Here's that fourth position of the arm.
41	02:02:18:01	02:02:20:19	I've got so much that I want them to get,
42	02:02:20:21	02:02:22:17	I wish middle school was six years.
43	02:02:22:19	02:02:24:18	<i>Grand plié,</i> nice and even on both sides.
44	02:02:24:20	02:02:26:02	Not easy to do, is it?
45	02:02:26:04	02:02:30:01	This is the peak time for them to experience dance
46	02:02:30:03	02:02:32:29	because they are so on the edge
47	02:02:33:01	02:02:35:01	of their opinion about themselves.
48	02:02:35:03	02:02:36:27	Fold out.
49	02:02:36:29	02:02:39:28	I find this to be just very exciting.
50	02:02:40:00	02:02:41:08	<i>Arabesque.</i>
51	02:02:41:10	02:02:42:27	They're beginning to understand
52	02:02:42:29	02:02:48:16	that the body is not this one-dimensional housing for them
53	02:02:48:18	02:02:49:28	that they walk around in.
54	02:02:50:00	02:02:52:28	It is actually layers and layers of systems,
55	02:02:53:00	02:02:55:03	and so we're getting them to understand that
56	02:02:55:05	02:02:58:14	in a very hands-on kind of way.
57	02:02:58:16	02:03:00:28	And finish in your best pose.
58	02:03:01:00	02:03:03:20	Good. Take a bow.
59	02:03:03:22	02:03:05:10	Very nice.
60	02:03:05:12	02:03:07:00	How does my human anatomy
61	02:03:07:02	02:03:10:06	compare to something that's completely not a human being
62	02:03:10:08	02:03:12:12	but does have similarities,
63	02:03:12:14	02:03:15:06	and what kind of questions does that bring up?
64	02:03:15:08	02:03:19:10	What kind of interesting paths is that going to take us on?
65	02:03:19:12	02:03:22:22	Hands on your hips.
66	02:03:22:24	02:03:24:07	Pretend you're a frog.
67	02:03:24:09	02:03:26:22	Open to wide second.
68	02:03:26:24	02:03:29:03	Ease down, like you're sliding your back
69	02:03:29:05	02:03:31:11	<i>down the wall.</i>
70	02:03:31:13	02:03:34:00	<i>Come back up.</i>
71	02:03:34:02	02:03:37:01	<i>And picture yourself with frog legs doing that.</i>
72	02:03:37:03	02:03:39:27	<i>Ease down,</i>

73	02:03:39:29	02:03:42:06	and come back up.
74	02:03:42:08	02:03:45:04	See how much more distance they would have.
75	02:03:45:06	02:03:48:25	(Hammock) Okay, we've got some frogs to pass out, so...
76	02:03:48:27	02:03:50:27	Would you like to pick your own here?
77	02:03:50:29	02:03:52:02	No.
78	02:03:52:04	02:03:54:23	(student) I want to pick my own.
79	02:03:54:25	02:03:56:15	It's a seventh grade science class,
80	02:03:56:17	02:03:58:20	and we study body systems.
81	02:03:58:22	02:04:00:21	And since we have--
82	02:04:00:23	02:04:03:08	we order frogs to look at the body systems
83	02:04:03:10	02:04:06:26	and compare the frog's systems to the human,
84	02:04:06:28	02:04:08:12	since they're very similar,
85	02:04:08:14	02:04:11:17	and we had a tie to the dance studio there,
86	02:04:11:19	02:04:14:08	and we were looking at all those joints down there yesterday.
87	02:04:14:10	02:04:15:29	And we were using quite a bit of them
88	02:04:16:01	02:04:18:15	and a lot of the muscles, too,
89	02:04:18:17	02:04:21:04	so we're hoping there's a connection.
90	02:04:21:06	02:04:22:25	Abdominal muscles measured.
91	02:04:22:27	02:04:24:24	Just want to know the length, I'm thinking,
92	02:04:24:26	02:04:26:02	for the abdominals.
93	02:04:26:04	02:04:27:02	Where are they?
94	02:04:27:04	02:04:27:28	Where's the abdomen?
95	02:04:28:00	02:04:29:07	I can't even find it.
96	02:04:29:09	02:04:30:23	We're doing a debate
97	02:04:30:25	02:04:32:05	to see if a frog could be a ballet dancer
98	02:04:32:07	02:04:33:28	so when we're dancing,
99	02:04:34:00	02:04:37:01	we could learn parts of our bodies and bones and stuff
100	02:04:37:03	02:04:40:05	that we're going to learn about frogs.
101	02:04:40:07	02:04:41:23	And we gather data
102	02:04:41:25	02:04:44:29	until we know if a frog would be a good ballet dancer
103	02:04:45:01	02:04:47:02	or if it wouldn't be a good ballet dancer.
104	02:04:47:04	02:04:48:16	Will we measure this?
105	02:04:48:18	02:04:50:08	(Hammock) Is that the abdomen?
106	02:04:50:10	02:04:51:16	Is it?
107	02:04:51:18	02:04:52:20	Looks like it is, yeah.

108	02:04:52:22	02:04:54:29	It's four centimeters.
109	02:04:55:01	02:04:57:03	(Grady-Smith)
			I happen to have a planning time
110	02:04:57:05	02:04:59:24	right when Mr. Hammock
			has this science group,
111	02:04:59:26	02:05:03:05	and I've been able to pop in,
			but not regularly,
112	02:05:03:07	02:05:05:18	but I've sort of
			kept pace with him
113	02:05:05:20	02:05:07:23	and checked in
			with the students.
114	02:05:07:25	02:05:10:22	So, moving into the lab
			for the dissection,
115	02:05:10:24	02:05:12:18	they've seen me
			in his setting,
116	02:05:12:20	02:05:15:13	and they've seen Mr. Hammock
			in my setting,
117	02:05:15:15	02:05:17:27	so they've become
			comfortable with that.
118	02:05:17:29	02:05:19:15	<i>How's everybody doing?</i>
119	02:05:19:17	02:05:20:25	Anybody need help
120	02:05:20:27	02:05:23:25	in terms of what we did
			yesterday in the studio?
121	02:05:23:27	02:05:28:13	When we were in first position
			with our femur rotated,
122	02:05:28:15	02:05:33:10	what has the frog got
			as an asset that we don't have?
123	02:05:33:12	02:05:34:10	What's already there?
124	02:05:34:12	02:05:35:24	What's already--
125	02:05:35:26	02:05:38:10	yeah, they're already
			in first position, aren't they?
126	02:05:38:12	02:05:42:00	Right now,
			they're in a <i>demi-plié</i> .
127	02:05:42:02	02:05:45:08	This is what kind of joint?
128	02:05:45:10	02:05:46:21	(student)
			<i>The knee joint?</i>
129	02:05:46:23	02:05:49:13	Mm-hmm, is it
			a rotational joint or a--
130	02:05:49:15	02:05:51:02	it's not a ball-and-socket,
			is it?
131	02:05:51:04	02:05:53:23	What is it?
132	02:05:53:25	02:05:55:03	Like a door has a...
133	02:05:55:05	02:05:56:16	(student)
			<i>A hinge.</i>
134	02:05:56:18	02:05:58:09	(Grady-Smith)
			<i>It's a hinge joint, yeah,</i>
135	02:05:58:11	02:06:02:28	<i>because it works</i>
			<i>just like our knee.</i>
136	02:06:03:00	02:06:05:20	This is the humerus
			up here
137	02:06:05:22	02:06:08:03	where the biceps
			and triceps are.
138	02:06:08:05	02:06:10:25	The bone pointing towards
			the thumb right here--
139	02:06:10:27	02:06:11:27	hold on, Jerry--
140	02:06:11:29	02:06:16:00	right here,

141	02:06:16:02	02:06:17:27	that's the radial ulna 'cause they have combined bones.
142	02:06:19:09	02:06:20:21	(Grady-Smith)
			Okay, y'all?
143	02:06:20:23	02:06:22:15	If you've completed your measurements,
144	02:06:22:17	02:06:24:03	it's time to write down,
145	02:06:24:05	02:06:28:04	"What ways are the anatomy of the frog and the human similar?"
146	02:06:28:06	02:06:32:24	And then the next page is, "What ways are they different?"
147	02:06:32:26	02:06:35:19	So let's try to get some good thoughts down
148	02:06:35:21	02:06:40:11	so we can use these as meat for our debate.
149	02:06:40:13	02:06:42:16	I was in the position for one year
150	02:06:42:18	02:06:44:03	of having to travel
151	02:06:44:05	02:06:46:24	to all ten middle schools in the school system
152	02:06:46:26	02:06:50:08	and work with whatever teacher would let me in,
153	02:06:50:10	02:06:53:16	so I was in this particular position with a science teacher,
154	02:06:53:18	02:06:55:17	and she was not looking forward to my coming
155	02:06:55:19	02:06:57:25	because they were about to dissect frogs,
156	02:06:57:27	02:06:59:02	and she said,
157	02:06:59:04	02:07:00:26	"There's no way that you can relate
158	02:07:00:28	02:07:02:23	to anything I'm doing."
159	02:07:02:25	02:07:04:04	It's like our tibia, right.
160	02:07:04:06	02:07:05:24	It's a combination bone.
161	02:07:05:26	02:07:08:10	And I just happened to go to the bookstore that afternoon
162	02:07:08:12	02:07:10:06	and see <i>Frogs and the Ballet</i> ,
163	02:07:10:08	02:07:11:22	which is this great little book
164	02:07:11:24	02:07:13:16	that's illustrated tongue in cheek
165	02:07:13:18	02:07:16:10	with frogs demonstrating ballet positions.
166	02:07:16:12	02:07:18:25	I was able to get up on the lab table
167	02:07:18:27	02:07:21:02	and stand and demonstrate the positions,
168	02:07:21:04	02:07:23:10	and they would try to put the frog in the positions,
169	02:07:23:12	02:07:26:02	and so it was a minor-league approach
170	02:07:26:04	02:07:28:15	compared to where we're going with it now.

171	02:07:28:17	02:07:30:18	We've really hit our stride
172	02:07:30:20	02:07:32:04	in terms of knowing
			what we want to accomplish.
173	02:07:32:06	02:07:34:23	<i>Now you're moving</i>
			<i>up to the arm area,</i>
174	02:07:34:25	02:07:36:22	<i>and you're gonna go</i>
			<i>from the humerus...</i>
175	02:07:36:24	02:07:38:16	To the what?
			Humerus.
176	02:07:38:18	02:07:39:23	Radial ulna.
177	02:07:39:25	02:07:41:21	(Grady-Smith)
			<i>To the radial ulna.</i>
178	02:07:41:23	02:07:43:21	I love being in the lab,
179	02:07:43:23	02:07:45:05	because they never see me
			this way.
180	02:07:45:07	02:07:46:29	They think I'm this little
			frilly dance teacher
181	02:07:47:01	02:07:49:12	who can't put their hands
			on a frog--
182	02:07:49:14	02:07:50:17	"Ooh, my gosh," you know--
183	02:07:50:19	02:07:52:22	and I was really proud
			of the girls.
184	02:07:52:24	02:07:54:17	Some of them
			were saying, you know,
185	02:07:54:19	02:07:56:08	they really didn't
			want to do it
186	02:07:56:10	02:07:58:12	and, you know, making
			all sorts of noises
187	02:07:58:14	02:08:00:15	yesterday
			and also this morning,
188	02:08:00:17	02:08:01:20	and they got into it,
189	02:08:01:22	02:08:03:17	and they actually
			touched it
190	02:08:03:19	02:08:05:05	and actually did
			some things on it,
191	02:08:05:07	02:08:06:18	so I was happy with that.
192	02:08:06:20	02:08:09:11	I was wondering if they were
			really gonna shy off
193	02:08:09:13	02:08:11:11	and let their partner
			do all the work,
194	02:08:11:13	02:08:14:08	but it was a collaborative
			effort with the teams.
195	02:08:14:10	02:08:15:21	Yeah, well, I think,
196	02:08:15:23	02:08:17:14	your being
			in the studio, you know,
197	02:08:17:16	02:08:20:15	they've gotten the idea,
			"Hey, these two know each other.
198	02:08:20:17	02:08:21:26	"They work together.
199	02:08:21:28	02:08:23:20	They're always talking
			about us," you know,
200	02:08:23:22	02:08:26:03	so they know we're
			in cahoots on all this.
201	02:08:26:05	02:08:27:15	It's really fun.
202	02:08:27:17	02:08:30:29	I found this cool
			coloring book,
203	02:08:31:01	02:08:34:07	so I made some overheads

204 02:08:34:09 that we're going to work on.
 02:08:35:28 Burl knows
 205 02:08:36:00 that I love science,
 206 02:08:37:20 02:08:37:18 so we've brainstormed
 02:08:40:18 about ways for him
 to do things in his classroom
 207 02:08:40:20 02:08:42:08 that are
 a little bit different.
 208 02:08:42:10 02:08:44:02 So we'll do
 some of these:
 209 02:08:44:04 02:08:47:14 little *temps levé*,
pas de chat.
 210 02:08:47:16 02:08:49:03 This is
 a perfect frog shape.
 211 02:08:49:05 02:08:50:29 (Hammock)
 Well, I think
 they probably realize
 212 02:08:51:01 02:08:52:13 that we do have
 other interests,
 213 02:08:52:15 02:08:54:06 that we can do something
 214 02:08:54:08 02:08:58:19 besides what they see us do
 in the class all the time.
 215 02:08:58:21 02:09:00:28 Maybe she can
 try to cut a frog up,
 216 02:09:01:00 02:09:02:18 or maybe
 we can try to dance.
 217 02:09:02:20 02:09:04:11 (Grady-Smith)
One and one, and rest.
 218 02:09:04:13 02:09:06:29 *Arms come down.*
Never lose the pose.
 219 02:09:07:01 02:09:09:02 *Ecarté.*
 220 02:09:09:04 02:09:11:26 *Tombé.*
 221 02:09:11:28 02:09:13:20 *And come back up.*
 222 02:09:15:27 02:09:17:28 The interesting thing,
 to me, in watching this
 223 02:09:18:00 02:09:21:02 was the sense of purpose that
 students had in both classes.
 224 02:09:21:04 02:09:24:08 I think the science--
 the frog dissection
 225 02:09:24:10 02:09:25:15 lent a sense of purpose
 226 02:09:25:17 02:09:27:10 to the kids
 in the dance studio,
 227 02:09:27:12 02:09:31:04 and--as did the dance lessons
 to the dissection.
 228 02:09:31:06 02:09:33:12 You know, I got the sense
 that the kids
 229 02:09:33:14 02:09:35:05 were really learning
 something deep
 230 02:09:35:07 02:09:37:22 in this lesson
 because of this collaboration.
 231 02:09:37:24 02:09:39:23 (Schweickert)
I was imagining learning this
 232 02:09:39:25 02:09:41:22 in a book,
 just with a textbook,
 233 02:09:41:24 02:09:44:21 then the hands-on approach,
 234 02:09:44:23 02:09:46:14 and then

the whole body-on approach.

235 02:09:46:16 02:09:49:02 And the more you can
physically engage the students,

236 02:09:49:04 02:09:51:23 I think, the more they are
attached to the learning.

237 02:09:51:25 02:09:56:02 Well, they're very absorbed
in their physicality

238 02:09:56:04 02:09:57:17 at this age.

239 02:09:57:19 02:09:58:29 Everything's changing,

240 02:09:59:01 02:10:00:16 and it's changing
at such a rapid rate

241 02:10:00:18 02:10:01:22 that it can build in

242 02:10:01:24 02:10:03:10 a tremendous amount
of insecurity.

243 02:10:03:12 02:10:06:09 *And they have
these mammoth mirrors,*

244 02:10:06:11 02:10:07:28 and they're watching themselves,

245 02:10:08:00 02:10:10:01 and they're doing things
that are unfamiliar.

246 02:10:10:03 02:10:12:06 They're taking a huge risk,
and they're doing it

247 02:10:12:08 02:10:14:09 in the presence
of males and females.

248 02:10:14:11 02:10:16:07 And all of those things,

249 02:10:16:09 02:10:18:05 though they seem
like baby steps,

250 02:10:18:07 02:10:20:25 are great big strides
for adolescents.

251 02:10:20:27 02:10:23:21 I think that would cross over
into literature and music

252 02:10:23:23 02:10:25:09 and all of the arts,

253 02:10:25:11 02:10:27:19 because it's really the same
fundamental question:

254 02:10:27:21 02:10:29:07 Who are you,

255 02:10:29:09 02:10:31:05 and how are you gonna
present that to the world

256 02:10:31:07 02:10:33:01 through your art form?

257 02:10:33:03 02:10:36:26 You know, in the visual arts--
say, Picasso, for instance,

258 02:10:36:28 02:10:39:08 who went through
many different phase shifts

259 02:10:39:10 02:10:42:01 *in his blue period
and the various periods*

260 02:10:42:03 02:10:45:00 that his artwork has been
categorized into--

261 02:10:45:02 02:10:46:23 that would certainly
lend itself

262 02:10:46:25 02:10:49:02 to a discussion
of the emotional responses

263 02:10:49:04 02:10:51:26 *that adolescents go through*

264 02:10:51:28 02:10:54:09 and the physical changes
that they're going through.

265 02:10:54:11 02:10:55:16 Or in music, for instance--

266 02:10:55:18 02:10:57:12 and that's not
my background, but--

267 02:10:57:14 02:11:01:02 you know, certainly we talk

about mood and emotion in music.

268 02:11:01:04 02:11:03:03 Adolescents often use music
 269 02:11:03:05 02:11:05:09 almost as a form
 of self-medication
 270 02:11:05:11 02:11:07:10 when they put on
 the headphones.
 271 02:11:07:12 02:11:09:09 And if you can tap into that
 272 02:11:09:11 02:11:13:04 and get them to see
 how different forms of music
 273 02:11:13:06 02:11:15:14 or different styles
 can express moods,
 274 02:11:15:16 02:11:18:29 it'll help them
 almost with another language.
 275 02:11:19:01 02:11:20:15 It's always interesting
 for me,
 276 02:11:20:17 02:11:22:10 in working with students
 in the theatres,
 277 02:11:22:12 02:11:23:27 to see the students
 278 02:11:23:29 02:11:26:07 *that will use*
that time to explore
 279 02:11:26:09 02:11:29:00 the other people
 that they could be.
 280 02:11:29:02 02:11:32:16 *And one of the successes*
that I've had
 281 02:11:32:18 02:11:36:03 is using that as a device
 in working with students
 282 02:11:36:05 02:11:38:10 integrating theatre
 with language arts
 283 02:11:38:12 02:11:40:07 or social studies
 because of the fact
 284 02:11:40:09 02:11:43:10 that it allows them
 to step out of themselves
 285 02:11:43:12 02:11:45:28 and into another's shoes.
 286 02:11:46:00 02:11:50:09 *(Percival)*
And in language arts,
we have an ongoing journal.
 287 02:11:50:11 02:11:51:18 If I were working with you
 288 02:11:51:20 02:11:53:08 as the language arts teacher
 on your team
 289 02:11:53:10 02:11:55:12 and the science teacher,
 I would want them to be
 290 02:11:55:14 02:11:56:27 *writing on,*
"What did it feel like
 291 02:11:56:29 02:12:00:04 *"to be a scientist,*
to be a biologist cutting in--
 292 02:12:00:06 02:12:01:16 *"What did that feel like?*
 293 02:12:01:18 02:12:03:26 *"Do you think that's something*
you would want to do,
 294 02:12:03:28 02:12:05:04 *"you know, more in your life?*
 295 02:12:05:06 02:12:06:29 *"And how would it feel*
 296 02:12:07:01 02:12:09:23 *to be a ballet dancer*
and have to be doing this?"
 297 02:12:09:25 02:12:13:21 You know how we like
 science classes to have a lab?
 298 02:12:13:23 02:12:17:02 Well, to me,
 it seems that

299	02:12:17:04	02:12:19:01	the arts are this lab
300	02:12:19:03	02:12:21:19	for experimenting
			with life events.
301	02:12:21:21	02:12:24:21	And it's a safe context,
			you know,
302	02:12:24:23	02:12:27:01	and you'd get
			to learn something from it.
303	02:12:27:03	02:12:28:26	(Baxley)
			<i>The arts have always been,</i>
304	02:12:28:28	02:12:30:10	and they have always
			been meant to be
305	02:12:30:12	02:12:32:14	a way of exploring content,
306	02:12:32:16	02:12:34:01	a way of exploring our lives.
307	02:12:34:03	02:12:36:17	And if you don't have
			any content,
308	02:12:36:19	02:12:39:19	it just becomes
			an academic exercise.
309	02:12:39:21	02:12:41:00	And we've mentioned before
310	02:12:41:02	02:12:42:23	how the frogs gave them
			a reason to dance.
311	02:12:42:25	02:12:44:23	It gave them something
			to dance about.
312	02:12:55:11	02:12:59:01	Our next example
			is also from Noel's school.
313	02:12:59:03	02:13:00:20	An eight grade
			language arts class
314	02:13:00:22	02:13:03:25	is reading a book about
			a teenager who becomes a hero.
315	02:13:03:27	02:13:06:09	The language arts teacher
			and the visual art teacher
316	02:13:06:11	02:13:08:29	collaborate
			on an integrated project.
317	02:13:09:01	02:13:10:13	Taking their inspiration
318	02:13:10:15	02:13:12:18	from Judy Chicago's
			<i>The Dinner Party,</i>
319	02:13:12:20	02:13:14:24	they ask the students
			to create place settings
320	02:13:14:26	02:13:17:17	that represent the characters
			in the book.
321	02:13:17:19	02:13:22:01	As you watch, consider the ways
			that students explore the novel.
322	02:13:30:28	02:13:35:17	You already know that you're
			gonna take a place setting
323	02:13:35:19	02:13:39:17	and use that idea to represent
			a character in a book.
324	02:13:39:19	02:13:43:06	First they'll brainstorm
			about their place settings,
325	02:13:43:08	02:13:45:00	and in that process,
326	02:13:45:02	02:13:47:27	they'll have to go through
			some planning, collaboration.
327	02:13:47:29	02:13:49:18	We have a handout for them
328	02:13:49:20	02:13:54:13	to just do thumbnail sketches
			of their place setting.
329	02:13:54:15	02:13:59:09	We have to think in terms of:
			What do we want others to know?
330	02:13:59:11	02:14:02:27	What do we want to tell others

in our place setting?

331 02:14:02:29 02:14:05:12 *Okay, and then*
you're gonna have the flames.

332 02:14:05:14 02:14:08:27 *(Jo Beth)*
And the flames also represent
hatred and anger,

333 02:14:08:29 02:14:10:17 because he doesn't like
the way he is

334 02:14:10:19 02:14:13:00 because of the plane crash.

335 02:14:13:02 02:14:15:00 And then these are the wings
of the airplane.

336 02:14:15:02 02:14:18:08 They will begin to think
in terms of:

337 02:14:18:10 02:14:19:29 Who is the character?

338 02:14:20:01 02:14:21:22 What are the themes?

339 02:14:21:24 02:14:25:11 And think in a visual way.

340 02:14:25:13 02:14:29:29 They can converse and share
their ideas and thoughts

341 02:14:30:01 02:14:34:13 on the symbolism
that they could use.

342 02:14:34:15 02:14:36:27 We write one of the things down
and draw--

343 02:14:36:29 02:14:39:02 You don't want to write anything
in those boxes.

344 02:14:39:04 02:14:42:09 You want to draw pictures

345 02:14:42:11 02:14:44:00 that are gonna deliver
the message.

346 02:14:44:02 02:14:45:15 You know the art
that we saw?

347 02:14:45:17 02:14:47:08 You know how it gave us
an idea,

348 02:14:47:10 02:14:50:13 it gave us a theme
or a message?

349 02:14:50:15 02:14:52:06 Think of the pictures

350 02:14:52:08 02:14:55:19 that you're gonna use
to deliver a message.

351 02:14:55:21 02:14:58:10 *(Ellis)*
At that point, when they have
everything planned,

352 02:14:58:12 02:15:00:24 they can begin
to collect their materials

353 02:15:00:26 02:15:02:28 and start working
on their place setting.

354 02:15:03:00 02:15:05:15 [pounding]

355 02:15:05:17 02:15:09:00 The students are using
a wide range of media.

356 02:15:09:02 02:15:11:23 They're using fabric.

357 02:15:11:25 02:15:13:17 They're using paint.

358 02:15:13:19 02:15:16:10 They're using a printmaking
process with paint

359 02:15:16:12 02:15:21:04 and with foam that they have
actually cut out pieces

360 02:15:21:06 02:15:24:10 to glue on a block
and do block prints.

361 02:15:24:12 02:15:27:05 They're using clay
in this project.

362	02:15:27:07	02:15:30:06	So they're able
			to take all of these
363	02:15:30:08	02:15:33:04	and put them
			into one finished project.
364	02:15:33:06	02:15:37:24	I think that allowing them
			to use a large range of media
365	02:15:37:26	02:15:43:04	will allow them
			to better interpret the book.
366	02:15:43:06	02:15:45:11	(Adams)
			I think one of the most
			significant parts
367	02:15:45:13	02:15:46:27	of this kind of learning
368	02:15:46:29	02:15:49:16	is that the students
			actually control what goes on
369	02:15:49:18	02:15:51:12	in this final product.
370	02:15:51:14	02:15:53:21	I don't tell them,
			"You must use clay,"
371	02:15:53:23	02:15:56:18	or, "You must use
			this color of paint."
372	02:15:56:20	02:16:01:08	They have far more ownership,
373	02:16:01:10	02:16:03:19	far more control
			over what they do.
374	02:16:03:21	02:16:05:11	(Ellis)
			<i>Oh, that one's good.</i>
			<i>Okay.</i>
375	02:16:05:13	02:16:07:24	I think this right here
			will help me more to understand
376	02:16:07:26	02:16:10:12	how Chip felt in his body,
377	02:16:10:14	02:16:13:05	and I think that's it.
378	02:16:13:07	02:16:15:00	When I was little,
			I didn't used to draw.
379	02:16:15:02	02:16:16:12	I used to like going outside,
380	02:16:16:14	02:16:18:00	playing in the mud
			and stuff like that
381	02:16:18:02	02:16:19:20	and getting dirty.
382	02:16:19:22	02:16:21:27	Then it's like when I came
			down here in the sixth grade,
383	02:16:21:29	02:16:24:12	it's like they introduced me
			to arts and stuff like that,
384	02:16:24:14	02:16:25:21	and I just really got into it.
385	02:16:25:23	02:16:27:03	The plate represents--
386	02:16:27:05	02:16:29:08	this side represents
			his scarred face,
387	02:16:29:10	02:16:32:24	and this side--
388	02:16:32:26	02:16:36:06	I tried to think of something
			like coming out,
389	02:16:36:08	02:16:37:25	and I thought of a sunrise,
390	02:16:37:27	02:16:41:23	and this represents the sunrise
			and represents him coming out.
391	02:16:41:25	02:16:43:26	And I'm going to paint
			this side black,
392	02:16:43:28	02:16:45:03	and that's gonna be him--
393	02:16:45:05	02:16:46:21	I'm gonna paint him black also,
394	02:16:46:23	02:16:48:17	and it's gonna be him
			reaching for the sun,
395	02:16:48:19	02:16:51:13	which means him coming--

396 02:16:51:15 02:16:55:05 coming out and exposing himself
 to everyone.
 397 02:16:55:07 02:16:58:05 As I go around the room
 and talk with the students
 398 02:16:58:07 02:16:59:24 about what they're doing
 399 02:16:59:26 02:17:02:13 and why they're choosing
 the media that they're choosing
 400 02:17:02:15 02:17:04:09 or the symbols
 that they're choosing,
 401 02:17:04:11 02:17:06:12 I will informally
 be able to tell
 402 02:17:06:14 02:17:08:00 what they know
 about that novel
 403 02:17:08:02 02:17:10:14 and how deeply they understand
 and have comprehended
 404 02:17:10:16 02:17:12:04 what we've read.
 405 02:17:12:06 02:17:14:21 Cindy is far better versed
 than I am
 406 02:17:14:23 02:17:17:01 in how well students
 have used the media
 407 02:17:17:03 02:17:19:17 to portray
 what they want to portray.
 408 02:17:19:19 02:17:22:22 My assessment
 will actually be more involved
 409 02:17:22:24 02:17:27:07 in having the kids tell me
 what they have intended to do.
 410 02:17:27:09 02:17:29:22 I will listen to the words
 that they say
 411 02:17:29:24 02:17:31:04 while I watch them
 412 02:17:31:06 02:17:33:08 and see what their final product
 looks like,
 413 02:17:33:10 02:17:34:23 but I'll be dependent on Cindy
 414 02:17:34:25 02:17:37:11 to know how well
 they've actually used the media.
 415 02:17:37:13 02:17:40:22 What else have you thought about
 with this place mat?
 416 02:17:40:24 02:17:43:06 What's the place mat
 supposed to represent?
 417 02:17:43:08 02:17:45:05 Food.
 418 02:17:45:07 02:17:46:27 (boy)
The person
that you're talking about.
 419 02:17:46:29 02:17:48:02 *Foundation.*
 420 02:17:48:04 02:17:49:12 The foundation,
 421 02:17:49:14 02:17:51:10 like, who the character is,
 right?
 422 02:17:51:12 02:17:53:23 Yeah, we could, like,
 put his face, like, right there.
 423 02:17:53:25 02:17:55:08 We could put his face
 on the plate,
 424 02:17:55:10 02:17:57:24 and then, like,
 on the sides of the place mat--
 425 02:17:57:26 02:17:59:28 Put, like, different words
 that describe him.
 426 02:18:00:02 02:18:01:09 Yeah, put, like,

a forest--

427 02:18:01:11 02:18:02:21 All right, now,
we want to stay

428 02:18:02:23 02:18:04:13 as much away from words
as we can.

429 02:18:04:15 02:18:06:10 You know,
we've read a lot of words,

430 02:18:06:12 02:18:08:25 and so we want this
to be a real art project.

431 02:18:08:27 02:18:11:13 We could, like, draw, like,
the trees and stuff.

432 02:18:11:15 02:18:13:01 Okay, trees.

433 02:18:13:03 02:18:16:10 What are the trees
gonna symbolize for Chip?

434 02:18:16:12 02:18:19:06 (Ellis)
It's very helpful
to have two-teacher teams

435 02:18:19:08 02:18:20:20 working with these students,

436 02:18:20:22 02:18:23:14 because they're each doing
something different,

437 02:18:23:16 02:18:26:01 and even though
they're doing the same project,

438 02:18:26:03 02:18:28:01 they have different problems
that come up,

439 02:18:28:03 02:18:32:11 so having both of us
rotating around the room,

440 02:18:32:13 02:18:33:29 we can address the issues.

441 02:18:34:01 02:18:36:06 Kathy can help them
rethink about the themes

442 02:18:36:08 02:18:39:04 and rethink about the characters
in the novel.

443 02:18:39:06 02:18:41:04 I can go around and do that,

444 02:18:41:06 02:18:44:22 but I can also assist them
with technical problems--

445 02:18:44:24 02:18:47:01 you know, painting the fabric,
cutting the fabric,

446 02:18:47:03 02:18:50:00 or putting the clay together.

447 02:18:50:02 02:18:53:26 (Adams)
I know that adding the arts
enriches my curriculum.

448 02:18:53:28 02:18:55:21 It's more exciting for me.

449 02:18:55:23 02:18:58:10 I know it's more exciting
for the students.

450 02:18:58:12 02:19:00:13 When students read
and then are able

451 02:19:00:15 02:19:03:08 to put themselves
in the place of the characters

452 02:19:03:10 02:19:06:15 and then produce something
visually,

453 02:19:06:17 02:19:11:09 I think that it makes
a very strong connection.

454 02:19:11:11 02:19:12:27 The final place settings

455 02:19:12:29 02:19:15:04 will be displayed
in the Media Center.

456 02:19:15:06 02:19:16:19 We'll probably set it up

457 02:19:16:21 02:19:20:23 somewhat like

458 02:19:20:25 Judy Chicago's piece.
 02:19:22:23 The happiness,
 we painted it yellow
 459 02:19:22:25 02:19:24:16 'cause of the happiness
 inside of him.
 460 02:19:24:18 02:19:26:19 The blackness
 is the darkness inside of him.
 461 02:19:26:21 02:19:29:05 And this is our bowl.
 462 02:19:29:07 02:19:30:23 This is the darkness
 inside of him.
 463 02:19:30:25 02:19:33:06 One side is darkness,
 and one side is the happiness.
 464 02:19:33:08 02:19:35:03 In the middle's a brick.
 465 02:19:35:05 02:19:37:18 And as you can see,
 the animals on the side
 466 02:19:37:20 02:19:39:15 and the animals and stuff--
 467 02:19:39:17 02:19:41:11 he protected the animals
 in the forest.
 468 02:19:41:13 02:19:45:26 Like, this is a bear, a rabbit,
 animals, a little duck.
 469 02:19:45:28 02:19:48:19 The left side
 of the top part of the face
 470 02:19:48:21 02:19:52:16 represents where he has got
 burnt in the plane crash,
 471 02:19:52:18 02:19:56:00 and the right side represents
 where he was fine;
 472 02:19:56:02 02:19:57:18 there was nothing wrong,
 really.
 473 02:19:57:20 02:20:00:07 And the red represents
 the anger he felt
 474 02:20:00:09 02:20:04:03 when people was picking on him
 about the way he looked.
 475 02:20:04:05 02:20:06:14 And the inside right here
 476 02:20:06:16 02:20:13:03 represents when his whole
 inside of his body was whole.
 477 02:20:13:05 02:20:17:05 The bowl represents
 the sacrifice he had made
 478 02:20:17:07 02:20:18:21 for the bears.
 479 02:20:18:23 02:20:22:17 He sacrificed a little bit
 of his life to save the bears.
 480 02:20:22:19 02:20:24:25 And, you know,
 that's the trees,
 481 02:20:24:27 02:20:28:08 and there goes the bushes,
 the water, and the ground.
 482 02:20:30:04 02:20:33:11 This right here
 symbolize Chip,
 483 02:20:33:13 02:20:35:15 and this right here
 is just trees,
 484 02:20:35:17 02:20:37:09 but in the background,
 there's a cross
 485 02:20:37:11 02:20:40:26 that represent for all
 the dead bears in the book,
 486 02:20:40:28 02:20:42:15 since there was a lot of them.
 487 02:20:42:17 02:20:44:02 And then
 the little squiggly lines
 488 02:20:44:04 02:20:45:13 is just the moods he been in.

489	02:20:45:15	02:20:47:06	He been in a shady mood.
490	02:20:47:08	02:20:49:22	He been in a quiet mood.
491	02:20:49:24	02:20:52:05	And then on the rest of it,
492	02:20:52:07	02:20:56:15	it just goes on with the decoration.
493	02:20:56:17	02:20:59:01	It's, like, a plate I made of Chip Clewt,
494	02:20:59:03	02:21:02:25	and it represents, like, him through the whole book.
495	02:21:02:27	02:21:04:24	Like, these colors--
496	02:21:04:26	02:21:09:04	this, I used, like, a dark blue and mixed it with this purple,
497	02:21:09:06	02:21:12:17	and that's, like, something-- through the book, he was sad.
498	02:21:12:19	02:21:14:03	And, like, this color right here,
499	02:21:14:05	02:21:15:17	this pink is colors I made--
500	02:21:15:19	02:21:19:00	I made that, like, 'cause through some of the book,
501	02:21:19:02	02:21:20:15	he was, like, happy.
502	02:21:20:17	02:21:23:24	And, like, this green-- this green color,
503	02:21:23:26	02:21:27:18	it represent, like, how he felt about his father.
504	02:21:27:20	02:21:30:03	And this dark-- well, this other orange-red
505	02:21:30:05	02:21:32:03	is 'cause of how he felt about the bears.
506	02:21:32:05	02:21:34:14	Like, the feathers is, like, him.
507	02:21:34:16	02:21:37:09	Like, at first, he's not soaring so high
508	02:21:37:11	02:21:38:14	and, like, flying.
509	02:21:38:16	02:21:40:06	Like, you could compare him to a bird,
510	02:21:40:08	02:21:42:05	because, like, birds with broken wings,
511	02:21:42:07	02:21:44:03	they don't fly.
512	02:21:44:05	02:21:46:09	But then it's like when he come out,
513	02:21:46:11	02:21:48:12	he can fly now,
514	02:21:48:14	02:21:51:25	and he not scared anymore.
515	02:21:59:15	02:22:01:15	(Adams) You know, I just think the students
516	02:22:01:17	02:22:02:26	did an outstanding job.
517	02:22:02:28	02:22:05:06	Actually, they went far beyond what I expected them
518	02:22:05:08	02:22:06:25	to be able to do with this project.
519	02:22:06:27	02:22:09:09	One of the things I was really concerned about is--
520	02:22:09:11	02:22:10:19	you know, we had talked about
521	02:22:10:21	02:22:12:08	we wanted it to be out of the box.

522	02:22:12:10	02:22:14:28	We didn't want it just to be representational like--
523	02:22:15:00	02:22:17:27	you know, we wanted them to be able to portray themes
524	02:22:17:29	02:22:20:13	and do it through symbolism and so on.
525	02:22:20:15	02:22:23:02	And I'm just amazed at what they were able to create.
526	02:22:23:04	02:22:28:15	They were able to go beyond what they normally would do
527	02:22:28:17	02:22:30:15	even if they were given an art project
528	02:22:30:17	02:22:35:19	instead of just doing the painting on the place mat
529	02:22:35:21	02:22:37:24	and that being representational.
530	02:22:37:26	02:22:40:02	They were able to see how they can manipulate
531	02:22:40:04	02:22:44:24	and mold and form other things, materials
532	02:22:44:26	02:22:50:05	to express the different characteristics
533	02:22:50:07	02:22:51:14	of that character.
534	02:22:51:16	02:22:53:15	They really understand the richness
535	02:22:53:17	02:22:55:21	of how an author takes a character
536	02:22:55:23	02:22:58:04	and shapes him or her.
537	02:22:58:06	02:22:59:17	I think they understand now
538	02:22:59:19	02:23:02:25	about all the components of a novel
539	02:23:02:27	02:23:05:26	and how an author develops themes
540	02:23:05:28	02:23:08:14	through, you know, the way the plot develops
541	02:23:08:16	02:23:11:06	and then the way the characters are introduced and so on.
542	02:23:11:08	02:23:13:13	The project was really good for me
543	02:23:13:15	02:23:18:17	in that I learned, first of all, what kids are capable of doing.
544	02:23:18:19	02:23:21:18	Sometimes we just see the surface
545	02:23:21:20	02:23:24:00	of what kids are thinking.
546	02:23:24:02	02:23:26:11	Sometimes they can tell you what the character said
547	02:23:26:13	02:23:27:16	or what the character did,
548	02:23:27:18	02:23:28:28	but they really have a hard time
549	02:23:29:00	02:23:31:25	talking about what motivates the character.
550	02:23:31:27	02:23:34:19	They have a hard time going to a deeper,
551	02:23:34:21	02:23:37:18	sort of an analytic level with literature.
552	02:23:37:20	02:23:41:17	And so I really am more aware now

553	02:23:41:19	02:23:45:03	of what kids at this age level can do with literature.
554	02:23:48:21	02:23:51:03	(Grady-Smith) Knowing these students as I do,
555	02:23:51:05	02:23:53:16	I'm just so pleased, because--
556	02:23:53:18	02:23:57:28	I don't have the advantage of being in that classroom,
557	02:23:58:00	02:24:00:25	but you can feel the learning going on.
558	02:24:00:27	02:24:03:29	So I think they were very involved
559	02:24:04:01	02:24:05:10	physically in production,
560	02:24:05:12	02:24:07:16	visually, orally,
561	02:24:07:18	02:24:09:15	taking in a lot of information.
562	02:24:09:17	02:24:11:22	One of the teachers said that this project
563	02:24:11:24	02:24:16:00	helped the students go to a deeper analytic level.
564	02:24:16:02	02:24:19:13	And I was thinking to myself that in some ways,
565	02:24:19:15	02:24:22:22	visual composition is easier for students to comprehend
566	02:24:22:24	02:24:25:01	because it is all visible at once.
567	02:24:25:03	02:24:27:18	You know, you don't experience it over time.
568	02:24:27:20	02:24:30:25	You can experience the entire composition in a moment.
569	02:24:30:27	02:24:33:02	(Wright) <i>I'm glad that Rachael made that point.</i>
570	02:24:33:04	02:24:34:08	<i>I know in the past,</i>
571	02:24:34:10	02:24:36:14	<i>when faced with struggling writers,</i>
572	02:24:36:16	02:24:39:28	I've often pulled back and done some kind of art project
573	02:24:40:00	02:24:43:01	and just let the kids go off on their own
574	02:24:43:03	02:24:45:11	and create whatever it is that they choose to create
575	02:24:45:13	02:24:46:23	and then come back and discuss
576	02:24:46:25	02:24:49:02	<i>how that's like the writing process.</i>
577	02:24:49:04	02:24:50:19	I think the flip side of that--
578	02:24:50:21	02:24:52:12	the students who probably struggled
579	02:24:52:14	02:24:55:11	at creating something visually
580	02:24:55:13	02:24:57:28	were helped by the discussions they had with the teachers.
581	02:24:58:00	02:24:59:15	And we heard the teacher saying,

582	02:24:59:17	02:25:01:16	"Well, now, remember, this is about the book.
583	02:25:01:18	02:25:02:24	"What is there about the book
584	02:25:02:26	02:25:05:01	"that you would want to say something about,
585	02:25:05:03	02:25:07:09	and what kind of pictures would you associate with that?"
586	02:25:07:11	02:25:08:29	And they spent some time in sketches.
587	02:25:09:01	02:25:10:28	They planned it out before they created it.
588	02:25:11:00	02:25:12:13	And it wasn't just:
589	02:25:12:15	02:25:14:18	"Here's some clay. Make something about the book."
590	02:25:14:20	02:25:16:11	That there was a distinct plan to that,
591	02:25:16:13	02:25:18:10	and it allowed the weaknesses and strengths
592	02:25:18:12	02:25:21:15	of both kinds of students
593	02:25:21:17	02:25:22:24	to engage the other.
594	02:25:22:26	02:25:24:22	(Hoffman-Dachelet) <i>I'm a strong believer</i>
595	02:25:24:24	02:25:25:26	<i>that whenever you do</i>
596	02:25:25:28	02:25:27:06	a visual arts project,
597	02:25:27:08	02:25:29:07	the kids need to be able to decide some element.
598	02:25:29:09	02:25:31:13	They need to take total ownership of some element.
599	02:25:31:15	02:25:32:25	So in this case,
600	02:25:32:27	02:25:35:02	the subject matter was predetermined,
601	02:25:35:04	02:25:37:23	but the students could self-select the medium
602	02:25:37:25	02:25:39:10	within their group.
603	02:25:39:12	02:25:40:28	You know, this one wanted to work with clay.
604	02:25:41:00	02:25:42:21	This one wanted to do painting.
605	02:25:42:23	02:25:43:28	This one wanted to do printmaking.
606	02:25:44:00	02:25:45:13	And I think that's really crucial,
607	02:25:45:15	02:25:47:12	that you give students that sense of control
608	02:25:47:14	02:25:50:04	<i>and ownership of some element.</i>
609	02:25:50:06	02:25:52:18	Do you think that that's why the students
610	02:25:52:20	02:25:56:21	were so articulate-- because of the ownership?
611	02:25:56:23	02:25:58:14	I think so, yes.
612	02:25:58:16	02:26:00:24	I think the ownership and also the comfort level,
613	02:26:00:26	02:26:02:28	because some kids are more three-dimensional;
614	02:26:03:00	02:26:04:19	some kids

615 02:26:04:21 are more two-dimensional,
 02:26:06:28 you know, in their thinking
 616 02:26:07:00 and in their processes.
 02:26:10:02 So giving them that out
 617 02:26:10:04 and that sort of safe zone
 02:26:12:22 of getting to pick the thing
 618 02:26:12:24 they're more comfortable with
 02:26:14:11 then, I think,
 allowed them
 619 02:26:14:13 to take more risks
 with the content.
 620 02:26:17:15 02:26:19:11 *(Grady-Smith)*
And the teachers framed it
 621 02:26:19:13 02:26:21:19 *so it was accessible*
to everybody.
 622 02:26:21:21 02:26:22:22 Every learner had a way
 623 02:26:22:24 02:26:24:18 of being successful
 with the project.
 624 02:26:24:20 02:26:28:01 And I just love the fact
 that there was never a question
 625 02:26:28:03 02:26:30:19 of whether they would be able
 to do this or not.
 626 02:26:30:21 02:26:32:27 You know, it was always
 that they were just gonna
 627 02:26:32:29 02:26:34:28 keep moving forward.
 628 02:26:35:00 02:26:36:20 And Cindy had said,
 "You won't believe
 629 02:26:36:22 02:26:38:15 what they're gonna look like
 at the end."
 630 02:26:38:17 02:26:39:24 And, you know,
 I think Kathy
 631 02:26:39:26 02:26:41:27 was drawn
 into that whole process
 632 02:26:41:29 02:26:43:24 of, "This is gonna be great,"
 you know,
 633 02:26:43:26 02:26:47:07 even though she had not really
 a way to imagine.
 634 02:26:47:09 02:26:49:21 *(Wright)*
Well, and she created
an opportunity
 635 02:26:49:23 02:26:53:19 for success in more than just,
 you know, the artistic areas.
 636 02:26:53:21 02:26:56:13 I believe it was Ashley
 had this wonderful plate with--
 637 02:26:56:15 02:26:59:02 she was talking
 about the symbolism behind it--
 638 02:26:59:04 02:27:00:14 a figure that was reaching up
 639 02:27:00:16 02:27:03:20 at a treelike shape
 on the plate.
 640 02:27:03:22 02:27:07:02 You know, it just struck me
 as a language arts teacher.
 641 02:27:07:04 02:27:08:29 She's talking about metaphor
 and simile.
 642 02:27:09:01 02:27:12:23 And how many--I can think
 of many times, you know,
 643 02:27:12:25 02:27:15:05 how difficult it is

644 02:27:15:07 to teach concepts like that,
 02:27:17:17 and yet here kids are,
 645 02:27:17:19 dealing with it naturally.
 02:27:22:04 Kathy said
 646 02:27:22:06 that she usually only saw
 02:27:24:01 the surface understanding
 of students,
 647 02:27:24:03 02:27:26:03 and I was thinking,
 so often in language arts,
 648 02:27:26:05 02:27:28:04 we'll read something,
 and we'll discuss it,
 649 02:27:28:06 02:27:30:04 and we'll maybe do something
 with it.
 650 02:27:30:06 02:27:34:28 But there isn't time for the
 students to really reflect
 651 02:27:35:00 02:27:36:16 on the worlds
 they've just entered
 652 02:27:36:18 02:27:38:02 and the characters
 they've met.
 653 02:27:38:04 02:27:40:07 And this project
 allowed them time to do that.
 654 02:27:40:09 02:27:42:12 (*Hoffman-Dachelet*)
Sometimes,
 655 02:27:42:14 02:27:44:01 if we leave them
 to their own devices,
 656 02:27:44:03 02:27:45:20 we could give them years,
 657 02:27:45:22 02:27:46:29 and they still
 wouldn't think about it.
 658 02:27:47:01 02:27:48:28 But if we give them something
 to manipulate,
 659 02:27:49:00 02:27:51:12 by the end of that process,
 whatever that may be--
 660 02:27:51:14 02:27:52:18 you know, by the end
 661 02:27:52:20 02:27:54:03 of creating
 the theatre production
 662 02:27:54:05 02:27:56:00 or composing a dance--
 663 02:27:56:02 02:27:57:12 that by the end of it,
 664 02:27:57:14 02:27:59:00 they have worked through
 those issues
 665 02:27:59:02 02:28:01:09 because they've been
 engaged in it.
 666 02:28:11:04 02:28:13:02 Now we're going to look
 at another unit
 667 02:28:13:04 02:28:15:06 that draws on literature.
 668 02:28:15:08 02:28:18:22 Jane Percival teaches in a small
 New England community.
 669 02:28:18:24 02:28:21:16 She and her team based
 an integrated unit of study
 670 02:28:21:18 02:28:25:10 on Thornton Wilder's
 classic play *Our Town*.
 671 02:28:25:12 02:28:27:27 Students explored the play
 through social studies,
 672 02:28:27:29 02:28:31:11 theatre, music,
 and visual art.
 673 02:28:31:13 02:28:35:15 As you watch, consider
 how learning in one content area

674	02:28:35:17	02:28:38:11	leads to exploration in another.
675	02:28:46:21	02:28:50:23	(Percival) <i>Our Town</i> is a play about--
676	02:28:50:25	02:28:53:22	well, Act I is about growing up.
677	02:28:53:24	02:28:56:20	Act II is about love and marriage.
678	02:28:56:22	02:29:01:02	And Act III is about death.
679	02:29:01:04	02:29:02:21	And a stage manager takes us through
680	02:29:02:23	02:29:05:16	those three stages of life
681	02:29:05:18	02:29:08:01	in a small town that doesn't have much going for it
682	02:29:08:03	02:29:10:25	except that people stay there.
683	02:29:10:27	02:29:12:11	They don't move away,
684	02:29:12:13	02:29:13:29	because there's a quality of life there
685	02:29:14:01	02:29:18:14	that supports their humanity.
686	02:29:18:16	02:29:21:24	<i>What else was happening in 1901</i>
687	02:29:21:26	02:29:23:09	besides this story, <i>Our Town</i> ?
688	02:29:23:11	02:29:24:22	Because it's important we know
689	02:29:24:24	02:29:27:09	the historical context of the story also.
690	02:29:27:11	02:29:28:23	<i>Sonya</i> ?
691	02:29:28:25	02:29:30:23	Well, something that I found really fascinating
692	02:29:30:25	02:29:34:23	that happened in 1901 was, the Nobel Prizes began.
693	02:29:34:25	02:29:36:10	There were the first Nobel Prize
694	02:29:36:12	02:29:38:17	for physics and literature.
695	02:29:38:19	02:29:41:00	And so that all began in 1901.
696	02:29:41:02	02:29:43:22	<i>In 1901, the Nobel Prize, right.</i>
697	02:29:43:24	02:29:46:13	Walt Disney was born in 1901.
698	02:29:46:15	02:29:48:11	Wow.
699	02:29:48:13	02:29:50:01	Anything else that you discovered
700	02:29:50:03	02:29:51:24	that was happening in the larger world?
701	02:29:51:26	02:29:53:05	<i>Steve</i> ?
702	02:29:53:07	02:29:56:20	The first transatlantic message was sent.
703	02:29:56:22	02:29:58:14	That's pretty important, obviously.
704	02:29:58:16	02:29:59:17	<i>Because why?</i>
705	02:29:59:19	02:30:01:01	<i>Why is it important obviously?</i>
706	02:30:01:03	02:30:03:13	Well, before that, you couldn't send messages quickly
707	02:30:03:15	02:30:04:24	over the Atlantic Ocean.
708	02:30:04:26	02:30:06:03	You had to send a boat.

709	02:30:06:05	02:30:07:24	(Percival)
			The three reasons that I chose
710	02:30:07:26	02:30:10:08	to use <i>Our Town</i>
			with these students
711	02:30:10:10	02:30:12:17	is that they showed,
			first of all,
712	02:30:12:19	02:30:16:04	that they absolutely love
			Thornton Wilder, from last year.
713	02:30:16:06	02:30:17:22	And another reason is,
714	02:30:17:24	02:30:20:13	I had personally had a wonderful
			experience with the play
715	02:30:20:15	02:30:22:06	with middle schoolers.
716	02:30:22:08	02:30:23:12	And the third reason
717	02:30:23:14	02:30:25:29	is, the universal truth
			about living,
718	02:30:26:01	02:30:28:17	the way to live,
			is a very beautiful message,
719	02:30:28:19	02:30:31:13	I think, for this age group
			or any age group.
720	02:30:31:15	02:30:34:14	The ways we're using <i>Our Town</i>
			in the classroom
721	02:30:34:16	02:30:36:29	are, first of all,
			in language arts, of course,
722	02:30:37:01	02:30:39:05	as a piece of literature,
			as a play,
723	02:30:39:07	02:30:43:01	as a vehicle
			for learning more about drama,
724	02:30:43:03	02:30:48:05	about character development,
			plot development, and so on.
725	02:30:48:07	02:30:49:19	In social studies,
726	02:30:49:21	02:30:54:06	it's being used
			to augment what is being studied
727	02:30:54:08	02:30:55:17	about history,
			the times,
728	02:30:55:19	02:30:57:26	the era in which this
			was taking place--
729	02:30:57:28	02:31:01:27	1901, approximately,
			to 1917.
730	02:31:01:29	02:31:04:15	It's also being used in art
731	02:31:04:17	02:31:08:04	as a way of building sculpture
			into our program
732	02:31:08:06	02:31:10:27	by sculpting masks
			that can then be used
733	02:31:10:29	02:31:13:04	in the dramatization
			of the story.
734	02:31:13:06	02:31:15:18	And in music,
			it's being used
735	02:31:15:20	02:31:18:01	as a way of introducing
			the students
736	02:31:18:03	02:31:21:25	to music they might never, ever
			have been introduced to.
737	02:31:21:27	02:31:26:27	(students)
			§ Comforts and our cares. § §
738	02:31:26:29	02:31:29:14	So it's just a seed,
			a place to--
739	02:31:29:16	02:31:33:20	a touchstone that we

740 02:31:33:22 come back to periodically.
 02:31:36:14 *All right, what are you
 gonna do first?*
 741 02:31:36:16 02:31:41:08 Well, you're going to be
 Joe Crowell Jr.,
 742 02:31:41:10 02:31:44:11 and you're gonna be
 delivering newspapers.
 743 02:31:44:13 02:31:48:13 Now, think back to 1901
 when you didn't live, okay,
 744 02:31:48:15 02:31:51:02 and you will be having a satchel
 that you'll have.
 745 02:31:51:04 02:31:52:28 It might be cloth;
 it might be leather,
 746 02:31:53:00 02:31:55:02 depending on what you have
 around your house.
 747 02:31:55:04 02:31:56:16 It's gonna be heavy,
 748 02:31:56:18 02:31:58:28 because you have all your papers
 to start with.
 749 02:31:59:00 02:32:00:19 Right?
 750 02:32:00:21 02:32:02:13 Now, think about the day,
 what kind of day it is.
 751 02:32:02:15 02:32:03:19 *It's summer.*
 752 02:32:03:21 02:32:05:09 *It's probably
 pretty hot.*
 753 02:32:05:11 02:32:07:27 *You're walking along
 probably a dirt road.*
 754 02:32:07:29 02:32:10:02 *Think about whether
 your shoes fit or not.*
 755 02:32:10:04 02:32:12:06 *Maybe your parents can't afford
 to get you new shoes,*
 756 02:32:12:08 02:32:14:01 so they may be hurting
 as you're walking.
 757 02:32:14:03 02:32:16:04 Maybe there's a dog,
 neighborhood dog,
 758 02:32:16:06 02:32:17:23 that comes nipping
 at your heels.
 759 02:32:17:25 02:32:20:04 All these things are
 possibilities for you onstage.
 760 02:32:20:06 02:32:22:03 You get to create them.
 761 02:32:22:05 02:32:25:00 Okay, you're gonna become
 Joe Crowell Jr.
 762 02:32:25:02 02:32:27:05 One, two, three.
 763 02:32:27:07 02:32:29:06 Go.
 764 02:32:51:17 02:32:53:04 *Freeze.*
 765 02:32:53:06 02:32:55:18 *From the audience perspective,
 what's working so far?*
 766 02:32:55:20 02:32:57:05 Susie.
 767 02:32:57:07 02:33:00:13 I saw Gracie pulling up
 her shoulder bag.
 768 02:33:00:15 02:33:01:28 That really worked for me.
 769 02:33:02:00 02:33:04:17 Okay, anything else you saw
 that worked? Liam.
 770 02:33:04:19 02:33:06:14 I could really tell
 when they were, like,
 771 02:33:06:16 02:33:08:06 rolling up the newspapers
 and things.

772	02:33:08:08	02:33:09:21	<i>So that was really clear.</i>
773	02:33:09:23	02:33:12:08	So I was able to pretty much understand what they were doing.
774	02:33:12:10	02:33:14:04	<i>Okay, excellent, would you now unfreeze</i>
775	02:33:14:06	02:33:16:10	<i>and go back to your grounded position?</i>
776	02:33:16:12	02:33:18:18	I wanted them to step into the role
777	02:33:18:20	02:33:21:17	of the characters very early on.
778	02:33:21:19	02:33:25:02	And that's tied, also, to the mask making,
779	02:33:25:04	02:33:27:29	because Joy is going to want them to start doing
780	02:33:28:01	02:33:29:29	some sculpting of the mask,
781	02:33:30:01	02:33:32:08	and they have to have a better understanding of the characters.
782	02:33:32:10	02:33:36:04	So we got to know those characters as people
783	02:33:36:06	02:33:39:02	that we're then going to bring to life through the mask.
784	02:33:39:04	02:33:43:19	Today the second group of mold makers
785	02:33:43:21	02:33:46:28	<i>will be making molds on our models.</i>
786	02:33:47:00	02:33:48:24	<i>So we have two different groups.</i>
787	02:33:48:26	02:33:50:26	I made two different
788	02:33:50:28	02:33:52:21	<i>information sheets</i>
789	02:33:52:23	02:33:56:14	<i>to let you know what my expectations are</i>
790	02:33:56:16	02:33:57:24	<i>for the two groups.</i>
791	02:33:57:26	02:34:00:02	Mask making is something
792	02:34:00:04	02:34:02:08	that's particularly interesting at this age,
793	02:34:02:10	02:34:05:28	because people's images are changing in adolescence.
794	02:34:06:00	02:34:08:19	They really enjoy working with their self-image
795	02:34:08:21	02:34:11:19	and playing with it, seeing how they can alter it,
796	02:34:11:21	02:34:15:08	seeing where they're maybe going in life with their own image.
797	02:34:15:10	02:34:18:22	I just want to hear how the whole experience felt
798	02:34:18:24	02:34:22:22	now that all of you have been mold makers and models.
799	02:34:22:24	02:34:26:17	Well, I thought that it was pretty gross, the Vaseline.
800	02:34:26:19	02:34:29:04	Well, the Vaseline wasn't as gross as the gauze strips.
801	02:34:29:06	02:34:32:05	But once it was all on, it wasn't bad.
802	02:34:32:07	02:34:34:12	But I thought that, when it was getting taken off,

803	02:34:34:14	02:34:37:08	it felt really good,
			like, "Whoa, air."
804	02:34:37:10	02:34:39:02	(Kinigstein)
			<i>I'm very proud of you,</i>
805	02:34:39:04	02:34:41:19	<i>'cause you told me</i>
			<i>that you were phobically afraid</i>
806	02:34:41:21	02:34:43:14	<i>to have this done,</i>
807	02:34:43:16	02:34:47:08	so phobic that you wouldn't even
			put it on someone else's face.
808	02:34:47:10	02:34:48:21	Yeah.
809	02:34:48:23	02:34:50:08	I thought the whole thing
			was awesome.
810	02:34:50:10	02:34:52:08	It was so exciting,
			because there was, like,
811	02:34:52:10	02:34:54:17	all these different feelings
			that you got to have.
812	02:34:54:19	02:34:56:12	Like, when you first
			put the Vaseline on,
813	02:34:56:14	02:34:57:17	it was kind of, like,
814	02:34:57:19	02:34:59:04	warm and fuzzy
			and kind of gross.
815	02:34:59:06	02:35:01:23	But then you got the gauze on,
			and then it kind of, like,
816	02:35:01:25	02:35:04:08	cooled off
			the warm and fuzzy grossness.
817	02:35:04:10	02:35:07:09	And when you took the mask off,
			that was the coolest thing,
818	02:35:07:11	02:35:09:04	because it felt
			like someone was, like,
819	02:35:09:06	02:35:10:26	peeling your face off.
820	02:35:10:28	02:35:13:19	Speaking from the other side,
			the person who's doing the mask,
821	02:35:13:21	02:35:15:26	it wasn't nearly as cool
			as what Susie had happen,
822	02:35:15:28	02:35:18:12	but you got to really understand
			the features of the face
823	02:35:18:14	02:35:21:02	and how to work with them,
			sort of,
824	02:35:21:04	02:35:23:07	not just, like,
			slap it on, and it goes.
825	02:35:23:09	02:35:25:17	You have to, like, press it into
			all the creases in your face.
826	02:35:25:19	02:35:27:08	And if you do it
			correctly and well,
827	02:35:27:10	02:35:28:23	you can really tell
			who it is.
828	02:35:28:25	02:35:29:27	It's amazing.
829	02:35:29:29	02:35:31:18	It was really fun.
830	02:35:31:20	02:35:34:27	If my students
			can experience themselves
831	02:35:34:29	02:35:36:15	in different ways,
832	02:35:36:17	02:35:39:21	if they can find
			different windows or lenses
833	02:35:39:23	02:35:41:14	to look at their own lives,
834	02:35:41:16	02:35:42:20	if they can see themselves
835	02:35:42:22	02:35:44:20	in ways

836	02:35:44:22	02:35:47:14	that they wouldn't otherwise, I think it enriches them wonderfully.
837	02:35:47:16	02:35:50:16	(Kinigstein) It's not the students who are theatrical
838	02:35:50:18	02:35:53:17	or dramatic or are outgoing
839	02:35:53:19	02:35:57:12	who this is going to impact forever.
840	02:35:57:14	02:35:59:19	Those students already have it.
841	02:35:59:21	02:36:02:19	It's the students who have never acted.
842	02:36:02:21	02:36:05:07	It's the students who have never said yes
843	02:36:05:09	02:36:06:29	to having their face cast.
844	02:36:07:01	02:36:10:17	Those are the ones who are going to change from this,
845	02:36:10:19	02:36:13:11	who will always remember <i>Our Town</i>
846	02:36:13:13	02:36:15:09	as something that opened them up
847	02:36:15:11	02:36:18:06	in a way that nothing else had before.
848	02:36:22:17	02:36:25:12	Let's discuss how this study of <i>Our Town</i>
849	02:36:25:14	02:36:29:11	created reasons for learning in other content areas.
850	02:36:29:13	02:36:32:16	(Wright) <i>I like the fact that you were dealing with historic settings.</i>
851	02:36:32:18	02:36:33:28	<i>So many times, students,</i>
852	02:36:34:00	02:36:36:15	in talking about setting, think only
853	02:36:36:17	02:36:38:22	<i>of the physical location.</i>
854	02:36:38:24	02:36:41:08	You could take it to scientific discoveries at the time
855	02:36:41:10	02:36:43:05	and just setting a whole mental context
856	02:36:43:07	02:36:45:16	for the characters to exist in,
857	02:36:45:18	02:36:47:17	you know, as they get into characterization.
858	02:36:47:19	02:36:50:06	(Percival) <i>And that actually happened in science.</i>
859	02:36:50:08	02:36:52:16	They were studying about the energy uses of the time.
860	02:36:52:18	02:36:54:24	You know, what did the people have available?
861	02:36:54:26	02:36:56:29	What did they use to heat their houses, et cetera?
862	02:36:57:01	02:36:59:02	(Grady-Smith) <i>Sometimes when you read a play,</i>
863	02:36:59:04	02:37:02:24	<i>you don't have that opportunity to place the playwright</i>
864	02:37:02:26	02:37:05:25	in any kind of genre

that you can understand.

865 02:37:05:27 02:37:08:29 You read the play as though
it's set apart from time,

866 02:37:09:01 02:37:10:01 very often.

867 02:37:10:03 02:37:13:03 So it's very interesting
to hear,

868 02:37:13:05 02:37:15:24 from the students'
point of view,

869 02:37:15:26 02:37:17:03 how to contextualize:

870 02:37:17:05 02:37:19:28 "When this was written,
what happens?"

871 02:37:20:00 02:37:24:10 And I know in other art forms,
if you do that,

872 02:37:24:12 02:37:26:23 it enriches the experience
quite a bit.

873 02:37:26:25 02:37:31:28 Many questions came up regarding
the era in which it was written

874 02:37:32:00 02:37:34:01 because of the relationships--
for example,

875 02:37:34:03 02:37:36:15 between the boy and the girl
in it

876 02:37:36:17 02:37:41:06 and how they were
socially interacting--

877 02:37:41:08 02:37:43:12 and the role of women.

878 02:37:43:14 02:37:46:05 Many of my students
were very interested in:

879 02:37:46:07 02:37:49:03 "Well, does the play
accurately represent

880 02:37:49:05 02:37:50:16 the role of women
at that time?"

881 02:37:50:18 02:37:52:19 And so they started
investigating questions

882 02:37:52:21 02:37:54:22 around the role of women,
for example.

883 02:37:54:24 02:37:59:06 (Rosenow)
I was really taken by your use
of the term "touchstone."

884 02:37:59:08 02:38:04:23 You wanted to use this play
as a seed or a touchstone.

885 02:38:04:25 02:38:07:00 And I'm curious
as to whether or not

886 02:38:07:02 02:38:08:11 there are other resources

887 02:38:08:13 02:38:11:04 that each of us
has worked with

888 02:38:11:06 02:38:15:00 that we've viewed as a seed
or a touchstone

889 02:38:15:02 02:38:17:29 that would spur learning

890 02:38:18:01 02:38:20:18 in many different areas.

891 02:38:20:20 02:38:22:26 I played in a brass band
in *Our Town*,

892 02:38:22:28 02:38:25:02 and I have an eighth grade
brass class.

893 02:38:25:04 02:38:27:17 And I just love the brass
and percussion sound together

894 02:38:27:19 02:38:29:23 and decided to commission
some works

895	02:38:29:25	02:38:31:08	for a youth brass band,
896	02:38:31:10	02:38:34:04	and that led us to discovering
			all sorts of things
897	02:38:34:06	02:38:37:04	about the Industrial Revolution
			and the origins of brass bands
898	02:38:37:06	02:38:40:26	and how the factory workers
			didn't have
899	02:38:40:28	02:38:43:24	as much manual dexterity,
			couldn't handle
900	02:38:43:26	02:38:45:11	<i>the woodwind instruments,</i>
901	02:38:45:13	02:38:47:00	<i>so they ended up</i>
			<i>on brass instruments.</i>
902	02:38:47:02	02:38:48:25	I think anytime you can find
			a time period
903	02:38:48:27	02:38:50:21	where there was
			that sort of flourishing
904	02:38:50:23	02:38:52:24	and, you know,
			that exciting change and growth
905	02:38:52:26	02:38:53:28	in so many fields,
906	02:38:54:00	02:38:55:14	that can be really valuable.
907	02:38:55:16	02:38:57:10	And I love when you can show:
908	02:38:57:12	02:38:59:19	"Look, here's what was happening
			in visual arts.
909	02:38:59:21	02:39:01:12	"Here's what was happening
			in music.
910	02:39:01:14	02:39:02:12	"They're the same.
911	02:39:02:14	02:39:03:20	"It's the same movement
912	02:39:03:22	02:39:05:12	just taking
			this different form."
913	02:39:05:14	02:39:07:19	<i>(Wright)</i>
			<i>I think a study like this,</i>
			<i>you know,</i>
914	02:39:07:21	02:39:09:20	<i>at a time when kids</i>
			<i>are just forming</i>
915	02:39:09:22	02:39:11:13	<i>their sense</i>
			<i>of self-identity,</i>
916	02:39:11:15	02:39:13:05	<i>is extremely important.</i>
917	02:39:13:07	02:39:15:27	And kids can see how, you know,
			your understanding of an event
918	02:39:15:29	02:39:19:01	or your ability
			to communicate an event
919	02:39:19:03	02:39:20:24	is so heavily influenced
920	02:39:20:26	02:39:23:00	by the cultural restraints
			that are put on you.
921	02:39:23:02	02:39:25:10	And I think that certainly
			translates to influences
922	02:39:25:12	02:39:26:21	that are playing on children
923	02:39:26:23	02:39:28:22	at this formative stage
			in their development.
924	02:39:39:10	02:39:40:22	In our next example,
925	02:39:40:24	02:39:43:20	a visual art teacher
			and a social studies teacher
926	02:39:43:22	02:39:46:05	work with a class
			of eighth graders.
927	02:39:46:07	02:39:48:22	By studying the architecture
			and history

928	02:39:48:24	02:39:49:29	of their neighborhood,
929	02:39:50:01	02:39:51:15	the students find new ways
930	02:39:51:17	02:39:55:10	to understand and value
			the world they see every day.
931	02:39:55:12	02:39:57:20	As you watch,
			consider the connection
932	02:39:57:22	02:40:01:00	between the project
			and the lives of the students.
933	02:40:11:05	02:40:13:03	[horn honks]
934	02:40:17:03	02:40:19:19	Well, Jackson Heights
			has always been,
935	02:40:19:21	02:40:21:02	as long as I've been here,
936	02:40:21:04	02:40:24:03	a very culturally diverse
			community.
937	02:40:25:12	02:40:28:14	I think we have
			about 50 nations represented,
938	02:40:28:16	02:40:32:05	different nations, children
			from different backgrounds.
939	02:40:32:07	02:40:34:28	This is our third year
			of operation.
940	02:40:35:00	02:40:36:11	We've got a great staff here,
941	02:40:36:13	02:40:39:15	and we've got
			a <i>great</i> student body.
942	02:40:39:17	02:40:41:04	We do a lot of things
			with the children
943	02:40:41:06	02:40:46:02	outside of the normal reading,
			writing, and arithmetic.
944	02:40:46:04	02:40:47:12	Eight, Seven.
945	02:40:47:14	02:40:50:16	Eight, Seven?
946	02:40:50:18	02:40:52:25	Eight, Seven,
			I'd like everybody over here.
947	02:40:52:27	02:40:55:05	Ana.
			Everybody, Karina.
948	02:40:55:07	02:40:56:13	Everyone.
949	02:40:56:15	02:40:58:14	The reason they call these
			"garden apartments"
950	02:40:58:16	02:41:02:23	is because most of them
			have these common gardens.
951	02:41:02:25	02:41:07:06	<i>And also because</i>
			<i>they have garden space</i>
952	02:41:07:08	02:41:09:15	<i>in the front of the buildings</i>
			<i>and around the sides.</i>
953	02:41:09:17	02:41:11:04	This project started
954	02:41:11:06	02:41:13:04	when Gail and I began
			to talk a little bit.
955	02:41:13:06	02:41:14:25	Both of us
			grew up in Jackson Heights,
956	02:41:14:27	02:41:16:19	went to schools
			in Jackson Heights,
957	02:41:16:21	02:41:18:23	and still live and teach
			in Jackson Heights.
958	02:41:18:25	02:41:22:17	So we began to speak
			about how we could work together
959	02:41:22:19	02:41:24:29	on a project
			with the eighth graders,
960	02:41:25:01	02:41:27:02	and I was very anxious

961	02:41:27:04	02:41:30:05	to include architecture in my art program.
962	02:41:30:07	02:41:32:15	And so that's how it began.
963	02:41:32:17	02:41:34:10	You're such a knucklehead, you know that?
964	02:41:34:12	02:41:36:13	(student) Jackson Heights is so cool.
965	02:41:36:15	02:41:39:05	(Bonilla) We chose Eight, Seven primarily because it was the class
966	02:41:39:07	02:41:41:20	that I had the most that Miss Altan taught.
967	02:41:41:22	02:41:46:01	Eight, Seven has some of the most amazing personalities
968	02:41:46:03	02:41:48:28	that you'll see.
969	02:41:49:00	02:41:51:17	They're not the top performers in the school.
970	02:41:51:19	02:41:54:29	However, they probably could be if they put their minds to it.
971	02:41:55:01	02:41:59:19	They're a class that gets extra help in reading and math,
972	02:41:59:21	02:42:03:03	depending on what their weaker point is.
973	02:42:03:05	02:42:04:23	They're very, very bright,
974	02:42:04:25	02:42:06:24	and they're very creative,
975	02:42:06:26	02:42:08:18	and I think they're doing very well.
976	02:42:08:20	02:42:10:17	[bell sounding]
977	02:42:10:19	02:42:14:15	The project has a goal that the students produce
978	02:42:14:17	02:42:16:26	a model of one or two blocks
979	02:42:16:28	02:42:19:26	of historical Jackson Heights.
980	02:42:19:28	02:42:21:16	There are also social studies goals
981	02:42:21:18	02:42:22:27	that go along with that.
982	02:42:22:29	02:42:26:17	I did a lesson this morning on landmarks,
983	02:42:26:19	02:42:29:22	and I really wanted them to understand
984	02:42:29:24	02:42:33:07	and appreciate what landmarks are about.
985	02:42:37:01	02:42:39:23	As you know, we've been studying Jackson Heights.
986	02:42:39:25	02:42:42:08	And today we're gonna do a lesson on landmarks
987	02:42:42:10	02:42:45:10	as part of a continuation of what we had begun.
988	02:42:45:12	02:42:48:13	<i>Solaman, can you tell me what is special</i>
989	02:42:48:15	02:42:51:05	<i>about that building, in your opinion?</i>
990	02:42:51:07	02:42:54:29	<i>Why should it not be knocked down or demolished?</i>
991	02:42:58:09	02:43:00:04	Because the person who bought the house,

992	02:43:00:06	02:43:04:19	like, had memories, and it meant a lot to him.
993	02:43:04:21	02:43:06:22	<i>Does your apartment mean a lot to you?</i>
994	02:43:06:24	02:43:08:21	<i>Would you like someone to come knock it down?</i>
995	02:43:08:23	02:43:09:21	No.
996	02:43:09:23	02:43:11:06	No.
997	02:43:11:08	02:43:14:04	<i>Should it be a landmark because it's special to you?</i>
998	02:43:14:06	02:43:15:18	No.
999	02:43:15:20	02:43:19:03	<i>Should it be a place that the government protects and makes sure that no one ever touches it, changes anything around in it?</i>
1000	02:43:19:05	02:43:22:07	No.
1001	02:43:22:09	02:43:23:29	<i>What's special about that one?</i>
1002	02:43:24:01	02:43:26:11	The way it's built.
1003	02:43:26:13	02:43:28:18	<i>The way it's built.</i>
1004	02:43:28:20	02:43:29:18	(Bonilla)
1005	02:43:29:20	02:43:31:01	I think it's important for them
1006	02:43:31:03	02:43:33:09	both in social studies and in art to see themselves
1007	02:43:33:11	02:43:36:23	in terms of their town, their community
1008	02:43:36:25	02:43:39:12	and then to see their community
1009	02:43:39:14	02:43:41:19	in relationship to its place in the city.
1010	02:43:41:21	02:43:44:14	And I think that's the overlap between looking at the architecture, which is basically the art of Jackson Heights, and looking at the social studies aspect which is the community of Jackson Heights.
1011	02:43:44:16	02:43:46:14	<i>The first element</i>
1012	02:43:46:16	02:43:50:16	on your building vocabulary sheet
1013	02:43:50:18	02:43:53:19	is this one up in the top corner.
1014	02:43:53:21	02:43:57:08	What element is that? Yes.
1015	02:43:57:10	02:43:59:08	(student) <i>Fanlight?</i>
1016	02:43:59:10	02:44:01:19	Fanlight, good.
1017	02:44:01:21	02:44:03:22	And what is a fanlight? Can you describe it?
1018	02:44:03:24	02:44:06:10	(student) <i>Like, a window over a door?</i>
1019	02:44:06:12	02:44:08:08	Okay, so it's a window on top of a door.
1020	02:44:08:10	02:44:09:13	And that's probably
1021	02:44:09:15	02:44:10:20	
1022	02:44:10:22	02:44:14:00	
1023	02:44:14:02	02:44:16:07	
1024	02:44:16:09	02:44:19:27	
1025	02:44:19:29	02:44:22:27	

		<i>why they call it fanlight,</i>	
1026	02:44:22:29	02:44:24:14	<i>because what happens?</i>
1027	02:44:24:16	02:44:26:09	It gives in light from, like,
			the little thing.
1028	02:44:26:11	02:44:28:10	<i>Through the window.</i>
			<i>Very good.</i>
1029	02:44:28:12	02:44:30:03	Once they started really doing
			their own research
1030	02:44:30:05	02:44:31:28	on Jackson Heights
1031	02:44:32:00	02:44:34:08	and they were working
			on the art project,
1032	02:44:34:10	02:44:38:10	that's when they started
			to feel that connection.
1033	02:44:38:12	02:44:40:14	It's absolutely amazing to me.
1034	02:44:40:16	02:44:42:01	They were always
			the kind of class
1035	02:44:42:03	02:44:44:01	that would want to work
			and enjoyed work,
1036	02:44:44:03	02:44:47:00	but you had to really
			encourage them to do it.
1037	02:44:47:02	02:44:49:21	But now, now that they're
			working on their models,
1038	02:44:49:23	02:44:53:05	they really do want to sit down
			and focus.
1039	02:44:53:07	02:44:54:11	We don't have this
			up yet,
1040	02:44:54:13	02:44:55:20	and we don't have
			that up yet.
1041	02:44:55:22	02:44:57:18	So it's three
			little windows--
1042	02:44:57:20	02:44:59:25	We have to put the three
			little windows in the middle.
1043	02:44:59:27	02:45:01:24	But not yet, because
			we don't have the--
1044	02:45:01:26	02:45:03:07	So the big windows--
1045	02:45:03:09	02:45:05:14	Well, it's bigger windows
			over here.
1046	02:45:05:16	02:45:06:26	It's big windows
			over here,
1047	02:45:06:28	02:45:08:14	then it's the smaller
			windows again.
1048	02:45:08:16	02:45:10:04	(Bonilla)
			What I had them do was go out
1049	02:45:10:06	02:45:11:29	and do a drawing
			of the buildings
1050	02:45:12:01	02:45:15:09	and to take
			a really wild measurement,
1051	02:45:15:11	02:45:17:18	because they didn't have
			tape measures.
1052	02:45:17:20	02:45:20:23	So we looked at the tile floors
			in the classroom,
1053	02:45:20:25	02:45:22:08	and they tried to measure
1054	02:45:22:10	02:45:24:07	how much bigger or smaller
			their feet were.
1055	02:45:24:09	02:45:26:13	And so they went out,
			and they walked the facades.

1056	02:45:26:15	02:45:28:15	We would take steps,
			and we would measure,
1057	02:45:28:17	02:45:31:05	like, the block, and, like,
			it was a sort of like a key.
1058	02:45:31:07	02:45:33:15	We would use, like,
			our feet to measure it
1059	02:45:33:17	02:45:36:03	in, like, 12 inches,
			'cause my--
1060	02:45:36:05	02:45:37:28	and we would, like--
			I would use my foot,
1061	02:45:38:00	02:45:39:27	because my foot
			is almost 12 inches.
1062	02:45:39:29	02:45:43:00	(Bonilla)
			I made them use
			the architectural elevations
1063	02:45:43:02	02:45:46:04	and plans to cut out
			all of the coverings
1064	02:45:46:06	02:45:48:11	that would go over
			the foam core.
1065	02:45:48:13	02:45:51:05	And we have,
			like, drawings,
1066	02:45:51:07	02:45:52:25	but they're sort of
			like the models,
1067	02:45:52:27	02:45:54:17	but it's, like,
			the exact size
1068	02:45:54:19	02:45:57:04	of the windows
			that fit on top of the paper.
1069	02:45:57:06	02:45:58:20	See, like, we know--
1070	02:45:58:22	02:46:01:20	We know, like, how many floors
1071	02:46:01:22	02:46:03:05	are in each building.
1072	02:46:03:07	02:46:06:18	And we know,
			like in this picture,
1073	02:46:06:20	02:46:09:10	we know, like,
			the roof, see.
1074	02:46:09:12	02:46:13:14	And there's, like,
			the hole right here
1075	02:46:13:16	02:46:14:22	right here.
1076	02:46:14:24	02:46:16:12	And we have to put
			this stuff--
1077	02:46:16:14	02:46:20:08	this right here,
			we have to put it on the back.
1078	02:46:20:10	02:46:22:17	So when you look at it
			from the front--
1079	02:46:22:19	02:46:24:04	It's, like,
			the biggest building.
1080	02:46:24:06	02:46:25:05	It's like this.
1081	02:46:25:07	02:46:26:15	It's, like, that big.
1082	02:46:26:17	02:46:27:22	They're connected
			like that.
1083	02:46:27:24	02:46:29:18	And inside it
			is the courtyard.
1084	02:46:29:20	02:46:31:10	And in the courtyard,
			these are where the doors are
1085	02:46:31:12	02:46:33:06	to the entrances
			for the people's homes.
1086	02:46:33:08	02:46:34:28	And there's, like,

a tree in the middle.

1087 02:46:35:00 02:46:37:05 Yeah, but it's, like,
really connected like that,

1088 02:46:37:07 02:46:39:06 and then these are
the entrances on the sides.

1089 02:46:39:08 02:46:40:21 Inside is a gate.

1090 02:46:40:23 02:46:42:09 So, like,
when you come in,

1091 02:46:42:11 02:46:43:16 it's like those
are the entrances.

1092 02:46:43:18 02:46:45:17 And right here,
on this side

1093 02:46:45:19 02:46:47:24 they're doctors' offices.

1094 02:46:47:26 02:46:50:07 And on this side,
this is where it ends,

1095 02:46:50:09 02:46:51:27 because on the other side,

1096 02:46:51:29 02:46:54:18 they have, like, gardens,
and then other houses on it.

1097 02:46:54:20 02:46:56:03 So it, like,
sort of connects.

1098 02:46:56:05 02:46:58:16 Over here they have
fire escapes,

1099 02:46:58:18 02:46:59:24 in case of a fire.

1100 02:46:59:26 02:47:01:24 So this is only--
we're doing half the model,

1101 02:47:01:26 02:47:03:26 and then another group
is doing the other half.

1102 02:47:03:28 02:47:05:22 (Bonilla)
When they started to see

1103 02:47:05:24 02:47:07:15 that the models
that they were building

1104 02:47:07:17 02:47:10:15 were actually looking
like the buildings

1105 02:47:10:17 02:47:12:13 that we've been studying,

1106 02:47:12:15 02:47:15:11 I think that that
really excited them.

1107 02:47:15:13 02:47:17:20 Their models
really look fantastic

1108 02:47:17:22 02:47:19:23 and really identical
to the buildings

1109 02:47:19:25 02:47:22:23 that we'll be visiting.

1110 02:47:22:25 02:47:24:21 It makes them feel good
about themselves

1111 02:47:24:23 02:47:27:09 and proud
that they could do this.

1112 02:47:29:05 02:47:31:27 [all speaking at once]

1113 02:47:38:28 02:47:41:19 (Bonilla)
Okay, everybody,
what's the name of this one?

1114 02:47:41:21 02:47:43:04 (student)
The great pyramid.

1115 02:47:43:06 02:47:45:13 (Bonilla)
No, what's the name of it?

1116 02:47:45:15 02:47:46:24 The Towers, good.

1117 02:47:46:26 02:47:48:05 What can you tell me
about the Towers?

1118	02:47:48:07	02:47:50:18	What kind of apartments are they?
1119	02:47:50:20	02:47:52:00	They're big apartments.
1120	02:47:52:02	02:47:53:08	They're big apartments.
1121	02:47:53:10	02:47:54:23	How many apartments on each floor?
1122	02:47:54:25	02:47:56:29	They're, like, one, like, on each side.
1123	02:47:57:01	02:47:57:29	One on each side.
1124	02:47:58:01	02:47:59:15	And what happens
1125	02:47:59:17	02:48:01:00	because you only have one on each side?
1126	02:48:01:02	02:48:02:28	You can get the sun all day.
1127	02:48:03:00	02:48:04:20	You can get the sun all day because why?
1128	02:48:04:22	02:48:06:18	You have windows on this side.
1129	02:48:06:20	02:48:07:18	And this side.
1130	02:48:07:20	02:48:08:29	This side, okay.
1131	02:48:09:01	02:48:11:05	So this side is south. This side is north.
1132	02:48:11:07	02:48:12:20	Now, from looking here,
1133	02:48:12:22	02:48:15:07	what do you think you have to add to it?
1134	02:48:15:09	02:48:17:01	This, the three windows right here.
1135	02:48:17:03	02:48:18:22	The three windows right up there.
1136	02:48:18:24	02:48:20:12	And they have-- look, they have columns.
1137	02:48:20:14	02:48:21:23	What kind of columns are they?
1138	02:48:21:25	02:48:24:10	They look like either Ionic or Corinthian.
1139	02:48:24:12	02:48:26:10	<i>I can't see from here, but we have pictures.</i>
1140	02:48:26:12	02:48:27:20	<i>Flat, like, on the side.</i>
1141	02:48:27:22	02:48:29:11	<i>Oh, yeah, they are. They're pilasters.</i>
1142	02:48:29:13	02:48:31:15	<i>They're not three-dimensional. You're right.</i>
1143	02:48:33:16	02:48:37:06	(student) That's kind of like the name of a church.
1144	02:48:37:08	02:48:42:06	(Bonilla) <i>Everybody, I want you all to sit down right here.</i>
1145	02:48:42:08	02:48:46:09	First of all, Chloe has the model.
1146	02:48:46:11	02:48:48:08	She's in the Greystone group.
1147	02:48:48:10	02:48:51:21	So I'd like for her to tell us

1148 02:48:51:23 just a little bit about it.
 02:48:53:29 The building
 1149 02:48:54:01 was built in 1917,
 02:48:56:18 and then in 1925,
 it was renamed the Greystones
 1150 02:48:56:20 02:48:58:20 because the building
 was pushed back,
 1151 02:48:58:22 02:49:00:13 which made the gardens
 over here.
 1152 02:49:00:15 02:49:02:26 What makes this one different
 1153 02:49:02:28 02:49:07:01 from the other buildings
 we've looked at?
 1154 02:49:07:03 02:49:08:16 The garden
 is not in the middle.
 1155 02:49:08:18 02:49:10:20 Like, it's--
 1156 02:49:10:22 02:49:12:01 because all the buildings
 are facing each other,
 1157 02:49:12:03 02:49:14:01 so it makes it not go
 in the middle.
 1158 02:49:14:03 02:49:15:08 That's right.
 1159 02:49:15:10 02:49:17:03 So they may have
 a little bit of garden space
 1160 02:49:17:05 02:49:18:18 *in the back*
but not that full block
 1161 02:49:18:20 02:49:20:15 *that we looked at*
in the Towers.
 1162 02:49:20:17 02:49:23:13 The first co-op in
 Jackson Heights that was built
 1163 02:49:23:15 02:49:25:21 is a model that one
 of the groups in our class
 1164 02:49:25:23 02:49:27:07 is making.
 1165 02:49:27:09 02:49:28:28 Does anybody know
 which was the first co-op?
 1166 02:49:29:00 02:49:30:04 Linden Court.
 1167 02:49:30:06 02:49:31:20 *Linden Court.*
Excellent.
 1168 02:49:31:22 02:49:34:18 I never knew, like,
 before I--
 1169 02:49:34:20 02:49:37:29 you know, I used to think, like,
 these were just old buildings.
 1170 02:49:38:01 02:49:39:11 They had no meaning to it.
 1171 02:49:39:13 02:49:41:07 Now I could see, like,
 how much they're worth
 1172 02:49:41:09 02:49:43:17 and no one could really
 destroy them.
 1173 02:49:43:19 02:49:48:13 They have to stay there
 for long as they, you know, can.
 1174 02:49:52:26 02:49:54:24 I loved the ending
 of the segment,
 1175 02:49:54:26 02:49:57:06 when the young man said
 that he could now see the worth
 1176 02:49:57:08 02:49:58:17 of their environment.
 1177 02:49:58:19 02:50:00:19 *And by connection,*
 1178 02:50:00:21 02:50:02:23 they're also valuing
 where they live,
 1179 02:50:02:25 02:50:04:11 wherever that is.

1180 02:50:04:13 02:50:05:28 You know, it might not be
 1181 02:50:06:00 02:50:07:17 in those buildings
 1182 02:50:07:19 02:50:13:07 but in the neighborhood
 1183 02:50:13:09 02:50:16:04 somewhere.
 1184 02:50:16:06 02:50:18:10 So their buildings now
 02:50:18:10 (Wright) are going to be valued by them
 I found the exercise even if they're not valued
 in defining, by the larger society.
 1185 02:50:18:12 02:50:20:11 "What makes a landmark?"
 1186 02:50:20:13 02:50:23:10 interesting.
 1187 02:50:23:12 02:50:26:14 The, you know,
 1188 02:50:26:16 02:50:29:17 students were asked
 1189 02:50:29:19 02:50:33:23 to evaluate their own building
 1190 02:50:33:25 02:50:36:17 as opposed
 1191 02:50:36:19 02:50:38:25 to some historic landmark,
 1192 02:50:38:27 02:50:40:15 and they came to the realization
 1193 02:50:40:17 02:50:42:01 that yes, I mean,
 1194 02:50:42:03 02:50:44:00 there are different levels
 1195 02:50:44:02 02:50:45:17 of value.
 1196 02:50:45:19 02:50:48:08 I think learning the vocabulary
 1197 02:50:48:10 02:50:50:12 of the buildings
 And making the models really made them look
 1198 02:50:50:14 02:50:52:10 at the details
 1199 02:50:52:12 02:50:53:27 of the buildings.
 1200 02:50:53:29 02:50:56:23 Exactly.
 1201 02:50:56:25 02:50:59:15 There's something powerful about
 1202 02:50:59:17 02:51:01:20 referring to something local,
 1203 02:51:01:22 02:51:03:16 referring to something here,
 1204 02:51:03:18 02:51:05:22 concrete, that I can look at
 1205 02:51:05:24 02:51:08:06 and not, you know,
 1206 02:51:08:08 02:51:10:06 "Let's look at the palace
 1207 02:51:10:08 02:51:11:21 at Versailles.
 1208 02:51:11:23 02:51:13:05 Let's look at the Eiffel Tower.
 1209 02:51:13:07 02:51:14:18 Let's look at"--
 Those kinds of things
 in architecture are interesting
 only if you're interested
 in architecture.
 But, you know,
 "That's my house."
 That's my apartment building."
 You know, that's--

1210	02:51:14:20	02:51:16:16	the fact that it's about me makes it--
1211	02:51:16:18	02:51:18:19	(Wright) <i>But then to take the local knowledge</i>
1212	02:51:18:21	02:51:20:15	<i>or the knowledge derived locally</i>
1213	02:51:20:17	02:51:23:13	<i>and then extend that and apply that</i>
1214	02:51:23:15	02:51:26:19	to, say, Versailles or other world landmarks
1215	02:51:26:21	02:51:29:29	would make them that much more relevant to students, I think,
1216	02:51:30:01	02:51:31:26	seeing that there are those connections,
1217	02:51:31:28	02:51:34:23	the historical and artistic connections.
1218	02:51:34:25	02:51:37:23	(Grady-Smith) I loved the fact that they were outside and walking,
1219	02:51:37:25	02:51:39:24	and there was the whole connection physically
1220	02:51:39:26	02:51:41:01	with the environment.
1221	02:51:41:03	02:51:43:29	They didn't just look at snapshots.
1222	02:51:44:01	02:51:48:23	You know, I think that they were learning on so many levels.
1223	02:51:48:25	02:51:53:20	They were having to relate to each other
1224	02:51:53:22	02:51:56:05	within producing the actual structures that they built
1225	02:51:56:07	02:51:59:26	and also in cooperating enough to go on a walking field trip.
1226	02:51:59:28	02:52:01:18	You know what I mean?
1227	02:52:01:20	02:52:04:07	There were a lot of levels that they were engaged in.
1228	02:52:04:09	02:52:06:23	And making it their own neighborhood
1229	02:52:06:25	02:52:09:01	tapped into the emotional aspects of it.
1230	02:52:09:03	02:52:11:16	And the pride that they must have felt
1231	02:52:11:18	02:52:14:14	after discovering these characteristics
1232	02:52:14:16	02:52:15:24	in the buildings,
1233	02:52:15:26	02:52:17:12	I could see that taking them a long way.
1234	02:52:17:14	02:52:18:29	(Hoffman-Dachelet) <i>And learning</i>
1235	02:52:19:01	02:52:20:17	how to value their neighborhood
1236	02:52:20:19	02:52:22:14	also helped them to value themselves.
1237	02:52:22:16	02:52:23:15	Right.
1238	02:52:33:07	02:52:36:04	In our final segment, we'll see a brief conversation

1239	02:52:36:06	02:52:38:16	between Rachael
			and one of her students
1240	02:52:38:18	02:52:41:23	about his artwork
			dealing with the Holocaust.
1241	02:52:41:25	02:52:44:00	As you watch,
			consider how the arts
1242	02:52:44:02	02:52:47:14	provide alternative ways
			of communicating.
1243	02:52:56:15	02:52:59:16	I like the contrast
			of the white figures
1244	02:52:59:18	02:53:00:24	<i>coming really far forward.</i>
1245	02:53:00:26	02:53:02:14	Mm.
1246	02:53:02:16	02:53:04:24	And I like the suggestiveness
			of the background.
1247	02:53:04:26	02:53:07:10	<i>How about if you set this aside</i>
			<i>and did a second one</i>
1248	02:53:07:12	02:53:09:06	<i>and colored in</i>
			<i>the background figures?</i>
1249	02:53:09:08	02:53:11:19	<i>And then you could choose</i>
			<i>which one was more effective.</i>
1250	02:53:11:21	02:53:12:19	Okay.
1251	02:53:12:21	02:53:14:16	I saw a lot of those pictures
1252	02:53:14:18	02:53:16:24	of them being really thin
			and everything.
1253	02:53:16:26	02:53:19:01	I kind of exaggerated it
			a little bit
1254	02:53:19:03	02:53:24:21	just to make it seem more like
			a feeling than it really was.
1255	02:53:24:23	02:53:26:19	I'm not very good with words,
1256	02:53:26:21	02:53:29:24	so it's a lot easier
			to express things like that.
1257	02:53:29:26	02:53:31:29	Like, I could never
			describe that,
1258	02:53:32:01	02:53:34:18	but I could draw it.
1259	02:53:34:20	02:53:36:00	So I guess
			it's easier for me
1260	02:53:36:02	02:53:38:05	to express something
			through drawings
1261	02:53:38:07	02:53:43:15	than it is to write it down
			or say it.
1262	02:53:43:17	02:53:46:22	(Hoffman-Dachelet)
			It's interesting that Grant
			said that he was not--
1263	02:53:46:24	02:53:48:01	he didn't like using words,
1264	02:53:48:03	02:53:49:16	that words made him
			uncomfortable,
1265	02:53:49:18	02:53:51:01	because I would say
1266	02:53:51:03	02:53:54:09	that he's an exceptionally
			articulate young man.
1267	02:53:54:11	02:53:57:12	And to know
			that he doesn't think so
1268	02:53:57:14	02:54:01:13	and that he can get more--
			even more out--
1269	02:54:01:15	02:54:03:13	Sometimes we think
			of the arts
1270	02:54:03:15	02:54:05:27	as being really useful

1271	02:54:05:29	02:54:08:11	for unsuccessful students, but sometimes
1272	02:54:08:13	02:54:10:16	the really successful students can also go
1273	02:54:10:18	02:54:12:23	to greater depth. That's a good point.
1274	02:54:12:25	02:54:15:24	<i>(Schweickert)</i> <i>I have a student who hasn't</i> <i>spoken for four years.</i>
1275	02:54:15:26	02:54:17:13	<i>No one's really sure why.</i>
1276	02:54:17:15	02:54:20:21	But he plays the clarinet, and I can always tell his moods.
1277	02:54:20:23	02:54:22:17	When he's in a good mood,
1278	02:54:22:19	02:54:25:10	he'll volunteer when I ask for volunteers.
1279	02:54:25:12	02:54:27:12	When he's frustrated about something else,
1280	02:54:27:14	02:54:28:18	he sits there and slumps
1281	02:54:28:20	02:54:30:03	and holds his clarinet in his lap.
1282	02:54:30:05	02:54:32:13	It's just a way for me to gauge his moods.
1283	02:54:32:15	02:54:34:15	<i>(Hoffman-Dachelet)</i> <i>Sometimes, as teachers,</i>
1284	02:54:34:17	02:54:37:25	we only focus on students' voices.
1285	02:54:37:27	02:54:39:18	And as you said,
1286	02:54:39:20	02:54:42:08	it's important that we listen to what they're saying
1287	02:54:42:10	02:54:44:04	<i>with the rest of themselves.</i>
1288	02:54:44:06	02:54:46:01	<i>(Baxley)</i> <i>A student can tell you a lot</i>
1289	02:54:46:03	02:54:47:16	about the person they want to draw
1290	02:54:47:18	02:54:48:28	or the image they want to create
1291	02:54:49:00	02:54:50:09	or the mood they want to create
1292	02:54:50:11	02:54:52:01	and, sometimes, very eloquently,
1293	02:54:52:03	02:54:56:01	and that same student can't figure out how to create that
1294	02:54:56:03	02:54:57:19	even if you talk about it.
1295	02:54:57:21	02:54:59:12	And sometimes it takes them more work,
1296	02:54:59:14	02:55:01:20	and they need that language to bridge that.
1297	02:55:01:22	02:55:03:29	How do you deal with the frustration,
1298	02:55:04:01	02:55:08:00	the frustration level that a student might experience
1299	02:55:08:02	02:55:11:18	when they have the idea; they're thinking about it,
1300	02:55:11:20	02:55:15:03	and they don't want to deal with the mode of communication
1301	02:55:15:05	02:55:16:21	you've put in front of them?

1302	02:55:16:23	02:55:19:09	They want--'cause they can't.
1303	02:55:19:11	02:55:21:03	They're struggling.
1304	02:55:21:05	02:55:22:23	(Wright)
			I try to put it in the context
1305	02:55:22:25	02:55:24:10	of learning
			a different language.
1306	02:55:24:12	02:55:26:08	When we go and explore
			a different art form,
1307	02:55:26:10	02:55:29:19	we are learning
			a completely different language.
1308	02:55:29:21	02:55:31:18	And, I mean, kids can relate
1309	02:55:31:20	02:55:33:15	to learning
			different spoken languages.
1310	02:55:33:17	02:55:35:01	I don't have
			a knowledge of French,
1311	02:55:35:03	02:55:36:11	and yet, you know,
1312	02:55:36:13	02:55:38:02	through my efforts and things,
			I can learn,
1313	02:55:38:04	02:55:41:02	just as I can learn, you know,
			with proper instruction
1314	02:55:41:04	02:55:42:14	from a dance instructor,
1315	02:55:42:16	02:55:46:01	how to express myself
			in that language.
1316	02:55:46:03	02:55:49:08	And by doing this,
			we create more fluent students.
1317	02:55:59:26	02:56:02:15	In this program,
			we saw how integrating the arts
1318	02:56:02:17	02:56:04:27	can raise the level
			of student engagement
1319	02:56:04:29	02:56:08:10	and help teachers to address
			diverse learning styles.
1320	02:56:08:12	02:56:10:17	Integrating the arts
			can also help students
1321	02:56:10:19	02:56:13:04	relate what they are studying
			to their own lives
1322	02:56:13:06	02:56:17:02	and help them find new ways
			of expressing their thoughts.
1323	02:56:17:04	02:56:19:06	In our next program,
			we're going to look
1324	02:56:19:08	02:56:22:00	at a variety
			of teaching partnerships.
1325	02:56:22:02	02:56:25:12	We'll see what makes
			these collaborations work.
1326	02:56:25:14	02:56:28:27	For <i>Connecting with the Arts</i> ,
			I'm Reynelda Muse.
1327	02:56:32:02	02:56:38:00	[lighthearted music]
1328	02:56:38:02	02:56:46:00	§ §