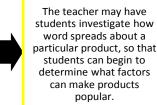
## Instructional Unit Title: Bust a Move: Bringing Colorado History to Life through Newsplay

Integrated – Drama and Theatre Arts and Social Studies, 4<sup>th</sup> grade

The teacher may have students brainstorm things/products that are currently in "fashion" for 4th graders so that students can begin thinking about social/cultural trends and the demand for and production of particular goods.



The teacher may have students brainstorm the ways in which people get information (today) as a way to help students begin considering how people in the past (i.e., before television and the internet) heard about "current events" and fads.

The teacher may bring in (historical) examples/snippets of living newspapers (scripts) and newsreels to introduce the idea of a "news play" so students can examine how drama/theatre can communicate important news events

The teacher may bring in (trapping/trading) artifacts and primary and secondary sources (letters, advertisements, etc.) so that students may consider the "demands" and social trends that brought traders and trappers (mountain men) to Colorado and the natural resources that facilitated their work in the state.

The teacher may bring in (mining) artifacts and primary and secondary sources (newspaper articles, personal journals, etc.) to help students examine the demands (scarcity and value) that brought prospective miners to Colorado and the natural resources that facilitated initial mining efforts in the state

The teacher may introduce the basis for a news play (the timeline, people, conflict, and outcomes of the Colorado gold rush and fur trade) that will enable students to comprehend the significance of these events in (Colorado and US) history. The teacher may utilize contemporary news stories (e.g., expansion of ski resorts) as the basis for improvisational pieces so students can experiment with performances that reflect/capture different perspectives on an issue/event.

The teacher may use sources (from previous learning experiences) as the bases for students to explore through improvisational games (e.g., improvisational interviews) multiple perspectives on the gold rush (miners and their families, Native Americans, fur traders)

\*assessment is debate

The teacher may bring in visuals (e.g., photos of miners, miners' families, fur traders, rendezvous) to help students consider the ways in which media and/or tableau can help enhance the story and illuminate characters' perspective(s) in a dramatic performance.

The teacher may use maps and demographic data to help students analyze the effects of the gold/silver and fur trading "booms" on the resources and landscape of Colorado and to consider the sustainability of early mining and trading (and later mining efforts) in the state.

The teacher may use historical and contemporary sources to document the lives of Colorado miners/fur traders and their experiences so that students can compare the economic opportunities/risks of miners and fur traders.



The teacher may revisit the "characters" (miners, fur traders, Native Americans) so that students can begin considering which perspectives will be most effective in conveying the conflict and its outcomes in a dramatic performance.

The teacher may facilitate discussions about the differences between people's actual experiences vs. portrayals of the experience so that students may critically examine the ways in which actors' beliefs/opinions can (intentionally) influence performance choices.

The teacher may bring in examples of audience participation techniques so that students can analyze and consider the best ways to get feedback on the impact of a news play performance.

PERFORMANCE ASSESSMENT: You are a modern news crew who has found an archive of authentic news plays from the Gold Rush and fur trade eras in Colorado. Your job is to share the authentic footage/experiences and differing perspectives of people involved in the boom and bust cycles of the Colorado fur trade and mining. You should present their differing perspectives and document their reasons for relocating (the boom that brought people to Colorado), the conflicts that arose around the boom, and the lack of

sustainability of the boom.

POST PERFORMANCE ASSESSMENT:

The teacher may provide contemporary news stories so that students can analyze and depict the ways in which historical events can still resonate today (e.g., issues of sustainability).

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples.

