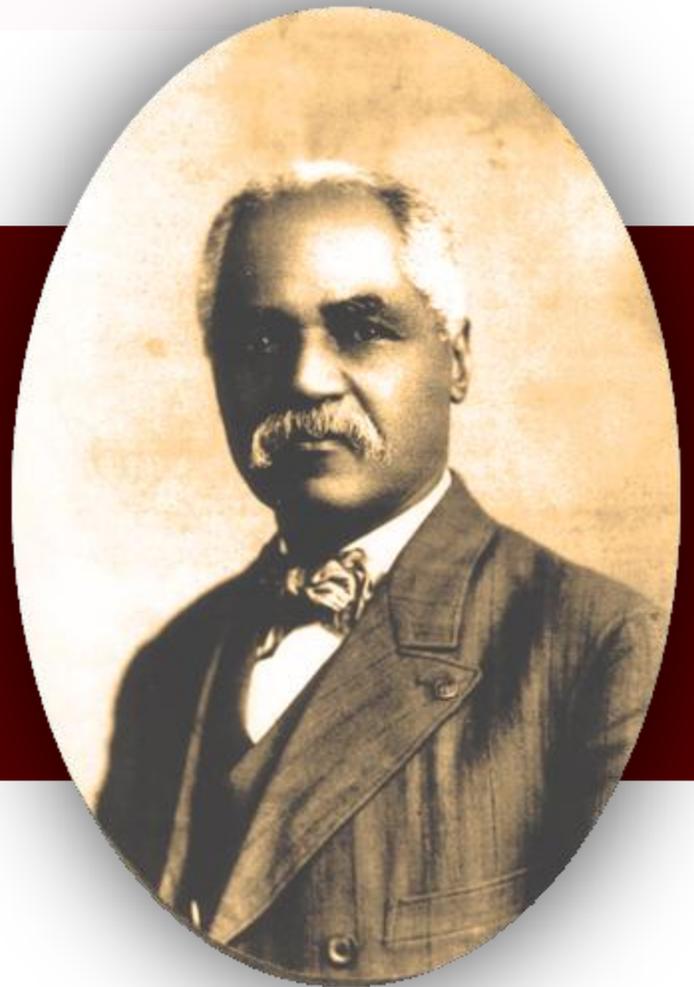


the J.R.  
**Clifford**  
project

*Grade Four*



*Remembering the Past – To Inspire the future.*

**J.R. Clifford  
Grade Four Lesson Plan**

**Title:** J.R. Clifford 4<sup>th</sup> grade lesson plans

**Grade Level/Subject:** 4<sup>th</sup> grade- Social Studies

**WV Content Standards and Objectives:**

- **SS.0.4.1.2:**  
Identify and explain the commonly held democratic values, principles, and beliefs expressed in the Declaration of Independence and the significance of patriotic symbols, holidays, celebrations, and famous people.
- **SS.0.4.1.4:**  
Evaluate the responsibility, privileges and rights of United States citizenship and the importance of civic life.
- **SS.0.4.1.5:**  
Research recent and historical conflicts concerning individual rights at the international, national, and local levels; then explain how those conflicts were resolved and suggest ways for peaceful conflict resolutions.
- **SS.0.4.2.1:**  
Justify the rule of law and limited government and prove they protect individual rights and the common good.
- **SS.0.4.2.2:**  
Defend the rights of individuals in the democratic process and the right of an individual or group to dissent responsibly.
- **SS.0.4.5.1:**  
Create timelines to sequence and infer connections between events in history.

## Character Introduction and Background

- **Essential Questions:**

- How would the items symbolize our character's life?
- What role did J.R. Clifford play in West Virginia history?
- How did J.R. Clifford affect the national civil rights movement?

- **Materials Needed:**

- copies of "J.R. Clifford: A West Virginia Civil Rights Pioneer"
- objects that symbolize periods of Clifford's life: enlarged shape of Hardy County, Union flag, nurse's cap, scissors and comb, newspaper with the banner *The Pioneer Press*, law book, black robe, poster with the letters N.A.A.C.P.
- 4x6 index cards
- timeline format blanks

- **Instructional Procedures:**

- Teacher passes objects out to students and asks them to work with partners to brainstorm possibilities for what the object would symbolize in our character's life.
- Partner teams share their decisions with the class. Additional input from the class is collected as well.
- Final decisions about the objects are recorded on 4x6 index cards.
- Objects are displayed around the room with index cards.
- Copies of the "J.R. Clifford" story are passed out for choral or individual reading.
- Students come back together for a wrap up session.

- **Assessment:**

- Teacher challenges the students to revise the predictions for the objects to match J.R. Clifford's life and to arrange in timeline fashion to match his life story.
- During whole group discussion student "secretary" records the answers to questions about Clifford's role in West Virginia and in the national civil rights movement on chart paper and posts in the J.R. Discovery Station.
- Each student is to design a timeline that reflects the major events with dates and short summary or pictorial representation of the event.

- **Resources:**  
Information from the JR Clifford website: <http://www.jrclifford.org>

## Descriptions of Genres for Playlets

### **The Interview**

Stage an interview. Design a set of questions and answers that will be the dramatic focus of the characters in the play. It can be a panel-type interview with several reporters or correspondents throwing out the questions. Or, it can work in reverse—a group can be interviewed by one interrogator or reporter. This can be compared to most television talk shows. The fun part of staging this type of production is to ask key questions that surprise, stun, or shock the person interviewed. Since the person is on “live” television, it forces an answer to the question that is unrehearsed. This genre is an interesting way to explore explosive issues.

### **Puppet Show**

Turn the stage into a puppet show. There are a variety of different puppets that you can design. The puppets can be hand-held, dangling from strings, stick puppets, or even sock-over-the-fist puppets. First, your group needs to design the dialogue and characters, before constructing the type of puppet show that would be most suitable. Puppet shows may exaggerate the events of the story or present situations with high emotion or hilarity. Your group needs to design a background for staging the puppet show. You may use the side of a desk or a sheet strung widthwise to create your stage in miniature.

### **Shadow Puppet**

Take the puppet show to a higher level. Using a sheet and a bright light, flash cardboard puppets as shadows. You will have to write dialogue that corresponds to the casting of the shadows on the screen to act out your play. Think creatively. Puppets may be designed as a one-piece silhouette or they may have several parts that are joined by paper fasteners, which enable them to move. The audience enjoys this effect as the shadows unfold a story.

### **Rhyming Poetry**

In this genre, your group will create dialogue that utilizes rhyme. The dialogue you compose will be poetic in structure. Rhyming appeals to an audience because there is a pleasant flow to the language that is pleasing to the ear. It makes language less ordinary and more colorful.

### **Flashback Technique**

Using the flashback technique, you will create a play within a play. You begin with the present and move back and forth between the present and the past. It is as if the audience is traveling in a time machine. For example, an old woman begins in the present by telling the audience a story about an event that happened when she was young. The stage switches scenes and now the audience is taken back in time. The characters act out the historical episode of the woman’s youth. At its conclusion, there is a new scene where the old woman reappears. She brings the audience back to the present. The old woman again sets the stage for another episode. Once again, the play shifts back in time. This technique can be used once, twice, or as many times as you choose.

## Descriptions of Genres for Playlets *(cont.)*

### **A “Rap” Songfest or Musical**

A “rap” songfest or musical can be an exciting approach to describing a scene in history. Using a rhythmic beat and snappy dialogue, you can recreate an episode in history. It is extremely entertaining for the audience as well as the players. Music, whether it’s rap, rock, folk, country, or classical are options from which to choose.

### **Courtroom**

A courtroom as a setting for a historical dramatization often excites the audience as they watch debate and interrogation. Using this format, you prepare a script and play the roles of judge, prosecutor, defense attorney, defendant, plaintiff, jury, reporters, and courtroom spectators. You can utilize some or all of the above mentioned roles depending on the size of your group. It is surprising how many events in history lend themselves to the courtroom drama.

### **Live Comic Strips**

In this genre, you will have to design a play where mime plays the major role, rather than dialogue. Mime is where the body moves to communicate the story without the use of speech. You need to write a script that emphasizes actions and where dialogue is written on bubbles that characters will hold as they act out their roles in front of the audience. “Bubbles” are like clouds found above the comic characters’ heads and that speak their thoughts. To find samples of this art, look in the local newspaper or any comic book.

There are two different types of bubbles that can be used. One is the thought bubble, which tells us what the character is thinking. This is often portrayed by using little circles below the large bubble that contains the script. The second type of bubble is the speaking bubble. It is characterized by one continuous line, from the character to the bubble, containing what he or she is saying.

### **Drama, Tragedy, and Comedy**

Using this technique, your group designs a typical play that hasn’t changed in format from the theater of the Greeks to the present. The playlet simply portrays an event as close to the reality of life as possible, utilizing dialogue, scenery, emotions, and action.

Name \_\_\_\_\_

## Peer Charting of Playlets

| Topic | Dialogue is easy to understand | List notable points of the playlet | Acting: eye contact, projecting voices, speak clearly, portrays emotion | Overall grade |
|-------|--------------------------------|------------------------------------|---|---------------|
|       |                                |                                    |   |               |
|       |                                |                                    |   |               |
|       |                                |                                    |   |               |
|       |                                |                                    |   |               |

## Playlets Assessment Chart

| Students' names | Captivates reader/ audience (1–8 pts.) | Reveals emotions (1–12 pts.) | Detail and depth (1–12 pts.) | Essential highlights portrayed (1–8 pts.) | Use of props (1–12 pts.) | Final Grade |
|-----------------|--|------------------------------|------------------------------|---|--------------------------|-------------|
| Group #1:       |  |                              |                              |   |                          |             |
| Group #2:       |  |                              |                              |   |                          |             |
| Group #3:       |  |                              |                              |   |                          |             |
| Group #4:       |  |                              |                              |   |                          |             |
| Group #5:       |  |                              |                              |   |                          |             |
| Group #6:       |  |                              |                              |   |                          |             |
| Group #7:       |  |                              |                              |   |                          |             |
| Group #8:       |  |                              |                              |   |                          |             |
| Group #9:       |  |                              |                              |   |                          |             |

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