

## Shades Cahaba #1

TEACHER: Mr. Braydie	GRADE: 4th Grade
SUBJECT: WWII History	DATE: October 28, 2021
UNIT: Tuskegee Airmen	LESSON TITLE: Getting to know them...

**OVERVIEW OF UNIT:** In this unit the students will learn about the Tuskegee Airmen and what they did for American History. Through a number of activities students will use their creativity and knowledge about these heroic individuals to make a short presentation on them. The teaching artist should provide powerpoints and fun theatre games to get the students excited and ready to create their project. The students at the end of the unit will present their project to the other classes.

**OVERVIEW OF LESSON:** It is time to start to think of the project that we want to create with the students. Students will learn more about the Tuskegee Airmen and their importance in American History. We as a class will discuss the project that we want to create. The goal by the end of class is to have an outline for our dramatic presentation that we will use to present to the other classes. Throughout the lesson the teaching artist will lead the group in ensemble activities and games to grow the class as a group and promote collaboration.

### **EXECUTIVE FUNCTIONS NOTED THROUGHOUT:**

Metacognition M (working memory, attention, attention shifting, sequencing)

Emotional Regulation ER (Emotion in self/others, ability to express, modify, suppress emotion)

Behavioral Regulation BR (Recognition of behavior choices, ability to express, modify, suppress a behavior)

### **OUTCOMES**

1. Students will learn what the Tuskegee Airmen did (**M**)
2. Students will start to become more open with their classmates (**ER, BR**)

### **ASSESSMENT CRITERIA**

1. Students will enthusiastically participate in games and make bold choices (**M, ER, BR**)
2. Students will listen and be attentive to presentations and discussions (**M**)

3. Students will understand why the Tuskegee Airmen are so important for Americans today <b>(M, ER)</b>	3. Students will have fun! <b>(M, ER, BR)</b>
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<b>GUIDED PRACTICE</b>	<b>Introduction-</b> Question of the Day <b>(M)</b> <b>Warm Up:</b> Roller Coaster <b>(M)</b> <b>Learn:</b> Getting to know them... <b>(M, BR)</b> <b>Discuss:</b> What are we going to present? <b>(M, ER)</b> <b>Game:</b> NINJA <b>(M, ER, BR)</b> <b>Closing -</b> Yee Haw <b>(M, ER, BR)</b>
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<b>SCHEDULE</b>	<b>11:20-11:25</b> Introduction: Question of the Day <b>(M)</b> <b>11:25-11:30</b> Roller Coaster <b>(M)</b> <b>11:30-11:35</b> Get to Know Them... <b>(M, BR)</b> <b>11:35-11:40</b> What are we going to present? <b>(M, ER)</b> <b>11:40-11:50</b> NINJA <b>(M, ER, BR)</b> <b>11:50-11:55</b> Yee Haw <b>(M, ER, BR)</b>
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<b>MATERIALS</b>  All items you need to make the lesson happen	Blank Paper and Marker
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<b>OTHER RESOURCES</b>  Additional resources such as a way to play amplified sound	N/A
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<b>STANDARDS</b>	4.4.36. Students will describe and identify different methods of production.  1.13. Economics/Geography/History: Describe the economic
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Alabama State Standard,  
found at  
perma-bound.com

and social impact of World War II on Alabamians.

3.1.1. Students will discover common subjects and ideas in stories from different cultures through dramatic activities.

## **PROCESS**

### **Introduction: Question of the Day**

The Teaching Artist will greet the students and ask them to come around in a circle. Once the students are in the circle, the teaching artist will ask the students “Who are you going to be for Halloween?” Then the Teaching Artist will pass the question around the room.

That is awesome Dylan! Squid Game is a very dark show... Henry, who are you gonna be for Halloween?

### **Warm Up: Roller-Coaster**

Ok everyone, we are about to ride a roller coaster. Everyone buckle up. OK. OK. Here we go! Whoosh! Ok, we're going up a very steep hill. Everyone make the chunk, Cha, Cunk, Cha, Chunk, Cha, Chunk.... UP UP UP! Down we go! Weeeee! Wooooooo! Pooooooow!. Oh me, oh my, holy Mr and Mrs potato head that was a crazy ride.

Awesome! Ready? Hey Ho, Let's go!

### **Learn: Get to know them...**

Go through a new powerpoint...

The teaching Artist will peasant their powerpoint. It will go over WWII as a whole, then Alabama's involvement in it and finally the Tuskegee Airmen's involvement in WWII.

### **Discuss: What are we going to present?**

After the powerpoint, the teaching Artist will open the floor for students to ask questions. Then the teaching artist will start to ask the students questions surrounding how they will present their project. The teaching Artist should have a paper and something to write with to jot down ideas. By the end of the discussion the class should have a solid outline of what they want to do for their dramatic presentation...

This is going to be so cool everyone! We have made an awesome start. We'll keep that in mind for our next lesson together. Let's go ahead and play one more game before I have to go!

### **Game: NINJA**

layers form a circle, each standing at arm's width away from each other. On the count of "3... 2... 1... NINJA!" all players jump into ninja poses. Choose your pose wisely! Randomly choose a ninja to begin. On their turn, each player is allowed to make one swift ninja attack. *KAPOW!* This can involve your whole body. *HAYA!* Eliminate others by striking their hand - the wrist is not included. You must stay hold the position you end your move in. The next player is allowed to move once you have finished your attack. If you are attacked by another player, you may dodge, but you can't move your feet. When only two players remain, they begin the final duel. The final two ninjas stop fighting, bow, and stand back-to-back. On the count of "3... 2... 1... NINJA!" they jump into poses. The ninja with the boldest pose goes first and play resumes normally. The game ends when only one ninja remains.

OHHH wow! We have a champion. Now everyone let's circle up and close out.

This is one of my favorite things to do, it's called a YEE HAW!

### **Cool Down: YEE HAW**

Teaching Artists will start by saying one good thing that happened in class, something they learned, or their favorite game played. Afterwards everyone will put their hands in and say YEE HAW!

## Shades Cahaba #2

TEACHER: Mr. Braydie	GRADE: 4th Grade
SUBJECT: WWII History	DATE: November 2, 2021
UNIT: Tuskegee Airmen	LESSON TITLE: Creating our Airplane

**OVERVIEW OF UNIT:** In this unit the students will learn about the Tuskegee Airmen and what they did for American History. Through a number of activities students will use their creativity and knowledge about these heroic individuals to make a short presentation on them. The teaching artist should provide powerpoints and fun theatre games to get the students excited and ready to create their project. The students at the end of the unit will present their project to the other classes.

**OVERVIEW OF LESSON:** In this lesson students will continue their deep dive into the Tuskegee Airmen. For this specific lesson, students will create their own airplane. These will either be actual wood/plastic planes for the students to design or a paper plane! The teaching artist should ask the teacher to keep the students' planes in her class room once they finish. Throughout the lesson the teaching artist should talk and discuss with the students about their project and cool things they learned about the tuskegee airmen.

### **EXECUTIVE FUNCTIONS NOTED THROUGHOUT:**

Metacognition M (working memory, attention, attention shifting, sequencing)

Emotional Regulation ER (Emotion in self/others, ability to express, modify, suppress emotion)

Behavioral Regulation BR (Recognition of behavior choices, ability to express, modify, suppress a behavior)

<b>OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
4. Students will realize the importance of the Tuskegee Airmen (M)	4. Students will enthusiastically participate in games and make bold choices (M, ER, BR)
	5. Students will work hard on their airplane and make a unique design

<p>5. Students will bond and create a community with classmates <b>(ER, BR)</b></p> <p>6. Students will create a fun and inclusive project <b>(M, ER, BR)</b></p>	<p><b>(M)</b></p> <p>6. Students will have fun! <b>(M, ER, BR)</b></p>
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<b>GUIDED PRACTICE</b>	<p><b>Introduction-</b> Question of the Day <b>(M)</b></p> <p><b>Warm Up:</b> Stop, Drop, Crab <b>(M, ER, BR)</b></p> <p><b>Create &amp; Discuss:</b> Airplanes <b>(M, ER, BR)</b></p> <p><b>Closing -</b> Yee Haw <b>(M, ER, BR)</b></p>
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<b>SCHEDULE</b>	<p><b>11:20-11:25</b> Introduction: Question of the Day <b>(M)</b></p> <p><b>11:25-11:30</b> Stop, Drop, Crab <b>(M, ER, BR)</b></p> <p><b>11:30-11:50</b> Airplanes <b>(M, ER, BR)</b></p> <p><b>11:50-11:55</b> Yee Haw <b>(M, ER, BR)</b></p>
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<p><b>MATERIALS</b></p> <p>All items you need to make the lesson happen</p>	Blank Paper and Marker
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<p><b>OTHER RESOURCES</b></p> <p>Additional resources such as a way to play amplified sound</p>	Bluetooth Speaker
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<p><b>STANDARDS</b></p> <p>Alabama State Standard, found at <a href="http://perma-bound.com">perma-bound.com</a></p>	<p>4.4.31. Students will experiment with mixing colors.</p> <p>1.13. Economics/Geography/History: Describe the economic and social impact of World War II on Alabamians.</p> <p>4.1.10. Students will discuss how art reflects and records history in various cultures.</p>
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## **PROCESS**

### **Introduction: Question of the Day**

The Teaching Artist will greet the students and ask them to come around in a circle. Once the students are in the circle, then teaching artist will ask the students “What is your dream role?” Then the Teaching Artist will pass the question around the room.

That is awesome Matt! My dream role is to play Andrew Garfield in a Biopic.

### **Stop, Drop, Crab**

Ok everyone, walk around the space, when I say stop you stop, you stop moving. When I say Drop, you drop and die a very very dramatic death. When I say crab, you crab! When you crab do whatever crab means to you...

Awesome! Ready? Hey Ho, Let's go!

### **Create and Discuss: Airplanes**

The teaching Artist will present the students with the airplane that they have provided for the Tuskegee Airmen project. Just to be safe the teaching artist should bring colored utensils as well to make sure the students have something to color them with. Once the airplanes are passed out, the teaching artist should pull up pictures of the planes that the Tuskegee Airmen flew so that the students will have inspiration to make their own Airplanes. During this time if it is possible, the teaching artist should play airplane sounds from a bluetooth speaker. This will create an airborne environment for the students to create. While the students are creating their planes, the teaching artist should go around the room and check in on

students and ask them about new ideas that they would like to add to their project. The teaching artist should also be prepared to give facts about the airplanes that the Tuskegee Airmen flew and about the Tuskegee Airmen in general. Once the students have time to create and color their Airplanes all of the students will present their airplanes to the rest of the class.

These are some COOL AIRPLANES. OH MY! Look at the time... Looks like it's time for a YEE HAW!

**Cool Down: YEE HAW**

Teaching Artists will start by saying one good thing that happened in class, something they learned, or their favorite game played. Afterwards everyone will put their hands in and say YEE HAW!

## Shades Cahaba #3

TEACHER: Mr. Braydie	GRADE: 4th Grade
SUBJECT: WWII History	DATE: November 4, 2021
UNIT: Tuskegee Airmen	LESSON TITLE: Putting it all Together...

**OVERVIEW OF UNIT:** In this unit the students will learn about the Tuskegee Airmen and what they did for American History. Through a number of activities students will use their creativity and knowledge about these heroic individuals to make a short presentation on them. The teaching artist should provide powerpoints and fun theatre games to get the students excited and ready to create their project. The students at the end of the unit will present their project to the other classes.

**OVERVIEW OF LESSON:** In this lesson students will play fun filled theatre games to develop their ensemble skills and finalize the presentation on the Tuskegee Airmen that they will present in the next class. The students will be asked to find their Airplanes that they made last class. The majority of the class will be spent on putting their presentation together. The teaching artist will bring note cards for the students to put their lines on and the teaching artist should give the students simple blocking to stick to for the presentation.

### **EXECUTIVE FUNCTIONS NOTED THROUGHOUT:**

Metacognition M (working memory, attention, attention shifting, sequencing)

Emotional Regulation ER (Emotion in self/others, ability to express, modify, suppress emotion)

Behavioral Regulation BR (Recognition of behavior choices, ability to express, modify, suppress a behavior)

<b>OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
7. Students will understand the importance of the Tuskegee Airmen(M)	7. Students will participate and add their own flare (M, ER, BR)
	8. Students will take in other suggestions than their own (M)

8. Students will be confident with ensemble work <b>(ER, BR)</b> 9. Students will work as a unit to build a presentation <b>(M, ER)</b>	9. Students will have be attentive and active learners <b>(M, ER, BR)</b>
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<b>GUIDED PRACTICE</b>	<b>Introduction-</b> Question of the Day <b>(M)</b> <b>Warm Up:</b> It is what it isn't <b>(M, ER, BR)</b> <b>Assemble/Run:</b> Presentation <b>(M, ER, BR)</b> <b>Closing -</b> Yee Haw <b>(M, ER, BR)</b>
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<b>SCHEDULE</b>	<b>11:20-11:25</b> Introduction: Question of the Day <b>(M)</b> <b>11:25-11:30</b> It is what it isn't <b>(M, ER, BR)</b> <b>11:30-11:50</b> Presentation <b>(M, ER, BR)</b> <b>11:50-11:55</b> Yee Haw <b>(M, ER, BR)</b>
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<b>MATERIALS</b>  All items you need to make the lesson happen	Note Cards and pen
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<b>OTHER RESOURCES</b>  Additional resources such as a way to play amplified sound	N/A
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<b>STANDARDS</b>  Alabama State Standard, found at <a href="http://perma-bound.com">perma-bound.com</a>	1.1.6. Students will perform movements on high, middle, and low levels from the floor.  2.6.37. Students will recognize and practice accepted performance behavior.  3.4.27. Students will collaborate to plan and rehearse dramatic presentations.
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## **PROCESS**

### **Introduction: Question of the Day**

The Teaching Artist will greet the students and ask them to come around in a circle. Once the students are in the circle, the teaching artist will ask “If you could travel anywhere in the world today, where would you go?”

For me, I would travel to Egypt so that I could see the three giant pyramids and the ancient Sphinx.

Where would you go Daniel?

Now let's warm up our minds...

### **Express: It is What it Isn't**

Teaching Artist has the class sit in a circle. They reveal an object, such as a wooden spoon. Discuss with the class what the object is used for. Pass the spoon to a student and have them perform an action that involves the spoon, however, the spoon must be used as anything other than a spoon. For example, the spoon could become a microphone or a hairbrush. Ask observers to guess what the object is being used as. Pass the object to the next student and repeat.

Ok so class, this is a pencil BUT it is not a pencil...

It is a mighty sword! Now, Eliga take it away...

No way! A bow and arrow! How cool!

That is so awesome everyone! Ok does anyone know who we've been talking about in every class of ours?

That's right, The Tuskegee Airmen!

Does anyone know what their super cool nickname was?

Yes sir, Red Tails!

Alright. So now we are going to work as a group to put our presentation together...

### **Assemble/Run: Presentation**

The teaching artist should have pre written lines for the students to say for their presentation on note cards. The teaching artist will get this information that they use on the note cards from what the student found interesting about the Tuskegee Airmen and from past powerpoint that the teaching artist has shared with the students. Each note card should be numbered and it should go something like this...

*(The students fly in with their planes)*

The Tuskegee Airmen.

The Tuskegee Airmen were the first group of all African American pilots in World War II.

They trained right here in Alabama at the Tuskegee Institute.

355 Tuskegee Airmen served in World War II.

They flew airplanes called P-51 Mustangs.

And they were nicknamed "Red Tails"

*(make airplane sounds and fly)*

The Tuskegee Airmen would fly over 15,000 missions.

They would destroy 251 enemy fighters.

The airmen fought in historic battles in Germany

In places such as

Berlin

And Munich

Over the course of these battles, 66 brave Tuskegee Airmen would lose their lives.

*(Daniel holds an American flag)*

The Airmen would go on to be awarded over 150 flying crosses.

And pave the way for integration in the armed forces.

These heroes will never be forgotten.

The Tuskegee Airmen!

*(They fly their planes off)*

Hopefully, the teaching artist will have the time to run this a couple times with the class.

Fantastic! Oh, look at the time, it seems to be time for a yee haw!

**Cool Down: YEE HAW**

Teaching Artists will start by saying one good thing that happened in class, something they learned, or their favorite game played. Afterwards everyone will put their hands in and say YEE HAW!

See you all next time for our presentation! Have a great weekend!

## Shades Cahaba #4

TEACHER: Mr. Braydie	GRADE: 4th Grade
SUBJECT: WWII History	DATE: November 9, 2021
UNIT: Tuskegee Airmen	LESSON TITLE: Getting to know them...

**OVERVIEW OF UNIT:** In this unit the students will learn about the Tuskegee Airmen and what they did for American History. Through a number of activities students will use their creativity and knowledge about these heroic individuals to make a short presentation on them. The teaching artist should provide powerpoints and fun theatre games to get the students excited and ready to create their project. The students at the end of the unit will present their project to the other classes.

**OVERVIEW OF LESSON:** It is time for the students to present their full project to the other class. The students will perform courageously and will use their theatre etiquette to support other groups. The student above all should have fun and rejoice in all of the cool things they did learning about the Tuskegee Airmen. Hopefully this will be a unit that will sit with them and something that they'll remember for a long time. After they do an awesome performance and we watch all of the other groups, we'll do a final YEE HAW! And say bye bye for now!

### **EXECUTIVE FUNCTIONS NOTED THROUGHOUT:**

Metacognition M (working memory, attention, attention shifting, sequencing)

Emotional Regulation ER (Emotion in self/others, ability to express, modify, suppress emotion)

Behavioral Regulation BR (Recognition of behavior choices, ability to express, modify, suppress a behavior)

**OUTCOMES**

**ASSESSMENT CRITERIA**

<p>10. Students will take an act of courage <b>(M)</b></p> <p>11. Students will present and perform <b>(ER, BR)</b></p> <p>12. Students will share the facts that they learned about the Tuskegee Airmen <b>(M, ER)</b></p>	<p>10. Students will read what their note cards say and follow their “blocking” <b>(M, ER, BR)</b></p> <p>11. Students will perform actively and attentively <b>(M)</b></p> <p>12. Students will have fun! <b>(M, ER, BR)</b></p>
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<b>GUIDED PRACTICE</b>	<p><b>Introduction</b> - Check In <b>(M)</b></p> <p><b>Warm Up</b> - Rehearse <b>(M, ER, BR)</b></p> <p><b>Performances</b> - Watch/Present <b>(M, ER, BR)</b></p> <p><b>Closing</b> - Yee Haw <b>(M, ER, BR)</b></p>
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<b>SCHEDULE</b>	<p><b>11:20-11:25</b> Check In <b>(M)</b></p> <p><b>11:25-11:30</b> Rehearse <b>(M, ER, BR)</b></p> <p><b>11:30-11:50</b> Watch/Present <b>(M, ER, BR)</b></p> <p><b>11:50-11:55</b> Yee Haw <b>(M, ER, BR)</b></p>
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<p><b>MATERIALS</b></p> <p>All items you need to make the lesson happen</p>	N/A
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<p><b>OTHER RESOURCES</b></p> <p>Additional resources such as a way to play amplified sound</p>	N/A
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<p><b>STANDARDS</b></p> <p>Alabama State Standard, found at <a href="http://perma-bound.com">perma-bound.com</a></p>	<p>1.1.7. Students will maintain personal space while moving through general space using a combination of straight lines, curving lines, and zigzags.</p> <p>1.2.15. Students will demonstrate consistency in including a</p>
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	beginning, middle, and ending to all choreography.
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	2.6.36. Students will recognize and practice accepted audience behavior.
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## **PROCESS**

### **Introduction: Check In**

The Teaching Artist will greet the students and ask them how they are doing and feeling? It is the teaching Artist job to get the students excited to perform. They will then lead the students in a shake down...

Here we go! In unison, and standing in a circle, the group shakes their right hand vigorously while counting energetically to 8 (this can either count up “1..2..3..4..5..6..7..8” or down “8..7..6..5..4..3..2..1”). Then they repeat this vigorously with the left hand. Then the group shakes their right foot with the 8-count, and then their left foot. Then the whole pattern is repeated with a 7-count (up “1..2..3..4..5..6..7” or down “7..6..5..4..3..2..1”) with the Right Hand, Left Hand, Right Foot, Left Foot and Full-Body (if the group has incorporated this). Then with a 6-count (up “1..2..3..4..5..6” or down “6..5..4..3..2..1”) Right Hand, Left Hand, Right Foot, Left Foot, Full-Body. Then 5-count. 4-count. 3-count. 2-count and finally the group gets down to “ONE. ONE. ONE. ONE. ONE.”

### **Warm up: Rehearse**

Alright class, let's run our presentation really fast!

The teaching Artist will hand out the note cards that they made for the students. Then they will ask the students to grab their airplanes. Quickly the teaching Artist will have them group up and run through their presentation!

Awesome Bros! Yall are going to be amazing! Let's go!!!

### **Performances: Watch & Present**

The teaching Artist will calmly bring the class to the auditorium. Then ask them to sit quietly and be respectful of their other classmates. Then when it is their turn we will go up there and rock it out. The performance should consist of the following...

*(The students fly in with their planes)*

The Tuskegee Airmen.

The Tuskegee Airmen were the first group of all African American pilots in World War II.

They trained right here in Alabama at the Tuskegee Institute.

355 Tuskegee Airmen served in World War II.

They flew airplanes called P-51 Mustangs.

And they were nicknamed "Red Tails"

*(make airplane sounds and fly)*

The Tuskegee Airmen would fly over 15,000 missions.

They would destroy 251 enemy fighters.

The airmen fought in historic battles in Germany

In places such as

Berlin

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Over the course of these battles, 66 brave Tuskegee Airmen would lose their lives.

*(Daniel holds an American flag)*

The Airmen would go on to be awarded over 150 flying crosses.

And pave the way for integration in the armed forces.

These heroes will never be forgotten.

The Tuskegee Airmen!

*(They fly their planes off)*

**Cool Down: YEE HAW**

Teaching Artists will ask everyone what is one of their favorite things that they learned or played in the class. Afterwards everyone will put their hands in and say YEE HAW!