



# APPROACHING DRAMA CLASS WITH AN INDIGENOUS PERSPECTIVE

## **Instructor**

ALLISON GREEN

## **Materials**

Video modules, Handouts, Transcripts, MP3 Files, PDF of Powerpoint Slides, Completion Certificate

## **Course length**

6 modules

57 minutes of video

2 credit hours

## Course Description

This course is led by Allison Green, a member of the Algonquin Band of Mattawa, and a drama and social sciences teacher in Northern Ontario, Canada. She believes that drama teachers should look at their teaching through an Indigenous lens for a few reasons:

- It is time in North America to take a conscientious look at Indigenous people's approach to learning and teaching.
- For our Indigenous students, it's important to see themselves in materials, activities, and classroom routines.
- It is also valuable for our non-Indigenous students to see and better understand the diverse nature of the creative process and ways of seeing our world through this lens.

This course aims to help teachers see their drama class through an Indigenous lens - by exploring the learning circle, culturally responsive approaches, and Indigenous pedagogy.

## About the Instructor

Allison is a storyteller, artist and teacher. She is the granddaughter of Andy Green, an Algonquin elder of Talon Lake near Mattawa Ontario. It was with great pride that she was gifted the Algonquin name Shinawe Pewanak by elders who felt she earned -- "The One who Rattles the Flint". Elders saw the passion to pass on her fire through the teaching of young people, new teachers and members of her Indigenous community who have not found their voice.

Allison's formal theatrical training began at York University, Toronto, in Theatre Production, Stage Management and Design - where she also returned for her Bachelor of Education. Allison's artistry can be seen in her Indigenous artwork, beading, stage design and painting. She continues to write, direct and stage productions with high school students. She is currently a secondary school teacher in rural Northern Ontario where she teaches drama, social sciences and Indigenous studies.

## Course Curriculum

### Lesson 0: Introduction 4:02

The introductory module lays out the objectives for the course, and explains the structure and lessons to follow.

### Lesson 1: The Learning Circle 10:19

This module explores the learning circle. The circle is a sacred symbol in Indigenous culture, and many drama classes benefit from students and their teachers being part of a circle.

### Lesson 2A: Culturally Relevant & Responsive Teaching 11:19

This module shares a culturally responsive approach to teaching while really unpacking the difference between appropriation and appreciation. In drama class, we need to be aware and model for our students the act of appreciating and exploring diversity and culture with activities rooted in knowledge and avoid appropriation.

### Lesson 2B: Appreciation Versus Appropriation 17:46

This module continues the discussion regarding a culturally responsive approach to teaching.

### Lesson 3: Drama Teachers and Indigenous Pedagogy 10:12

This module focuses on drama teachers and Indigenous pedagogy.

### Lesson 4: Wrap Up 3:40

This module wraps up the course material, and looks at next steps to take with your students, or for your own learning.

# Standards Connections

## National Core Arts Standards

### Generate and conceptualize artistic ideas and work - Grade 6

TH:Cr1.1.6.c - Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

### Synthesize and relate knowledge and personal experiences to make art - Grade 7

TH:Cn10.1.7.a - Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.

### Generate and conceptualize artistic ideas and work - Grade 7

TH:Cr1.1.7.c - Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.

### Synthesize and relate knowledge and personal experiences to make art - Grade HS Proficient

TH:Cn10.1.HS1.a - Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

### Generate and conceptualize artistic ideas and work - High School Proficient

TH:Cr1.1.HS1.c - Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

### Generate and conceptualize artistic ideas and work - High School Accomplished

TH:Cr1.1.HS11.a - Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.

### Perceive and analyze artistic work - Grade HS Advanced

TH:Re7.1.HS111.a - Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

### Interpret intent and meaning in artistic work - Grade 6

TH:Re8.1.6.b - Identify cultural perspectives that may influence the evaluation of a drama/theatre work.

### Interpret intent and meaning in artistic work - Grade 7

TH:Re8.1.7.b - Describe how cultural perspectives can influence the evaluation of drama/theatre work.

### Organize and develop artistic ideas and work - Grade HS Accomplished

TH:Cr2.1.HS111.a - Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.

### Interpret intent and meaning in artistic work - Grade HS Advanced

TH:Re8.1.HS1111.b - Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.

## Common Core

### Language

CCSS.ELA-LITERACY.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Language

CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## California VAPA Standards (2019)

### 6.TH:Cr1 Generate and conceptualize artistic ideas and work

6.TH:Cr1.b - Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

### 7.TH:Cr1 Generate and conceptualize artistic ideas and work

7.TH:Cr1.b - Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.

### 7.TH:Cn10 Synthesize and relate knowledge and personal experiences to make art.

7.TH:Cn10 - Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.

### Prof.TH:Cn10 Synthesize and relate knowledge and personal experiences to make art.

Prof.TH:Cn10 - Investigate how cultural contexts, community ideas, and personal beliefs impact a drama/theatre work.

### Prof.TH:Cr1 Generate and conceptualize artistic ideas and work

Prof.TH:Cr1.b - Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.

### Acc.TH:Cr1 Generate and conceptualize artistic ideas and work.

Acc.TH:Cr1.a - Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.

### Adv.TH:Re7 Perceive and analyze artistic work.

Adv.TH:Re7 - Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

### 6.TH:Re8 Interpret intent and meaning in artistic work.

6.TH:Re8.b - Identify cultural contexts that may influence the evaluation of a drama/theatre work.

### 7.TH:Re8 Interpret intent and meaning in artistic work.

7.TH:Re8.b - Describe how cultural contexts can influence the evaluation of drama/theatre work.

### Prof.TH:Re8 Interpret intent and meaning in artistic work.

Prof.TH:Re8.b - Identify and compare cultural contexts and contexts that may influence the evaluation of a drama/theatre work.

### Acc.TH:Cr2 Organize and develop artistic ideas and work.

Acc.TH:Cr2.a - Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre in western or non-western theatre traditions.

### Adv.TH:Re8 Interpret intent and meaning in artistic work.

Adv.TH.Re8.b - Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.

## Florida Sunshine State Standards

### Critical Thinking & Reflection

TH.912.C.1.6 - Respond to theatrical works by identifying and interpreting influences of historical, social, or cultural contexts.

### Historical & Global Connections

TH.912.H.1.4 - Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.

## Georgia Performance Standards - Theatre Arts

### Grade 6 - Creating

TA6.CR.1 - Organize, design, and refine theatrical work., a. Identify artistic choices, utilize theatre vocabulary, and demonstrate non-verbal communication skills in the rehearsal process., b. Interpret a character's motivation by understanding the relationship between their background and their behavior., c. Identify the variety of relationships between characters., d. Identify, define, and classify character traits., e. Recognize and demonstrate the roles, responsibilities, and skills associated with collaborative performance., f. Use resources to identify and create technical elements of theatre.

### Grade 6 - Connecting

TA6.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Describe the origins of theatre., b. Identify and analyze ways in which theatre influences and reflects the culture of a society., c. Utilize a multi-disciplinary approach to research, create, and support artistic choices., d. Examine the relevance of cultural and historical context.

### Grade 7 - Connecting

TA7.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Examine theatre development throughout history., b. Identify and analyze cultural influences on theatre., c. Utilize multi-disciplinary research skills to obtain cultural and historical information to justify artistic choices (e.g. costuming, make-up, setting of a time period in relation to the play)., d. Draw conclusions about the influence of theatre on society.

### Grade 8 - Connecting

TA8.CN.2 - Examine the role of theatre in a societal, cultural, and historical context., a. Compare and contrast how theatre evolves through time., b. Examine how culture is defined through theatre and other media., c. Apply advanced research skills to obtain appropriate cultural and historical information to rationalize artistic choices (e.g. costuming, make-up, setting of a time period in relation to the play)., d. Discuss theatre's role in reflecting the culture of a society.

## North Carolina Essential Standards

### Advanced High School Standards - Culture

A.CU.1.1 - Interpret theatre arts from personal, cultural, and historical contexts.

## Texas Essential Knowledge and Skills

## for Theatre Arts

### HS 117.315 LI - Foundations: Inquiry and Understanding

C.1.E - analyze characters by describing attributes such as physical, intellectual, emotional, and social dimensions through reading scripts of published plays.

### HS 117.315 LII - Historical and cultural relevance

C.4.B - relate historical and cultural influences on theatre.

### HS 117.316 LII - Creative Expression: production

C.3.B - read and analyze cultural, social, and political aspects of a script to determine technical elements.

### HS 117.317 LIII - Creative Expression: performance

C.2.C - analyze characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions.

### HS 117.318 LIV - Creative Expression: performance

C.2.C - analyze and interpret characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions.

## Alberta, Canada

### Acting Drama 20

1 - analyze a script for explicit character clues

### Junior Orientation

listen effectively

recognize that there is an historical and cultural aspect of drama/theatre

share ideas confidently with others

### Junior Goal I Objectives

develop a sense of responsibility and commitment

### Theatre Studies Level II - Intermediate (Theatre History)

4 - recognize that drama exists in every culture

### Senior Goal I Objectives

demonstrate respect for others-their rights, ideas, abilities and differences

sharpen observations of people, situations and the environment

### Orientation Drama 10

demonstrate self-discipline, self-direction and a sense of responsibility

display consideration and respect for self and others

listen to self and others

positively support the work of others

share ideas confidently

## British Columbia (2018)

### GRADE 6 - ARTS - Exploring and creating

Explore relationships between identity, place, culture, society, and belonging through the arts

### GRADE 7 - ARTS - Exploring and creating

Explore relationships between identity, place, culture, society, and belonging through the arts

### GRADE 10 - DRAMA - Connect and expand

Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain

understanding through dramatic works

**GRADE 11 - DRAMA - Connect and expand**

Explore First Peoples perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through dramatic works

**GRADE 12 - DRAMA - Connect and expand**

Analyze the role of story and narrative in expressing First Peoples perspectives, values, and beliefs, including protocols related to ownership of First Peoples oral texts

## **Ontario, Canada**

**Grade 6 - Exploring Forms and Cultural Contexts**

B3.1 - demonstrate an understanding of some drama and theatre themes and traditions from a variety of times, communities, and places

**Grades 9 & 10 - Reflecting, Responding and Analyzing - Drama and Society**

B.2.2 - explain how dramatic exploration helps develop awareness of different roles and identities people have in society (e.g., explain what they learned through role playing characters from different socio-economic groups)

**Grade 11 - Reflecting, Responding and Analyzing - Drama and Society**

B.2.4 - explain how different types of theatre mirror cultural diversity and local or regional concerns in Canadian and global societies from the past and present