

Creative Dance Lesson Plan on Cultures

Part I

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Grade: 2nd

Length of Lesson: 45 minutes

Student Learning Outcome: The students will demonstrate understanding of their state's and community's culture by exploration of the state folk dance (square dance) and creation of their own dance using different levels.

Equipment Needed: Hand Drum; CD player; CD with square dance music, Poster for listing student ideas.

Utah Core - Social Studies:

Standard 1: Students will recognize and describe how people within their community, state, and nation are both similar and different.

Objective 1: Examine and identify cultural differences within the community.

- a. Explain the various cultural heritages within their community.
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Behavioral Expectations: (3 minutes)

We have two rules for class today:

1. Always keep space around yourself. Never touch anyone else, the walls, or the steps unless I ask you to.
2. When the music or the drumming stops, you must freeze!

Let's practice. When the music starts, gallop around the room, but when it stops you must freeze! Don't move even one eyelash!

Experience/Identify: (7 minutes)

Before Utah became a state, people had to come and settle Utah. They came first with wagons, then later they rode on a train. It was a long way away from the big cities in the east, and it took about three months to come by wagon. Today **we** will investigate how those pioneers lived and how it influences our culture today.

Level Exploration: **Imagine** that the ceiling has sunk so the room is only two feet tall. How can you move in a low level if you only have **two** feet of space? I'll turn on the music and I want you to explore. How did pioneers move in a low level? Did they have to crawl under their wagons? What about hunting for food? How much space can you take up? Can you take up incredibly tiny amounts of space? Try in ~~a~~ middle and high levels ~~as well~~.

Help students identify where low, middle, and high levels are by freezing in shapes in different levels.

Explore/Investigate: (20 minutes)

Culture is a group of people's way of life. So the way they think, do art, speak, and celebrate are part of their culture. Before Utah was a state, and even after, one of the ways people celebrated was square dancing. Did you know that the Utah state folk dance is square dancing? Let's learn one together.

Teach scatter square dance steps including do-si-do, star, allamande, and circle, with "hit the lonesome trail" in between.

Our culture now is different from the pioneer's culture. We still do some things the same, but we have our own Spanish Fork culture. **Even** families have different cultures and traditions. So, even though we are all from Utah, our cultures are a little different. Let's play a game about being different.

Level Boogie: When I count to three, ~~I need everyone to be standing~~ elbow-to-elbow with a partner. When I turn the music on, you and your partner will start moving. You can move however you want, but your heads can never be on the same level. (Demonstrate this with a student). When I turn the music off, ~~you have to~~ freeze right where you are. I will come around and check to make sure that no partners have their heads in the same level! Repeat this game **and increase difficulty by** making the groups **larger** (3, 4, and 5 students together).

Create/Perform: (10 minutes)

The pioneers learned square dancing when they were little kids, but sometimes they would make up their own dance steps. I bet we could make our own dance to represent our culture! **But first**, what is our culture here in Spanish Fork, Utah? What are some special things about where we live right here in Spanish Fork? Do we celebrate Christmas in a special way? Is the weather unique? What do we do for fun?

Make a list of unique things about Spanish Fork, then help students make movement connections to the words on the list.