

# Harriet Tubman Shadow Puppets



## Social Studies and Theatre

Grade  
4

### Maryland Social Studies Standards

5.0 Students will analyze how the institution of slavery impacted individuals and groups in Maryland

### Maryland Fine Arts/Theatre Standards

3.1.c Identify formal elements of performance to use in creating improvisational scenes that illustrate character, setting, and action based on original or given ideas



## CONNECTED OBJECTIVES

Students will demonstrate comprehension of the story "Minty" by using shadow puppets to retell the story.

## MATERIALS & RESOURCES

- Skew Sticks
- Black Construction Paper
- Tape
- Overhead projector and puppet theatre made from trifold display board and parchment paper or document camera for illuminating puppets.
- "Minty" book
- Paper/Pencil to create the script
- Shadow Puppetry Presentation Dialogue/Background Scenery Chart
- Markers or crayons
- Circle Map or other brainstorming organizer
- Post-It Notes
- Shadow Puppetry Presentation Performance Rubric

## KEY CONTENT VOCABULARY

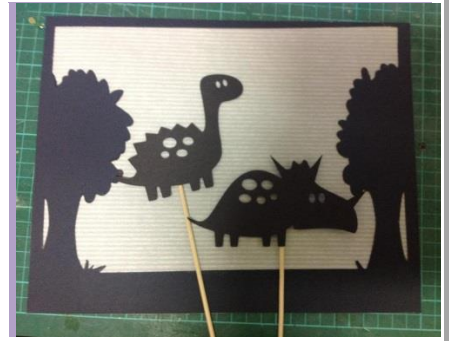
- Segregation
- Underground Railroad

## KEY ARTS VOCABULARY

- Shadow Puppet
- Setting/scenery
- Silhouette
- Elements of Theatre
  - vocal skills
  - concentration
  - dialogue

# A S S E S S M E N T

- Group Presentations using the shadow puppets/rubrics



# L E S S O N S T E P S

- Students will create a Circle Map to share what they know about slavery. Teacher will share website “Pathways...thinkport.org” to help students gain an understanding of slavery and traveling on the Underground Railroad.
- Teacher will read the story “Minty”.
- Students will listen for understanding and write on post-it notes any visuals/questions.
- After reading the story the class will discuss the story and students will share their observations (post-it notes).
- Teacher will arrange students in 3 groups. Groups will be assigned the beginning, middle, and ending of the story.
- Teacher will ask students to help list the main ideas from the story and write on chart paper. Once the main ideas of the story are broken down on chart paper, the teacher will divide the ideas into beginning, middle, and ending parts.
- Teacher will assign each group a part and students will work in their groups using the list from the chart paper to create a flow map/story board of their part of the story.
- Students will complete worksheet on dialogue/background scenery.
- Provide background information and examples of shadow puppets. Students will begin making their own shadow puppets including background/setting.
- Students will practice their part of the story using their shadow puppets after reviewing the Actor’s Toolkit for voice and movement.
- Groups will present their part and reference rubric for assessment.

## EXTENSIONS & OPTIONS

- Use “Harriet Tubman” poem by Eloise Greenfield instead of the book.
- Some students may be able to come up with the main idea/details for their part on their own. Other students may need the additional help as stated in the lesson where the teacher breaks down the story on chart paper.
- This lesson could be extended with a writing lesson where the students take on the role of a slave and describe their journey to freedom.

## SOURCES & RESOURCES

*Minty: A Story of Young Harriet Tubman* by Alan Schroeder.

For background and additional ideas:

<http://artsedge.kennedy-center.org/multimedia/series/AEMicrosites/playing-with-shadows.aspx>

G E T S M A R T T H R O U G H T H E A R T S

A U T H O R ( S ) : L y n n B u s h / R i v i e r a B e a c h E l e m e n t a r y

S u p p o r t i n g D o c u m e n t s

