



USING CHAUTAUQUA IN THE CLASSROOM

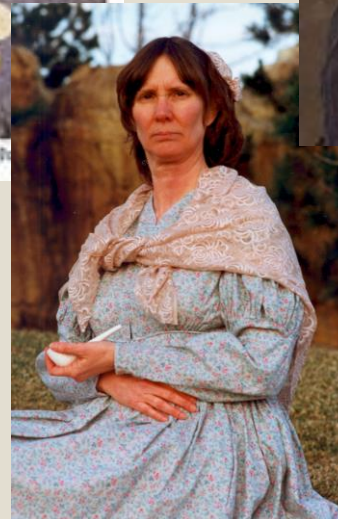
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What, exactly, is a Chautauqua?

- Chautauqua is a living history program in which performers, in costume and in character, bring historical figures to life in theatrical monologues. Educational and entertaining, Chautauqua programs provide dramatic insights into the people and events that have shaped our nation [history in general], and also provide a historical lens for looking at contemporary issues.
- **3 Parts of a Chautauqua Performance:**
 - Monologue in character
 - Answering questions in character
 - Answering questions as the scholar behind the performance



Photo by Steve Davis/Herald 30



Brainstorm: On your note taker...

- What did you learn from Alice Smith this morning? In what ways did it expand your understanding of....
 - Local History
 - Civil Rights
 - Women in History
 - Veterans Affairs
- After watching Juanita Westbrook perform this morning, what opportunities and challenges present themselves in including a Chautauqua performance in your curriculum?



Studying a Young Chautauqua Performance

- Al Capone performed by Logan LaPlante in 2012:
<https://www.youtube.com/watch?v=oRkKH5UwJTY>
- As you are watching the performance, on your note taker record...
 1. Evidence of student research in the presentation:
 2. Evidence of historical thinking within the narrative:
 3. How can a Chautauqua be used as an assessment of historical thinking rather than a checklist of required tasks.
 4. What kind of work is the student doing that addresses CCSS?

Turn and Talk

- Now that we've watched a student performing a Chautauqua, let's revisit this question:
 - What opportunities and challenges present themselves in implementing a Chautauqua performance into your curriculum?
 - How does this Authentic Performance Assessment address the CCSS within Social Studies Content Standards?
 - How does Chautauqua address Core Actions 1,2,3 in your classroom?
 - 1- High Quality Text
 - 2- Text-dependent questions and tasks
 - 3- Productive engagement

Learning Opportunities Inherent in Chautauqua: A Research Project

- Historical Research
 - Biographical and Autobiographical Sources
 - Primary and Secondary Sources
 - Historical Accounts of the time period in which the person lived
 - Note taking,
 - References/ Works Cited Page
- Writing
 - Historical Research Paper
 - Written Narrative for Chautauqua performance incorporating historically accurate details
 - Ranking stories/evidence for research most important to include in students' understanding and presentation of character.
- Other Ideas
 - Timelines of time individual's life
 - Visual Collage of time period
 - Resume of individual
 - Scavenger Hunt

Learning Opportunities Inherent in Chautauqua: an Authentic Performance Assessment

- Individual student performance synthesizing a predetermined number stories from their character's life into a coherent story.
- Historical Thinking: sourcing, contextualizing, corroborating evidence, and deeply reading texts with the goal of creating a historically accurate and entertaining monologue.
- Public Speaking Skills
- Showing vs Telling
- Involving the Audience
- Transitions, staying in character, recovering from errors
- Eliminating Fillers “like, um, stuff like that”

USING SS CONTENT TO MEET CCSS

- Informational Text:

- (RI.9-10.7) Analyze various accounts of subject told in different mediums, determining which details are emphasized in each account.

- Writing:

- (W.9-10.5) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - (W.9-10.7) Conduct short as well as more sustained research projects to answer a question or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- Speaking and Listening: Presentation of Knowledge and Ideas:

- (SL.9-10.4) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose , audience, and task

Keeping Students on Track

- What structures would a teacher design to keep students on-track?
- Which assignments could be handed-in/graded for accountability?
- What formative assessments would you embed as checks for understanding?
- What kind of speaking and listening opportunities will your students have to prepare for the final assessment?

Design Time

- What kind of speaking and listening opportunities will your students have to prepare for the final assessment?
- What time period will you choose? Where will Chautauqua fall in your school year?
- How will students choose their character?
 - Differentiation opportunities?
- How long will students be given to prepare?
- What formatives can you design to check for understanding?
- What elements would be important to include in your rubric that show students what you value?
- What tangible evidence would you need to collect and/or grade?

Thanks for attending this presentation.
We hope you have a terrific start to the
new school year!

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