

Dramatic Miming of Energy Usage from Various Time Periods in History

Big Idea - How can you learn about your impact on the environment by reflecting upon how energy was extracted by past societies?

Overview:

Students will be broken up into groups of 3 students and choose a time period from history. In this time period, students must determine the following energy needs and the impact on the environment:

How was food collected, grown, and/or cultivated?

How was cooking done?

How were homes built?

How was heating in the winter done?

How did transportation occur?

If there was electricity, how was it produced?

The energy needs will be dramatically mimed out in 3-4 minutes. The mimes will be recorded on an ipad/ipod touch or similar device or acted out live for the class, but it must have an accompanying soundtrack that is developed to help tell the story. If acting it out live, the performance will be recorded. At least 3 different songs must be used and mixed together using [audacity](#) or [soundtrap.com](#). The music must be creative commons and contain no lyrics. Sound effects may be used to enhance the storytelling. Music must be used appropriately to help the audience understand how the energy use is affecting the environment... ie somber tones for negative use

All videos will be shared on our classroom blog to parents.

Example sites for collecting audio samples:

incompetech.com/creativecommons.org/soundbible.com

Reflection:

The reflection can be done in the student's journal or as a video journal entry.

Answer the following questions in your reflection.

1. How did the music you chose reflect the impact your society was having on their environment?
2. Were there any other performances that made you reflect upon needs vs. wants of humans?
3. What have you learned from energy use in the past that can help shape your energy usage today?

Expectations:

Social Studies

Overall:

A1. compare key aspects of life in a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, and describe some key similarities and differences between these early societies and present-day Canadian society

A2. use the social studies inquiry process to investigate ways of life and relationships with the environment in two or more early societies (3000 BCE–1500 CE), with an emphasis on aspects of the interrelationship between the environment and life in those societies

A3. demonstrate an understanding of key aspects of a few early societies (3000 BCE–1500 CE), each from a different region and era and representing a different culture, with reference to their political and social organization, daily life, and relationships with their environment and with each other

Specific:

A1.2 compare aspects of the daily lives of different groups in an early society

A1.4 compare two or more early societies in terms of their relationship with the environment (e.g., with reference to seasonal rhythms, use of land and resources, differences between urban and rural communities, religious/spiritual practices/beliefs with respect to the environment), and describe some key similarities and differences in environmental practices between these societies and present day Canada

A2.2 gather and organize information on ways of life and relationships with the environment in early societies, using a variety of primary and secondary sources in both print and electronic formats

A2.5 evaluate evidence and draw conclusions about ways of life and relationships with the environment in early societies, with an emphasis on aspects of the interrelationship between the environment and life in those societies

A3.5 describe the importance of the environment for two or more early societies, including how the local environment affected the ways in which people met their physical needs

Arts

Drama

Overall:

B1. Creating and Presenting: apply the creative process (see pages 19–22) to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas, and stories; B2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of drama works and experiences;

Specific:

B1.1 engage actively in drama exploration and role play, with a focus on exploring drama structures, key ideas, and pivotal moments in their own stories and stories from diverse communities, times, and places

B1.2 demonstrate an understanding of the element of role by selectively using a few other elements of drama (e.g., time and place; relationship; focus and emphasis) to build belief in a role and establish its dramatic context

B1.3 plan and shape the direction of the drama or role play by posing questions and working with others to find solutions, both in and out of role

B1.4 communicate thoughts, feelings, and ideas to a specific audience, using audio, visual, and/or technological aids to enhance their drama work

B2.1 express personal responses and make connections to characters, themes, and issues presented in their own and others' drama works

Music

Overall:

C1. Creating and Performing: apply the creative process (see pages 19–22) to create and perform music for a variety of purposes, using the elements and techniques of music; C2.

Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences;

Specific:

C1.3 create musical compositions for specific purposes and audiences

C2.1 express detailed personal responses to musical performances in a variety of ways