



FAD Collections *Declarations Lesson*

Grade Level(s): 9-12

Film(s): Declarations

Discipline(s): American History & Dance

Core Arts Anchor Standard

11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

American History I Essential Standard(s)

- (AH1.H.1.2) Use Historical Comprehension to... 4. Analyze visual, literary and musical sources
- (AH1.H.1.3) Use Historical Analysis and Interpretation to... 1. Identify issues and problems in the past & 5. Evaluate the influence of the past on contemporary issues.
- <https://www.dpi.nc.gov/media/7196/open>

Dance Standard(s)

- Cn11.1.6: Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/ or community purpose or meaning.

Learning Objective(s)

- Connect movement qualities and imagery to a historical (written) context.
- Compare and contrast historical ideas and apply them to current ideas.

Introduction

The *Declarations* lesson involves students in an American History I class watching the video of *Declarations* and picking at least three of the Articles of the Universal Declaration of Human Rights (1948) mentioned in the video to write about. Students will be prompted to research this to understand a little more about its historical context and connect the imagery produced in the video to the description of their chosen Articles. It is assumed that most, if not all, students do not have any dance knowledge or experience.

Materials needed:

- Pen or Pencil
- Paper
- Electronic device (optional)

Total time/length of activity: ~ 45 minutes, ½ of a typical class period

Lesson

Students would have been discussing the time period of the Universal Declaration of Human Rights (1948) but not explicitly learned about this yet. This lesson could be done during the first or second half of a class period. (This lesson could be adjusted to connect the topic of this video to the Declaration of Independence).

1. (10 minutes) Launch: Students will begin by watching the video of *Declarations* twice. The first time students will have the opportunity simply to watch and the second time, students will be prompted to think about which Articles and their descriptions stand out to them in the video.
2. (35 minutes) During this time, students will be able to research the Universal Declaration of Human Rights and major events happening in that time period. Also, this is the time allotted for students to work on their main task, [Declarations Analysis](#).
3. Note: This lesson could be done during the entire 90-minute period to allow students to work on their writing for a longer period of time during class or it can be made into homework.

Supplemental Materials:

[Task Description Sheet](#)