Objective: Students will be able to analyze factual information about a historical figure in order to create a tableau that depicts one significant historical event in the life of a historical figure.

Alaska History Standards (European Exploration)
ASH2 - Alaskan Cultures: Describe Alaskans before western contact and explain interactions between people and the physical environment.
ASH3 - Russia’s Colony: Explain events that occurred between Russian and Alaskan native groups and describe the impacts of Russian Colonization.
ASH.RH - Reading for History/Social Studies: Cite textual evidence to support analysis of primary and secondary sources and evaluate various explanations for events and discern points of view, contextualization, and historical significance.
ASH.WL - Writing for History/Social Studies: Write discipline-specific arguments that thoroughly develop a topic, draw evidence from multiple sources to support analysis and articulate a supported conclusion.

Art Standards
VA.CO.6 Select, organize, and design (Analysis) images and words to make visually clear and compelling presentations. (AZ VA.CR2c.8) (NCAS VA.CR2.3.8)
VA.CR.1 Reflect (Comprehension) on whether personal artwork conveys the intended meaning and revise accordingly. (AZ VA.CR3a.6) (NCAS VA.CR3.1.6)
VA.CR.3 Apply (Knowledge Utilization) relevant criteria (such as craftsmanship, originality, well-organized composition) to examine, reflect on, and plan revisions for a work of art or design in progress. (AZ VA.CR3a.8) (NCAS VA.CR3.1.8)
VA.RA.1 Develop and apply (Analysis) relevant historical and cultural criteria (e.g., canon of proportions for ancient Greek art, etc.) to evaluate a work of art. (AZ VA.RE9a.6) (NCAS VA.RE9.1.6) (AK CS.1)
TH:CR1-HSAC a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work. c. Use personal experiences and background knowledge to develop a character that is believable and authentic in a drama/theatre work.
TH:CR2-HSAD b. Collaborate as a creative team to create artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.
TH:CR3-HSP a. Practice and demonstrate a devised or scripted theatrical work using theatrical staging (blocking, movement). b. Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to drama/theatre work. c. Justify technical design choices to support the story and emotional impact of a devised or scripted drama/theatre work. (e.g., lighting, sound, scenery, props, costumes, makeup, media).

LESSON PLAN

MATERIALS
1. Electronic device for students (iPad, computer)
2. Research materials on historic figures (books, encyclopedias, magazines, websites)
3. iPad stand (if using iPad for practicing tableau)
4. Large spaces for students to gather in groups to practice, perform, and watch tableaus
INSTRUCTURAL PLAN

A. HISTORICAL FIGURE RESEARCH
   1. Students may do this project independently or in groups of at least 2 to 4 students.
   2. Historical Figure research (choose one or several ideas for students)
      a. Provide a fact sheet on the historical figure
      b. Students research historical figure using “W” and “H” questions
      c. Provide a specific website or resource for students to research or look up facts about the historical figure.
      d. Provide sentence frames or closure activity if appropriate for skill level and grade for the research.
   3. Historical Figure narrative
      a. Choose one or more products for students to produce to demonstrate knowledge and facts of the historical figure. Provide examples of each type of product if possible. (See Addendum A: Alaskan Explorer Poems, Poetry, Raps, and Songs for examples of student work)
         i. Poem/Poetry
         ii. Rap/Song
         iii. Power Point
         iv. Paragraph or Essay
         v. Poster
         vi. Other medium
      b. Main historical events of the historical figure
         i. Students analyze research on the historical figure to pick out 2-3 critical events of the figure for possible use in the historical tableau

B. TABLEAU SCORING AND RUBRIC
   1. Before having students prepare and perform their tableaus, give them a scoring rubric for the tableau.
   2. Another option would be to have students create a rubric together as a class with the educator. (See Addendum B: Alaskan Explorer Tableau Rubric)
   3. Elements to include in rubric
      a. Historical Figure representation
         i. Event portrayed is a historically significant event in the life of the historical figure
         ii. Event is demonstrated accurately (factual) in tableau presentation
         iii. Tableau presentation demonstrates knowledge of the event
      b. Tableau Scene
         i. Levels of high, medium, low
         ii. Frozen expressions and bodies/no movement
         iii. Facing audience
         iv. Focus and concentration evident among participants
v. Logical physical nearness/farness (proximity) from others in tableau for representation

c. Facial Expression
   i. Accurate expression for event tableau
   ii. Consistent expression/frozen expression
   iii. Exaggerated expression
   iv. Eye contact with others in tableau as is appropriate

d. Voice (for 1-2 sentences to briefly explain or introduce tableau)
   i. Loud voice
   ii. Clear Voice
   iii. Talking with expression
   iv. Good pronunciation

e. Other elements to include in rubric
   i. Group Participation and Collaboration
   ii. Audience/Observing/Listening Participation and Norms

C. HISTORICAL FIGURE TABLEAU PREPARATION AND PRACTICE

1. Brainstorm tableau
   a. Students choose which significant historic event to portray in the tableau
   b. Students determine as many aspects as possible that are appropriate for the historical event in the tableau:
      i. Which student in the group will portray each part of the tableau?
      ii. What will each student portray in the tableau?
      iii. Where does this event take place and how to show in tableau?
      iv. When does this event take place and how to show in tableau?
      v. Why or purpose of the event?
   c. Students determine one or two sentences to speak before the presentation of their tableau. The sentences should tell the essence of the event in a concise and concrete manner. The sentences should enhance and explain the tableau that is presented.

2. Practice tableau
   a. Each group of students should have a space to practice that is away from other groups for concentration and collaboration
   b. Students use a computer or iPad and iPad stand to record their tableau practices (iMovie, photo, Clips, Stream, or other software)
      i. Students practice the entire tableau
         1. 1-2 spoken sentences
         2. Theatrically perform the tableau both beginning (speaking sentences and quickly setting up tableau), middle (frozen tableau), and ending (exiting tableau stances)
         3. Refer to the tableau scoring rubric for other criteria to practice, perform, and perfect
   c. Students review the film or photos
d. Students adjust their performance until satisfied, comfortable, and confident with their tableau and theatrical presentation

D. HISTORICAL FIGURE TABLEAU PREFORMANCE  
(see Addendum C: Alaskan Explorer Tableaus)  
1. Select a day for the students to perform the tableaus.  
2. Ensure that there is sufficient space for the tableau presentations as well as for the students who are in the audience.  
3. Educator presents norms for both performers and audience  
4. Each group of students perform the tableau in front of the class.  
5. Tableau may be recorded digitally with photos and/or video for review later by educator and students. A group of students can be selected for this task.

6. Scored rubrics can be done by both educators and students with guidance from educators  
7. Optional: have audience name positives only about each tableau for each group of students after the performance.  
8. Give time after performances for groups and students to self-score the rubrics.  
9. Optional: take photos and videos to make a post-production presentation to share with parents and staff. It could be in the form of a Power Point or bulletin board in a public area for all to see.
Addendum A: *Alaskan Explorer Poems, Poetry, Raps, and Songs*

STUDENT GROUP A:

Pyotr Krenitsyn

Pyotr Kuzmich Krenitsyn

Explored the Bering Strait shore

Commanded St. Catherine ship blip

Used his brain to survey Aleutian Island Chain

He named Avatanak, Akutan, and Tigalda giant islands

Something horrible happened on the way back to incomparable Russia

Long past his death, a volcano named after him

STUDENT GROUP B:

Crank That! Georg Wilhelm Steller

First European to step on Alaska woo!

Its Georg Wilhelm Steller that’s whooo!

Discovered Steller sea lion hoo!

Georg Wilhelm Steller hoo!

He got stuck in Alaska that’s oooohhhhh!

Traveled with Captain Vitus Jonassen too!

Vitus Jonassen whooo?

They found the largest eagle hoooo!

They used a ship called St. Peter ooooh!

St Peter ship oooh!
STUDENT GROUP C:

Joseph Billings Song (tune: “Deck the Halls”)

There’s a man named Joseph Billings la la la la la la la la

Catherine the Great one sponsoring la la la la la la la la

He has landed to Kodiak, Island

And went to some highland la la la la

To to to to to!

Count the number of natives la la la la la la la

And Cape Billings named after him la la la la la al

He was a good explorer

That made Alaskan history better

STUDENT GROUP D:

Captain James Cook England 1776

Watching planet Venus for his tricks

Many years at sea and crew was healthy

Crossed North America and find a trade route

Made maps of Alaska

And had to go places where no other Europeans were

Sailed across the Pacific and was killed in Hawaii

Cook Inlet in Alaska is named after him

Captain James Cook
STUDENT GROUP E:

Mikhail Gvozdev

Mikhail Gvozdev was a Russian commander in 1732.
Charted north western coast of Alaska.
Sailed to St Gabriel on the mouth of Kamchatka river.
Fyodorov and Gvozdev discovered the Bering Strait and Diomede Island.
On the way to Diomede Island, they were rained down with arrows by natives.
A cape on the Island is named after him.

STUDENT GROUP F:

George Vancouver Song

Line 1: George Vancouver was British, and he was skittish during the trip.
Line 2: He explored in 1974
Line 3: George and his crew wanted to explore Cook Inlet
Line 4: They traveled by ship
Line 5: He discovered North America
Line 6: The expedition broke his fragile health
Line 7: Before he died, he wrote books about the expedition
Line 8: He died during the trip
Line 9: George did not come back to Alaska
Line 10: He is remembered and named for a city in Vancouver, Canada, and Vancouver, Washington
Addendum B: Alaskan Explorer Tableau Rubric

ALASKAN EXPLORER TABLEAU RUBRIC  

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>10</th>
<th>7</th>
<th>5</th>
<th>3</th>
</tr>
</thead>
</table>
| ALASKAN EXPLORER | - Detail/Event matches explorer  
- most important event  
- matches time in AK history for explorer | 2 of 3 characteristics are present | 1 of 3 characteristics are present | None of the characteristics are present |
| TABLEAU SCENE | - Levels of high, medium, and low  
- Frozen  
- Facing audience | 2 of 3 characteristics are present | 1 of 3 characteristics are present | None of the characteristics are present |
| EXPRESSION | - accurate expression  
- consistent expression  
- exaggerated expression | 2 of 3 characteristics are present | 1 of 3 characteristics are present | None of the characteristics are present |
| VOICE | - Loud voice  
- Clear voice  
- talking with expression  
- good pronunciation | 3 of 4 characteristics are present | 2 of 4 characteristics are present | 1 of 4 or None of the characteristics are present |

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Addendum C: Alaskan Explorer Tableaus

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Explorer: Georg Wilhelm Stellar
Explorer: Joseph Billings
Explorer: Capt. James Cook
Explorer: Mikhail Gvozdev