

ASSEMBLY COORDINATOR: PLEASE DISTRIBUTE/POST/ANNOUNCE!

FOOTWORKS



PERCUSSIVE DANCE ENSEMBLE



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PRESENTS:

“Build A Better World”

The award winning Footworks Percussive Dance Ensemble presents "Build A Better World", a family-friendly show for all ages that includes live music, dancing, audience participation, and lots of fun that will inspire students and audiences of all ages to do their part to build a better world. Come join world class artists as they perform an interactive and uplifting show that promotes civic competence and inspires students to be active and engaged participants in public life and is sure to get you smiling, toe tapping, singing, and clapping! Footworks is celebrating 40 years as a professional company, performing for theaters and festivals internationally, and the 2018-19 school term will be their 39th season performing and teaching in Maryland schools.

“The Footworks assembly was fantastic! Every child and teacher was engaged from beginning to end. They were wonderful, and we hope to have them back!” – Lothian Elementary School

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**PLEASE PASS ALONG THE ATTACHED TEACHER PROGRAM
GUIDE TO ALL PARTICIPATING CLASSROOMS**

SET-UP REQUIREMENTS:

- A cleared performance space
- No interruptions during performance (bells, announcements, etc.)
- A microphone on a stand or 2 if available – please no clip-mics or mics on podiums.

ARTIST ARRIVAL TIME: 60 minutes prior to performance time

SUGGESTED INTRODUCTION:

“Footworks Percussive Dance Ensemble is based in Annapolis Maryland. The four performers you will see today are part of a larger group that performs in theaters all around the United States and the world. They also love performing in schools and they are happy to be here today. Please welcome Footworks, performing “Build A Better World”, with a round of applause!”

INCLEMENT WEATHER:

DON'T WORRY! Artists will follow school closings/delays and be in close contact with you. They will work with you to reschedule the performance if necessary.

FOOTWORKS CONTACT NUMBER: 410-897-9299

AFTER HOURS/EMERGENCY NUMBER: 410-897-9299 or 443-929-1167

Teacher Program Guide



“Build A Better World”

Artist: Footworks Percussive Dance Ensemble

Artist Bio

Footworks is internationally renowned for their theater and festival performances, including a Smithsonian Institution tour of Japan, guest artists with Riverdance in London, and a 2015 television appearance on PBS nationally. Footworks has created and produced several productions involving collaborations with multi-ethnic artists and brings a wealth of experience and an extensive and rich repertoire to arts-integrated programming. The 2018-19 school term will be the company’s 39th season performing, teaching, and presenting residencies in the Maryland schools. Footworks' Music Director Mark Schatz is internationally known in acoustic and Americana Music and has won numerous awards, including the 2015 Maryland State Arts Council's Individual Artist Award in Composition. Founding Director Eileen Carson Schatz is a National Endowment for the Arts Choreography Fellow, a Certified Teaching Artist in Maryland, Young Audiences of MD 2006 "Artist of the Year", and twice received (1997, 2014) the Maryland State Arts Council’s Individual Artist Award for Choreography. Footworks remains true to traditional American music and dance and presents connected roots and branches from many cultures. All of Footworks' programming is a celebration of the cultural diversity of the United States.

"a brilliant troupe.... with one foot in tradition and the other in innovation." - The Irish Echo
"...the power of the human spirit at play. Their ability to entertain, to educate, to engage the audience was purely a function of their passion for their art form." - The VCReporter, Ventura, CA



Program Description

The program opens with the musician and dancers coming to the stage from the back of the auditorium singing a song created for this show, “Build A Better World”, as they come down the aisles, ending on the stage. The company medleys into an upbeat Appalachian clogging dance and then into a tap dance. After a narration the whole audience participates singing, “Build A Better World” and making rhythms with us. The audience is then asked to come up with ways that they can build a better world and these are included in the song. A narration then introduces a Cherokee song and dance after which the audience joins in singing a song about Mother Earth reminding us of our responsibility to care for the earth on which we live.

The audience is then asked to learn a little zulu and they are taught a song from South Africa. The company then performs a South African Gumboot dance. Reminding us that we can build a better world by respecting diversity and learning about other cultures.

Then adding a bit of fun for fun's sake and encouraging recycling, Footworks performs a percussive dance with trash and a hambone dance.

Next the song "A Drop In The Bucket" is performed. This song talks about various people in the history of the world the have worked to make a better world.

Lastly we get everyone involved dancing together and making rhythm. The program then ends with a rousing American fiddle tune and clogging routine.



Curriculum Connectors

Social Studies, United States History, Maryland History, World History, Music, Dance

Common Core Standard Connectors

CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Maryland State Curriculum Connectors

Fine Arts Content Standards in DANCE

2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.

1. Demonstrate knowledge of the contexts of dances from variety of cultures
 - a. View dances from cultures related to general classroom studies and explain their purposes.

Fine Arts Content Standards in Music

2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of music as an essential aspect of history and human experience.

1. Develop the ability to recognize music as a form of individual and cultural expression through experiencing music as both personal and societal expression.

Social Studies Content Standards

2.0 People of the Nation and World: Students will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and historic perspective.

B. Cultural Diffusion

1. Analyze how Maryland society was influenced by the contributions of people and groups.
 - b. Describe the contribution of individuals and groups.



VOCABULARY

Apartheid – racial segregation; specifically a former policy of segregation and political and economic discrimination against non-European groups in the Republic of South Africa.

Become – to undergo change or development

Benevolence – disposition to do good or an act of kindness

Boycott- to engage in a concerted refusal to have dealing with a (person, store, or organization) usually to express disapproval or the force acceptance of certain conditions.

Charity – generosity and helpfulness, aid given to those in need, public provision for the relief of the needy

Civil Disobedience – refusal to obey governmental demands or commands especially as a nonviolent and usually collective means of forcing concessions from the government

Civility – a civilized conduct especially courtesy and politeness.

Civic Duty – moral obligation to your government

Defy - boldly resist or refuse to obey

Eloquence- forceful, convincing speech Virtuous - morally good

Environment – the circumstances, objects, or conditions by which one is surrounded

Environmentalist – one concerned about environmental quality

Envision - to picture in one's mind, especially some future event

Famine – a extreme shortage of food

Indivisible - impossible to divide or separate

Integrated - open to people of all races or ethnic groups without restrictions Kindness –

Liberate - free from oppression, can be physical or social

Love – strong affection for another arising out of kinship, personal ties, admiration, or benevolence

Non-violent Protest – a non-violent declaration or act of dissent.

Passive Resistance – resistance especially to a government or an occupying power characterized mainly by noncooperation.

Prejudice – injury or damage resulting from some judgement or action of another in disregard of one's rights.

Responsibility – having moral, legal, or mental accountability for something

Recycle –to process in order to regain material for human use

Refugee - a person who is forced to leave his/her home because of war, persecution, or a natural disaster

Reuse – to use again especially in a different way

Segregation – a separation or isolation of a race, class, or ethnic group

Social Change – the alteration of mechanisms within social structure, characterized by changes in cultural symbols, rules of behavior, social organizations, or value systems.

Volunteer – one who renders a service while having no legal concern or interest.

“DROP IN THE BUCKET” SONG

“Drop In The Bucket” By Mitch Berrett and Carla Gover – The following song is used in the performance to teach about important people who have made a difference for good in our world. It was written by Mitch Berrett and Carla Gover but the third verse below was written by Mark Schatz and Eileen Carson Schatz for this show. We encourage you to learn about others who have made a difference and write a verse for those people.

The following is a link to the original song used as source material:

<https://www.youtube.com/watch?v=Yruz1AY7rb0> ;
<https://www.youtube.com/watch?v=MvAg-NqOQsg>

“Drop In The Bucket”

Chorus:

Drop in the bucket
And a bucket in the pond
And the pond fills the river
And the river rushes on.
Every river swells the river
Till the power can't be stopped
What becomes a mighty ocean
Started as a drop.

It's a crazy world we live in,
Bad news all around
Brothers and Sisters if we're gonna make a
difference
We're gonna have to stand our ground
And be a drop in the bucket...

Down in Alabama,
A lady boarded a bus.
The driver said, “You're black,
You gotta sit in the back.”
And Rosa said, “I've had enough.”

She was a drop in the bucket...
Great Britain ruled over India
Made'em slaves to the
goods they bought
Till Ghandi took his people to the ocean
And said, “Look, free salt.”
He was a drop in the bucket...

In the alleys of Calcutta
Mother Theresa live her life.
She did much more than feed the poor,
She taught us how to shine our light.

This little light of mine,
I'm gonna let it shine.
This little light of mine,
I'm gonna let it shine.
This little light of mine,
I'm gonna let it shine.
Let it shine, let it shine, let it shine.

Cause we're a drop in the bucket...



ADDITIONAL RESOURCES

Books In Grade Level Order

“A big guy took my ball!”, by Mo Willems. Hyperion Books for Children, 2013: **preschool.**

“Clouette.”, by Tom Lichtenheld. Henry Holt, 2011: **preschool.**

“If you plant a seed.”, by Kadir Nelson. Balzer + Bray, an imprint of HarperCollins Publishers, 2015: **Kindergarten.**

“Step Gently Out.”, by Helen Frost. Candlewick Press, 2012: **Kindergarten.**

“The day the crayons quite.”, by Drew Daywalt. Philomel Books, 2013: **1st grade.**

“Looking at Lincoln.”, by Maira Kalman. Nancy Paulsen Books, 2012: **2nd grade.**

“Fifty cents and a dream: young Booker T. Washington.” by Jabari Asim. Little, Brown, and Co., 2012: **3rd grade.**

“Seeds of change: planting a path to peace.” by Jen Cullerton Johnson. Lee & Low Books, 2010: **4th grade.**

“The war that saved my life.” by Kimberly Brubaker Bradley. Hyperion Books for Children, 2008: **5th grade.**

“A girl named Rosa: the true story of Rosa Parks.” By Denise Lewis Patrick. Scholastic Inc., 2018: **K-5th grade.**

“Heroes for all times.” By Mary Pope Osborne and Natalie Pope Boyce. Random House, 2014: **k-5th grade.**

“Keeping Corner”, by Kashmira Sheth. Hyperion, 2007: **6th-12th grades.**

“Who was Rosa Parks?”, by Yona Zeldis McDonough. Grosset & Dunlap, 2010: **8-12 grades.**



Videos

“A Drop In The Bucket” Song by Mitch Berrett and Carla Gover:

<https://www.youtube.com/watch?v=Yruz1AY7rb0>

<https://www.youtube.com/watch?v=MvAg-NqOQSg>

Footworks Percussive Dance Ensemble’s Youtube Channel:

<https://www.youtube.com/channel/UCYNYsXghR32oaSRqQpIvpZw>

Websites

www.footworks.org

Maryland Department of Education – Environmental Education -

<http://marylandpublicschools.org/programs/Pages/Environmental-Education/index.aspx>

Environmental Education Resources:

Improving School Grounds –

School Yard Habitats : <https://www.fws.gov/chesapeakebay/schoolyd.html>

School Grounds for Learning: http://baybackpack.com/schoolyard_projects/about

Chesapeake Bay Stewardship –

Chesapeake Bay Program: <https://www.chesapeakebay.net/>

Chesapeake Bay Watershed Agreement -

https://www.chesapeakebay.net/what/what_guides_us/watershed_agreement

Environmental Literacy Goal:

https://www.chesapeakebay.net/what/goals/environmental_literacy

Education Workgroup: https://www.chesapeakebay.net/who/group/education_workgroup



PRE PERFORMANCE ACTIVITIES:

1. Begin by asking students, “What are some of the injustices, inequities, wrongs that you see in the world?” Have students make a list. Together discuss some of the ways that these ills can be remedied. Is there something that you can do? What does it mean to be civic minded? Make a list of things that you can do.
2. Explain that the United States is a nation of immigrants. Except for the descendants of the Native Americans living on this continent before the arrival of other people, everyone living in the United States today is the descendant of someone who came to this country from somewhere else. Ask students whether they know anyone who has immigrated to the United States from another country and whether they know the story of their own family’s immigration to the U.S. Have students share some of these stories with the class. How can knowing one another’s stories help make a better world?
3. Study as a class the lives of Rosa Parks, Wangari Maathai, Ghandi, Martin Luther King, or other people whose contributions have made a difference in the lives of others and made the world a better place.
4. Have your class research students who are their age who are doing something to make a difference in their community. Is this something that they could do? Have the students think about problems in the world that are important to them personally. What can they do to make the world a better place? What can they do to inspire others to do something to make the world a better place?

5. Before the assembly ask the students to be prepared to evaluate and talk about their experience as audience members. After the assembly, as a class, discuss what you just saw. What were your favorite parts? What were some of the new vocabulary words you learned? What did you learn to do? How can you share what you learned with those around you? How can you continue learning more?

POST PERFORMANCE ACTIVITIES:

1. Writing assignment: Write a review of the assembly you just saw and include what you learned and analyze what you saw. How does learning about another culture and people help make a better world? Use the information you learned in the assembly to support your claims.

W1 CCR Anchor Standard Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

2. As a class discuss the people who were mentioned in the assembly, Rosa Parks, Ghandi, etc. What did these people do to build a better world. Have the students pick someone in history who made a difference, have them read and learn more about their life and about their contributions.

Have students write reports about the people they studied or pretend that they are newspaper reporters covering their lives and write a newspaper article. Students may choose to draw a picture to accompany their article.

Closure: Have students present their articles as if they were delivering a news broadcast.

3. Have the students think about ways in which they can make a better world. Have the students research and write about things that they can do in their own community.

4. As a class, make up new words to the song “Drop In The Bucket” to include people your class has studied who made a difference in their community or the world. You can also split the class into smaller groups and have the groups work together to create their own lyrics for a person they studied. Have each group present their verse to the class.

5. As a class discuss ways that you can make a better world. Find a project that you determine as a class to do that will make a better world and complete it throughout the year. Send us your photos and your story so we can help inspire others to build a better world! office@footworks.org

CLASSROOM DISCUSSION QUESTIONS

What are some of the injustices, inequities, and ills that you see in the world today?

What can we do to make the world a better place?

What can you do as an individual to make the world a better place?

How does music and dance make the world a better place?

How does learning about different cultures and people make the world a better place?

What small thing can you do today that will help make the world a better place?

