Manchester College
Department of Education
Unit Lesson #3-Impacting Indiana (Drama)

Lesson Plan By: Emily Bauman

Lesson: Drama with James Whitcomb Riley Length: 55 minutes

Age/Grade Intended: 4th

Academic Standards(s):

SS 4.1.18 Research and describe the contributions of important Indiana artists and writers to the state's cultural landscape.
ELA 4.1.1 Read aloud grade-level-appropriate literary and informational texts with fluency and accuracy and with appropriate timing, changes in voice, and expression.
ELA 4.2.2 Use appropriate strategies when reading for different purposes.

Performance Objectives:
Given an example reading of a James Whitcomb Riley poem, students will actively participate by reading a poem using fluency, timing, voice changes and expression.

Assessment:
The teacher will mark a rubric for each student checking for active participation and the use of fluency, timing, voice changes and expression while reading.

Advanced Preparation by Teacher:
Rubric for participation
H is for Hoosier
Poem sheets for each student
Amish book of pictures

Procedure

Introduction/Motivation: Tell students, not only has basketball shaped the culture of Indiana Hoosier's but many writers have too. Begin reading the poem "The Little Orphan Annie" by James Whitcomb Riley. Make sure to use fluency, timing, voice changes and expression while reading. This will serve as the basis for your lesson. Before reading make sure to give a brief background of who wrote the poem. After reading, discuss what the poem means. Ask the following questions: Can you name the narrator? Who was the key character? Could this have happened in real life? Which events could have happened? How would you feel if you were Little Orphan Annie? (Bloom's: Knowledge, Comprehension, Application, Analysis, Evaluation) (Gardner: Verbal/Linguistic/Musical)

Step-By-Step Plan:
1. Students need to gain knowledge on the author James Whitcomb Riley. Explain that he is originally from Greenfield, Indiana, born in 1849. (Mark on the interactive map) (Gardner: Visual/Spatial) Tell them that Riley wrote poems about his childhood memories in Hoosier dialect, which means accents, with cheerful, fun-loving humor. He was so famous in Indiana and the states that he gained the name "The Hoosier Poet." Explain that when reading Riley's poems it is important to use fluency, timing, voice changes and expression while reading or the effect the poet meant will not show through the reading.

2. Read pages "R" of *H is for Hoosier*. Page "R" is an extension about Riley. Explain the following to students:

   *Riley's father, being a frontier politician and lawyer, named his son after an Indiana governor, James Whitcomb. Riley's mother was, of course, a homemaker, and she also wrote poetry. Riley had a difficult time academically, but possessed a talent for language, especially that of his own people. His father wanted him to become a lawyer, but Riley did not apply himself to law. For a time he traveled the American Midwest as a sign painter. He also traveled with a medicine salesman, and drew crowds by playing songs and performing impersonations of people he had met in his travels. (from wikepedia.com)*

3. Read page "A" of *H is for Hoosier*. This is about the Amish who live in Indiana, in which Riley was surrounded by. Read this information out loud to children. Ask if they have ever seen Amish, or are a part of their culture. Takes comments and questions. Answer accordingly. Show pictures from Amish picture book. (Gardner: Intrapersonal)

4. Pass out the poem. Explain to the students that they will be pantomiming the poem "The Raggedy Man" by James Whitcomb Riley.
   a. First, draw sticks to read the words to the story. Much guidance will be needed during this because the words are written in Hoosier dialect.
   b. Give examples throughout the reading of how to say words such as An-nen. (Sounds like and-then). The goal of this reading is to learn the content of the poem and to discuss how to read dialect.
   c. Ask the following questions about the poem? Who is the author? How is this similar to Riley’s other poem I shared? Do you believe the information in this poem? How would you feel as the Raggedy Man? (Gardner: Knowledge, Analysis, Evaluation [2]) Discuss poem.
   d. When students start to use dialect-they will be ready for the next step. (this is the time to go over the rubric and explain what well practiced readers do-model the differences between a one and a four)

5. Now for the fun part! Students will be divided into 8 groups. (Gardner: Interpersonal) Each group will be given the poem and assigned one stanza. The stanza will be practiced as a group. Memorizing the stanza is not necessary but it should be readfluently, using expression and voice changes. The group members should equally divide up the stanza and take part in reading it.

6. The teacher will be expected to join the groups to monitor progress and make sure there are no questions.
7. Give fifteen to twenty minutes to practice. Students will sit around a circle in their groups and read the poem in order using fluency, voice changes and expression. Practice as a whole group several times. (Gardner: Interpersonal, Linguistic, Musical)

8. When the teacher decides that students are practiced enough, make sure to ask students to give their best shot and will now be evaluated on their reading. The teacher will mark a rubric for each child.

Closure: Ask students if they enjoyed this exercise. Tell students that this poet contributes greatly to the Indiana culture. Tell students that they will be learning about many more artists that influenced Indiana in later lessons.

Adaptations/Enrichments:
For students who read proficiently: have them add movements to their stanza
For student with ADHD: Have them help pass out papers
For student with vision impairment: Enlarge the stanza and poem for them

Self-Reflection
What went well? Did students enjoy this poet? Were they able to read the dialect? Should I use a different poem by the author? Could children relate to the writing? Did I teach the lesson effectively? Did I show enthusiasm? How was the reading of my original poem? Did I give enough examples? How did the students do on the rubric?

The Raggedy Man by James Whitcomb Riley (read by students)

O the Raggedy Man! He works fer Pa;
An' he's the goodest man ever you saw!
He comes to our house every day,
An' waters the horses, an' feeds 'em hay;
An' he opens the shed -- an' we all ist laugh
When he drives out our little old wobble-ly calf;
An' nen -- ef our hired girl says he can --
He milks the cow fer 'Lizabuth Ann. --
Ain't he a' awful good Raggedy Man?
Raggedy! Raggedy! Raggedy Man!

W'y, The Raggedy Man -- he's ist so good,
He splits the kindlin' an' chops the wood;
An' nen he spades in our garden, too,
An' does most things 'at boys can't do. --
He clumbed clean up in our big tree
An' shooked a' apple down fer me --
An' 'nother 'n', too, fer 'Lizabuth Ann --
An' 'nother 'n', too, fer The Raggedy Man. --
Ain't he a' awful kind Raggedy Man?
Raggedy! Raggedy! Raggedy Man!
An' The Raggedy Man one time say he
Pick' roast' rambos from a' orchurd-tree,
   An' et 'em -- all ist roast' an' hot! --
An' it's so, too! -- 'cause a corn-crib got
   Afire one time an' all burn' down
On "The Smoot Farm," "bout four mile from town --
On "The Smoot Farm"! Yes -- an' the hired han'
   'At worked there nen 'uz The Raggedy Man! --
Ain't he the beatin'est Raggedy Man?
   Raggedy! Raggedy! Raggedy Man!

The Raggedy Man's so good an' kind
He'll be our "horsey," an' "haw" an' mind
   Ever'thing 'at you make him do --
An' won't run off -- 'less you want him to!
   I drived him wunst way down our lane
An' he got skeered, when it 'menced to rain,
   An' ist rared up an' squealed and run
     Purt' nigh away! -- an' it's all in fun!
Nen he skeered ag'in at a' old tin can ...
   Whoa! y' old runaway Raggedy Man!
   Raggedy! Raggedy! Raggedy Man!

An' The Raggedy Man, he knows most rhymes,
   An' tells 'em, ef I be good, sometimes:
Knows 'bout Giunts, an' Griffuns, an' Elves,
An' the Squidgicu'm-Squees 'at swallers the'rselves:
   An', wite by the pump in our pasture-lot,
He showed me the hole 'at the Wunks is got,
   'At lives 'way deep in the ground, an' can
     Turn into me, er 'Lizabuth Ann!
   Er Ma, er Pa, er The Raggedy Man!
Ain't he a funny old Raggedy Man?
   Raggedy! Raggedy! Raggedy Man!

An' wunst, when The Raggedy Man come late,
   An' pigs ist root' theu the garden-gate,
He 'tend like the pigs 'uz bears an' said,
   "Old Bear-shooter'I'll shoot 'em dead!"
   An' race' an' chase' 'em, an' they'd ist run
When he pint his hoe at 'em like it's a gun
An' go "Bang! -- Bang!" nen 'tend he stan'  
An' load up his gun ag'in! Raggedy Man!  
He's an old Bear-shooter Raggedy Man!  
Raggedy! Raggedy! Raggedy Man!

An' sometimes The Raggedy Man lets on  
We're little prince-children, an' old King's gone  
To git more money, an' lef' us there --  
And Robbers is ist thick ever'where;  
An' nen -- ef we all won't cry, fer shore --  
The Raggedy Man he'll come and "splore  
The Castul-halls," an' steal the "gold" --  
An' steal us, too, an' grab an' hold  
An' pack us off to his old "Cave"! -- An'  
Haymow's the "cave" o' The Raggedy Man! --  
Raggedy! Raggedy! Raggedy Man!

The Raggedy Man -- one time, when he  
Wuz makin' a little bow-'n'-orry fer me,  
Says "When you're big like your Pa is,  
Air you go' to keep a fine store like his --  
An' be a rich merchunt -- an' wear fine clothes? --  
Er what air you go' to be, goodness knows?"  
An' nen he laughed at 'Lizabuth Ann,  
An' I says "'M go' to be a Raggedy Man! --  
I'm ist go' to be a nice Raggedy Man!"  
Raggedy! Raggedy! Raggedy Man!

The Little Orphan Annie (read by teacher)  
by  
James Whitcomb Riley  
Little Orphan Annie's come to my house to stay.  
To wash the cups and saucers up and brush the crumbs away.  
To shoo the chickens from the porch and dust the hearth and sweep,  
and make the fire and bake the bread to earn her board and keep.  
While all us other children, when the supper things is done,  
we sit around the kitchen fire and has the mostest fun,  
a listening to the witch tales that Annie tells about  
and the goblins will get ya if ya don't watch out!

Once there was a little boy who wouldn't say his prayers,  
and when he went to bed at night away up stairs,  
his mammy heard him holler and his daddy heard him bawl,  
and when they turned the covers down,
he wasn't there at all!
They searched him in the attic room
and cubby hole and press
and even up the chimney flu and every wheres, I guess,
but all they ever found of him was just his pants and round-abouts
and the goblins will get ya if ya don't watch out!!

Once there was a little girl who always laughed and grinned
and made fun of everyone, of all her blood and kin,
and once when there was company and old folks was there,
she mocked them and she shocked them and said, she didn't care.
And just as she turned on her heels and to go and run and hide,
there was two great big black things a standing by her side.
They snatched her through the ceiling fore she knew what shes about,
and the goblins will get ya if ya don't watch out!!

When the night is dark and scary,
and the moon is full and creatures are a flying and the wind goes Whooooo0000000,
you better mind your parents and your teachers fond and dear,
and cherish them that loves ya, and dry the orphans tears
and help the poor and needy ones that cluster all about,
or the goblins will get ya if ya don't watch out!!

<table>
<thead>
<tr>
<th>Name________________</th>
<th>1pt</th>
<th>2pt</th>
<th>3pt</th>
<th>4pt</th>
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</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>Student is not practiced</td>
<td>Student has only put forth little effort</td>
<td>Student is fluent but stumbles on three or more words</td>
<td>Student has practiced and is fluent with 1 or less errors</td>
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<tr>
<td>Expression</td>
<td>Student reads robot style</td>
<td>Student only expresses one line</td>
<td>Student expresses several lines</td>
<td>Student is very expressive and uses body language</td>
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<tr>
<td>Voice changes</td>
<td>Uses one voice the whole time</td>
<td>Uses mostly one voice</td>
<td>Uses varied tones</td>
<td>Always uses appropriate voice</td>
</tr>
<tr>
<td>Participation</td>
<td>Does not participate</td>
<td>Rarely participates</td>
<td>Minimally participates</td>
<td>Participates at all times</td>
</tr>
<tr>
<td>Timing</td>
<td>Reads very fast or very slow</td>
<td>Reads at an inappropriate pace</td>
<td>Reads at a moderate pace</td>
<td>Varies pace at appropriate times during the reading</td>
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