

Bogart Lesson Plan: The Butterfly Effect: Everything You Do Matters

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Subject: Theatre (T)

Grade Level: 9-12 (H)

Common Core Theatre Standards:

TP.Cn.13.h: Cultural Social Context

Compare and contrast how two or more cultural and/or historical traditions impact production, text, or script.

TP.Cn.16.h: Cross Disciplinary

Evaluate the historical and cultural relationships between theatre and other disciplines and how it can impact society.

TD.P.19.h: Public Presentation

Execute a production element in a classroom or public performance.

Common Core Content Standards:

Content Area: Theatre Performance (P)

Standard 4 - CONNECT: Students will relate prior knowledge and personal experience with theatre to cultural and historical contexts.

Content Area: Theatre Production (D)

Standard 2 - PERFORM: Students will analyze, develop, and convey meaning through the presentation of artistic work.

OVERVIEW: Inspired by Anne Bogart's "Memory" chapter in *Anne Bogart: A Director Prepares*, students will explore the ideas of ancestry, stereotypes, and Chaos Theory. Students will create a "Student Profile" about themselves and explore themes of what makes them unique, where they came from, and traditions that shape who they are. Student pairings will create a "Butterfly Effect Campaign" to explore the impact of small actions to create big changes.

Rationale: This lesson is based upon Anne Bogart's "Memory" chapter in the *Anne Bogart: A Director Prepares* book. In the chapter, she talks about the importance of culture, ancestry and the complexity of intertwined relationships and how it forms us as human beings. This lesson is to provide perspective for each student, their uniqueness and individuality, and how their actions affect greater outcomes of the world. This lesson is meant to empower each student to embrace who they are and who they want to become, not just as theatre artists, but in their future careers and as people of growth.

**NOTE: This would lesson would be a great lesson for the first day of class or when starting a new unit. Instructors may choose various YouTube videos than the ones linked. There are several out there that may be used alternatively.*

Materials Needed:

Instructor: Projector/Smartboard, laptop, access to the internet, [Google slides](#), posterboard, markers/crayons/colored pencils, the *Anne Bogart: A Director Prepares* book, possible recording devices (tablets or cameras) for enrichment activity.

Students: Laptop, access to the internet, access to [Google slides](#), journal, pencil.

Space: Regular classroom space, workspace, a large empty space for the enrichment activity.

Student Friendly Lesson Objective (Purpose) I can...	Teacher Activities (Teacher Strategies)	Student Activities/Differentiated Instruction	Assignments
<p>I can explore my individuality, ancestry, and traditions to develop a sense of identity and uniqueness.</p> <p>I can create an idea to develop small steps into a big impact to positively change the world.</p> <p>I can reflect on my individual and collective impact and how I can change lives through my legacy.</p>	<p><u>Anticipatory Set:</u> After the bell-ringer video, the instructor will prompt the class with discussion questions that will be answered by writing in their journals. After time for writing, the instructor will lead a class-wide discussion. The questions are (slide 4):</p> <ul style="list-style-type: none"> • What small action has someone done for you? • What difference did it make in your life? • How did the action make you feel? • What does the Butterfly Effect have to do with theatre? <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What happens when theatre artists reflect on their impact of the world? • What happens when theatre artists take ownership of their identity and actions? <p><u>Input:</u> <u>The Butterfly Effect/Chaos Theory:</u> The idea that small</p>	<p><u>Guided Practice / Strategies:</u> The instructor will model the examples for both the Student Profile Assignment (slide 7) and The Butterfly Effect Campaign assignment (slide 12, 13 & 14). The instructor will verbally ask the students for their input in assisting with the examples (slide 7 and slide 14). Creating a class discussion with guided practice will assist the students in brainstorming ideas for their own assignments. The instructor will set aside time for questions after guided practice.</p> <p><u>Independent Practice / Activities:</u> <u>Student Profile Assignment:</u> This will be an individual assignment. Students will create their own student profile of themselves. The project will include:</p> <ul style="list-style-type: none"> • Pictures for each category, that represent that part of their life. • Ancestry: Where the student is from, if their name or family name means anything. • Traditions: Holidays, annual activities, 	<p><u>Bell Ringer:</u> Students will watch a video about The Butterfly Effect/Chaos Theory. The instructor will prompt the class with discussion questions that will be answered by writing in their journals. After time for writing, the instructor will lead a class-wide discussion.</p> <p><u>Remediation:</u> For students with physical disabilities that affects the act of writing, they may use their laptop for a digital display for ease of use.</p> <p>For students who need help creating a campaign idea, the instructor may provide one-on-one/pairing assistance to create a general idea.</p> <p><u>Enrichment:</u> A great enrichment activity would be to create a campaign video that coincides with the students' Butterfly Effect Campaign. Students can use tablets/cameras to record a 30 second "commercial"</p>

	<p>changes can affect big changes. Regional to secular. The idea that phenomena are complexly integrated and intertwined.</p> <p><u>Culture</u>: The customs, arts, social institutions, and achievements of a particular nation, people, or other social group.</p> <p><u>Rescription</u>: The act of expressing what is remembered.</p> <p><u>Stereotype</u>: An often unfair and untrue belief that many people have about all people or things with a particular characteristic.</p> <p><u>Ancestor</u>: Any person of whom one is descended.</p> <p><u>Legacy</u>: The long-lasting impact of particular events, actions, etc. that took place in the past, or of a person's life.</p> <p><u>Model</u>: The instructor will provide examples of both the Student Profile Assignment (slide 7) and The Butterfly Effect Campaign assignment (slide 12, 13 &</p>	<p>significant events, or familial events.</p> <ul style="list-style-type: none"> • Hobbies & Attributes: What the student likes to do and what qualities makes them unique. • Role Models: Who the student looks up to, and why those people are influential in their life. • Major Events: The events in history that occurred during their childhood, and if there were any major theatrical events, news, plays, musicals, etc. <p>The student may use a digital medium, including but not limited to PowerPoint, Microsoft Word, Prezi, etc.</p> <p>The Butterfly Effect Campaign Assignment: Students will pair up and create a campaign that will create positive change in the world. The main idea of change is up to them. Students will create a visual poster with art supplies to illustrate the change. The poster will include:</p> <ul style="list-style-type: none"> • Main idea: What is the change they wish to say? • Actions: What are the small steps? • Unique Traits: Relating to the Student Profile 	<p>that promotes their campaign.</p> <p>An alternative enrichment activity is adapted from Anne Bogart's ViewPoints, "Music as a Theme" will be used as an enrichment activity for a physical/movement activity. The instructor will play a piece of music (preferably a non-popular piece of music) and will move with the "theme" of the music. Ideally, the pieces of music will be specific, such as</p> <p><u>Daily Writing Assignment</u>: The daily writing assignment will be fulfilled through the bell-ringer activity, closing discussion, and homework assignment.</p> <p><u>Assessment / Evaluation</u>: A detailed assessment is attached below this lesson plan.</p> <p>Instructors may use their discretion if they want to use this activity as an assignment or a participation pass/fail activity.</p>
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	<p>14). The instructor will verbally ask the students for their input in assisting with the example.</p> <p><u>Check for Understanding:</u> The instructor will allow for questions after guided practice of both the Student Profile instructions and The Butterfly Effect Campaign assignment to make sure students are understanding what is expected of them. The instructor will be available during worktimes to answer students' individual questions and while they are in their pairings for clarification and understanding.</p> <p><u>Closure:</u> The instructor will prompt the students in another discussion, in which they will reflect the answers by writing in their journals, and then will verbally discuss as a class. The questions are (slide 19):</p> <ul style="list-style-type: none"> • In theatre, why is it important to talk about stereotypes? • What about your ancestry stands out to you the most? 	<p>Assignment, students will identify their backgrounds and characteristics that can help change the world.</p> <ul style="list-style-type: none"> • What do the students hope will happen as a result? • What is the end result they wish to see? • Application: How can they use this campaign and mentality in theatre and beyond? <p>Student pairings will present their posters to the class.</p>	<p><u>Homework:</u> Students will take the Implicit Bias test and write about their results. They will need to write a reflection paper of 10 or more sentences about how bias and stereotypes play a role in theatre and in life. If students do not finish their individual profiles in class, that assignment would also be considered homework.</p>
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- Going forward, what inspires you to make an impact?
- How impactful are your decisions now?
- What “tidal” wave will you create?
- What do you want to be known for? What legacy do you want to leave?

The instructor will close the class with an [Inspiration Video](#) for one final thought.

Time Duration: Class period of 90 minutes.

ASSESSMENT for The Butterfly Effect

Name: _____

The student participated in group discussions with thoughtful answers and/or questions.
/5 points

The student created an effortful Student Profile which included all of the components required:
/25 points

- Pictures for each category, that represent that part of their life.
- Ancestry: Where the student is from, if their name or family name means anything.
- Traditions: Holidays, annual activities, significant events, or familial events.
- Hobbies & Attributes: What the student likes to do and what qualities makes them unique.
- Role Models: Who the student looks up to, and why those people are influential in their life.
- Major Events: The events in history that occurred during their childhood, and if there were any major theatrical events, news, plays, musicals, etc.

The student, with their partner, created a visualization poster/display of their Butterfly Effect Campaign:

/25 points

- Main idea: What is the change they wish to say?
- Actions: What are the small steps?
- Unique Traits: Relating to the Student Profile Assignment, students will identify their backgrounds and characteristics that can help change the world.
- What do the students hope will happen as a result?
- What is the end result they wish to see?
- Application: How can they use this campaign and mentality in theatre and beyond?

The student was an equal partner within work collaborations.
/10 points

The student participated in presenting their Butterfly Effect Campaign to the class.
/10 points

=75 Points

Teacher Resources:

Bogart, Anne. *Anne Bogart: A Director Prepares*. New York, Routledge, 2001.

Bogart, Anne & Landau, Tina. *The Viewpoints Book: A Practical Guide to Viewpoints and Composition*. New York, Theatre and Communications Group, 2005.

"The Butterfly Effect Everything You Do Matters." *YouTube*, uploaded by ALY RANA, 27 Oct. 2016, <https://www.youtube.com/watch?v=r2zOZ2WW8HE>.

"Life Vest Inside - Kindness Boomerang - "One Day." *YouTube*, uploaded by LifeVestInside, 29 Aug. 2011, <https://www.youtube.com/watch?v=nwAYpLVyeFU&t=1s>.