

Curriculum Map Module 1: Polynesian Island Dances: A Window Into Cultures and Traditions

Essential Questions

1. Where is Polynesia on a world map and how is it affiliated with the United States of America?
2. What are the similarities and differences between the 5 Polynesian island dances of study?
3. How does dance provide insight into traditions, culture and history of a place?
4. How does Polynesian dance arouse community interest and stimulate community participation?

Learning Intentions Upon completing this Module, students will:

1. Identify the geographic location of five major Polynesian Islands and can discuss details about them.
2. Interact with digital storytelling as a learning tool.
3. Articulate similarities and differences between the dances of the five Polynesian Islands presented in this unit.
4. Deepen a connection to Polynesian culture;
5. Develop Polynesian dance techniques to express tradition and story.

Success Criteria

1. I can learn about a society's traditions, culture, and beliefs through their music and dance.
2. I will help broaden the stereotypical American tourist perspective of Hawaii and the Pacific Islands in respect for the complexity of all cultures.

Learning Outline

*This 2-hour+ unit is on **Polynesian Dance: A Window into Polynesian Culture and Tradition** and includes two video presentations by Tiana Tangulu. It can be taught as a whole learning experience, or in chosen sections as time allows:*

- 15 minutes: Launch Activity– An Introduction to Polynesia (Geography & Affiliation with the United States)
- 30 minutes: While Viewing– Discovering Polynesia Through Tiana Tangulu And Dance
- 10 minutes: Post-Viewing– Sharing Observations and Deepening the Discussion
- 30 minutes: Demonstration–Observing, Comparing, and Analyzing the 5 Polynesian Island Dances
- 50 minutes: Making Connections: Arts Integration Project– Let's Dance! The Hawaiian Hula and Tahitian Ori

Standards Targeted Throughout Curriculum(Expanded Version Below)

Module 1: Studying & Comparing The Polynesian Islands Through Dance

Core Standards for Social Studies (7-12):

World Geography Strand 3: Culture (WG 3.1; 3.3) (grades 9 & 10)

Core Standards for English Language Arts (7-12):

Reading Informational Text (RI 7.3-12.3)

Writing: (W7.4-12.4) (W7.7-12.7) (W7.9-12.9)

Speaking and Listening: (SL7.1-12.1; SL7.2-12.2)

Fine Arts: Secondary Dance Level 1

Strand: RESPOND (L1.D.R. 1-3)

Standard L1.D.R.1

Standard L1.D.R.2

Standard L1.D.R.3

National Arts Standards (Visual & Media Arts 7-12):

Creating: Anchor Strands (1-3)

Performing, Presenting, Producing: Anchor Strands (4, 6)

Responding: Anchor Strands (7-9)

Connecting: Anchor Strands (10-11)

AASL National School Library Standards:

Shared Foundations Anchors:

Inquire

Include

Collaborate

Standards: Expanded

Core Standards for Social Studies (7-12):

World Geography (WG) Strand 3: Culture (grades 9 & 10)

3.1: Students will identify and describe the essential defining characteristics and functions of culture.

3.3: Students will identify how culture influences sense of place, point of view and perspective, and the relative value placed upon people and places.

Core Standards for English Language Arts (7-12):

Reading: Informational Text (RI):

RI 7.3-12.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Writing (W):

W7.4-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W7.7-12.7: Conduct short research projects to answer a question, or solve a problem. Synthesize multiple sources on the subject. Demonstrate understanding of the subject under investigation.

W7.9-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening (SL):

SL7.1-12.1: Initiate and participate effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL7.2-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Fine Arts: Secondary Dance Level 1

Strand: RESPOND (L1.D.R. 1-3) Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process

Standard L1.D.R.1: Select and compare different dances, and discuss their intent and artistic expression.

Standard L1.D.R.2: Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices.

Standard L1.D.R.3: Experience a variety of culturally based dance forms; demonstrate and explain how one cultural form is different from another; and create and perform a dance that reflects one's own cultural movement practice.

AASL National School Library Standards

Shared Foundations Anchors:

INQUIRE

Display curiosity and initiative by: Formulating questions about a personal interest or a curricular topic; Recalling prior and background knowledge as context for new meaning.

Engage with new knowledge by following a process that includes: Using evidence to investigate questions; Devising and implementing a plan to fill knowledge gaps; Generating products that illustrate learning.

Adapt, communicate, and exchange learning products with others in a cycle that includes: Interacting with content presented by others; Providing constructive feedback; Acting on feedback to improve; Sharing products with an authentic audience.

Participate in an ongoing inquiry-based process by: Continually seeking knowledge; Engaging in sustained inquiry; Enacting new understanding through real-world connections; Using reflection to guide informed decisions.

INCLUDE

Contribute a balanced perspective when participating in a learning community by: Articulating an awareness of the contributions of a range of learners; Adopting a discerning stance toward points of

view and opinions; expressed in information resources and learning products; Describing their understanding of cultural relevancy and placement within the global learning community.

Adjust their awareness of the global learning community by: Interacting with learners who reflect a range of perspectives; Evaluating a variety of perspectives during learning activities; Representing diverse perspectives during learning activities.

Exhibit empathy with and tolerance for diverse ideas by: Engaging in informed conversation and active debate; Contributing to discussions in which multiple viewpoints on a topic are expressed.

Demonstrate empathy and equity in knowledge building within the global learning community by: Seeking interactions with a range of learners; Demonstrating interest in other perspectives during learning activities; Reflecting on their own place within the global learning community.

COLLABORATE

Identify collaborative opportunities by: Demonstrating their desire to broaden and deepen understandings; Developing new understandings through engagement in a learning group; Deciding to solve problems informed by group interaction.

Participate in personal, social, and intellectual networks by: Using a variety of communication tools and resources; Establishing connections with other learners to build on their own prior knowledge and create new knowledge.

Work productively with others to solve problems by: Soliciting and responding to feedback from others; Involving diverse perspectives in their own inquiry processes.

Actively participate with others in learning situations by: Actively contributing to group discussions; Recognizing learning as a social responsibility.