Facial Expressions of the Statue of Liberty

Content Statement:

In this activity, students analyze a photo to determine what people are thinking or feeling based on their facial expressions. After the photo analysis, students will listen to music to determine feelings. The students will then develop their own story in which they will model the use of expressive facial gestures as a way of telling a story.

I. Objective(s):

The student(s) will

A.) analyze a photo of the Statue of Liberty.

B.) analyze a silent film clip.

C.) be able to listen to music and determine emotions they are feeling.

D.) write their own play.

E.) perform their own play.

II. P.A. Standards

Arts and Humanities

9.3.3. A Critical Response
- Recognize critical processes used in the examination of works in Arts and Humanities

9.4.3. A Aesthetic Response
- Know how to respond to a philosophical statement about works in the Arts and Humanities

Health Safety and Physical Education

10.4.3. F Physical Activity
- Recognize positive and negative interactions of small group activities.

10.5.3. A Concepts, Principles, and Strategies of Movement
- Recognize and use basic movement skills and concepts

_Reading Writing Speaking and Listening_

1.2.3. B Reading Critically in all Areas
   - Use and understand a variety of media

1.4.3.A Types of Writing
   - Write narrative pieces

1.6.3.E Speaking and Listening
   - Deliver short reports

**III. Materials**

End of School Day at Coeducational School

Welcome to the land of freedom

School children with their Teacher

Beethoven Symphony No. 9

_Glad Monster, Sad Monster_ by: Ed Emberley and Anne Miranda

Paper

Crayons

Pencils

**IV. Procedures**

A. Introduction/Motivation

I will begin the lesson by reading the story _Glad Monster, Sad Monster_. I will ask the students to look at the pictures and think about how the different monsters are feeling. I will ask them how can you tell how they feel based upon their facial expressions? I will inform the students that will we be doing a lesson on our feelings. We will look at some pictures, watch a silent movie, and listen to music and determine how the people feel in the pictures and movies and how we feel. When we are finished we will write our own play using just our facial expressions and gestures to tell a story.
B. Development

1. I will read the story *Glad Monster, Sad Monster* by Ed Emberley and Anne Miranda.

2. The children will share how they think the different monsters felt based on their facial expressions.

3. I will show the children the picture *Land of the Freedom*.

4. The children will share their opinions on how the people feel in the picture based on their facial expressions.

5. I will show the children the silent film *End of School Day at Coeducational School*.

6. The children will share their opinions on how the people in the film felt based on gestures and facial expressions.

7. I will show the children the photo *School Children with their Teacher*.

8. The children will share their opinions on how the people felt in the picture based on their facial expressions.

9. I will then ask the children to get out a piece of paper.

10. I will play the music Beethoven’s Symphony No. 9.

11. I will ask the children to draw pictures of how they are feeling or how they think the music is symbolizing thoughts.

12. The children will share their pictures.

13. I will allow the children to form groups of three.

14. I will pass around a basket filled with different emotions.

15. Each team will choose an emotion.

16. Each team will write their own play based on the emotion they chose.

17. The teams will act out their play.

18. The other children will guess what emotion was being displayed.
C. Assessment

I will be able to assess the children’s understanding of the assignment by watching their final play.

V. Resources:


Beethoven Symphony No. 9