

Paula Press
The Nutcracker
P.S.14Q



THE NUTCRACKER: AN INTEGRATED CURRICULUM

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Program Outline

Grades 1-5
Balanced Literacy Program (grades 6-8 Art)

Students: This project is appropriate for most students who can work cooperatively and in groups. The children utilize standards and various strategy skills that require the use of oral and written language. Reading assignments are shared in groups and on an individual basis.

The students are provided with a mixed-media approach to learning about a classical story. They are provided with literature, music, art, theatrical scenery, period costumes, and dance. Students have the opportunity to study geography, history, and the architectural structure of castles.

The children are introduced to the story elements of a fairy tale: text, ballet, and script as well as video segments from The Nutcracker. They study photographs of different scenes to recall events in the story for sequencing and writing activities. The students research various weather conditions such as snow. They learn about weather patterns around the world, with an emphasis on places that have the same scenery/setting as the story: France, Switzerland, Germany, and London.

This helps them relate the holiday theme's atmosphere and effect while reading text. Math is integrated through the examination of various graphs of snowfalls in major cities.

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Major Goals and Overview

The children review the genre of the fairy tale. They analyze character traits and compare multiple versions of text. Comparison studies include comparing and contrasting story elements. They review different endings and events highlighted throughout different versions. They compare descriptive uses of language and drawings. The students also create their own play based on their favorite version of the story.

Students may view segments from The Nutcracker video (Balanchine's) and/or from The Nutcracker on Ice. At that time, they are given the opportunity to take notes. The students produce written reports based on story elements, character analysis, and research about the author and composer's life. They enjoy dancing to the music and dramatizing their favorite scenes. Students will have a greater appreciation when viewing a live performance after being acquainted with text material. They use writing standards as well as dramatizing standards.

Children that have learning difficulties can use cassette/books to match their learning style. They may also use a CD-ROM Encyclopedia to conduct research about the author and composer. Students will use multi-version (24 mini-text) to individualize comprehension skills and interest level.

In the computer area, students can work independently while preparing and publishing their own report based on the story elements or research. They can use Venn diagrams to make comparisons on the computer.



Timeline

This project follows a balanced literacy program. It combines English, reading, social studies, art, science, music, theatre, and dance. The program is standard-based and this timeline is only a suggested outline. You may adjust and/or change to meet your calendar year.

Month	Implementation
September	Spend two days planning with teachers that are involved.
October	Introduce projects to students. Discuss project with local public library to assist students with material. Discuss implementation of standards and computer software. Lower-grades only: discuss the concept of toy soldiers.
November:	Students begin reading about the history of dance. Students become familiarized with dance/theatre vocabulary. Discuss how ballet training is an integral part of training for athletes. Introduce appropriate grade-level version of <i>The Nutcracker</i> . Read about the life of a professional dancer.
December:	Children read other adopted or appropriate-level versions of <u>The Nutcracker</u> . Students observe different settings. Students discuss how the various authors created a mood with the use of snow. Students also listen to music by Tchaikovsky and decipher different moods. Discuss major attractions to see over the holiday season: Radio City Music Hall, museums, bookstores, ballet production at Kaye Playhouse-Hunter College: The Yorkville Nutcracker or NYC Ballet. Students may dramatize a scene or entire play created from text.
January:	Students may view various sections of original film or cartoon version or <u>The Nutcracker on Ice</u> . Discuss Olympic events coming to the U.S: ice dancing.

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- February: Students read about nutcracker birds and other birds.
Children utilize library material and CD-ROMs for research and writing.
- March: Continue genre on unit of fairy tales. Children should become familiar with: Snow White, Beauty and the Beast, Cinderella, and The Frog Prince.
Compare multi-versions. Compare these fairy tales with The Nutcracker.
Guest artist appearance: dancer, choreographer, and set-designer.
- April: Introduce the history of castles. Discuss life in the royal kingdom and architectural structure. Students are introduced to other countries cultures: dance, music, and food. Identify which ballets came from fairy tales.
- May: Students create their own fairy tale using information from previous research throughout the year.
Students read and research material about artists that selected dance as their subject to paint or create a sculpture piece.
- June: Dance Festival within school.

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Types of Assessment Used

Student's assessment is based on:

- Participating in groups
- Recognizing words from word wall and utilizing them in reports
- Completing projects using text material
- Computer-based assignments
- Writing and reading assessment (response to literature)

Students should be able to:

- Make predictions and sequence events of story
- Make comparisons and contrasts on Venn diagrams
- Complete creative projects (making an invitation to a party or writing a letter)
- Analyze character traits

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Lesson Plans

The lesson plans consist of introducing the holiday setting, story elements, and character analysis. The genre-elements of a fairy tale are discussed and students are introduced to the characters in the story.

Describe the setting: Where & when
Discuss the holiday season and weather conditions
Time period of a fairy tale

Introduce the major characters: Nutcracker/toy soldier
Marie
Fritz
Godfather (Grandfather) Drosselmeyer
Mouse King

Read story aloud to students showing illustrations.

Standards: E2b The student produces a response to literature that demonstrates an understanding of the text material.

E5a The student responds to non-fiction, fiction, poetry, and drama using interpretive, critical, and evaluation process.

Major Steps to cover:

1. Have students read story in groups.
2. Review elements of what makes The Nutcracker a fairy tale.
3. Introduce characters: descriptive features, family relationship, and characteristics.
4. Segment story into various scenes and/or parts: beginning, middle, and end.
5. Discuss major problems characters encountered: problem/solution.
6. Discuss ending of the story.

Standard E3b The student participates in group meetings in which the student displays appropriate turn-taking behaviors.

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After students complete research tasks with resource books available about castles, the teacher can schedule whole group discussion. Discussions may include how people lived in their castles: cooking facilities, kitchen, and how a drawbridge was used for protection.

Lesson Plan: Sequence major events in story

Students should be able to reorganize a group of sentence strips from an experience chart that sequence major events:

- It was Christmas Eve.
- Everyone went into the parlor to look at a decorated tree filled with ornaments.
- There were many boxes placed neatly under its branches.
- There was a rectangular box with a soldier inside.
- Marie was surprised to see a wooden nutcracker inside her box.
- Fritz was careless and dropped the nutcracker.
- Marie was very upset.
- The nutcracker and the Mouse King were having a battle.
- The nutcracker turned into a very handsome prince.
- The delighted prince took Marie to her favorite place: Land of Sweets.
- Marie met the Sugar Plum Fairy and listened to music.
- She woke up from her dream.

Standard: E3b The student participates in group meetings in which the student displays appropriate turn-taking behavior.

E4a The student demonstrates a basic understanding of the rules of the English language in written and oral work, i.e., the use of sentence structure.

Follow up assignment: ask children to write about a dream that they remember. Discuss the importance of everyone having a dream.

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Lesson Plan

How do we describe the setting of The Nutcracker?

What words describe the holiday experience? (Students review text)

Make an invitation to a holiday party based on The Nutcracker.

Time _____

Place _____

RSVP _____

Extended art/literature assignments:

Draw an illustration from the setting of this story. Use details from the story.

Draw an illustration using a fireplace background. Explain how this creates a mood for the story.

Design a book jacket for this story. On each side provide information

Left side:

Introduce major characters and summarize the beginning of the story.

Explain the genre.

Right side:

Tells us about the author and or illustrator. (Students use of computer)

Standard: E2b The student produces a response to literature that demonstrates an understanding of text.

Writing Activities:

Persuade a friend to read The Nutcracker.

Explain why you liked a particular version.

Select one part only to describe to your friend.

This should be in the form of a friendly letter.

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Discuss how life was different during this time period with a T-chart.

	Nutcracker Period	Present Times
Transportation:	horses & carriages	airplanes, trains, cars
Heating:	firewood	oil or gas
School:	walk	walk or bus
Jobs:	toy maker	designer
Homes:	castles	modern or Victorian
Communication:	letters	telephone, computers, letters

Compare and contrast two versions of The Nutcracker.

Use a Venn diagram.

Discuss literature text version & ballet/theatre

Materials: The Nutcracker retold by Pat Whitehead

The Story of the Nutcracker Ballet by Deborah Hautzig

Circle 1-The Nutcracker

Setting: House party
Friends & family
Beginning: Marie is in the drawing room
Party clothes

Same

illustrations
Christmas Eve
Characters
Marie & Fritz
wooden nutcracker
Godfather Drosselmeyer
Dream Sequence
Sugar Plum Fairy
Sleigh/snow scenes

Circle 3-The Story of the Nutcracker Ballet

Fritz--toy horse
Marie's presents--China doll
stage production/play
ballet
version/music & dance
harlequin costumes
Dancers--Universal
Russian--Cossack
Chinese--teapot
France--Polichinelles

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Standards: E2b The student produces a response to literature that demonstrates an understanding of the literary work.

E1c Reading: The student reads and comprehends information materials to develop understanding and expertise and produce with an oral report that restates or summarizes information; extends ideas; makes connections to related topics or information.

Major Steps to cover

1. Teacher and students create this chart to complete assignments.
2. Students are shown that this is a reference tool with brief notes only.
3. Afterwards, this is used to complete above assignment comparing/contrasting stories.
4. Students should write using complete sentences and paragraph form after reviewing and discussing Venn diagrams only.

First Assignment: Explain how the settings are different in each story.

Hint: Original version verses theatrical stage

Explain how dance and music is integrated into the story version.

Ask students to discuss how the battle scenes are different in each version.

Students can analyze characters from both versions.

The Story of The Nutcracker

How does the author use descriptive language?

Select one of the following lines from ballet version:

- “A huge tree filled the room and glittered with sparkling lights and tinsel.”
- “She heard strange squeaks and creaks and rustling noises.”
- “Snow began to fall in great swirling gusts.”
- “Next, they sailed together in a walnut shell down the River of Lemonade.”
- “The roofs were covered with sugar icing and the chimneys were made of jelly beans.”

How does this story meet the criteria for a fairy tale? (Grades 4 & 5)

Materials: Nutcracker by E.T. A. Hoffman
Illustrated by Scott Gustafson

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Standard: E5a Considers the differences of genre

Introduce Major Characters:

Narrator
Nutcracker
Stahlbaum Family
Marie
Fritz
Godfather
Mice
Toy Soldiers
Astronomer
Clockmaker
Evil Mouse King

Major Steps to Cover

1. Discuss the author's use of dialogue.
2. Group discussion on how this meets the criteria for a fairy tale?

Use of magic spells
Story takes place a long time ago
Happy ending
Problem/Solution

3. Army battle scene
4. Description of toyland
5. Marzipan Castle

Follow-Up

Discuss elements of a dream.
Discuss author's use of astrology.

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Computer Lessons

Students may utilize computer to write research reports.

CD Writing Process

CD-ROM Grolier's Encyclopedia 1998:

- Research on snow
- Nutcracker birds
- Astrology
- History of fairy tales

Projects that may be assigned to integrate lessons:

How is snow formed from crystals?
What are nutcracker birds?

What is the study of astrology?
How does an astrologist make predictions? (globe and stars)

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Sample Worksheets

Meet the characters in The Nutcracker:

Identify characters:

Example: Nutcracker
Marie
Evil Mouse King
Fritz
Godfather
Clockmaker
Mice
Toys

Worksheet:

Write a description of the setting of the story The Nutcracker.

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Worksheet

The Nutcracker

Genre:

Three elements that prove this genre:

Setting:

Major Characters:

Problem/Solution:

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Resources

Resources for dance:

Dances Patrelle

The Yorkville Nutcracker

Kaye Playhouse @

Hunter College

(212) 772-4448

Rehearsals available upon request (212) 722-7933

New York City Ballet

Web Site: WWWNYCBallet.Com
education@nycballet.com

The Ballet Company

1887 Broadway

New York, NY 10023

Collectibles, Books & Videos

Photographs, Magazines, and CDs

(212) 246-6893

Barnes & Noble

Booksellers

160 East 54th Street

New York, NY 10022

(212) 750-8033, Ext. 201

Ms. Linda Emanuel, 20% professional discount/over 120 versions

Ballet & Jazz Dance: Johnny Anzalone, choreographer/dancer www.equinoxnyc.com

Brazilian Dance: Leandro Carvalho (917) 450-6101 Guest Artist

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Weather Books

Geography Facts & Experiments by Barbara Taylor

Icebergs: Titans of the Oceans by Jenny Wood

Avalanche by Steven Kramer

A Day in the Life of a Meteorologist by Margot and Ken Wity

How's the Weather? A look at Weather and How It Changes

by Melvin & Gilda Berger

Maps & Globes

Time for Kids

Assorted Videos:

Suggested version -George Balanchine's The Nutcracker

Nutcracker on Ice

CD-ROMs: Writing Process; Grolier's Encyclopedia

Bibliography

Fletcher, R. and J. Portalupi Craft Lessons: Teaching Writing K-8
Maine: Stenhouse Publishers. 1998

Greenfield, Eloise and
Lessie Jones Little Childtimes: A Three-Generation Memoir
New York: Harper Collins. 1979.

Hindley, Joanne In the Company of Children
Maine: Stenhouse Publishers.1996.

Ray, Katie Wood Wondrous Words: Writers in the
Elementary Classroom
IL: National Council. 1999.

integrated, system based curriculum design, the learning frame and desired learning outcomes from. each course are introduced through lectures reinforced by Problem Based Learning work related. experiences, small group discussions and laboratory based practicals. As opposed to the subject centered instruction an integrated curriculum fuses distinct. scientific disciplines making learning more meaningful for the students. In the traditional discipline. Defining integrated curriculum has been a topic of discussion since the turn of the 20th century. Over the last hundred years, theorists offered three basic categories for interdisciplinary work; they defined the categories similarly, although the categories often had different names. Integration seemed to be a matter of degree and method. In this book, we focus on the basics of good curriculum design that apply regardless of the degree of integration an educator may wish to embrace. In other words, the principles we present are worthy of any curriculum design. In addition, all the examples in this book are standards-based. Integrated Studies: Sustainability and Cross-Curricular Connections. Using a campus greenhouse, teachers in multiple disciplines collaborated to make connections to sustainability. Montpelier High School has an integrated curriculum that engages students and builds community. See more. Technology Integration. Active Engagement Student Engagement Technology Integration Blended Learning Integrity Data Integrity. An introduction to Technology Integration - Why Integrate Technology into the Curriculum? EdTechLens. Integrated Curriculum. What others are saying. An introduction to Technology Integra...