



# Unit Planner: Little Children Dream of God RTC Residency

## Economics

Tuesday, November 6, 2018, 12:31PM

High School > 2018-2019 > High School > Social Studies > Economics > Week 40

Last Updated: [Tuesday, February 14, 2017](#) by Alison Ritz

### Little Children Dream of God RTC Residency

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- [Unit Planner](#)
- [Lesson Planner](#)

#### Big Ideas / Enduring Understandings

Our values come from, and respond to, our families and communities.

Individuals express and commit to their values in various ways.

Individuals apply their values to business decisions and challenges.

Businesses, in the planning stages, must methodically map out a strategic design for the viability of the business.

Gentrification affects different people in the same neighborhood differently.

#### Essential Questions

How do we identify and uphold personal and community values when making professional or business choices?

How do individuals express and commit to their values when confronted with business and financial challenges?

#### Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 11-12

Reading: Informational Text

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

NYC: Arts Blueprints: Theater

NYC: Grade 12

## Theater Making

Theater Process: Students will be able to:

Contribute positively and responsibly to ensemble efforts.

### Theater Processes

Demonstrate efficient and effective time-management skills in daily efforts and long-term projects.

### Making Connections Through Theater

Students apply skills and understanding from other disciplines and art forms when analyzing and making theater.

Apply learning from other arts and disciplines, such as math, science, language arts, social studies, technology, music, visual arts, dance and film/video, to illuminate their understanding of theater.

Students demonstrate a capacity for deep personal connection to theater and a realization of the meaning and messages in theater.

Examine issues of the individual's relationship to self and community.

Examine the emotional, intellectual and moral lessons of the work.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

## Content

- *Little Children Dream of God*--script and theater visit for 30 students
- talkback with all the actors and playwright of LCDoG
- "Before and after" images of gentrification in NYC neighborhoods
- Templates--storefront, floor plan, and business plan--for each group to delegate and complete collaboratively.

SNL Digital Short: "Bushwick, Brooklyn" gentrification satire

## Skills / Strategies

close analysis of lines from *LCDoG* script, connecting characters to values

written summary with key facts and info useful both for claim *and* counterclaim evidence

formal business plan, store/office design, and facade design

public presentation of initial business proposal to *Shark Tank* or Small Business Association panel

Collectively written and planned commercial script, presented to the class and also filmed

## Key Terms / Vocabulary

personal core values

small business

entrepreneurship

enterprise

start-up

formal/informal economy

gentrification

business plan

expenses

revenue sources

proposal

## Learning Plan & Activities

*Please include Theatre Modalities when appropriate*

- Identify a core group value that each member of the group can agree upon and uphold.
- Create a mission statement for a new business or organization that incorporates a group's core values.
- Engage in a civil, informed, and intellectually exciting dialogue with actors from *LCDoG* in a theatre setting.
- Reflect upon and clarify aspects of the play *LCDoG*.
- Make a short presentation about proposed business.

## Assessments

[Depth of Knowledge \(DOK\) Levels](#)

- Design a business plan using the business plan template.
- Design the storefront/facade of the potential business/organization.
- Design a floor plan to include spaces, supplies, and other elements of potential business/organization.
- Respond to a challenge presented to the business plan with a concrete proposal to move forward.
- Film commercials to gain the trust and loyalty of clients/customers.
- Write a reflection statement about their understanding of personal values in future potential business situations.

## Resources

### **Texts Used (fiction, non-fiction, on-line, media, etc...)**

Little Children Dream of God  
Focus

- Whole class

Text Features

- Literary
- Cultural Knowledge Demands
- Content Knowledge Demands

### **Field-trip/Lab Experiences**

performance of *LCDoG* at Roundabout Theatre Company  
Focus

- Group

### **Texts Used (fiction, non-fiction, on-line, media, etc...)**

SNL Digital Short, "Bushwick, Brooklyn"  
Focus

- Whole class

