

## INSTRUCTIONS:

Create FIVE poses:

1. The general, whole image; give us the GIST of the whole;
2. Zoom 1 (*Zoom in on a subgroup or individual and show THAT pose*);
3. Zoom 2
4. Zoom 3
5. Zoom back out and who the WHOLE image again.

You do not have to use every group member in every pose, but must use every group member.



## Variations:

- Add a few light props & costumes to help them.
- Have them create the historical context: Can assign additional roles:
  - \*Those that pose
  - \*Those that provide context
  - \*Those that provide subtext
  - \*Those that provide consequences/impact/implications

**Instructions:**

Create this space with your bodies. PHYSICALLY represent the literal space. You may use props to help you create your picture.

**Variations:**

-(whole group version) Name the space. (Paris) Students then volunteer to pop and state what they are from that location. Student 1 might stand up, throw their arms into a point and declare "I'm the Eiffle Tower." Students 2 & 3 hop up and bridge arms to be "The Arch de Triumph." Others hop up to become streets, benches, people in this space. Continue until the space is fully created or no one else volunteers.



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### Instructions:

-Create THREE versions of this image:

1. The literal image;
2. The SUBTEXT of the image;
3. The FEELING from the image.

Your group will share all three poses at once.

### Variations:

-Scene leading UP TO this moment or the scene FOLLOWING this moment.

-Add a line of dialogue.

-Add narration:

1. First-person narration as the soldier with glasses;
2. First-person narration as the soldier with the uncovered face;
3. Third-person limited (objective) narration;
4. Third-person omniscient narration.

-Pair with other war photos; have each group (of 2-4 students) hold their pose at the same time, spaced around the room. Use your phone and record the collective image. How does viewing multiple images at once change our experience as viewers?



## INSTRUCTIONS:

Create THREE poses of this moment:

(OPTIONAL: Add in a SOUND/LINE for ONE pose)

1. One BEFORE this image;
2. One OF this image;
3. One AFTER this image;

If you need more roles for your group, consider: Who ISN'T in the shot? Who took the image? Who else is there?



Source: Darcy Bakkegard, via Edutopia

## INSTRUCTIONS:

Create THREE poses for this picture:

1. The literal picture;
2. The FEELING of the people IN the picture;
3. The EMOTIONAL RESPONSE of you the viewers.

Present your poses in any order you think best tells the story of this image.



### Variations:

- Create a solo pose for each 'character' in the picture
- Create a short scene- either start or end in the picture pose, but show what happened before/after.

Source: Darcy Bakkegard, via Edutopia

## Poem Instructions:

Read the poem. For each stanza,

1. Identify two key EMOTIONS (add to notes column);
2. Identify two key IMAGES (add to notes column);
3. Create at least ONE pose for each stanza (minimum of 3 poses) that conveys those emotions & images.

You may divide these poses up individually, or do them all as a group; each person may represent an idea, or you can work collectively. Your objective is to visually represent the key feelings and images of the poem.

## O Captain! My Captain!

BY WALT WHITMAN

**ADD YOUR NOTES:**

O Captain! my Captain! our fearful trip is done,  
The ship has weather'd every rack, the prize we sought is won,  
The port is near, the bells I hear, the people all exulting,  
While follow eyes the steady keel, the vessel grim and daring;  
    But O heart! heart! heart!  
    O the bleeding drops of red,  
    Where on the deck my Captain lies,  
    Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;  
Rise up—for you the flag is flung—for you the bugle trills,  
For you bouquets and ribbon'd wreaths—for you the shores a-crowding,  
For you they call, the swaying mass, their eager faces turning;  
    Here Captain! dear father!  
    This arm beneath your head!  
    It is some dream that on the deck,  
    You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,  
My father does not feel my arm, he has no pulse nor will,  
The ship is anchor'd safe and sound, its voyage closed and done,  
From fearful trip the victor ship comes in with object won;  
    Exult O shores, and ring O bells!  
    But I with mournful tread,  
    Walk the deck my Captain lies,  
    Fallen cold and dead.

## Variations::

-In English, their instructions might be to find and label types of figurative language and create poses to show those examples then explain them.

-A social studies teacher may have a couple groups work on this poem while other groups use a historical article describing Lincoln's death and other groups use a painting. The class could then discuss how different media impacts our interpretation of an event.

Source: Darcy Bakkegard, via Edutopia

## Historical Document Instructions:

1. Read the section you were assigned.
2. Rewrite the segment in your own words.
3. Create a visual representation for your section: SHOW us what it means. You may:
  - a. Do more than one pose (hold each for 15 seconds);
  - b. Incorporate one important word or phrase for each pose.

### MAGNA CARTA (Excerpt)

TO ALL FREE MEN OF OUR KINGDOM we have also granted, for us and our heirs for ever, all the liberties written out below, to have and to keep for them and their heirs, of us and our heirs:

(2) If any earl, baron, or other person that holds lands directly of the Crown, for military service, shall die, and at his death his heir shall be of full age and owe a 'relief', the heir shall have his inheritance on payment of the ancient scale of 'relief'. That is to say, the heir or heirs of an earl shall pay £100 for the entire earl's barony, the heir or heirs of a knight 100s. at most for the entire knight's 'fee', and any man that owes less shall pay less, in accordance with the ancient usage of 'fees'.

(3) But if the heir of such a person is under age and a ward, when he comes of age he shall have his inheritance without 'relief' or fine.

(5) For so long as a guardian has guardianship of such land, he shall maintain the houses, parks, fish preserves, ponds, mills, and everything else pertaining to it, from the revenues of the land itself. When the heir comes of age, he shall restore the whole land to him, stocked with plough teams and such implements of husbandry as the season demands and the revenues from the land can reasonably bear.

(6) Heirs may be given in marriage, but not to someone of lower social standing. Before a marriage takes place, it shall be made known to the heir's next-of-kin.

### Variations:

- BEFORE reading a key document: Identify a keyword, phrase, or idea from each chunk/section of the text you will use. Then, give one key phrase, word, or idea to each group of students. Have them create physical representations of that idea/word/phrase. Take pictures of each group. Make sure the key ideas are clear.
- WHILE reading (that same text): Start by modeling for students how you breakdown a difficult text: Read it out loud and show them your thinking. Talk out loud; ask them what images from (yesterday) they connect with this section. Then, do a second chunk as a whole class. Make connections to the idea poses. Look at the picture of that idea. Then give teams of students the rest of the text AND a printed set of the pose pictures. As they work through the text, have them match their own idea poses to the sections of the text. (I do, we do, you do).
- AFTER reading a key document: Review key concepts with poses or short skits. Can have them APPLY the concept to a modern-day situation in the form of a skit.

Source: Darcy Bakkegard, via Edutopia



## Textbook Analysis

Instructions: Create 3 poses for your scientist: (so 3 groups each doing 3 poses- share in sequence)

1. A physical representation of his area of study/field of science;
2. A physical representation (that may move) of his theory/discovery (use paper signs to label);
3. A reaction predicting/depicting how others at the time felt about the theory.

## Scientific Breakthroughs

**MAIN IDEA** Scientific discoveries expanded knowledge about the universe and the human body.

**HISTORY & YOU** What if you discovered another planet just like Earth? Learn about the stunning discoveries scientists made about the universe.

During the Scientific Revolution, discoveries in astronomy led to a new conception of the universe. Breakthroughs advanced medical knowledge and launched the field of chemistry as well.

## The Ptolemaic System

Ptolemy, who lived in the A.D. 100s, was the greatest astronomer of antiquity. Using Ptolemy's ideas, as well as those of Aristotle and of Christianity, philosophers of the Middle Ages constructed a model of the universe known later as the Ptolemaic (TAH•luh•MAY•ihk) system. This system is **geocentric** because it places Earth at the center of the universe.

In the Ptolemaic system, the universe is seen as a series of concentric **spheres**—one inside the other. Earth is fixed, or motionless, at the center. The heavenly bodies—pure orbs of light—are embedded in the crystal-like, transparent spheres, which rotate about Earth. The moon is embedded in the first sphere, Mercury in the second, Venus in the third, and the sun in the fourth. The rotation of the spheres makes these heavenly bodies rotate about Earth and move in relation to one another.

The tenth sphere in the Ptolemaic system is the “prime mover.” This sphere moves itself and gives motion to the other spheres. Beyond the tenth sphere is Heaven, where God resides. God was at one end of the universe, then, and humans were at the center.

## Copernicus and Kepler

In May 1543, **Nicolaus Copernicus**, a native of Poland, published his famous book, *On the Revolutions of the Heavenly Spheres*. Copernicus, a mathematician, thought that his **heliocentric**, or sun-centered, conception of the universe offered a more accurate explanation than did the

Ptolemaic system. In his system, the sun, not Earth, was at the center of the universe. The planets revolved around the sun. The moon, however, revolved around Earth. Moreover, according to Copernicus, the apparent movement of the sun around Earth was caused by the rotation of Earth on its axis and its journey around the sun.

**Johannes Kepler**, a German mathematician, took the next step in destroying the Ptolemaic system. Kepler used detailed astronomical data to arrive at his laws of planetary motion. His observations confirmed that the sun was at the center of the universe and also added new information. In his first law, Kepler showed that the planets' orbits around the sun were not circular, as Copernicus had thought. Rather, the orbits were elliptical (egg-shaped), with the sun toward the end of the ellipse instead of at the center. This finding, known as Kepler's First Law, contradicted the circular orbits and crystal-like spheres that were central to the Ptolemaic system.

### Variations:

- Create little skits instead of still images.
- Start with theory 1 (Ptolemy here). Have group two rearrange group one into their theory. Then they share their poses. Group three starts by rearranging group two then shares. SHOW the progression of theories, the contrast of ideas.



From "Chapter 17: Revolution & Enlightenment." *Glencoe World History*. <http://icomets.org/wh/chap17.pdf>

### Instructions:

Read the article. Identify the THESIS- what is the main point of the article?

Create a ONE-sentence summary. Then create THREE poses that show the SUPPORTING DETAILS.

### Variations:

- Give groups chunks of an article and have them pose or act out different sections.
- Use poses to review content.

## Millions of piracy notices coming to Canadians can no longer demand cash | CBC News cbc.ca

By Sophia Harris · CBC News · Posted: Jan 27, 2019 4:00 AM ET | Last Updated: January 27

<https://www.cbc.ca/news/business/piracy-copyright-government-settlement-fees-1.4993062>

Close to four years after its piracy-notice system took effect, the federal government has [amended the rules](#) to clarify that the notices can't demand cash from Canadians.

Implemented in 2015, Canada's notice system enables copyright holders to send warning emails to people suspected of illegally downloading content such as movies or music.

Since its inception, [critics have loudly complained](#) that some notices crossed a line by threatening legal action if the recipient didn't pay a settlement fee — often hundreds of dollars.

Recipients of such notices also loudly complained, including 89-year-old grandmother Christine McMillan in Toronto. [In 2016](#), she received a notice demanding money for something she says she never did — illegally download a shoot 'em up video game.

"I was really angry," she said. "This is a scam that's being perpetrated by the government."

The government has now clarified the rules with new amendments to Canada's Copyright Act. They state that piracy notices can't ask for personal information or a payment including a settlement fee.

"Our amendments to the regime will protect consumers," Hans Parmar, spokesperson for Innovation, Science and Economic Development Canada, said in an email.

However, some internet service providers (ISPs) claim the amendments don't go far enough.

Rights holders don't know their suspect's actual identity, only the IP address linked to the illegal download. While ISPs won't disclose the identity of a customer behind the IP address, they're obligated by law to forward that customer any piracy notices.

To cope with the flood of notices they must pass on, ISPs largely rely on automated systems, which means ones demanding cash could still slip through.

"The immediate onus is on ISPs to either search for or find some way to filter for these settlement demands, which is, I think, not really possible," said Andy Kaplan-Myrth, vice-president of regulatory and carrier affairs for internet provider TekSavvy.

# Some have paid up

Canada's notice system was created to discourage piracy, not collect cash. But that didn't stop some content creators from sending notices demanding money plus a link to a website where people could pay by credit card.

A compliant recipient not only paid a fine they weren't obligated to pay, but also exposed their identity.

"It's just not good for customers to be getting misleading information and misleading links and we don't want any part of it," said Kaplan-Myrth.

In McMillan's case, she was told if she didn't pay a fee, she could face legal fines of up to \$5,000. She chose to ignore her notice.

But others have complied, [including a 60-year-old woman](#) who claimed she was falsely accused of illegally downloading porn and, out of fear, paid a settlement fee of \$257.40.

Her notice, along with McMillan's, were sent by Canadian anti-piracy company Canipre on behalf of rights holders.

Canipre says it didn't break any rules by asking for fees and that its goal was simply to educate abusers and deter them from reoffending.

"When you have to pay something out of your pocket, it hurts," said Barry Logan, Canipre's managing director. "It's a deterrent."

Logan said his company wasn't out to make money or collect personal data from alleged pirates.

"There was a myth out there, that, 'Don't contact them, they track you.' No. Come on. This isn't the KGB."

Logan declined to say how much money Canipre has collected in fees and said the company stopped sending these types of notices in early 2018, due to concerns expressed by the government.

He said he's not disappointed by the new amendments because Canipre's notices requesting fees achieved its goal by educating people about the repercussions of piracy.

"We got through to a few people. I know we did."

## 'Millions of notices'

Canipre said it has stopped sending requests for cash, but some major ISPs fear the new amendments may not be enough to stop a company that defies the rules.

[In a recent submission](#) to the government's standing committee on industry, science and technology, a group involving [six major ISPs](#) including Bell, Rogers and Telus, asked for additional amendments to toughen up the government's rules.

The group, which calls itself Business Coalition for Balanced Copyright (BCBC), said internet providers now must weed out settlement fee notices — an imperfect plan considering they deal with "millions of notices per month."

BCBC recommends the government also mandate a standardized piracy notice that senders must adhere to, which would help eliminate the risk of non-compliant notices slipping through.

TekSavvy isn't a member of BCBC, but agrees with the plan. "The change that should have come sort of hand in hand with this new addition is some kind of standard form," said Kaplan-Myrth. ...