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**Title-** The Crazy Duke: A Lesson in Diversity

**Age Group-** 3<sup>rd</sup>-5<sup>th</sup> grade

**Goals-**

1. Students will examine various family situations to understand the importance those families in their own lives and the lives of others.  
*HE.B.3.2.4- Students will know various ways to communicate care, consideration, and acceptance of self and others.*
2. Students will observe and discuss the positives of using non-violent measure to solve problems through tableaus and group discussion.  
*HE.B.3.2.3- Students will know nonviolent, positive behaviors for resolving conflict.*
3. Students will work in a group to try to overcome an obstacle together.  
*H.E.C.2.1.5- Students will know various ways individuals and groups can work together.*

**Materials-**

1. The Duke Who Outlawed Jelly Beans by Norma Bowles (found in the book Cootie Shots: Inoculations Against Bigotry for Kids, Parents, and Teachers edited by Norma Bowles and Mark Rosenthal.
2. "Machine Music"- any music that you wish (something with "factory feel" is best)
3. Duke costume
4. Crayons
5. Drawing Paper

**Warm-up-**

1. *Factory Dance* (Nick Bazo, UCF)- Students begin spread out around the room in their own space. Facilitator asks students to imagine that they are transforming into parts of a machine (any part of any kind of machine). Ask students to picture how they would move as this machine. Ask students to begin moving this way (it should be repetitive and there can be vocal sounds). Begin to play "machine music." Ask students to listen to the music and begin to play with trying to match rhythm and tempo. Find times where students can speed up and slow down (various songs may help). Towards the end, have students slow down as you lower the music until they come to a complete stop.

Transition- Have students stand in a circle in the middle of the room.

2. *Family Factory*- (Nick Bazo, UCF-a variation of the game "machine" taught to me by Paul Hughes, Harrison Center for the Arts)- Facilitator asks students to think of

something unique (silly is also fine) about their family and come up with a simple machine move to represent their unique attribute. The movement doesn't have to be a literal. Go around the circle and allow each student share their family attributes and movement (facilitator make note of these, it will be important later). Take a moment to let them all do this at the same time. Next, ask for a volunteer to stand in the middle of the circle and present their movement. Ask for another volunteer to add their movement on to the person in the middle (they should stand close enough to touch and seem as their working together). Do this with until all students have joined the group. Allow them to practice working together. Play Factory Music. Again come to a slow stop in the end. Repeat once again starting with new student but the same movements in different group arrangement.

Transition- Have students sit in a circle in the center of the room and tell them there is a kingdom that may need machine makers like us.

### **Presentation-**

1. Read the play The Duke Who Outlawed Jelly Beans to the students (if you have time and are comfortable, allow students to read the play aloud). Stop at Anna's line "The Duke will take her away from her mother too."
2. Explain to the students that people of the Kingdom have heard of their great ability to magically turn ourselves into machines and would love if we could make one for their Jelly Bean shortage. Tell them "we'll have to come back to Anna later, the kingdom needs us."
3. Have students to form a Jelly Bean Machine (again using the same process and movements they did in the *Family Machine* but in a new formation).
4. Explain that before you go to the kingdom, the Duke needs to inspect them. Tell them you need to go find him. Facilitator, go out of sight (out of the room or behind an object) and put on the Duke costume. Come back in (you have now assumed the role of the Duke).
5. Ad lib-Tell the group who you are and that you've come to inspect them. Tell them to "run" their machine. After a moment, explain that you think there great but you have made a new proclamation and pick one or two of the unique attributes of the family they pulled out earlier and outlaw it (i.e. if a student said "everyone in my family has red-hair," outlaw families with red-hair). Have the students to run it again without the ones you pulled out. The machine is now flawed, so you leave.
6. Facilitator leaves the room again and comes back as teacher. You question "why isn't the machine working anymore?" Hopefully, the students will describe how the Duke outlawed some of them being there and that is why the machine won't work (otherwise guide them towards this conclusion).
7. Explain that something must be done about this unfair situation and you remember Anna who was coming up with a plan. You've decide to help Anna and her friends to come up with a solution to the Duke problem.
8. Bring the groups to circle center and tell them that they need to decide on plan to take care of the problem. Split the class into, at least, two groups and tell them to think of a plan as a group and draw out the plan using the crayons and paper (they have to draw the

- Duke in the picture). Once they have drawn it out tell them to form a Three-D version of the picture using a frozen tableau (at least one person should be the duke).
9. As each group presents the tableau ask the rest of the group, “what do you think will be the consequences of this solution?” Direct students in the tableau to create another tableau reflecting this consequence. Repeat for each group.
  10. Once all groups have gone, explain that you are going to give their ideas to Anna. Then, explain: “Let’s see what she really did...”
  11. Have the students sit in a circle in the center and finishing reading The Duke... .

### Reflection-

#### Questions-

- Why did the people become so angry at the Duke? What could he have said differently so that people wouldn’t be mad at him?
- What did you feel like when he made laws outlawing things that were special about your family? How did they think Anna felt?
- What happened when one piece of the factory was missing? Is it important that everyone be a part of the factory?
- What if the people of the kingdom would have done something violent to the Duke?
- Would your idea have worked better than Anna’s? Why?

### Multiple Intelligences-

1. *Linguistic*- In this lesson students listen to a play read aloud and must comprehend the story based solely on the words they are hearing. Also, students express their feelings about the story and their decisions by talking aloud to the group, forcing them to put their emotions into words.
2. *Bodily-kinesthetic*- In the warm-up of this lesson students are asked to move their bodies based on the idea that they are a machine. Students must create a physical movement to represent a unique attribute about their families. Also, the students shape their bodies in order to express an idea and tell a story in tableaux.
3. *Spatial*- In this lesson students are asked to create a three-dimensional machine using their bodies. They are also asked to create a machine with the entire group. Students take a two-dimensional drawing and form a three-dimensional version using their bodies.
4. *Interpersonal*- In this lesson students are placed together in groups to collaborate on solving a problem. In these groups they are required to express the feelings and opinions and see how they relate to the feelings and opinions of their group members. Students as a group examine solutions and discuss the positive and negative outcomes based on those solutions.
5. *Intrapersonal*- In this lesson students are asked to hear a story about people who may have different family circumstances than their own and then asked to empathize with them. Students are also asked to express how they feel when they or one of the group members was excluded.

### Follow-Ups-

1. *Social Studies*- Students can discuss the type of government or rule that was represented the Kingdom from The Duke... . They may also research other forms of government and compare, contrast, and discuss them.
2. *Language Arts*- After finishing this exercise, ask students to write a short paper on why it is important not to use violence to solve problems.
3. *Visual Arts*- Have students draw a story board based on the solution the would have chosen for what to do about the duke.