



## DANCERS EDGE

February 17, 2009

BACK BY POPULAR DEMAND with all new music and choreography, DANCER'S EDGE would like to invite you and your students to attend "*Wrinkle In Time*", a dance history reflecting the powerful impact that music has had in shaping our world's rhythms, fashions, beliefs, customs, practices and our acceptance of differing views and cultures.

DANCER'S EDGE is a non-profit 401© organization dedicated to the Art of Dance. The organization has been in existence since 1994 and has provided dance training and performance opportunities for hundreds of kids. As an umbrella organization, DANCER'S EDGE proudly sponsors the "*Wrinkle In Time*" Production (a school and community performance that explores the different chronological cultural influences on American dance and music from the late 1920's to the present). DANCER'S EDGE also sponsors additional three ongoing activities: BODY TALK DANCE COMPANY (an award-winning children's dance performance group), the Make A Difference Program (a community outreach program that offers free dance classes to under privileged children that might not have an opportunity to dance), and the State of Art Dance Convention.

DANCER'S EDGE extends this special invitation as a fun and enriching part of your Fine Arts, English/Language Arts (i.e., Reading, Writing, Viewing and Representing, and Listening and Speaking), and Social Studies Curriculum (i.e., Government, Civic Activism, Key vocabulary). The content of this performance will be most appreciated by students 4<sup>th</sup> grade and older. The show will be a musical chronology of the history of dance throughout the last century. It will also demonstrate the diversity that enhanced these art forms throughout history that made our country unique, as well as, fundamentally demonstrate we are more alike than we are different. To enhance this experience, educational activities are included at the end of this invite.

BODY TALK DANCE COMPANY will perform "*Wrinkle in Time*" for a select number of area groups and local schools on Monday May 4, 2009 at the Reagan High School Performing Arts Center.

Show times for "*Wrinkle in Time*" will be 10:00 a.m. and 12:00 noon. The show will run approximately one hour.

The cost for attendance is \$2.50 per student. Free admittance is offered to all adult chaperones and is based on a 20:1 student to teacher ratio.

Performances sell out relatively quickly, so please be sure to send in your seat reservations as soon as possible to [dancersedge\\_boxoffice@yahoo.com](mailto:dancersedge_boxoffice@yahoo.com) or call 512-926-1199.

In addition to the school performances mentioned above, DANCER'S EDGE is proud to extend their presentation of "*Wrinkle In Time*" to the local community. BODY TALK DANCE COMPANY will present a public performance at Reagan High School Performing Arts Center on Sunday, May 3, 2008, at 6:00 PM. Tickets are \$8.00 in advance and \$10.00 at the door. Email [dancersedge\\_boxoffice@yahoo.com](mailto:dancersedge_boxoffice@yahoo.com) or call 512-926-1199 for TICKETS.

If you would like to know more about our programs, please visit or contact us through our website [www.dancersedge.org](http://www.dancersedge.org).

Vicki Lee: Production Director  
Kim Willett: Artistic Director  
Erica Simon, PhD: Education Consultant

BODY TALK DANCE COMPANY is the performing company of DANCER'S EDGE, a nonprofit organization.

6609 Corpus Christi Drive, Austin, Texas 78729

"The highest result of education is tolerance,"—Helen Keller



Using the following activities, attendance at this year’s “Wrinkle In Time” Production can be a meaningful educational experience for children in grades 4-12. Each activity corresponds with the show and with a specific section of the Texas Essential Knowledge and Skills (TEKS) for English/Language Arts and/or Social Studies. Applying the TEKS in conjunction with participating in the viewing of an exciting show featuring children as performers will serve to motivate your students and increase their academic success in these important areas.

<b>Activity</b>	<b>Texas Essential Knowledge &amp; Skills (TEKS)</b>	<b>Grade Level</b>
<p><b>Retell:</b> Upon viewing the “Wrinkle In Time” Production, ask students to retell the major ideas (along with supporting details/evidence) in written or oral form with a partner or as an individual assignment.</p>	<p>(1) Listening/speaking/purposes The student listens actively and purposefully in a variety of settings. The student is expected to: (A) Determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate; (B) Eliminate barriers to effective listening; and (C) Understand the major ideas and supporting evidence in spoken messages.</p>	<p>4-8</p>
<p><b>Class Discussion Starter or Writing Prompt:</b> How does the African American experience compare to your own personal experience? How does the African American Experience compare to those of other cultures that we have studied this year?</p>	<p>(4) Listening/speaking/culture The student listens and speaks to both gain and share knowledge of his /her own culture, the culture of others, and the common elements of cultures. The student is expected to: (A) Connect his/her own experiences, information, insights, and ideas with those of others through speaking and listening; and (B) Compare oral traditions across regions and cultures.</p>	<p>4-8</p>
<p><b>Group Activity:</b> Prepare a class production. Using the topics presented in the “Wrinkle In Time” Production, have students write, direct, and act in a production of their own creation. Reading and rereading the scripts that they have created will also help students build reading fluency. Students might also write and perform an individual short story or poem related to any of the related topics presented in a “Wrinkle In Time”.</p>	<p>(5) Listening/speaking/audiences The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to: (A) Adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion; (B) Demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information; (C) Present dramatic interpretations of experiences, stories, poems, or plays to communicate; (D) Use effective rate, volume, pitch, and tone for the audience and setting; (E) Give precise directions and instructions such as in games and tasks; and (F) Clarify and support spoken ideas with evidence and elaborations.</p>	<p>4-8</p>



<p>Focusing on the distinctive characteristics yet commonalities that all cultures share is an excellent way to increase students' understanding and tolerance of different cultures, races, and ethnicities, thereby creating future citizens and leaders ready to embrace our society's uniqueness. The full educational packet has a list of books appropriate as a precursor or follow-up to a "Wrinkle In Time". These books along with attendance at the show are useful in setting the stage for these types of important discussions.</p>	<p>(14 ) Reading/culture The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to: (A) Compare text events with his/her own and other readers' experiences; (B) Determine distinctive and common characteristics of cultures through wide reading; and (C) Articulate and discuss themes and connections that cross cultures.</p>	<p>4-8</p>
<p>Research project: Research questions should be student-driven. 1. Student pairs or groups read or listen to the information in the educational packet for a "Wrinkle In Time". While students are reading or listening, they complete a K-W-L chart. What I already know about this topic, what I want to know about this topic, and then finally what I have learned about this topic. The final column in a K-W-L-S chart is what I still want to learn. 2. Students then devise several research questions based on what I still want to learn column of their K-W-L-S chart. 3. They then as a group or in pairs devise a plan for answering their research questions (i.e., searching the internet, library resources, interviews, etc.) 4. Students compile research into a written format using visuals to support the written report.</p>	<p>(13) Reading/inquiry/research The student inquires and conducts research using a variety of sources. The student is expected to: (A) Form and revise questions for investigations, including questions arising from interests and units of study (4-5); (B) Locate and organize information using text organizers, including headings, graphic features, and the tables of contents (4-8); (C) Use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8); (D) Interpret and use graphic sources of information such as maps, graphs, timelines, tables, and diagrams to address research questions (4-5); (E) Summarize and organize information from multiple sources by taking notes, outlining ideas, or making charts (4-8); (F) Produce research projects and reports in effective formats using visuals to support meaning, as appropriate (4-5); (G) Draw conclusions from information gathered from multiple sources (4-8); and (H) Use compiled information and knowledge to raise additional, unanswered questions (3-8). (19) Writing/writing processes The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to: (A) Generate ideas and plans for writing by using such prewriting strategies as brainstorming, graphic organizers, notes, and logs (4-8); (B) Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8); (C) Revise selected drafts by adding, elaborating, deleting,</p>	<p>3-8</p>



	<p>combining, and rearranging text (4-8); (D) Revise drafts for coherence, progression, and logical support of ideas (4-8); (E) Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8); (F) Use available technology to support aspects of creating, revising, editing, and publishing texts (4-8); (G) Refine selected pieces frequently to "publish" for general and specific audiences (4-8); (H) Proofread his/her own writing and that of others (4-8); and (I) Select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).</p> <p>(20) Writing/evaluation The student evaluates his/her own writing and the writings of others. The student is expected to: (A) Apply criteria to evaluate writing (4-8); (B) Respond in constructive ways to others' writings (4-8); (C) Evaluate how well his/her own writing achieves its purposes (4-8); (D) Analyze published examples as models for writing (4-8); and (E) Review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8).</p> <p>(21) Writing/inquiry/research The student uses writing as a tool for learning and research. The student is expected to: (A) Frame questions to direct research (4-8); (B) Organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8); (C) Take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8); (D) Summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8); (E) Present information in various forms using available technology (4-8); and (F) Evaluate his/her own research and raise new questions for further investigation (4-8).</p> <p>(22) Writing/connections The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to: (A) Collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8); and (B) Correspond with peers or others via e-mail or conventional mail (4-8).</p>	
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<p>A “Wrinkle In Time” is an excellent jumping off point for several activities relating to the Viewing and Representing TEKS. Students create a timeline of musical and cultural History using the show as a reference or before the show as a previewing technique. Students create a visual representation of a particular era in musical or cultural History. Several groups could give poster presentations of different eras leading to a whole class creation of a summary or timeline.</p>	<p>(23) Viewing/representing/interpretation The student understands and interprets visual images, messages, and meanings. The student is expected to: (A) Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8); and (B) Use media to compare ideas and points of view (4-8).</p> <p>(24) Viewing/representing/analysis The student analyzes and critiques the significance of visual images, messages, and meanings. The student is expected to: (A) Interpret and evaluate the various ways visual image makers such as graphic artists, illustrators, and news photographers represent meanings (4-5); and (B) Compare and contrast print, visual, and electronic media such as film with written story (4-8).</p> <p>(25) Viewing/representing/production The student produces visual images, messages, and meanings that communicate with others. The student is expected to: (A) Select, organize, or produce visuals to complement and extend meanings (4-8); and (B) Produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8).</p> <p>(23) Viewing/representing/analysis The student analyzes and critiques the significance of visual images, messages, and meanings. The student is expected to: (A) Interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8); (B) Compare and contrast print, visual, and electronic media such as film with written story (4-8); (C) Evaluate the purposes and effects of varying media such as film, print, and technology presentations (6-8); and (D) Evaluate how different media forms influence and inform (6-8).</p>	<p>4-8</p>
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<p>Students write a review of the production, “Wrinkle In Time”. Students then trade reviews and participate in a comparative discussion of both reviews. Alternative: Teachers choose several reviews to share class wide and a comparative discussion ensues.</p>	<p>(10) Reading/literary response The student expresses and supports responses to various types of texts. The student is expected to: (A) Respond to informational and aesthetic elements in texts such as discussions, journals, oral interpretations, and dramatizations; (B) Use elements of text to defend his/her own responses and interpretations; and (C) Compare reviews of literature, film, and performance with his/her own responses.</p>	<p>9-12</p>
<p><b>Further English/Language Arts TEKS addressed by a “Wrinkle In Time”</b></p>		
<p>(20) Viewing/representing/analysis The student analyzes and critiques the significance of visual representations. The student is expected to: (A) Investigate the source of a media presentation or production such as who made it and why it was made; (B) Deconstruct media to get the main idea of the message’s content; (C) Evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols; (D) Recognize how visual and sound techniques or design convey messages in media such as special effects, editing, camera angles, reaction shots, sequencing, and music; (E) Recognize genres such as nightly news, news magazines, and documentaries and identify the unique properties of each; and (F) Compare, contrast, and analyze various media coverage of the same event such as in newspapers, television, and on the Internet.</p>		
<p>(21) Viewing/representing/production The student produces visual representations that communicate with others. The student is expected to: (A) Examine the effect of media on constructing his/her own perception of reality; (B) Use a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages; (C) Use a range of techniques to plan and create a media text and reflect critically on the work produced; (D) Create media products to include a billboard, cereal box, short editorial, and a three- minute documentary or print ad to engage specific audiences; and (E) Create, present, test, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions, and feedback forms.</p>		
<p><b>Further Social Studies TEKS addressed by a “Wrinkle In Time”</b></p>		
<p>(4) History The student understands the political, economic, and social changes in Texas during the last half of the 19th century. The student is expected to: (A) Describe the impact of the Civil War and Reconstruction on Texas (4-8).</p>		



**(22) Social studies skills**

The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.

The student is expected to:

- (A) Differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas;
- (B) Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;
- (C) Organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps;
- (D) Identify different points of view about an issue or topic;
- (E) Identify the elements of frame of reference that influenced the participants in an event; and
- (F) Use appropriate mathematical skills to interpret social studies information such as maps and graphs.

**(23) Social studies skills**

The student communicates in written, oral, and visual forms.

The student is expected to:

- (A) Use social studies terminology correctly;
- (B) Incorporate main and supporting ideas in verbal and written communication;
- (C) Express ideas orally based on research and experiences;
- (D) Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and
- (E) Use standard grammar, spelling, sentence structure, and punctuation.

**(24) Social studies skills**

The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

The student is expected to:

- (A) Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
- (B) Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

**(5) History**

The student understands important issues, events, and individuals of the 20th century in the United States. The student is expected to:

- (A) Analyze various issues and events of the 20th century such as urbanization, industrialization, increased use of oil and gas, world wars, and the Great Depression; and
- (B) Identify the accomplishments of notable individuals such as Carrie Chapman Catt, Dwight Eisenhower, Martin Luther King, Jr., Rosa Parks, Colin Powell, and Franklin D. Roosevelt who have contributed to society in the areas of civil rights, women's rights, military actions, and politics.

**(23) Culture**

The student understands the contributions of people of various racial, ethnic, and religious groups to the United States.

The student is expected to:

- (A) Identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States;
- (B) Describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in the United States; and
- (C) Summarize the contributions of people of selected racial, ethnic, and religious groups to our national identity.



**Further High School strands TEKS addressed by a “Wrinkle In Time”**

**(2) United States History**

The student understands the political, economic, and social changes in the United States from 1877 to 1898. The student is expected to:

- (A) Analyze political issues such as Indian policies, the growth of political machines, and civil service reform;
- (B) Analyze economic issues such as industrialization, the growth of railroads, the growth of labor unions, farm issues, and the rise of big business; and
- (C) Analyze social issues such as the treatment of minorities, child labor, growth of cities, and problems of immigrants.

**(21) Culture**

The student understands how people from various groups, including racial, ethnic, and religious groups, adapt to life in the United States and contributes to our national identity.

The student is expected to:

- (A) Explain actions taken by people from racial, ethnic, and religious groups to expand economic opportunities and political rights in American society;
- (B) Explain efforts of the Americanization movement to assimilate immigrants into American culture;
- (C) Analyze how the contributions of people of various racial, ethnic, and religious groups have helped to shape the national identity; and
- (D) Identify the political, social, and economic contributions of women to American society.

**(7) History**

The student understands the impact of the American civil rights movement.

The student is expected to:

- (A) Trace the historical development of the civil rights movement in the 18th, 19th, and 20th centuries, including the 13th, 14th, 15th amendments;
- (B) Identify significant leaders of the civil rights movement, including Martin Luther King, Jr.;
- (C) Evaluate government efforts, including the Civil Rights Act of 1964, to achieve equality in the United States; and
- (D) Identify changes in the United States that have resulted from the civil rights movement such as increased participation of minorities in the political process.