

# Facilitation Guide



## Four Corners Freeze Frame

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### Activity Summary:

In this interactive routine, students respond to a text-connected prompt by moving to one of four corners that represents their opinion (Strongly Agree to Strongly Disagree). In their corner groups, students discuss the emotions, actions, or ideas behind their stance, supported by text evidence, and plan a silent, frozen tableau to express their viewpoint using expressive body language and facial expressions. A spokesperson reads the group's evidence aloud as they hold their tableau, followed by a gallery walk where classmates silently observe and interpret each scene. The routine concludes with a class discussion to deepen understanding of characters' emotions, cultural beliefs, or conflicts. Optional extensions include using props, photographing the tableaux, or writing reflections.

### Why the Arts:

Teaching this lesson through the arts allows students to deeply engage with text-based analysis by embodying their interpretations and opinions. Using movement and tableau to express ideas gives students a powerful, nonverbal way to explore character emotions, cultural beliefs, and conflicts—especially for those who may struggle to articulate their thoughts through writing alone. This approach transforms abstract thinking into visible, physical expression, helping students internalize and remember complex concepts more effectively.

### Assessment:

[Four Corners Exit Ticket](#)

### Lesson Connections:

#### 5th Grade, Module 1

Starting on **Lesson 9** - continuing through the duration of the Module.

See attached document with prompts: [4 Corners](#)

### Connection to Module Goals/EOM Task:

This routine enhances students ability to confidently locate text evidence from readings and present their findings backed with reason which is a requirement of them for their analysis of Chief Joseph's Speech.

### Standards Alignment:

ELA:

**RL.5.1 / RI.5.1** – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**SL.5.1** – Engage effectively in a range of collaborative discussions... building on others' ideas and expressing their own clearly.

Arts:

**DA:Re.7.1.5a** – Find meaning or artistic intent from the patterns of movement in a dance work.

**DA:Pr4.1.5a** – Integrate static and dynamic shapes and floor and air pathways into dance sequences.

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### Brain Targeted Teaching Considerations:

#### BT1 – Emotional Climate:

**Movement and Choice:**

Students choose a stance —giving them voice and autonomy.

**Group Collaboration:**

Builds community and shared responsibility.

**Respectful Debate Norms:**

Encourages students to disagree respectfully, validating diverse thinking.

**Low-Stakes Expression:**

Tableau offers a non-verbal performance option, reducing anxiety for shy or reluctant speakers.

**Equity in Participation:**

Every student contributes by moving, speaking, or posing.

#### BT2 – Physical Environment:

**Labeled Corners:**

Each stance is clearly marked in the physical space for movement and structure.

**Open Movement Zone:**

Students move safely between areas and pose in place.

**Body as Thinking Tool:**

Physical tableau allow students to represent abstract ideas kinesthetically.

#### Other Considerations:

### Teacher Background:

**To Prep:**

- Four corners labeled with prompt options (e.g., Strongly Agree, Agree, Disagree, Strongly Disagree or different claims)
- Copies/excerpts of the module's core texts
- Space for groups to create their tableaux
- Optional: props or simple costume items for creativity

### Student Prerequisites:

Students will need their books, *Thunder Rolling in the Mountains*, for reference.

It will be important to review expectations around movement and participation with students for this activity before starting.

### Accessibility Notes:

Provide **pre-highlighted excerpts** for struggling readers.

Use **sentence frames** for oral responses.

Assign a group "scribe" and "spokesperson" for participation equity.

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### Steps for Implementation:

#### 1. Set the Purpose (T1 – Clear Academic Goal, T2 – High-Expectations Framing)

- Say: “Today you’ll move to show your thinking about a prompt from our reading. You’ll use the text to support your idea and work together to show that idea with your body.”

#### 2. Prepare the Space (T6 – Space Supports Movement + Thinking, T8 – Access to Tools (anchor text, sentence stems))

- Label four corners:
  - Strongly Agree
  - Agree
  - Disagree
  - Strongly Disagree
- Post 1–2 clear prompts connected to the text
- Make sure students have quick access to the anchor text

#### 3. Think & Move (T3 – Silent Processing Time, T4 – Meaningful Choice with Physical Engagement, T7 – Kinesthetic Learning Structures)

- Teacher reads the statement aloud
- Students take 15 seconds to think, then move to the corner that matches their opinion
- No writing—just movement-based decision-making

#### 4. Corner Talk (T9 – Structured Academic Talk, T10 – Verbal Use of Evidence from Text, T13 – Cooperative Meaning-Making)

- In corners, students: Discuss why they chose this stance
- Find or recall 1 quote or moment from the text (verbal or from memory)
- Plan how to show their thinking with a group pose (Tableau Freeze)

#### 5. Tableau Freeze (Whole Class Performance) (T11 – Explain Ideas with Text Support, T12 – Engage in Listening + Visual Interpretation, T7 – Movement as a Tool for Deep Understanding)

- Each group presents:
  - A frozen pose showing their opinion + evidence
- One speaker says:
  - “We believe \_\_\_ because in the text \_\_\_.”
- The rest freeze in a pose that reflects the idea (emotion, character, conflict, belief, etc.)

#### 6. Exit Reflection (Written, Verbal, or Nonverbal) (T14 – Metacognitive Reflection (Oral or Physical), T15 – Express Understanding Without Written Output)

- [Written Exit Ticket](#) OR
- Choose one of these non-written closure options:
  - Fist to Five: “How strongly do you feel about your stance now?”
  - Turn & Talk: “Did another group’s tableau make you think differently?”
  - Step In/Step Back: Step forward if your thinking changed, step back if not.
  - Human Bar Graph: Group physically shifts to show changed or unchanged stance.