

Facilitation Guide

Double Dutch Springboard 3.1



EXPERIENCE OVERVIEW

Double Dutch activity further enhances the 3.1 unit activity that is designed to teach students about the tone of conversation, meaning of the words in the context, and how selection of words can convey a message to the audience. While engaging in Double Dutch activity, students analyze and evaluate when it is appropriate to enter a conversation to deliver the message/voice.

Standards

COMMON CORE STATE STANDARDS

- RL.9–10.4 – Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

MARYLAND STATE ARTS STANDARDS

- 9–12:3: Apply critical thinking and problem solving with use of art vocabulary to describe, analyze and interpret visual qualities perceived and recorded in works of art.
- E:9–12:1: Effectively justify and articulate the use of societal, historical, and theatrical conventions in conveying meaning.

Getting Ready

WHEN TO TEACH

- Suggested supplemental activity to the unit activity 3.1

RESOURCES AND MATERIALS

- [Double Dutch Poem by Gregory Pardlo](#)
- [Photograph](#)

ARTS INTEGRATION MATERIALS



**CONCEPT
MAP**



**VIDEO
PLAYLIST**



SLIDES

TEACH

Implementation

This activity touches on the process of entering into a conversation, by comparing it to how one might participate in the game of Double Dutch.

This activity could be implemented in a couple of ways:

- Physical exploration of the process and steps needed to actually play Double Dutch (or Jump Rope if students aren't as familiar with Double Dutch).
 - Take the students outside and actually start a game of double dutch. Assign 2 students to turn the ropes, and then have students decide what the process is from there. Some options for modifying or adjusting based on your class dynamic;
 - You may just use single jump roping (still with 2 turners holding the rope)
 - Students can do this in groups, and share out each groups reflections
 - Assign roles including time keeper, recorder, supervisor, etc.
- In the classroom, you could use the photograph and poem included in this document and have students identify details that they could then compare to the process of entering into a conversation.



INTRO VIDEO

Assessment

Assessment: In few sentences, reflect on the following questions:

- Think of a time when you entered a group conversation. Was it at an appropriate time? How did you know it was at an appropriate time? Was your voice heard?