

TITLE: Cultural Events in Orange County

ESTIMATED TIME: 2-3 hours

LESSON OBJECTIVES:

- Students will be able to name and discuss at least two free or inexpensive cultural events in Orange County to visit.
- Students will use critical thinking skills in reading comprehension of authentic material.
- Students will research and present a cultural venue to visit in Orange County using original questions of interest.

Essential Vocabulary:	Materials Needed:
<ul style="list-style-type: none"> • Venue • Cultural • Performance • Dance • Musical • Ballet • Jazz • Museums • Concerts • Festivals • Art Galleries • Research 	<ul style="list-style-type: none"> • Warm Up & Intro PowerPoint • Segerstrom Center of the Arts & Question Review PowerPoint • Beautiful Segerstrom Center of the Arts https://youtu.be/azuPioB8Dm0 • Preview of one of the performances (Cinderella) at Segerstrom Center of the Arts https://youtu.be/KxLb4px3Q5U • Pictures from http://www.scfta.org/, https://orangecounty.broadway.com/venues/theaters/segerstrom-center-arts/ • Authentic reading material about Segerstrom https://www.travelcostamesa.com/play/attractions/segerstrom-center-for-the-arts/ https://orangecounty.broadway.com/venues/theaters/segerstrom-center-arts/ • Segerstrom official website (scfta.org/about/our/story.aspx) • Handout #s 1-15 (if no-tech classroom) • Handout #16 Guided Practice PowerPoint • Handout #16 • Handout #17 - Presentation Question Research • Handout #18 - Presentation Rubric • Paraphrasing, Plagiarism, and Citing PowerPoint (for extension if needed)



WARM UP (10 minutes):

Note: This lesson may extend to a second day depending on your class' level.

In order to prepare the students to connect to the topic, use the following pictures and questions to tap to their prior knowledge on the subject of cultural events and venues in Orange County.

Open the Warm Up & Intro PowerPoint presentation, which you will use for the Warm Up and Presentation parts of this lesson, Slides 1-8.



WARM UP (10 minutes):

Project the slides with the questions and pictures of different cultural events and venues with the attached questions on the board. Listed here for your reference, but they are in the PowerPoint.

- *What is it? (Slide #1/Handout #s 1 and 2).*
- *Do you like to attend performances for entertainment in your free time? (Slide #2/Handout #s 3 and 4)*
- *Do you enjoy musical and dance performances? (Slide #3/Handout #s 5 and 6)*
- *Do you like ballet? (Slide #4/Handout # 7)*
- *Have you ever been to a jazz concert? (Slide #5/Handout #8)*
- *Do you like to attend museums? (Slide #6/Handout #s 9 and 10)*
- *Do you like classical music concerts or festivals? (Slide # 7/Handout #11)*
- *Do you enjoy visiting art galleries? (Slide #8/Handout #12)*

In addition, ask the students to share more about their personal cultural experiences by asking the following questions:

- *What was the last cultural event you attended?*
- *Have you done this in your country or here?*
- *What are your favorite cultural places to visit in Orange County and in your city (e.g., theaters, museums, performance arts center)? *Keep this list to use in the Communicative Practice section of the lesson.*

Ask the students if they know the meaning of the word **cultural** and explain, if necessary, that it is related to the arts, customs and traditions of a particular society. Check the understanding of the word **performance**. Be sure to say that it is an act of staging or presenting a play, concert or other form of entertainment.



INTRODUCTION (10 minutes):

Now that the students are connected to the topic of the lesson, show the students a short performance video (0:30) of the “Cinderella” musical at Segerstrom Center for the Arts ([https://youtu.be/KxLb4px3Q5U/PowerPoint warm up/presentation Slide #9](https://youtu.be/KxLb4px3Q5U/PowerPoint%20warm%20up/presentation%20Slide%20#9)).

Ask them the following questions to see how familiar they are with these types of performances and Segerstrom Center for the Arts.

Go to Presentation/Warm Up and Introduction Slide #10. (Note: The questions can be projected on the board prior to showing of the video)(No-tech performance picture Handout #13).

- *Have you seen this performance before?*
- *What type of performance is it?*
- *Do you enjoy this type of performances?*
- *Where can you see these types of performances?*
- *Do you recognize the venue?*



INTRODUCTION (10 minutes):

- *Have you ever been to Segerstrom Center for the Arts?*

After the students discuss the above questions, ask them if they know the meaning of the word venue. Explain that venue is the place where something happens, especially an organized event such as a concert, conference, or sports. (Dictionary.com)



PRESENTATION (35 minutes):

Now that the students have seen the Segerstrom Performing Center for the Arts performance, expand students' knowledge about this venue. Explain to the students that Segerstrom Center of the Arts is a well-known cultural venue in Orange County. This Performing Arts Complex is located in Costa Mesa, California and was opened in 1986.

Next, open the Segestrom Center of the Arts PowerPoint presentation to Slide #2 (no-tech classroom - Handout #13) to see the pictures of the venue. Go to Slide #3 to watch a short video (01:45) about the Segerstrom Center of the Arts (<https://youtu.be/azuPioB8Dm0>), (in a no-tech classroom use Handouts #14 and #15).

After the students watch the video about this well-known venue, ask them what they would like to know about the venue.

Provide the students with the sample questions they might possibly want to know about the venue by showing Slide #3 and projecting the following example questions on the board:

- Where is it located?
- Would you like to go there?
- What do you know about this venue?
- What do you want to know about this venue?

Invite students to brainstorm questions together with you that they want to know about the venue. Have them come up with some yes/no questions and some information questions about the venue. If the students have trouble with question formation, it is a good idea to have a quick review of the question formation of yes/no questions and information questions in Simple Present and Simple Past as well as the Present Perfect. See PowerPoint Slides # 4-8 if mini-lesson is needed.

After the review of question formation, if needed, and students' brainstorming of the questions about the venue, write down the best examples of the questions on the board:

Possible examples of questions brainstormed could be:

- *When did they decide to build this performance venue in Orange County?*
- *Who were Rene and Henry Segerstrom?*
- *Is Segerstrom Performance Center for the Arts a non-profit organization?*
- *Did the Segerstrom family donate land for the Performing Arts Center?*



PRESENTATION (35 minutes):

- *Does the venue have discounts on tickets?*
- *How much does it cost for a student to attend a performance there?*
- *What are the three musical companies that are based at Segerstrom Performing Center for the Arts?*
- *Who is the musical director of the Pacific Symphony?*

After the students finish brainstorming the questions, tell them that together you will find answers to the brainstormed questions from the internet using authentic materials.



GUIDED PRACTICE (20 minutes):

Tell the students that you will be looking for the answers to your questions in an authentic reading. Tell them that you will be working on it together.

It is time to read and answer the questions that they want to know about the venue! Give your students the authentic reading selection by sharing the link below. (A good idea is to share the link with your students via a remind.com before you begin) and invite them to read it silently to find the answers to your brainstormed questions about [Segerstrom Performin Arts Center](https://www.travelcostamesa.com/play/attractions/segerstrom-center-for-the-arts/) (<https://www.travelcostamesa.com/play/attractions/segerstrom-center-for-the-arts/>). (For a no tech classroom, use a print out of the article and print out enough copies for the class prior to the day's lesson.)

Give the students 10-15 minutes to read the article quietly and have the students highlight all the unknown words not stopping to look them up. After they are done reading silently, go over the words they highlighted and explain the meanings. Ask the students to take turns reading the selection aloud in a "chain way" (each student reads three sentences in the order of their seating). Help students with their pronunciation where necessary and appropriate.

After the students finish reading, go to the Handout#16 Guided Practice PowerPoint and provide your class with Handout #16. Have the students choose the best questions brainstormed earlier and record them on the Handout #16. Tell the students you will answer them together [Segerstrom Performin Arts Center](https://www.travelcostamesa.com/play/attractions/segerstrom-center-for-the-arts/) (<https://www.travelcostamesa.com/play/attractions/segerstrom-center-for-the-arts/>)

Next, have the students write down one yes/no question and two information questions using simple present, simple past or present perfect from the brainstormed questions. Find the answers in the reading selection together about the Segerstrom Performing Center for the Arts.

Here are possible choices of questions students may choose from:

- *When did they decide to build this performance venue in Orange County?*
- *Who were Rene and Henry Segerstrom?*
- *Is Segerstrom Performance Center for the Arts a non-profit organization?*
- *Did the Segerstrom family donate land for the Performing Arts Center?*
- *Does the venue have discounts on tickets?*



GUIDED PRACTICE (20 minutes):

- *How much does it cost for a student to attend a performance here?*
- *What are the three musical companies that are based at Segerstrom Performing Center for the Arts?*
- *Who is the musical director of the Pacific Symphony?*

Continue working on the questions together while modeling answering any questions that the students might have about the task.

Once you finish Handout #16 and feel students are ready to continue, move on to the communicative practice.



COMMUNICATIVE PRACTICE (20 minutes):

Ask each student to find two partners one on the left and one on the right. After each group of three is formed, ask each group to research inexpensive cultural places in their community (possibly some from the Warm Up list generated by the students) they want to visit and find out more information about a chosen venue. Brainstorm a list of possible places to visit with the class to provide a scaffold for them if necessary.

Give students Handout #17 to use in their group. Have each group come up with two yes/no questions and two wh-questions and to find the answers they want to share with the class about their cultural place to visit in Orange County, preferably one that is inexpensive.

Tell the students that they can use the similar questions to the ones they came up with earlier.

Here are possible choices of questions students may choose from:

- *When did they decide to build this venue in Orange County?*
- *Is this venue a non-profit organization?*
- *Does the venue have discounts tickets?*
- *How much does it cost for a student to attend a performance there?*
- *Who is the director of this venue?*

Tell the students to share responsibilities as they work in groups.



APPLICATION (45 minutes):

Once students have identified their venue and have come up with their questions, tell them that they will use their gathered information to create a poster or a PowerPoint that they will present to the class for 3-5 minutes.

Provide the students Handout #18, the Rubric you will be using to assess their presentations. Go over the Rubric with them so that they can see how you will be evaluating their presentations. Answer any questions they may have.



APPLICATION (45 minutes):

Presentation Review:

- Remind the students to remember to introduce themselves, make good eye contact, speak clearly, and properly close their presentation.
 - Examples of introduction: “Hello, let us introduce ourselves. I am ____, etc. We would like to introduce to you this wonderful cultural venue in Orange County.”
 - Example of closing: “Thank you for your attention. We hope you enjoyed this presentation.”
- Give students 35 minutes to work on this assignment and remind them about the time limit.

Walk around as they work on their presentations and give extra help.



EVALUATION (3-5 minutes each group):

Tell the students that it is time to share their presentations. Students will present their posters or PowerPoint presentations. Use the Rubric to evaluate students' presentations. (See Handout #18) Encourage the students to comment after each presentation and hand back the group's evaluations the following day.



EXTENSION (25 minutes):

Use students' presentations and have them write a Newsletter about the various cultural venues in Orange County using paraphrased information including references and citations. See PowerPoint to assist with this skill.

CORE LESSON COMPONENTS:
BASIC COMMUNICATION: <ul style="list-style-type: none"> • Students will work in groups to discuss the questions to use for their class presentations about a cultural venue in Orange County. • Students will collaborate to create questions. • Students will discuss and present their PowerPoint presentations.
COLLEGE/WORKFORCE PREP: <ul style="list-style-type: none"> • Students will apply critical thinking, creative and problem solving skills to create PowerPoint presentations about various cultural venues in Orange County. • Students will use their time management techniques to create their presentations in class. • Students will apply active listening techniques as they collaborate on their presentations and take presentations notes. • Students will gather and answer questions from multiple authentic sources.
DIGITAL PREP: <ul style="list-style-type: none"> • Students will use technology to work collaboratively on their class presentations, using a set of iPads or classroom computers to research information about one of the cultural venues in Orange County. Students will share their information using PowerPoint presentations.
21ST CENTURY SKILLS <ul style="list-style-type: none"> • Critical Thinking Skills • Collaboration & Leadership • Agility & adaptability • Initiative & entrepreneurship • Oral communication • Written Communication • Access & analyze information • Have & use curiosity & imagination • Play, passion & purpose beyond the classroom
ONLINE RESOURCES: <ul style="list-style-type: none"> • List of free things to do in Orange County https://www.tripsavvy.com/top-free-things-to-do-orange-county-1586398 • Beautiful Segerstrom Center of the Arts https://youtu.be/azuPioB8Dm0 • Preview of one of the performances (Cinderella) at Segerstrom Center of the Arts https://youtu.be/KxLb4px3Q5U • Pictures from http://www.scfta.org/, https://orangecounty.broadway.com/venues/theaters/segerstrom-center-arts/ • Authentic reading material about Segerstrom https://www.travelcostamesa.com/play/attractions/segerstrom-center-for-the-arts/ https://orangecounty.broadway.com/venues/theaters/segerstrom-center-arts/ • Segerstrom official website (scfta.org/about/our/story.aspx)

ADAPTATIONS:

Multi-level: Higher-level students can come up with the questions on their own. Higher-level students can play the role of moderator in a group.

Lower-level students can help to find pictures online and present only small pieces of information.

High-Tech: Students will use the internet to research a cultural venue in Orange County and create a PowerPoint presentation to share their information with the class. Students can post their paragraphs on Padlet to be accessed later if they need to.

Low-Tech: Provide the students with the print out of the articles from the website [Trip savvy](https://www.tripsavvy.com/top-free-things-to-do-orange-county-1586398) (<https://www.tripsavvy.com/top-free-things-to-do-orange-county-1586398>) and [Segerstrom](https://www.scfta.org/about/our/story.aspx) official website ([scfta.org/about/our/story.aspx](https://www.scfta.org/about/our/story.aspx)).

Students will create a poster instead of a PowerPoint about a cultural venue in Orange County.

TEACHER TIPS:

For the no-tech classroom in the Warm Up part of the lesson, use pictures on **Handouts #1-16**.

In the introduction part of the lesson, show the students a picture on **Handout # 13** instead of the short “Cinderella” performance at Segerstrom. You can also watch it prior to the lesson and type up a script of the video to share with the students in class. You can choose other examples of performances at Segerstrom, too.

For the no-tech classroom, a reading selection could be printed from [Segerstrom Performin Arts Center](https://www.travelcostamesa.com/play/attractions/segerstrom-center-for-the-arts/) (<https://www.travelcostamesa.com/play/attractions/segerstrom-center-for-the-arts/>) prior to the lesson.