

## ARTS IMPACT LESSON PLAN

### Theater and Writing Infused Lesson

#### Lesson Two: *Narrative Dialogue*

Author: Rachel Atkins      Grade Level: Eighth

#### Enduring Understanding

Actors and writers can develop a narrative through dialogue spoken during a sequence of events from beginning to middle to end.

#### Lesson Description (Use for family communication and displaying student art)

*In this theater and writing lesson, students add character dialogue to a narrative they've created with a small group based on a study of immigration or another unit of study. They collaborate with their groups to decide what their characters are saying in three tableaux (frozen stage pictures). Students perform their tableaux while speaking their dialogue with vocal expression. They revise and rewrite their own version of the narrative, adding dialogue to develop the characters and events.*

### Learning Targets and Assessment Criteria

**Target:** Creates and speaks dialogue for one character with corresponding emotion.

**Criteria:** Says character lines with vocal expression (pitch, volume, speed, or quality) while frozen in tableaux.

**Target:** Collaborates with others (in tableaux).

**Criteria:** Communicates ideas to others; makes compromises; and incorporates input/feedback.

**Target:** Writes dialogue that develops all characters in a three-part narrative.

**Criteria:** Creates and uses character lines to show the setting or situation within a sequence of events.

**Target:** Develops narrative writing through feedback and planning.

**Criteria:** Revises and edits writing to add information through dialogue.

Vocabulary	Materials	Learning Standards
<p><u>Arts Infused:</u></p> <ul style="list-style-type: none"> <li>Action</li> <li>Audience</li> <li>Audience</li> <li>Beginning</li> <li>Character</li> <li>Collaboration</li> <li>Compromise</li> <li>Conclusion</li> <li>Cue</li> <li>Emotion</li> <li>End</li> <li>Event</li> <li>Line (dialogue)</li> <li>Meaning</li> <li>Middle</li> <li>Problem</li> <li>Relationship</li> <li>Script</li> <li>Sequence</li> <li>Setting</li> <li>Solution</li> </ul> <p><i>continued</i></p>	<p><b>Museum Artworks or Performance</b></p> <p><b>Seattle, WA</b> Book-It Repertory Theatre Seattle Children's Theatre</p> <p><b>Tacoma, WA</b> Broadway Center for the Performing Arts</p> <p><b>Materials</b> Tableau Checklist; Tips for Dialogue; Arts Impact sketchbooks/writing journal; Lesson 1 tableaux quick sketches; Narrative prompt content materials (Reading, Social Studies, etc.); Self- Assessment Worksheets and pencils; Class Assessment Worksheet</p>	<p><b>WA Arts State Grade Level Expectations</b> <i>For the full description of each WA State Arts Grade Level Expectation, see:</i> <a href="http://www.k12.wa.us/Arts/Standards">http://www.k12.wa.us/Arts/Standards</a></p> <ul style="list-style-type: none"> <li>1.1.1 Concepts: character, plot, dialogue</li> <li>1.2.1 Skills and Techniques: movement/stance, gesture, facial expression</li> <li>1.2.2 Skills and Techniques: voice</li> <li>1.4.1 Audience Skills</li> <li>2.1.1 Creative Process</li> <li>2.2.1 Performance Process</li> <li>2.3.1 Responding Process</li> <li>3.1.1 Communicates through the Arts</li> <li>4.2.1 Connects Theater and Writing</li> </ul> <p><i>continued</i></p>

Writing:

Description  
Details  
Edit  
Narrative  
Revise  
Rewrite

Arts:

Body Shape  
Cheating Out  
Depth  
Downstage  
Eye Contact  
Facial Expression  
Levels  
Physical Contact  
Pitch (high, low)  
Speed (fast, slow)  
Statue  
Tableau  
Upstage  
Vocal Expression  
Vocal Quality (rough, squeaky, etc.)  
Volume (loud, soft)

**Common Core State Standards in ELA**

*For a full description of CCSS Standards by grade level see:*

<http://www.k12.wa.us/CoreStandards/ELAstandards/>

W.8.3.A Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W.8.3.B Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.8.3.D Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

W.8.3.E Provide a conclusion that follows from and reflects on the narrated experiences or events.

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting.

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.8.6 Adapt speech to a variety of contexts and tasks.

**College and Career Readiness Standards in Speaking and Listening**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Social Studies GLEs (if using SS focus)**

<http://www.k12.wa.us/SocialStudies/pubdocs/SocialStudiesStandards.pdf>

1.3.1 Analyzes how the United States has interacted with other countries in the past or present.

3.2.2 Understands cultural diffusion in the United States from the past or in the present.

3.2.3 Understands and analyzes migration as a catalyst on the growth of the United States in the past or present.

4.1.2 Understands how the following themes and developments help to define eras in U.S. history: Development and struggles in the West, industrialization, immigration, and urbanization (1870—1900).

4.2 Understands and analyzes causal factors that have shaped major events in history.

4.4.1 Analyzes how a historical event in United States history helps us to understand a current issue.

5.4 Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

## ICON KEY:

📖 = Indicates note or reminder for teacher

☑ = Embedded assessment points in the lesson

## Pre-Teach

Select narrative prompt materials, such as:

- Historical research within a specific grade-level Social Studies unit
- Fiction or nonfiction reading
- Presentation of other prompts (photos, illustrations, objects, film, etc.)

This lesson is one of a series of three Theater and Writing Infused lessons. Teach Lesson 1, "Narrative Tableaux", before this lesson.

## Lesson Steps Outline

**1.** Introduce/review content area narrative prompt.

**2.** Direct students in a warm-up. Put students into original tableau groups from Lesson 1 in their own space, in a large circle around the perimeter of the room. Display or write the Tableau Checklist on the board. Guide groups to review Lesson 1 tableaux.

**3.** Facilitate groups creating dialogue for their narratives independently. Display or write the Tips for Dialogue from the lesson on the board.

☑ Criteria-based process assessment: Creates and uses character lines to show the setting or situation within a sequence of events. Communicates ideas to others; makes compromises; and incorporates input/feedback.

**4.** Guide students to use vocal expression while saying their dialogue.

☑ Criteria-based process assessment: Says character lines with vocal expression (pitch, volume, speed, or quality) while frozen in tableaux.

**5.** Direct students to practice staying frozen in each tableau while saying their lines with vocal expression.

☑ Criteria-based process assessment: Says character lines with vocal expression (pitch, volume, speed, or quality) while frozen in tableaux.

**6.** Facilitate as groups perform their dialogue tableaux for the class. Ask audience to explain what they see, or to make suggestions for revisions by giving evidence.

Criteria-based teacher checklist and peer assessment: Says character lines with vocal expression (pitch, volume, speed, or quality) while frozen in tableaux.

**7.** Guide students to complete their Self-Assessment Worksheets independently.

Criteria-based teacher checklist and self-assessment: Communicates ideas to others; makes compromises; and incorporates input/feedback.

**8. POST THEATER LESSON WRITING.** Instruct students to edit and revise the narrative they wrote after Lesson 1 by adding dialogue.

Criteria-based teacher checklist: Creates and uses character lines to show the setting or situation within a sequence of events. Revises and edits writing to add information and details through dialogue.

## LESSON STEPS

---

### 1. Introduce/review content area narrative prompt.

- *In our first lesson, you collaborated with a group to develop a narrative about immigration (or another topic) and then created a series of three tableaux that showed the beginning, middle, and end of its sequence of events.*
  - *Today, we're building on these stories through theatre and writing. You'll create dialogue for the characters in your narrative, and then add that dialogue to your tableaux, using vocal expression.*
- 

### 2. Direct students in a warm-up. Put students into original tableau groups from Lesson 1 in their own space, in a large circle around the perimeter of the room. Display or write the Tableau Checklist on the board. Guide groups to review Lesson 1 tableaux.

- *Let's warm up by reviewing your tableaux from the first lesson. Review your quick sketches in your journals for any revisions you need to make for people who are absent, etc. Then I'll cue you in an all-play rehearsal to do all three tableaux, with everyone working at the same time.*
  - *Beginning Tableau into position, 1-2-3-Freeze. Middle Tableau, into position, 1-2-3-Freeze. End Tableau, into position, 1-2-3-Freeze. Actors relax.*
- 

### 3. Facilitate groups creating dialogue for their narratives independently. Display or write the Tips for Dialogue from the lesson on the board.

- *Add dialogue to each of your tableaux. The dialogue should add essential details and information to develop the narrative.*
- *Each character says one line of dialogue in each tableau. Because each character gets only one line, it must be the most important thing that character would be saying (or thinking) in each part of the sequence.*
- *Let's use the model tableau you made of the immigrants first arriving as an example. What are some possible lines of dialogue those characters might say? How can we add more details and information to that line?*
- *Use the Tips for Dialogue to create detailed lines that add more information. You can also use ideas from your Lesson 1 writing, as well as our study materials. Your goal is to help your audience better understand your narrative through the lines you add.*
- *Your group will collaborate to decide on the dialogue, but everyone should write it down in their journals. This will help you in your writing later, and as we keep building these tableaux.*
- *Decide what each character will say, and in which order the lines will be spoken.*
- *I'll be asking you to reflect on how you collaborated at the end of the lesson again. Remember that collaboration means:*
  1. *You communicate your own ideas and listen to other people's ideas.*
  2. *You compromise with one another to come up with your dialogue.*

3. *Incorporate each other's input and feedback as you develop your dialogue.*

Criteria-based process assessment: Creates and uses character lines to show the setting or situation within a sequence of events. Communicates ideas to others; makes compromises; and incorporates input/feedback.

---

**4. Guide students to use vocal expression while saying their dialogue.**

- *Once you've created your script, practice saying your lines with vocal expression. Vocal expression means we change our voices to match the meaning and emotion of the line and the character.*
- *Let's practice with one of our model lines. Say it in a scared voice—go! Try an excited voice—go! Notice how our voices change.*
- *Decide how your character feels when you say each of your lines, and write down the emotion next to your line in your journal. When you say the line, change your pitch, volume, speed, and vocal quality to match your character's emotion or meaning.*
  - Pitch—high or low*
  - Volume—loud or soft*
  - Speed—fast or slow*
  - Quality—descriptive words, such as: whispery, rough, squeaky, powerful, etc.*
- *Project your voice: speak loudly and clearly enough so the audience can hear and understand you.*

Criteria-based process assessment: Says character lines with vocal expression (pitch, volume, speed, or quality) while frozen in tableaux.

---

**5. Direct students to practice staying frozen in each tableau while saying their lines with vocal expression.**

- *Now practice saying your lines while you're in your tableaux. Stay frozen while you speak. Rehearse so that you can go through the script of each tableau.*
- *You should be able to remember your lines and vocal expression, as well as your cues (the lines that come before yours).*

Criteria-based process assessment: Says character lines with vocal expression (pitch, volume, speed, or quality) while frozen in tableaux.

---

**6. Facilitate as groups perform their dialogue tableaux for the class. Ask audience to explain what they see, or to make suggestions for revisions by giving evidence.**

- *Let's do a final rehearsal, an all-play. I'll give you a 1-2-3-Freeze and everyone will make their beginning tableaux at the same time. When I say "Go," say your lines. After the last actor has spoken, stay frozen. When all groups are frozen and silent, I'll know you're ready for me to cue you to your next tableau. Beginning tableau into position, 1-2-3-Freeze! Go! Middle tableau into position, 1-2-3-Freeze! Go! End Tableau, getting into position, 1-2-3-Freeze. Go! Actors relax.*
- *Now we'll go around the circle and each group will show its tableau series with dialogue one at a time. I'll prompt you the same way. If everyone stays where they are in the circle, you should*

*have a reasonably good view of the other groups. Project your voices so everyone can hear your lines.*

- *Audience, notice what the actors are doing, and listen to the lines for more information and details. What characters do you see? What is happening in the sequence of events? What more do you learn about the narrative from the lines?*
- *After each group shows, I'll take one or two pieces of feedback.*
- *Give evidence about how you know what you see. Use the Tableau Checklist or the Tips for Dialogue to give feedback. For example, "I could tell that these characters were being chased because their bodies were in running positions downstage, and the other character was upstage with her arms reaching toward them like she was trying to catch them." or "The lines helped me understand that they're a family because they called their parents Mom and Dad."*
- *Because we'll continue working on these narratives, I'll also ask for suggestions for revisions to their dialogue. Please offer a specific idea for improvement. For example, "I didn't know who that character was—it would help if the other characters called him by his name or title." Or "I didn't understand where they were—maybe she could say, "It sure is windy on top of Mount Everest" instead of "It sure is windy up here!"*
- *Actors, have your journals handy so can take notes on ideas for revisions.*

Criteria-based teacher checklist and peer assessment: Says character lines with vocal expression (pitch, volume, speed, or quality) while frozen in tableaux.

---

## **7. Guide students to complete their Self-Assessment Worksheets independently.**

- *When you fill out your worksheets, you will assess your own work on speaking and writing your dialogue. Then you can analyze and assess your collaboration. After you have edited and revised your dialogue in our next lesson step, you can assess your work on that as well.*

Criteria-based teacher checklist: Communicates ideas to others; makes compromises; and incorporates input/feedback.

---

## **POST THEATER LESSON WRITING**

### **8. Instruct students to edit and revise the narrative they wrote after Lesson 1 by adding dialogue.**

- *You'll edit and revise your Lesson 1 writing by incorporating dialogue. You can use the actual lines from your tableaux, or you can write your own version. You can also use the notes you received from the audience. Your narrative should still introduce the characters and clearly explain the sequence of events from beginning to middle to end.*
- *This is your own version of the narrative, so it doesn't need to be the same as anyone else's.*

Criteria-based teacher checklist: Creates and uses character lines to show the setting or situation within a sequence of events. Revises and edits writing to add information and details through dialogue.

---

## Elements of Tableau Checklist

- Statue: Individual facial expression and body shape/gesture
  - Use whole face and body
  - Show character
  - Show action (body)
  - Show emotion (face)
  
- Levels and depth
  - Low/medium/high, left/right/center, downstage, upstage, near/far
  - Three dimensional use of stage or playing space
  
- Character and spatial relationships/connections
  - Eye contact
  - Physical contact using positive or negative space (touching or not touching)
  - Proximity or distance
  
- Open to the audience (cheat out)
  - Audience awareness

## Tips for Dialogue

- Address other characters by names and/or titles to help the audience know who the characters are and the relationships they have to one another.
  - Examples: Mom, Doctor, Officer, etc.
- Use nouns—be specific!
  - Example: instead of “Can I have that?” try saying, “Mom, could you please pass the maple syrup?” What more do you learn about the characters, setting, and situation from the second line that you don’t learn from the first?
- Each line should add new, relevant information and details.
  - Example: if one character says, “The volcano is erupting!” then the next character should add something more: “The lava has almost reached our house!”
  - Lines like “Oh no!” or “Yeah!” are throwaway lines—they don’t tell the audience anything new.
  - Avoid repetition or simple agreement. If one character says, “I hope it doesn’t rain,” the next shouldn’t just say, “Me too” or “Yeah, it would be bad if it rained.” Add more, like: “The rain would melt our ice sculptures.” or “I’m terrified of thunder and lightning.”

**ARTS IMPACT LESSON PLAN Theater and Writing Infusion**

Eighth Grade Lesson Two: *Narrative Dialogue*

Teachers may choose to use or adapt the following self-assessment tool.

**STUDENT SELF-ASSESSMENT WORKSHEET**

Disciplines	<b>THEATER/WRITING</b>	<b>WRITING</b>	<b>WRITING</b>	Total 3
Concept	<b>Dialogue</b>	<b>Narrative</b>	<b>Revision</b>	
Criteria	Says character lines with vocal expression (pitch, volume, speed or quality) while frozen in tableaux.	Creates and uses character lines to show the setting or situation within a sequence of events.	Revises, edits writing to add information through dialogue.	
Student Name				

Disciplines	<b>THEATER 21<sup>st</sup> Century Skills</b>			Total 3
Concept	<b>Collaboration</b>			
Criteria	Communicates ideas to others; makes compromises; and incorporates input/feedback			
Student Name	Shares ideas	Compromises	Uses input	

**COLLABORATION SELF-ASSESSMENT WORKSHEET**

Put a check next to each of the ways you collaborated with your group to create your tableau:

\_\_\_\_\_ I communicated my ideas to the other members of my group.

An example of an idea I contributed to our tableau is:

---



---

\_\_\_\_\_ I compromised with the other members of my group.

I changed an idea I had to go along with the group by

---



---

\_\_\_\_\_ I incorporated feedback or input from other members of my group.

I used someone else’s idea or suggestion to adjust something I did by

---



---

**ARTS IMPACT LESSON PLAN Theater and Writing Infusion**

Eighth Grade Lesson Two: *Narrative Dialogue*

**CLASS ASSESSMENT WORKSHEET**

Disciplines	THEATER/WRITING	THEATER 21 <sup>st</sup> Century Skills			WRITING	WRITING	Total 6
Concept	Dialogue	Collaboration			Narrative	Revision	
Criteria  Student Name	Says character lines with vocal expression (pitch, volume, speed or quality) while frozen in tableaux.	Communicates ideas to others; makes compromises; and incorporates input/feedback.  Shares ideas    Compromises    Uses input			Creates and uses character lines to show the setting or situation within a sequence of events.	Revises, edits writing to add information through dialogue.	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							
26.							
27.							
28.							
29.							
30.							
Total							
Percentage							

*What was effective in the lesson? Why?*

*What do I want to consider for the next time I teach this lesson?*

*What were the strongest connections between theater and writing?*

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

### ARTS AND WRITING LESSON: *Narrative Dialogue*

---

Dear Family:

Today your child participated in a **Theater and Writing** lesson. We added dialogue to a narrative series of events.

- We explored characters and events from our study of immigration (or other unit of study).
- We collaborated with a group to develop and build on frozen stage pictures called tableaux to express our ideas.
- We added character dialogue to the series of three tableaux and spoke with vocal expression as our characters.
- We revised and rewrote our own versions of our narrative by adding character dialogue.

At home, you could help your child practice speaking dialogue with vocal expression by reading their script aloud with them. You can read the other characters' lines out loud while your child says his/her own lines. Notice the vocal qualities you both use to put emotion into your voices.

#### **Enduring Understanding**

Actors and writers can develop a narrative through dialogue spoken during a sequence of events from beginning to middle to end.