

ARTS IMPACT LESSON PLAN

Theater and Writing Infused Lesson

Lesson One: *Cause and Effect Conflict Tableaux*

Author: Rachel Atkins

Grade Level: Seventh

Enduring Understanding

Different participants in a conflict can have different points of view about its cause and effect.

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

In this theater and writing lesson, students explore the causes and effects of a conflict from Social Studies. They brainstorm who is involved and show those characters in statues. They collaborate with small groups to create tableaux (frozen stage pictures) to portray the cause and effect from a specific character's point of view. They write an informative explanation of the conflict using cause/effect.

Learning Targets and Assessment Criteria

Target: Portrays characters involved in a conflict through statues in tableaux.

Criteria: Uses face and body in a frozen stage picture to show a character's response to an event.

Target: Collaborates with others (in tableaux).

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

Target: Writes an informative/explanatory piece of an event from a character's point of view.

Criteria: Describes the setting, participants, cause and effect of a conflict from participant's perspective.

Vocabulary

Arts Infused:

Action
Audience
Character
Collaboration
Emotion
Point of View
Relationship
Setting

Writing:

Cause
Definition
Description
Effect
Explanation

Arts:

Actor Neutral
Body Shape
Cheating Out
Depth
Downstage
Eye Contact
Facial Expression
Levels
Physical Contact
Statue
Tableau
Upstage

Materials

Museum Artworks or Performance

Seattle, WA

Seattle Children's Theatre

Tacoma, WA

Broadway Center for the Performing Arts

Materials

Social Studies content materials;
Tableau Checklist; Arts Impact journals;
Self-Assessment Worksheets and
pencils; Class Assessment Worksheet

Learning Standards

WA Arts Learning Standards in Theatre

For the full description of each standard, see:
<http://www.k12.wa.us/Arts/Standards>

Creating (Concepts: Character, Conflict, Movement/Stance, Gesture, Facial Expression)

1. Generate and conceptualize artistic ideas & work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Performing/Presenting/Producing

4. Select, analyze, and interpret artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

Responding

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

continued

Connecting

10. Synthesize and relate knowledge and personal experiences to make art.

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Common Core State Standards in ELA

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

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

CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events.

W.7.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.

W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCRA.SL.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 EALRs/GLEs

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

4.1.2: Understands how themes and developments have defined eras in Washington State and world history.

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

4.3 Understands that there are multiple perspectives and interpretations of historical events.

4.3.1 Analyzes and interprets historical materials from a variety of perspectives in Washington State or world history.



5.1 Uses critical reasoning skills to analyze and evaluate positions.

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.

Causes of Conflict Classroom Based Assessment

<http://www.k12.wa.us/socialstudies/Assessments/MiddleSchool/MiddleSchHistory-CausesOfConflict-CBA.pdf>

ICON KEY:

-  = Indicates note or reminder for teacher
-  = Embedded assessment points in the lesson

Pre-Teach


Historical research within a specific grade-level Social Studies unit, for example:

- Unit Outline 3: WA- Railroads, Reform, Immigration, and Labor (1889-1930): women's suffrage, Klondike gold rush, anti-Chinese riots in Tacoma
- Unit Outline 4: WA- Great Depression and World War II (1930-1945): Hoovervilles, internment of Japanese & Japanese-Americans during WWII

Lesson Steps Outline


1. Guide students to define the conflict, identify when and where it took place, and brainstorm who was involved.

2. Guide students to create statues of different characters involved in the conflict.


 Criteria-based process assessment: Uses face and body to show a character's response to an event.

3. Introduce the theater concept of tableau.

4. Assign each group a character. Facilitate groups creating tableaux of the conflict independently. Introduce 21st century skill of collaboration.

 Criteria-based process assessment: Uses face and body in a frozen stage picture to show a character's response to an event. Communicates ideas to others; makes compromises; and incorporates input/feedback.

5. Facilitate as groups perform their tableaux for the class.

 Criteria-based teacher checklist and peer assessment: Uses face and body in a frozen stage picture to show a character's response to an event.

6. Brainstorm causes of the conflict as a whole class.

7. Create a second tableau (repeat steps 4 & 5), focusing on the cause of the conflict.

- ☑ Criteria-based teacher checklist: Uses face and body in a frozen stage picture to show a character's response to an event.
- ☑ Criteria-based process assessment: Communicates ideas to others; makes compromises; and incorporates input/feedback.

8. Guide students to complete their Collaboration Self-Assessment Worksheet independently.

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

9. Instruct students to write an informative explanation of the conflict from a specific character's point of view.

- ☑ Criteria-based teacher checklist: Describes the setting, participants, cause and effect of an event from participant's perspective.

LESSON STEPS

1. Guide students to define the conflict, identify when and where it took place, and brainstorm who was involved.

▣ Students write lists in their Arts Impact journals and share ideas. Write list of characters on board.

NOTE: This lesson uses the internment of Japanese & Japanese-Americans during World War II as a sample topic, but any significant historical event could be used instead.

- *We've been learning about the internment of Japanese & Japanese-Americans from Washington State during World War II. What was the conflict? When and where did it take place?*
 - *We'll use Theater as a way to look more closely at the conflict. By stepping into someone else's shoes, we can often better understand their point of view.*
 - *We'll start by brainstorming some of the characters involved in the conflict. Who are the different people who were a part of the conflict, or who would have had an opinion about it? Write down at least three ideas in your Arts Impact journal, and then we'll share them.*
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2. Guide students to create statues of different characters involved in the conflict.

▣ Repeat for a variety of characters.

- *Now we'll use our faces and bodies to show some of these characters. Stand up and push in your chairs so you have some room.*
- *Stand the way I am: feet underneath you, arms at your sides, face and shoulders relaxed, not leaning against anyone or anything. You should be in control of your own body—it's one of your tools as an actor. This position is called actor neutral.*
- *I'll call out a character on our list, and then give you a 1-2-3-Freeze. You will create a statue of what you think that character would look like. You might even think specifically about how they would look during the conflict. How would they be feeling? What would they be doing? Use the countdown to get into position so that, when I say, "freeze," you're in the statue you want to be in. Use your whole face and body to show us who your character is, what they're doing and how they're feeling. Hold your statue until I call out "actor neutral."*
- *Show me a statue of a soldier. 1-2-3-Freeze! Actor neutral. Statue of a reporter. 1-2-3-Freeze! Actor neutral.*

▣ Criteria-based process assessment: Uses face and body to show a character's response to an event.

3. Introduce the theater concept of tableau.

▣ Put students into groups of 3-5 in their own space, in a large circle around the perimeter of the room. Display or write the Tableau Checklist on the board (see back of lesson).

- *You've been making statues on your own. When you put two or more statues together to create a frozen stage picture, that's called a tableau. Now you'll work with a small group to put some of these characters together in the conflict.*
 - *A tableau uses a checklist of four basic elements. Let's all do one together as a model, and I'll review the checklist as we go. Every group will create a picture of people first hearing about the bombing of Pearl Harbor.*
 - *First, each actor creates an exaggerated statue, using their whole face and body to show who they are, what they're doing and how they're feeling. How are they hearing the news? Make a choice about how your character feels at this moment: scared, angry, confused? I'll give you a count to get into position. 1-2-3-Freeze.*
 - *Second, actors in a tableau should be at different levels (low, medium or high) and depths (front or back of the stage). Adjust your tableau so no two actors are at the same level, and so you're more staggered, not in a straight line. 1-2-3-Freeze.*
 - *Third, tableaux show connections between characters by making choices about how near or far you are to each other, and through physical contact (touching or almost touching—positive or negative space) or eye contact. Find a way to adjust your tableau again to include these connections. 1-2-3-Freeze.*
 - *Finally, actors in a tableau cheat out so they can be seen. Angle your body between the audience and the other actors on stage so more of your front can be seen. Make sure you're not being blocked or blocking anyone else. Levels and depth can help with this: if you're at the front of the stage, you should be in low space. In the back of the stage, you should be in high space. Check your positions and adjust your tableau so everyone can be seen. 1-2-3-Freeze.*
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4. Assign each group a character. Facilitate groups creating tableaux independently. Introduce the 21st century skill of collaboration.

- *Now we'll focus on a specific event, the day of evacuation for one town or community, as a way to better understand the overall conflict.*
- *I'll give each group a different character. Your tableau will show what that event looked and felt like from the point of view of those characters. For example, evacuation day looked and felt very different to the families being evacuated than it did to the government officials, or to the people who believed that the Japanese-Americans were spies.*
- *Everyone in your group should be in the tableau. Work together to create a frozen stage picture that clearly shows your character(s)'s specific point of view.*
- *To work together effectively, you have to collaborate. What do you think makes for effective collaboration?*
- *When you collaborate, you communicate your ideas to others; make compromises; and incorporate input/feedback from others. Notice when you are doing each of these things. I will ask you about it in the end.*
- *Use the Tableau Checklist as you work, and rehearse your tableau the way you'll show it to the class. Practice it so that your audience is in the center of the class/circle.*

Criteria-based process assessment: Uses face and body to show a character's response to an event. Communicates ideas to others; makes compromises; and incorporates input/feedback.

5. Facilitate groups performing their tableaux of conflicts for the class. Guide students giving evidence-based feedback on the tableaux.

- *Let's do a final rehearsal, an all-play. I'll give you a 1-2-3-Freeze and everyone will make their tableaux at the same time. 1-2-3-Freeze! Actors relax.*
- *Now we'll go around the circle and each group will show its tableau one at a time. I'll prompt you the same way. Before you show, you'll tell us which character's point of view you're showing. If everyone stays where they are in the circle, you should have a reasonably good view of all of the other groups.*
- *Audience, notice what the actors are doing with their faces, bodies, and relationships that help you understand what you see. After each group shows, I'll take one or two pieces of feedback. You'll give evidence about how you know what you see. Use the Tableau Checklist to give your feedback. For example, "I could tell that these characters were sad because their heads and shoulders were slumped down, and they weren't making eye contact."*

Criteria-based teacher checklist and peer assessment: Uses face and body in a frozen stage picture to show a character's response to an event.

6. Brainstorm causes of the conflict as a whole class.

- *You've all made tableaux to show the conflict from your character's point of view. This was the effect. Now you'll take a step back and think about the causes. What was a cause of this conflict or event? What events or actions came before it to make it happen? You might think about this from your character's point of view, or you might have more general ideas.*
 - *Write down at least two ideas in your Arts Impact journal, and then we'll share them.*
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7. Create a second tableau (repeat steps 4 & 5), focusing on the cause of the conflict.

- *Each group has a tableau to show the effect of the conflict from your character's point of view. Now you'll create a tableau to show the cause from your character's point of view. The first time, we saw tableaux of the same event. This time, we'll probably see some different events that represent the different points of view. You may use one of the cause ideas from our brainstorm list, or your group may have another idea to use.*
- *Remember to use collaboration when you are creating your second tableau – communicate your ideas; make compromises; and incorporate input or feedback from others.*

Criteria-based teacher checklist: Uses face and body in a frozen stage picture to show a character's response to an event.

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

8. Guide students to complete their Collaboration Self-Assessment Worksheet independently.

- *When you fill out your worksheets, you will assess your own work on the tableaux. Then you can analyze and assess your collaboration. After you have written your version of your informative explanation of the conflict in our next lesson step, you can assess your work on that as well.*

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

POST THEATER LESSON WRITING

9. Instruct students to write an informative explanation of the conflict from a specific character's point of view, and then to do a quick sketch of their tableaux.

▣ Explanations answer questions about who, what, where, why, and how, to increase a reader's knowledge and understanding.

- *You are now going to write an informative explanation of the conflict using your character's point of view as a reference.*
- *How would your character describe the conflict, its cause and effect? Your writing should include a description of the conflict; when and where it took place; who was involved; and a description of the cause and effect of the conflict that your group showed in your second tableaux. You don't need to describe the tableau itself, but you should explain why this was a cause of the conflict. Give reasons and evidence, using your character's point of view.*
- *Because we'll be returning to this conflict and these characters in our next lessons, you should also make a quick sketch of your group's two tableaux in your journal, to help you remember what you did when we recreate them.*

Criteria-based teacher checklist: Describes the setting, participants, cause and effect of a conflict from participant's perspective.

ARTS IMPACT LESSON PLAN Theater and Writing Infusion

Seventh Grade Lesson One: **Cause & Effect Conflict Tableaux**

STUDENT SELF-ASSESSMENT WORKSHEET

Disciplines	THEATER		THEATER 21st Century Skills			WRITING				Total 9
Concept	Statues/ Tableaux		Collaboration			Informative/Explanatory Text				
Criteria	Uses face and body to show appropriate character in relationship to others within a given event.		Communicates ideas to others; makes compromises; incorporates input/feedback. (see worksheet below)			Describes the setting, participants, cause and effect of a conflict from participant's perspective.				
Student Name	Face	Body	Communicates ideas	Compromises	Incorporates input	Setting	Participants	Cause	Effect	

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 _____

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 or point of focus
 - Physical contact using positive or negative space (touching or not touching)
 - Proximity or distance

- Open to the audience (cheat out)
 - Audience awareness
 - No blocking (use levels)

ARTS IMPACT LESSON PLAN Theater and Writing Infusion

Seventh Grade Lesson One: *Cause & Effect Conflict Tableaux*

CLASS ASSESSMENT WORKSHEET

Disciplines	THEATER		THEATER 21 st Century Skills			WRITING				Total 9
Concept	Statues/ Tableaux		Collaboration			Informative/Explanatory Text				
Criteria Student Name	Uses face and body in a frozen stage picture to show a character's response to an event.		Communicates ideas to others; makes necessary compromises; incorporates input/feedback.			Describes the setting, participants, cause and effect of an event from participant's perspective.				
	Face	Body	Communicates ideas	Compromises	Incorporates feedback	Setting	Participants	Cause	Effect	
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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: _____

THEATER AND WRITING LESSON: *Cause & Effect Conflict Tableaux*

Dear Family:

Today your child participated in an **Arts and Writing** lesson. We talked about the causes and effects of a conflict we're learning about in Social Studies.

- We discovered that different people involved in a conflict can have different ideas about why it happened, and different feelings about the results.
- We learned how to collaborate with a group to develop frozen stage pictures called tableaux to express our ideas.
- We created two tableaux with our group to show the cause and effect of the conflict from a specific character's point of view.
- We wrote an informative explanation of the conflict using a character's point of view as a reference.

At home, you could look for other examples of cause and effect. You could consider different points of view about the same problem. You could ask your child to explain the conflict to you from her/his writing.

Enduring Understanding

Different participants in a conflict can have different points of view about its cause and effect.