

ARTS IMPACT LESSON PLAN

Theater and Reading Infused Lesson

The Story Volcano

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Enduring Understanding

Parts of a story can build cumulatively from the beginning through a sequence of actions to the climax/turning point, resolution, and conclusion.

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

Students use The Story Volcano Worksheet to explore the points of conflict, climax/turning point, resolution, and conclusion of a story. They share their ideas in groups as they collaborate to create and present a series of scenes/tableaux based on the key points of the story.

Learning Targets and Assessment Criteria

Target: Identifies the parts of a story.

Criteria: Records the introduction, rising action, climax/turning point, resolution/denouement, and conclusion on The Story Volcano Worksheet.

Target: Identifies the story problem(s) and demonstrates the cumulative actions that move the story through its different parts.

Criteria: Creates a series of short scenes/tableaux that show the introduction, rising action, climax/turning point, resolution/denouement, and conclusion from The Story Volcano Worksheet.

Target: Collaborates with others.

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

Vocabulary

Arts Infused:
Climax
Collaboration
Communication
Compromise
Conclusion
Conflict
Falling Action
Feedback
Introduction
Problem
Reflect
Relationship
Resolution
Rising Action
Sequence
Story Structure
Turning Point

Arts:
Denouement
Dialogue
Movement
Scene
Tableau

Materials

Museum Artworks or Performance

Seattle, WA

Book-It Repertory Theatre
Living Voices
Seattle Children's Theatre

Tacoma, WA

Broadway Center for the Performing Arts

Materials:

Selected stories; Story Volcano Worksheet; Pencils; Document camera and projector; Elements of Tableau Checklist; Collaboration Self-Assessment Worksheets; Class Assessment Worksheet

Learning Standards

WA Arts State Grade Level Expectations

For the full description of each WA State Arts Grade Level Expectation, see:

<http://www.k12.wa.us/Arts/Standards>

- 1.1.1 Elements: Character, Plot, Conflict
- 1.2.1 Skills and Techniques: Movement/Stance, Gesture, Facial Expression
- 1.4.1 Audience Skills
- 2.1.1 Creative Process
- 2.2.1 Performance Process
- 2.3.1 Responding Process
- 3.1.1 Communicates through the Arts
- 4.2.1 Connection between Theater and Reading

Early Learning Guidelines (Pre-K – Grade 3)

For a full description of Washington State Early Learning and Child Development Guidelines see:

<http://www.del.wa.gov/development/guidelines/>

- (Age 4-5) 3. Touching, seeing, hearing and moving around: Using the large muscles (gross motor skills): move with purpose from one place to another using the whole body.

continued

(Age 4-5) 6. Learning about my world: Arts: show creativity and imagination; perform simple elements of drama; participate in dramatic play.

Common Core State Standards (CCSS) in ELA

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

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

R.CCR.1. Read closely to determine what the text says explicitly and to make logical inferences from it.

R.CCR.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.CCR.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

R.CCR.4. Interpret words and phrases as they are used in a text, and analyze how specific word choices shape meaning or tone.

R.CCR.10. Read and comprehend complex literary texts independently and proficiently.

RL.2.5. Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.

RL.3.3. Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

SL.CCR.1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.

SL.CCR.2. Integrate and evaluate information presented visually, quantitatively, and orally.

SL.CCR.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.CCR.6. Adapt speech to a variety of contexts and communicative tasks.

College and Career Ready Students in Writing

Demonstrate independence.

Build strong content knowledge.


Respond to the varying demands of audience, task, purpose, and discipline.

Comprehend as well as critique.

Value evidence.

ICON KEY:

 = Notes specific *Readers Workshop* Curriculum strategies addressed

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

Pre-Teach

The Arts Foundations lessons ***Expressive Body, Expressive Voice, and Creating Tableau*** should be taught before this lesson.

Lesson Steps Outline

1. Introduce The Story Volcano Worksheet to the class.

2. Guide the students in recording the information needed on the INTRODUCTION TO THE CHARACTERS (BEGINNING) section of the worksheet.

Criteria-based teacher checklist: Records the introduction on The Story Volcano Worksheet.

3. Guide the students in recording the information needed on the RISING ACTION (POINT OF CONFLICT/ PROBLEM) section of the worksheet.

Criteria-based teacher checklist: Records the rising action on The Story Volcano Worksheet.

4. Guide the students in recording the information needed on the CLIMAX/TURNING POINT (MIDDLE) section of the worksheet.

Criteria-based teacher checklist: Records the climax/turning point on The Story Volcano Worksheet.

5. Guide the students in recording the information on the FALLING ACTION/ RESOLUTION section of the worksheet.

Criteria-based teacher checklist: Records the resolution/denouement on The Story Volcano Worksheet.

6. Guide the students in recording the information on the CONCLUSION (END) section of the worksheet.

Criteria-based teacher checklist: Records the conclusion on The Story Volcano Worksheet.

7. Introduce small group work. Discuss the characteristics of effective collaboration.

8. Lead the students in creating short scenes/tableaux that communicate each of the sections of their worksheet and build cumulatively through the storyline.

☑ Criteria-based teacher checklist, self-assessment: Creates a series of short scenes/tableaux that show the introduction, rising action, climax/turning point, resolution/denouement, and conclusion from The Story Volcano Worksheet. Communicates ideas to others, makes compromises, and incorporates input/feedback.

9. Guide the students in presenting their tableaux/scenes to the class. Guide self and peer reflection.

☑ Criteria-based teacher checklist; self and peer reflection: Creates a series of short scenes/tableaux that show the introduction, rising action, climax/turning point, resolution/denouement, and conclusion from The Story Volcano Worksheet. Describes physical choices in own and other students' presentations. Describes collaboration.

10. Guide students to complete their Collaboration Self-Assessment Worksheets.

☑ Criteria-based teacher checklist, self-reflection, and assessment: Describes collaboration. Communicates ideas to others, makes compromises, and incorporates input/feedback.

LESSON STEPS

▣ Pre-determine how the room will be set-up for students to move through space – desks moved to the side or students moving among the desks.

▣ Teaching Options: This lesson may be divided into three sections if needed: 1) brainstorming and recording, 2) creation of scenes that incorporate the written information, 3) performance.

- For upper grades, brainstorming and recording can be done individually by each student before putting them into groups.
- For primary grades, brainstorming and recording can be done as a whole class.

▣ Brainstorming: Select the story (or stories), e.g. *The Sneetches* by Dr. Seuss or *Frog and Toad are Friends* by Arnold Lobel. It should be a story with which everyone is familiar. If needed, lead the class through a verbal retelling of the story.

1. Introduce The Story Volcano Worksheet to the class.

▣ Readers Workshop Connection: mini-lesson, conferring

▣ Display Story Volcano Worksheet.

▣ Options: Use 3-point Story Volcano (beginning, middle & end) or 6-point Story Volcano (full story structure), depending on student ability. Scaffold from 3-point to 6-point as needed.

- *This is both a theater lesson and a reading lesson. If you look on this worksheet, you will notice that the structure of a story could be thought of as a volcano.*
- *The action of a story is like the molten lava in a volcano; it keeps rising until it explodes at the top. Once the explosion happens, the lava pours out and flows down the other side. The two sides of the volcano are called the rising action and the falling action.*

2. Guide the students in recording the information needed on the INTRODUCTION TO THE CHARACTERS (BEGINNING) section of the worksheet.

▣ Readers Workshop Connection: re-reading, inferring, using text clues to ask questions

- *Think of the beginning of the story as an introduction to the characters. Characters are defined by who they are, what they do, and what they want.*
- *Determine who the main characters are in your story and write down their information on the worksheet.*

Criteria-based teacher checklist: Records the introduction on The Story Volcano Worksheet.

3. Guide the students in recording the information needed on the RISING ACTION (POINT OF CONFLICT/PROBLEM) section of the worksheet.

▣ Readers Workshop Connection: re-reading, inferring, using text clues to ask questions

- *As the story heads up the slope of the volcano, the action grows in strength and intensity. These are points of conflict or the problems that occur through the rising action.*
- *The problem could be between characters, or could be an obstacle presented to a character that he/she must overcome.*
- *The rising action keeps moving up the side of the volcano from one point of conflict to the next.*
- *Write down at least two points of conflict on your worksheet. Many stories have more than two problems, but we are going to just write down the most important two.*

Criteria-based teacher checklist: Records the rising action on The Story Volcano Worksheet.

4. Guide the students in recording the information needed on the CLIMAX/TURNING POINT (MIDDLE) section of the worksheet.

 Readers Workshop Connection: re-reading, inferring, using text clues to ask questions

- *Now, we are at the top of the volcano and the explosion that is caused by the rising action.*
- *We call this explosion the climax or turning point of the story. It is usually the biggest moment in the story, where everything turns or changes and starts moving in a different direction.*
- *Where does your story have its big explosion? What happens to make everything change?*
- *Write your story's climax/turning point on the worksheet.*

Criteria-based teacher checklist: Records the climax/turning point on The Story Volcano Worksheet.

5. Guide the students in recording the information on the FALLING ACTION/RESOLUTION section of the worksheet.

 Readers Workshop Connection: re-reading, inferring, using text clues to ask questions

- *Now we are heading down the falling action side of our volcano. What are the resolving actions that bring the story toward a conclusion?*
- *Another word for resolution is the French word denouement, which means "to untie." How does your story untie? Is it a quick resolution or a long, drawn out one?*
- *Write your story's resolution on the worksheet.*

Criteria-based teacher checklist: Records the resolution/denouement on The Story Volcano Worksheet.


6. Guide the students in recording the information on the CONCLUSION (END) section of the worksheet.

 Readers Workshop Connection: re-reading, inferring, using text clues to ask questions

- *How does your story end? What are the characters' final actions?*
- *Have the characters changed since the beginning? Is it a happy or tragic ending?*
- *Write your story's conclusion on the worksheet.*

Criteria-based teacher checklist: Records the conclusion on the Story Volcano Worksheet.

7. Introduce small group work. Discuss the characteristics of effective collaboration.


 Readers Workshop Connection: conferring, sharing, responding


- *You'll be working in small groups to develop a presentation based on the Story Volcano. Each group will create a series of short scenes/tableaux that incorporate all the key information from each point in the Story Volcano—one scene or tableau for each point. Each member of your group should perform in some capacity.*
- *As you work, you will have to collaborate with your group to come to agreement about what to present in each scene/tableau. Collaboration means:*
 1. *You communicate your own ideas, but you also listen to other people. What does "active listening" look like?*
 2. *You compromise with one another. What do you do when people have different ideas of what to present in a scene or tableau?*
 3. *You incorporate each other's input and feedback. What kind of suggestions can we give each other that will help make our presentations clearer or stronger?*
- *I'll be asking you to reflect on how you collaborated at the end of the lesson.*



The Story Volcano
Step 7


8. Lead the students in creating short scenes/tableaux that communicate each of the sections of their worksheet and build cumulatively through the storyline.


 Readers Workshop Connection: interpreting, synthesizing, re-enacting

 Option: Divide class into three or six groups and assign each group one point in the Story Volcano to create their tableau/scene. When they perform, guide groups to perform in sequential order so the whole class together shows the whole story.




The Story Volcano
Step 8

 Option: Groups create tableaux only (without adding movement or dialogue), or tableaux with dialogue or a spoken caption without movement.

 Display the Elements of Tableau Checklist. Circulate through the room and coach groups as they rehearse and collaborate.

- *First, use the Elements of Tableau Checklist to create a tableau that shows the characters and what they are doing at that point in the story.*
- *Then you may add movement and/or dialogue to bring your tableau to life. End your movement and dialogue with another freeze so the audience will know you're finished.*
- *As you're working together, ask yourselves: do your tableaux show what happens in each part of your story? We need to see the story action BUILD from point to point, so make that clear to the audience.*
- *Notice the ways you're collaborating with your group. Are you sharing your ideas as well as listening to others? What compromises have you made? What have you done to incorporate feedback?*

 Criteria-based teacher checklist, self-assessment: Creates a series of short scenes/tableaux that show the introduction, rising action, climax/turning point, resolution/denouement, and conclusion from The Story Volcano Worksheet. Communicates ideas to others, makes compromises, and incorporates input/feedback.

9. Guide the students in presenting their tableaux/scenes to the class. Guide self and peer reflection.

📖 Readers Workshop Connection: interpreting, synthesizing, re-enacting, sharing, responding

- *Now each group will show us their series of scenes/tableaux that make up their Story Volcano. I'll prompt the actors to move from one scene/tableaux to the next.*
- *Remember to hold your freeze at the end. Scene/Tableau #1, 1-2-3-Freeze. Action!*

📖 Repeat for each scene/tableau.

- *Audience, what did you see? What did you hear? How did this group use the elements of tableau, movement and/dialogue to show the characters and action of the story?*
- *Actors, how did you collaborate to make those choices?*

☑ Criteria-based teacher checklist, self and peer reflection: Creates a series of short scenes/tableaux that show the introduction, rising action, climax/turning point, resolution/denouement, and conclusion from The Story Volcano Worksheet. Describes physical choices in own and other students' presentations. Describes collaboration.

10. Guide students to complete their Collaboration Self-Assessment Worksheets.

- *Describe how you collaborated with your group. What ideas did you contribute? How did you change your ideas to go along with the group or to use someone else's ideas?*

☑ Criteria-based teacher checklist, self-reflection, and assessment: Describes collaboration. Communicates ideas to others, makes compromises, and incorporates input/feedback.

The Story Volcano

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
- Three dimensional use of stage or playing space: Left/right/center, downstage/upstage, near/far

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

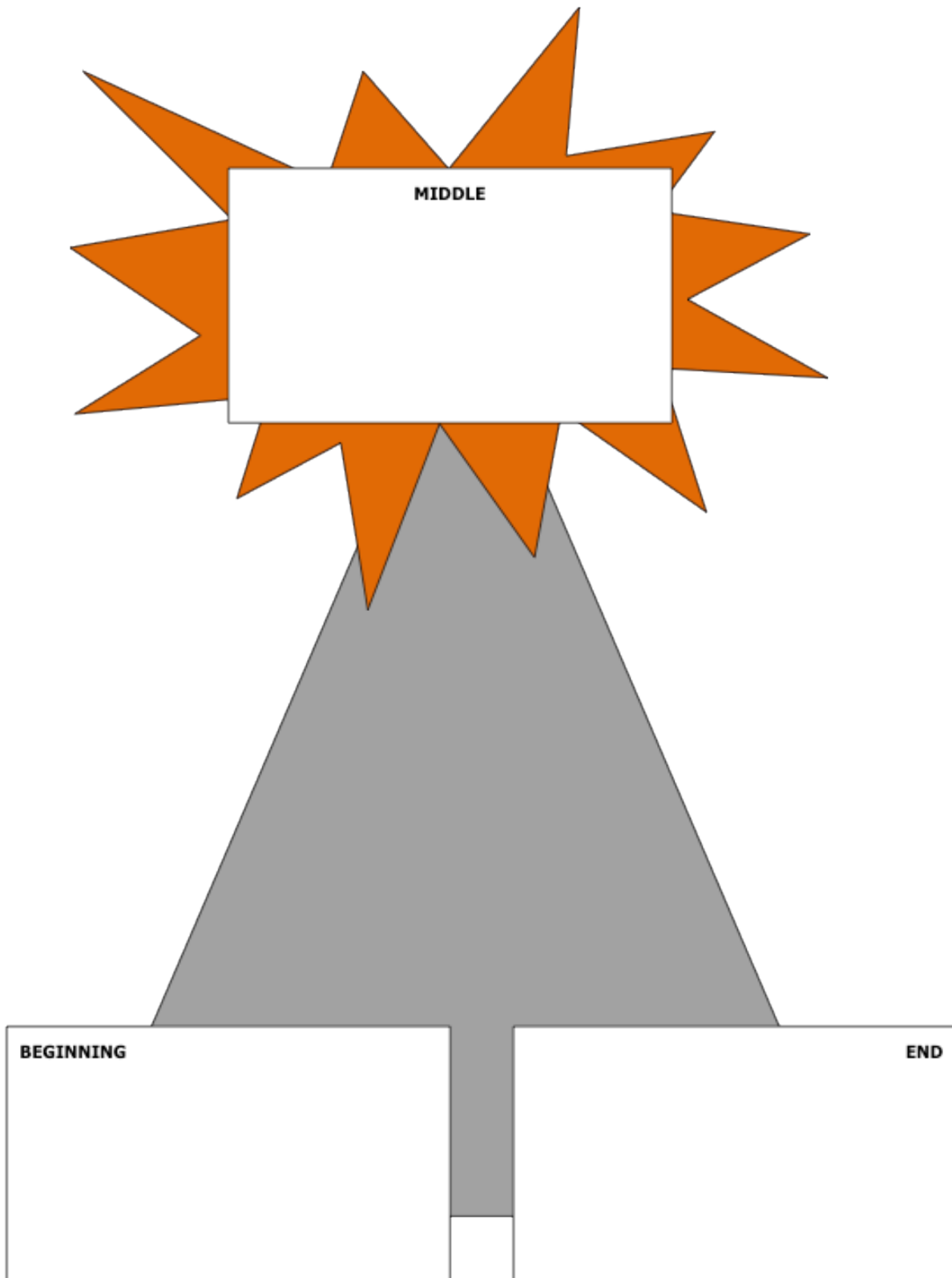
Open to the audience (cheat out)

- Audience awareness
- Make sure all actors can be seen (no blocking—use levels & depth)

The Story Volcano Student Worksheet (Primary)

Name: _____

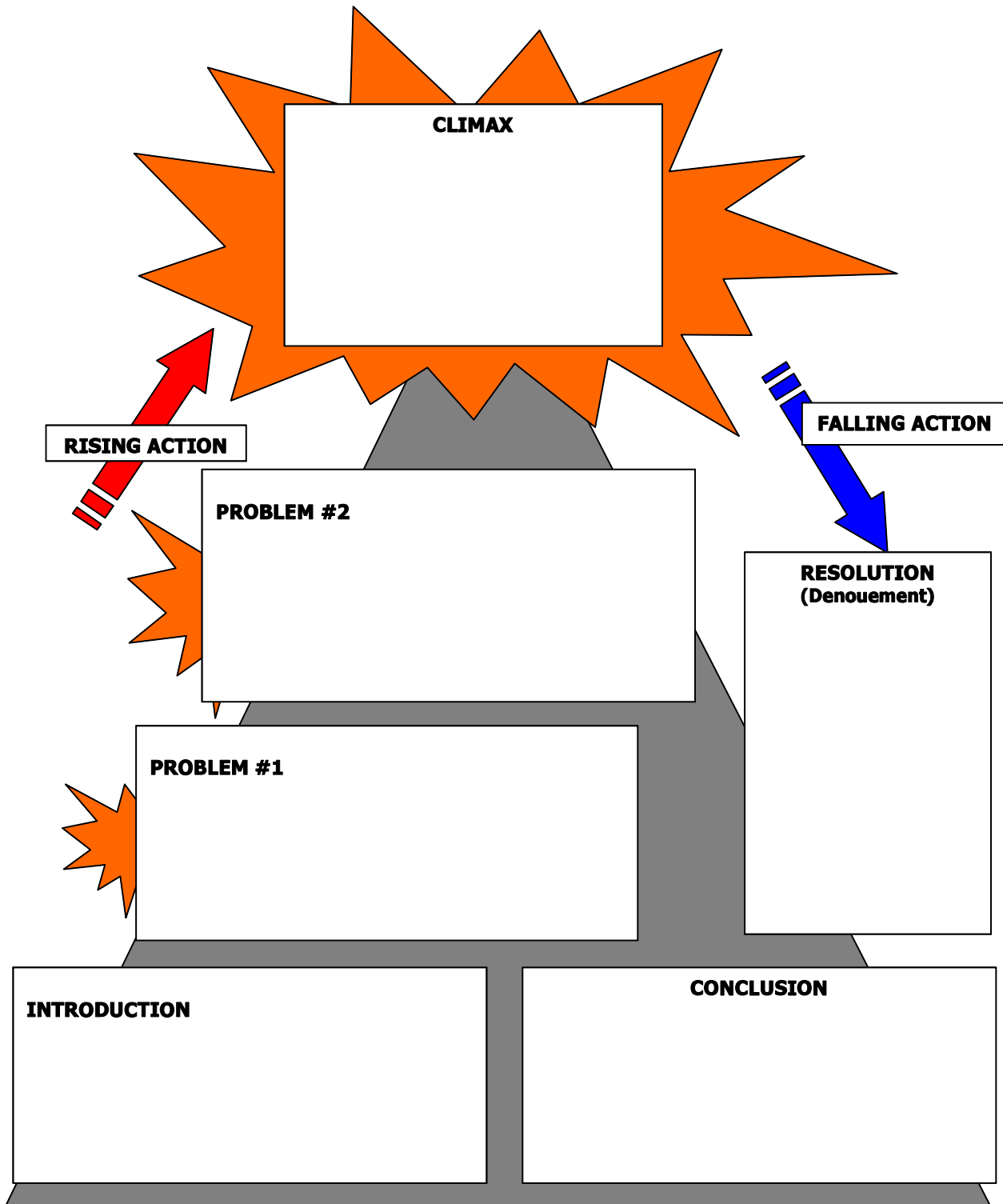
Date: _____



The Story Volcano Student Worksheet (Intermediate)

Name: _____

Date: _____



ARTS IMPACT LESSON PLAN Arts Infusion

The Story Volcano

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

STUDENT SELF-ASSESSMENT WORKSHEET

Disciplines	READING					THEATER/READING					THEATER	Total 11
Concept	Parts of a Story					Parts of a Story, Tableaux					Collaboration (21 st Century Skill)	
	Records the following on the Story Volcano Worksheet:					Creates a series of short scenes that show the following from the Story Volcano Worksheet:						
Criteria	Introduction	Rising action	Climax/turning point	Resolution	Conclusion	Introduction	Rising action	Climax/turning point	Resolution	Conclusion	Communicates ideas to others, makes compromises, and incorporates input/feedback.	
Student Name												

COLLABORATION SELF-ASSESSMENT WORKSHEET

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

_____ I communicated my ideas to the other members of my group.

An idea I contributed to our presentation:

_____ 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 my performance by:

ARTS IMPACT LESSON PLAN Arts Infusion

The Story Volcano

CLASS ASSESSMENT WORKSHEET

Disciplines	READING					THEATER/READING					THEATER	Total 11
	Parts of a Story					Parts of a Story, Tableaux					Collaboration (21 st Century Skill)	
Concept	Records the following on the Story Volcano Worksheet:					Creates a series of short scenes that show the following from the Story Volcano Worksheet:						
Criteria	Introduction	Rising action	Climax/turning point	Resolution	Conclusion	Introduction	Rising action	Climax/turning point	Resolution	Conclusion	Communicates ideas to others, makes compromises, and incorporates input/feedback.	
Student Name												
1.												
2.												
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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 reading?

Teacher: _____

Date: _____

THEATER AND READING LESSON: *The Story Volcano*

Dear Family:

Today your child participated in an **Arts and Reading** lesson in which we used The Story Volcano Worksheet to explore the points of conflict, climax/turning point, resolution, and conclusion of a story. We talked about how to collaborate with other actors to share our ideas and develop a presentation together.

- We brainstormed and wrote down the parts of the story on our worksheet.
- We created scenes/tableaux to dramatize the points of conflict, the climax/turning point, the resolution, and the conclusion of the story's action.
- We performed our scenes/tableaux in sequence for the class.

We used the 21st Century Skill of Collaboration as we collaborated with a group to develop our presentation by communicating our own ideas, listening, compromising with one another, and incorporating each other's feedback.

At home, you could look at your favorite story together, discuss how it fits into *The Story Volcano*, and then collaborate with your child to decide how to show the actions.

Enduring Understanding

Parts of a story can build cumulatively from the beginning through a sequence of actions to the climax/turning point, resolution, and conclusion.