

ARTS IMPACT LESSON PLAN

Theater and Writing Infused Lesson

Lesson Two: *Persuasive Actions with Vocal Expression*

Author: Rachel Atkins Grade Level: Sixth

Enduring Understanding

Characters, actors and writers can enhance their communication by choosing words and expressing emotions that support their action, objective, and/or argument.

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

In this theater and writing lesson, students explore word choice, emotion, and vocal expression in communication. They select an objective or argument and actions to support it. They write lines of dialogue to match different actions. They choose emotions that correspond with the line and action, and practice speaking their lines with emotion and vocal expression. They write an argument explaining how a line expresses a specific action, and support it with evidence.

Learning Targets and Assessment Criteria

Target: Expresses a character's action/tactic and emotion with voice.

Criteria: Changes pitch, volume, speed, and/or vocal quality to reflect a specific feeling.

Target: Communicates clearly.

Criteria: Actively listens; expresses ideas – visually/physically/verbally; responds to others.

Target: Communicates an action through words.

Criteria: Selects and uses specific language to match a particular idea/action.

Target: Writes an argument supported by evidence.

Criteria: Identifies how and why a line of dialogue expressed a specific action by describing word choice, emotion, and vocal expression.

Vocabulary

Arts Infused:

Action
Character
Communication
Emotion
Exaggerate
Line (dialogue)
Objective
Tactic

Writing:

Argument
Claim
Evidence
Reasons

Arts:

Pitch (high, low)
Speed (fast, slow)
Vocal Expression
Vocal Quality
(rough, squeaky,
etc.)
Volume (loud,
soft)

Materials

Museum Artworks or Performance

Seattle, WA

Seattle Children's Theatre

Tacoma, WA

Broadway Center for the Performing
Arts

Materials

Arts Impact journals; Lesson 1
brainstorm lists; 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 Concepts: character
- 1.2.1 Skills and Techniques: movement/stance, gesture, facial expression
- 1.2.2 Skills and Techniques: voice
- 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 Connects Theater and Writing

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.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
WHST.6-8.1 Write arguments focused on *discipline-specific* content.
CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks.

ICON KEY:

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

Pre-Teach

This lesson is the second in a series of three Theater and Writing Infused lessons. Teach Lesson 1, *Persuasive Physical Actions and Objectives* before this lesson.

Lesson Steps Outline

1. Review the concepts of objective, tactic/action, and argument. Introduce the 21st Century Skill of Communication.

2. Guide students to brainstorm an objective, argument, or claim.

3. Guide students to write a line of dialogue to support an action/tactic from Lesson 1's brainstorm list.

 Criteria-based teacher checklist: Selects and uses specific language to match a particular idea/action.

4. Guide students to brainstorm emotions and vocal expression for their line of dialogue and to say the line with specific emotion and vocal expression.

 Criteria-based process assessment: Changes pitch, volume, speed, and/or vocal quality to reflect a specific feeling.

5. Repeat steps 3 & 4 with a different action and line.

 Criteria-based process assessment: Changes pitch, volume, speed, and/or vocal quality to reflect a specific feeling.

6. Instruct students to choose one line and say it for a partner using emotion and vocal expression.

 Criteria-based teacher checklist and peer assessment: Changes pitch, volume, speed, and/or vocal quality to reflect a specific feeling. Actively listens; expresses ideas – visually/physically/verbally; responds to others.

7. Instruct students to write an argument for how and why their partner’s line expressed a specific action.

Criteria-based teacher checklist: Identifies how and why a line of dialogue expressed a specific action by describing word choice, emotion, and vocal expression. Actively listens; expresses ideas – visually/physically/verbally; responds to others.

LESSON STEPS

1. Review the concepts of objective, tactic/action, and argument. Introduce the 21st Century Skill of Communication.

▣ Review Lesson 1 lists of actions.

- *Let's warm up by making some sitting statues of some of the actions we brainstormed in our last lesson. Use your whole face and body, and your creative thinking.*
 - *Show me a statue of "beg": 1-2-3-Freeze. Change it—show me a different version of "beg": 1-2-3-Freeze.*
 - *Now show me a statue of "convince": 1-2-3-Freeze. Change it—show me a different version of "convince": 1-2-3-Freeze.*
 - *In our last lesson, we thought creatively about what characters might look like when they're doing an action to achieve an objective. Today, we'll use our communication skills to explore what they say, and how they say it, when they're using those actions.*
 - *When you use the 21st Century Skill of clear communication, you actively listen and watch, express your own ideas persuasively; and respond to others respectfully.*
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2. Guide students to brainstorm an objective, argument, or claim.

▣ Students write ideas in their Arts Impact journals and share. Instruct students to choose an objective/argument to use during the lesson.

- *An actor or character uses evidence to support an argument, just like a writer does. Choose an objective or argument. It could be something real for you, or something imagined for a character.*
 - *In order to communicate effectively, it should be an objective similar to a written argument: you want to get someone to do, believe or accept something, or to change their point of view. Write down some ideas in your journal and then we'll share them.*
 - *You can use your own idea, or someone else's that you heard. Choose one, and note it in your journal.*
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3. Guide students to write a line of dialogue to support an action/tactic from Lesson 1's brainstorm list.

- *Write lines for two different actions that you might use for your objective/argument. Let's all do one together as an example. What would we say if our action was to bargain to get what we want?*
- *To communicate persuasively, we need to include a reason or evidence—with "bargain," that would be whatever we're offering in exchange for what we want, right? "If you let me go out with my friends tonight, I'll clean my room before I go."*
- *Now choose your own action. Pick one that supports your objective/argument.*
- *Your line should include at least one specific reason or piece of evidence. Your action might help you decide what reason or evidence to use.*

- *For example, if your action is "threaten," what kind of reason might you use? Maybe something terrible that will happen if they don't change their mind or do what you want?*
- *What if your action is "convince?" Then you probably want to give your most important reason for what you want.*
- *Write your line in your journal.*

Criteria-based teacher checklist: Selects and uses specific language to match a particular idea/action.

4. Guide students to brainstorm emotions and vocal expression for their line of dialogue and to say the line with specific emotion and vocal expression.

- *Now we'll figure out what our voices sound like when we say these lines. Let's brainstorm some emotions that might go with our actions. Write your ideas in your journal and then we'll share them. When other people share their ideas, add anything new to your list.*
- *Let's say our "bargain" line all together with some different emotions. In a sad voice, go! A hopeful voice, go!*
- *Now practice with your own line. Everyone will still speak at the same time. Say your line in an angry voice, go! Now in an excited voice, go!*
- *When we change our voices to express emotion we are using vocal expression.*
- *Decide which emotion best fits your line and action and write it down next to the line. You are using your words, emotion, and vocal expression to communicate.*
- *Vocal expression helps us communicate more clearly. You can change your voice in lots of different ways:*
 - *Pitch: high or low*
 - *Volume: loud or soft*
 - *Speed: fast or slow*
 - *Quality: any other descriptive words, such as: whispery, rough, squeaky, powerful, etc.*
- *Say your line with your chosen emotion. Go! How did your voice change?*
- *Say your line again with your emotion. Write down the pitch, volume, speed, and qualities you used.*

Criteria-based process assessment: Changes pitch, volume, speed, and/or vocal quality to reflect a specific feeling.

5. Repeat steps 3 & 4 with a different action and line.

Repeat more than once if needed.

Criteria-based process assessment: Changes pitch, volume, speed and/or vocal quality to reflect a specific feeling.

6. Instruct students to choose one line and say it for a partner using emotion and vocal expression.

▣ Partners listen and take notes on what action, emotion, and vocal expression they heard, and how the line supports the action.

- *You and your partner will take turns speaking and listening. You'll write about what you heard, so use your journal to take notes.*
- *Choose the line that best communicates your action. Label yourselves A and B. First, A's explain their objective/argument and action. Then A's say their lines and B's listen. I'll prompt you, and give you time to take notes in between. You'll say your lines more than once, to help your partner. Then you'll switch.*
- *Exaggerate your vocal expression to communicate your objective, action, and emotion to your partner.*
- *When it's your turn to listen, write down your partner's objective/argument and action. Actively listen so you can take notes on what specific words you hear in the line, what emotion, and what pitch, volume, speed, and vocal qualities they used for your evidence.*
- *Let's do an all-play rehearsal, with everyone saying their line at the same time. You can make a statue or move while you speak, if that helps you communicate. 1-2-3-go!*
- *A's, say your line: 1-2-3-go! B's, take notes. A's, say it again: 1-2-3-go! B's, take notes. Switch.*
- *Remember that one part of communicating clearly is to respond respectfully to others. What respectful comment could you give your partner to help him or her make their case more persuasively? How could they change their line or vocal expression to communicate their action more effectively?*
- *Let's do one final all-play so you can incorporate your partner's feedback. 1-2-3-go!*
- *Now you'll each say your line one at a time, so I can hear you individually.*

☑ Criteria-based teacher checklist and peer assessment: Changes pitch, volume, speed and/or vocal quality to reflect a specific feeling. Actively listens; expresses ideas – visually/physically/verbally; responds to others.

POST LESSON WRITING

7. Instruct students to write an argument for how and why their partner's line expressed a specific action.

■ An argument is a reasoned, logical way of demonstrating that your position or belief is valid.

- *Your claim identifies the action that the line expressed. Your evidence is a description of the words, emotion, pitch, volume, speed, and vocal qualities. Explain how or why those elements communicated the action. Use the following sentence starters:*

The line " _____ " expressed the action of _____ because (describe pitch, volume, speed and/or vocal qualities) _____.

The word(s) _____ supported the action because _____.

The emotion _____ supported the action because _____.

The vocal expression _____ supported the action because _____.

Option: Students may write an argument for their own line instead of their partner's. Some students may be able to express their own reasoning, but not explain someone else's clearly, which is a more developed skill of communication. Some students may struggle with using vocal expression, which could make it difficult for their partner to identify or describe their choices.

Criteria-based teacher checklist: Identifies how and why a line of dialogue expressed a specific action by describing word choice, emotion, and vocal expression. Actively listens; expresses ideas – visually/physically/verbally; responds to others.

ARTS IMPACT LESSON PLAN Theater and Writing Infusion

Sixth Grade Lesson Two: *Persuasive Actions with Vocal Expression*

STUDENT SELF-ASSESSMENT WORKSHEET

Disciplines	THEATRE	THEATER/ WRITING/ 21ST C. SKILLS	THEATER/ WRITING/	WRITING	Total 4
Concept	Vocal Expression	Communication	Communication	Argument	
Criteria	Changes pitch, volume, speed, and/or vocal quality to reflect a specific feeling.	Actively listens; expresses ideas visually/physically/ verbally; responds to others.	Selects and uses specific language to match a particular idea/action.	Identifies how and why a line of dialogue expressed a specific action by describing word choice, emotion, and vocal expression.	
Student Name					

ARTS IMPACT LESSON PLAN Theater and Writing Infusion

Sixth Grade Lesson Two: *Persuasive Actions with Vocal Expression*

CLASS ASSESSMENT WORKSHEET

Disciplines	THEATRE	THEATER/ WRITING/ 21ST C. SKILLS	THEATER/ WRITING/	WRITING	Total 4
Concept	Vocal Expression	Communication	Communication	Argument	
Criteria	Changes pitch, volume, speed, and/or vocal quality to reflect a specific feeling.	Actively listens; expresses ideas visually/physically/verbally; responds to others.	Selects and uses specific language to match a particular idea/action.	Identifies how and why a line of dialogue expressed a specific action by describing word choice, emotion, and vocal expression.	
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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 theatre and writing?

Teacher: _____ Date: _____

THEATER AND WRITING LESSON – *Persuasive Actions with Vocal Expression*

Dear Family:

Today your child participated in an **Arts and Writing** lesson. We talked about how our words and voices can help express our ideas in an argument.

- We chose an objective or argument, and actions to support it.
- We wrote lines of dialogue to communicate our action, and changed our voices to communicate our emotion as we said the line.
- We wrote an argument to explain how a line communicated a specific action, and then we supported the argument with evidence.

At home, you could discuss the words you choose to make an argument. Notice how you change your voice to communicate different emotions. You could practice reading aloud together, and changing your voice to communicate different character emotions. You could brainstorm effective language to get what you want from one another.

Enduring Understanding

Characters, actors and writers can enhance their communication by choosing words and expressing emotions that support their action, objective, and/or argument.