

ARTS IMPACT LESSON PLAN

Theater and Writing Infused Lesson

Lesson Two: *Compare and Contrast: Pass the Paper Playwriting*

Author: Rachel Atkins Grade Level: Seventh

Enduring Understanding

Participants in a conflict can express their similarities and differences through what they say and feel.

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

In this theater and writing lesson, students compare and contrast different characters involved in a conflict from Social Studies. They contribute to writing multiple scenes with small groups through a process called Pass the Paper Playwriting. They write lines from one character’s point of view, and read a scene aloud with vocal expression. They write an informative explanation of the conflict using compare/contrast.

Learning Targets and Assessment Criteria

Target: Portrays a character’s point of view and emotion verbally.

Criteria: Writes relevant dialogue for a character in a scene.

Target Expresses a character’s point of view and emotion vocally.

Criteria: Speaks relevant dialogue with vocal expression – pitch, volume, vocal quality, speed – for a character in a scene.

Target: Thinks creatively.

Criteria: Gathers ideas; tries multiple solutions; and makes artistic choices.

Target: Writes an informative/explanatory piece to examine a conflict.

Criteria: Describes an event by comparing and contrasting two characters’ points of view.

Vocabulary	Materials	Learning Standards
<p><u>Arts Infused:</u> Action Address (speaking to) Character Emotion Line (dialogue) Playwriting Point of View Scene Script <u>Setting</u> Stage Directions</p> <p><u>Writing:</u> Compare Contrast Definition Description Details Explanation Facts</p> <p align="center"><i>continued</i></p>	<p>Museum Artworks or Performance</p> <p><u>Seattle, WA</u> Seattle Children’s Theatre</p> <p><u>Tacoma, WA</u> Broadway Center for the Performing Arts</p> <p>Materials Social Studies content materials; Paper; Pens/pencils; Arts Impact journals; Lesson 1 tableau quick sketches; Class Assessment Worksheet</p>	<p>WA Arts Learning Standards in Theatre <i>For the full description of each standard, see: http://www.k12.wa.us/Arts/Standards</i></p> <p>Creating (Concepts: Character, Setting, Conflict, Dialogue, Voice)</p> <ol style="list-style-type: none"> 1. Generate and conceptualize artistic ideas & work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. <p>Performing/Presenting/Producing</p> <ol style="list-style-type: none"> 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. <p>Responding</p> <ol style="list-style-type: none"> 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work. <p>Connecting</p> <ol style="list-style-type: none"> 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. <p align="center"><i>continued</i></p>

Arts:

Pitch (high, low)
Speed (fast, slow)
Vocal expression
Arts:
Pitch (high, low)
Speed (fast, slow)
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/>

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.

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

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

This lesson is the second in a series of three Theater and Writing Infused lessons. Teach Lesson 1, "Cause and Effect Conflict Tableaux", before this lesson.

Lesson Steps Outline

1. Review different characters' points of view around a conflict.

2. Introduce "Pass the Paper Playwriting."

3. Introduce 21st century skill of creative thinking. Guide students through writing prompts to generate setting, dialogue, and stage directions.

☑ Criteria-based process assessment: Writes relevant dialogue for a character in a scene. Gathers ideas; tries multiple solutions; and makes artistic choices.

4. Introduce vocal expression. Guide groups to select a script to read aloud together.

☑ Criteria-based teacher checklist: Speaks relevant dialogue with vocal expression – pitch, volume, vocal quality, speed – for a character in a scene.

5. Guide evidence-based reflection with whole class. Prompt students to use compare and contrast as a way to be specific about their observations.

☑ Criteria-based group reflection: Compares and contrasts characters' points of view.

6. Collect and review all scripts to assess for creativity.

Criteria-based teacher checklist: Gathers ideas; tries multiple solutions; and makes artistic choices.

7. Instruct students to write an informative explanation of the conflict by comparing and contrasting their own character's point of view with another.

Criteria-based teacher checklist: Describes an event by comparing and contrasting two participating characters' points of view.

LESSON STEPS

1. Review different characters' points of view around a conflict.

▣ 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.

- *In our last lesson, you created tableaux that showed the day of evacuation of Japanese & Japanese-Americans during World War II, focusing on the point of view of a specific character. You also created a tableau to show one factor that caused the conflict, from your character's point of view.*
 - *Today, you'll be doing some playwriting in groups, writing dialogue from these different characters' points of view on that day of evacuation. You'll use what you know from your research and your tableaux to decide what they would be saying.*
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2. Introduce "Pass the Paper Playwriting."

▣ Put students into writing groups, so that one student from each tableau group is in each writing group. Groups should sit around a table or push desks together.

- *Every writing group will have one person from each of the tableau groups, because you will each be writing from the point of view of the character your group was focused on. If you were in the police tableau group, you'll be writing dialogue for the character of the police officer; if you were in the neighbor tableau group, you'll be writing as a neighbor. Remind each other who your characters are. You'll be writing dialogue for these characters to talk to each other, so it will help you to know who the other writers will be portraying.*
 - *Everyone will need his or her own paper or journals and something to write with. Sit in a circle with your writing groups.*
 - *Everyone will be writing at the same time. I'll be giving you a series of writing prompts. I'll also be prompting you to trade your paper at certain points. You'll be passing your plays around the circle, so that everyone participates in writing all of them. At the end, you'll wind up with a set of plays that you've all contributed to writing.*
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3. Introduce 21st century skill of creativity. Guide students through writing prompts to generate setting, dialogue, and stage directions.

▣ Display on smart board or write samples of prompts on board as needed.

- *Before you start to write, let's think about how we write creatively. When you are working really creatively in any discipline, what do you notice about the way that you work?*
- *Playwrights and any writers do three things when they are working creatively: they gather ideas; try out multiple solutions; and make artistic choices.*
- *While you are writing, notice when you are doing one of these three habits of mind, as well as any other ways that you think creatively.*

PROMPT: Setting.

- *All of your plays will take place at the event of the evacuation, but you each get to decide exactly where and when. Are you at the bus depot as people are arriving? On the bus as it pulls away? The only rule is that it must be a moment when all of these characters could be present.*
- *Write a 1-2 sentence description of the time and place, and what is happening in that moment. Be specific. Put these "stage directions" in parentheses. For example:*

(It is early morning and the first families are loading their luggage on the bus. The police hold back an angry crowd.)

- *Remember to think creatively. Gather ideas; try multiple solutions; and make artistic choices.*

PROMPT: Dialogue.

- *You will now write the first line of dialogue of the scene, as your character. What would your character be saying in this moment?*
- *For each line of dialogue, write the character's name in all caps, then a colon.*
- *Next, write how your character is feeling when they say the line, and to whom they are speaking, in parentheses between the colon and the line.*
- *Next, write the line of dialogue, what the character says. For example:*

POLICE OFFICER: (to the crowd, frustrated) There's nothing to see here—go home!

- *You may also write a stage direction if it's necessary for your character's line of dialogue. For example:*

POLICE OFFICER: (entering, to the crowd, frustrated) There's nothing to see here—go home!

- *After you've written your line, pass the paper to the right.*

PROMPTS: Dialogue continues.

- *Read the paper you were handed. You can only ask clarifying questions or ask for handwriting to be deciphered.*
- *Write the next line of dialogue on this new paper as your character. You may respond directly to what the previous character has said or not, depending on what you think would be happening, but you must write something that makes sense for this play.*
- *Remember to think creatively. Gather ideas; try multiple solutions; and make artistic choices.*
- *After you've written your line, pass the paper to the right.*
- *Continue this process until each character has written one line in the scene. Write each line of dialogue the same way, with an emotion and stage direction, if it's important. I'll prompt you along the way. Each time you pass the paper, read what's been written before and then add a new line from your own character's point of view. Each time you write a line, it should follow and/or respond to what's been written before it. Your lines may be very different from one script to the next. This shows that you're thinking creatively.*
- *The dialogue ends when each writer has received his/her original play.*

☐ If time allows, scripts can be passed around twice, so that each character writes two lines in the scene.

PROMPT: Stage Directions.

- *You should now have your original play in front of you again.*
- *Some kind of action happens to end the scene. Think creatively about what it could be. The action can be big or small. It should come out of the dialogue that's been written in the scene. Write a 1-2 sentence description of the final action. Be specific. Put these "stage directions" in parentheses. For example:*

(The bus driver honks the horn. Everyone freezes and looks at the bus.)

- *When you are done, write, "The End."*

☑ Criteria-based process assessment: Writes relevant dialogue for a character in a scene. Gathers ideas; tries multiple solutions; and makes artistic choices.

4. Introduce vocal expression. Guide groups to select a script to read aloud together.

▣ Model speaking lines with emotion, using vocal expression.

- *Now you'll read a script aloud using vocal expression. This means we change our voices to match the character's emotion. This includes:*
 - Pitch—high or low*
 - Volume—loud or soft*
 - Speed—fast or slow*
 - Quality—other descriptive words, such as: whispery, rough, squeaky, powerful, etc.*
- *Let's practice speaking with vocal expression by using the sample line from the script. We'll all say the line together in a frustrated voice. How would it sound if the police officer was angry? Afraid? Notice how our voices change depending on the emotion.*
- *Choose one of your group's scripts to read out loud together. You'll pass the paper around to read it the same way you did when you were writing, so stay in your circle. When you read, use the emotion that you wrote down in your voice. Say the lines the way your character would say them.*
- *Remember to think creatively as you use vocal expression. How many different ways can you sound frustrated or confused?*
- *As you read and listen, pay attention to one other character in the scene. Notice what that character says, feels, or does that is different from your own character.*

▣ If time, or as an extension, have each group read aloud to the whole class and/or read more than one script.

Criteria-based teacher checklist: Writes and speaks relevant dialogue with vocal expression – pitch, volume, vocal quality, speed – for a character in a scene.

5. Guide evidence-based reflection with whole class. Prompt students to use compare and contrast as a way to be specific about their observations.

▣ Ask students to explain what they heard by giving evidence that focuses on comparing and contrasting the different characters' points of view.

- *What did you learn or discover about your own character's point of view from writing his/her dialogue and emotions in the scenes?*
- *What did you learn by listening to another character's point of view?*
- *What is the same or similar about your character and that character? How are they different? What did you hear or read that helped you know that? Be specific.*

Criteria-based group reflection: Compares and contrasts characters' points of view.

6. Collect and review all scripts to assess for creativity.

▣ Compare individual student's lines of dialogue in different scripts.

Criteria-based teacher checklist: Gathers ideas; tries multiple solutions; and makes artistic choices.

POST LESSON WRITING

7. Instruct students to write an informative explanation of the conflict by comparing and contrasting their own character's point of view with another.

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

- *How are these two characters and their points of view the same?*
- *How are they different?*
- *Write a description of each character in relationship to the conflict, and at least three points of compare and contrast. Use facts and details as evidence to support your ideas.*

Criteria-based teacher checklist: Describes an event by comparing and contrasting two characters' points of view.

ARTS IMPACT LESSON PLAN Theater and Writing Infusion

Seventh Grade Lesson Two: *Compare and Contrast Pass the Paper Playwriting*

STUDENT SELF-ASSESSMENT WORKSHEET

Disciplines	Theater/Writing	Theater	Theater/Writing 21 st C. Skills	Writing	Total
Concept	Dialogue	Vocal Expression	Creativity	Informative/ Explanatory Text	4
Criteria	Writes relevant dialogue for a character in a scene.	Speaks relevant dialogue using vocal expression – pitch, volume, vocal quality, speed – for a character in a scene.	Gathers ideas; tries multiple solutions; and makes artistic choices.	Describes an event by comparing and contrasting two characters’ points of view.	
Student Name					

ARTS IMPACT LESSON PLAN Theater and Writing Infusion

Seventh Grade Lesson Two: *Compare and Contrast Pass the Paper Playwriting*

CLASS ASSESSMENT WORKSHEET

Disciplines	Theater/ Writing	Theater	Theater/Writing 21 st C. Skills	Writing	Total 4
Concept	Dialogue	Vocal Expression	Creativity	Informative/ Explanatory Text	
Criteria	Writes relevant dialogue for a character in a scene.	Speaks relevant dialogue using vocal expression – pitch, volume, vocal quality, speed – for a character in a scene.	Gathers ideas; tries multiple solutions; and makes artistic choices.	Describes an event by comparing and contrasting two participating character’s points of view.	
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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 theater and writing?

Teacher: _____

Date: _____

ARTS IMPACT FAMILY LETTER

ARTS AND WRITING LESSON: *Compare and Contrast Pass the Paper Playwriting*

Dear Family:

Today your child participated in an **Arts and Writing** lesson. We compared and contrasted the different points of view of different characters involved in a conflict we're learning about in Social Studies.

- We discovered that different people involved in a conflict can have different points of view.
- We learned how to write a play with a group through a process called Pass the Paper Playwriting.
- We learned how to use the 21st century skill of creative thinking to generate multiple ideas for our scripts.
- We wrote lines from our character's point of view in several different scenes about the conflict, and read a scene aloud with emotional expression in our voices to represent our character.
- We wrote an informative explanation of the conflict by comparing and contrasting our character's point of view with another's.

At home, you could look for other subjects to compare and contrast. 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

Participants in a conflict can express their similarities and differences through what they say and feel.