

ARTS IMPACT LESSON PLAN

Theater and Writing Infused Lesson

Lesson Three: *Revising and Rewriting Dialogue in Tableaux*

Author: Rachel Atkins

Grade Level: Seventh

Enduring Understanding

Editing and revising to add and clarify information can help increase the knowledge and understanding of readers or audience.

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

In this theater and writing lesson, students deepen their understanding of different characters involved in a conflict from Social Studies by refining their work. They edit, revise, and rewrite lines of dialogue to communicate a character's point of view. Then they perform the dialogue with vocal expression in frozen stage pictures called tableaux. They edit, revise, and rewrite an informative explanation of the conflict using drafts from previous lessons to incorporate compare/contrast and cause/effect.

Learning Targets and Assessment Criteria

Target: Portrays a character through physical and vocal expression.

Criteria: Creates statues and speaks lines of dialogue with corresponding emotion in two tableaux.

Target: Communicates clearly.

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

Target: Communicates point of view through dialogue.

Criteria: Selects specific language to match action and/or express ideas or emotions.

Target: Develops writing through feedback and planning.

Criteria: Revises writing to incorporate new information into previous drafts.

Vocabulary	Materials	Learning Standards
<p><u>Arts Infused:</u> Audience Character Communication Emotion Line (dialogue) Point of View Scene Script Setting</p> <p><u>Writing:</u> Cause Compare Contrast Definition Description Details Edit Effect Evidence Explanation</p> <p><i>continued</i></p>	<p>Museum Artworks or Performance Seattle, WA Seattle Children's Theatre</p> <p>Tacoma, WA Broadway Center for the Performing Arts</p> <p>Materials Tableau Checklist; Social Studies content materials; Tableau quick sketches; Pass the paper scripts; Arts Impact journals; 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, Movement/Stance, Gesture, Facial Expression, Voice)</p> <ol style="list-style-type: none">1. Generate & 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><i>continued</i></p>

Facts
Revise
Rewrite

Arts:

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

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: <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.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach focusing on how well purpose and audience have been addressed.
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.
SL.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.

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 third in a series of three Theater and Writing Infused lessons. Teach Lesson 1, “Cause and Effect Conflict Tableaux”, and Lesson 2, “Compare/Contrast, Pass the Paper Playwriting” before this lesson.

Lesson Steps Outline

1. Review cause & effect quick sketches and scripts from Lessons 1 & 2.

2. Guide groups to review Lesson 1 tableaux.

3. Guide students to choose and add lines from their scripts to each tableau.

 Criteria-based process assessment: Creates statues and speaks lines of dialogue with corresponding emotion in two tableaux.

4. Facilitate as groups perform their tableaux for the class. Introduce 21st century skill of Communication. Ask audience to use clear communication to take notes and explain what they see and hear by giving evidence.

 Criteria-based teacher checklist and peer assessment: Creates statues and speaks lines of dialogue with corresponding emotion in two tableaux. Actively listens; expresses ideas – visually/physically/verbally; responds to others.

5. Guide students to explain their word choice from one line of dialogue.

 Criteria-based teacher checklist: Selects specific language to match action and/or express ideas or emotions.

6. POST LESSON WRITING. Instruct students to revise their previous writing, incorporating both cause/effect and compare/contrast.

Criteria-based teacher checklist: Revises writing to incorporate new information into previous drafts.

LESSON STEPS

1. Review cause & effect quick sketches and scripts from Lessons 1 & 2.

▣ 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 two lessons, we've used theatre to explore this historical conflict through tableaux and playwriting. We've compared and contrasted the different characters involved and their points of view about the conflict, its causes and effects. Today, we'll put those scripts and tableaux together, using our voices and bodies at the same time.*
 - *You'll be editing and revising the work you've done in our first two lessons to help yourselves and your audience to gather more evidence, so you can all better understand and explain this conflict.*
-

2. Guide groups to review Lesson 1 tableaux.

▣ 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.

- *Let's get warmed up by reviewing your Cause and Effect tableaux from the first lesson. Have your journals handy. I'll give you a minute to look at your sketches together and figure out if there are any revisions you need to make for people who are absent, etc. Then I'll cue you in an all-play rehearsal to do both tableaux, with everyone working at the same time. Let's do them in chronological order this time: cause, then effect.*
 - *Cause Tableau into position, 1-2-3-Freeze. Effect Tableau, getting into position, 1-2-3-Freeze. Actors relax.*
-

3. Guide students to choose and add lines from their scripts to each tableau.

▣ Direct students to stay frozen in each tableau, while saying their lines with vocal expression.

- *Now you'll put lines from your scripts into each of your tableaux. You each have one script, plus notes from your compare/contrast writing. Each character will say one line in each tableau. Your goal is to help your audience better understand the conflict through the lines you add.*
- *First, use the different scripts you have to select lines for each of the characters in your Effect Tableau. We're starting with Effect because that tableau is probably closest to the scripts you've written. Share your scripts, and help each other so that every character has one line to say that makes sense. Start with what you've already written, and then edit, revise, or create new lines as needed to clearly communicate your character's point of view.*
- *Next, decide what order you'll speak in, and practice saying your lines with vocal expression. You can use the same emotion that was written in the script, or you can change it. Make sure to change your pitch, volume, speed, and vocal quality to match your character's emotion.*
- *Finally, practice getting into your tableau and saying your lines. You'll stay frozen while you speak. You should be able to remember your own line so you can say it without having to read it, as well as your cue (the line that comes before yours).*
- *Repeat this process for your Cause Tableau. Use anything already written that you can, but you might have to revise, edit, or create more lines for this tableau, depending on the cause you're showing.*
- *When you've added lines to each of your tableaux, rehearse doing them back-to-back in chronological order: first Cause, then Effect. This is how you'll show them to the audience.*

Criteria-based process assessment: Creates statues and speaks lines of dialogue with corresponding emotion in two tableaux.

4. Facilitate as groups perform their tableaux for the class. Introduce 21st century skill of Communication. Ask audience to use clear communication to take notes and explain what they see and hear by giving evidence.

▣ Move students into a stage/audience setting. Ask audience to take notes and explain what they see and hear 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 Cause 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 Effect tableau. Cause tableau into position, 1-2-3-Freeze! Go! Effect tableau into position, 1-2-3-Freeze! Go! Actors relax.*
- *Now we'll move so that we have a stage and an audience. Make sure to bring your journals and something to write with. You'll be taking notes on what you see and hear in the other groups—evidence that you'll use in your writing later.*
- *Each group will come onstage one at a time. I'll prompt you the same way. Project your voices when you say your lines: speak loudly and clearly enough so the audience can hear and understand the words, your emotion, and vocal expression.*
- *Audience, notice what the actors are doing in their tableaux to help you to understand what you see. Listen to the lines for more information about the conflict and the characters. After each group shows, I'll give you a minute to write notes about what you see and hear, and then take one or two pieces of feedback.*
- *Part of the 21st century skill of communicating clearly is to listen actively and respond respectfully to others with specific feedback. Use the Tableau Checklist and your notes to give evidence. For example, "I could tell that the neighbor was angry because her voice was big, loud and hard when she said "Good riddance!" That line also told me that she wanted the Japanese-Americans to be taken away." You can also take notes on the feedback that you hear from other people.*

Criteria-based teacher checklist and peer assessment: Creates statues and speaks lines of dialogue with corresponding emotion in two tableaux. Actively listens; expresses ideas – visually/physically/verbally; responds to others.

5. Guide students to explain their word choice from one line of dialogue.

- *In your Arts Impact journal, pick one of the lines you said in one of your two tableaux. Explain how you created this line. Was it directly from one of the scripts, or did it change? Explain why you selected the words you used to communicate your character's actions, ideas, and/or emotions. Use the following sentence starters:*

In the (cause or effect) tableau, my character said _____.

I changed/edited/revised this line by _____.

I chose these words because _____.

Criteria-based teacher checklist: Selects specific language to match action and/or express ideas or emotions.

POST LESSON WRITING

6. Instruct students to revise their previous writing, incorporating both cause/effect and compare/contrast.

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

- *You will now revise your writing from Lessons 1 and 2 by adding more details based on the work you did today.*
- *Your writing should include a description of the conflict (effect), when and where it took place, who was involved, a description of at least one cause, and a compare/contrast of at least 2 different characters involved in the conflict. Edit and revise your previous writing by adding new details from the work you did today, and the notes you took.*
- *Use facts and details from your research, as well as from our theatre work, as evidence to support your ideas.*

▣ Notes:

- Classroom teachers should provide feedback on writing from Lessons 1 and 2 for student revisions.
- These lessons could culminate in OSPI's Causes of Conflict Classroom Based Assessment.

Criteria-based teacher checklist: Revises writing to incorporate new information into previous drafts.

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 Theatre and Writing Infusion

Seventh Grade Lesson Three: *Revising and Rewriting Dialogue in Tableaux*

STUDENT SELF-ASSESSMENT WORKSHEET

Disciplines	THEATER/WRITING		THEATER/WRITING 21st Century Skills	THEATER/WRITING	WRITING	Total 5
Concept	Dialogue		Communication	Point of View	Revise/edit	
Criteria	Creates statues and speaks lines of dialogue with corresponding emotion in two tableaux.		Actively listens; expresses ideas – visually/physically/verbally; responds to others.	Selects specific language to match action and/or express ideas or emotions.	Revises, edits and rewrites writing to increase reader/audience knowledge and understanding.	
Student Name	Statue	Dialogue				

ARTS IMPACT LESSON PLAN Theater and Writing Infusion

Seventh Grade Lesson Three: *Revising and Rewriting Dialogue in Tableaux*

CLASS ASSESSMENT WORKSHEET

Disciplines	THEATER/WRITING		THEATER/WRITING 21 st Century Skills	THEATER/WRITING	WRITING	Total 5
Concept	Dialogue		Communication	Point of View	Revise/edit	
Criteria	Creates statues and speaks lines of dialogue with corresponding emotion in two tableaux.		Actively listens; expresses ideas – visually/physically/verbally; responds to others.	Selects specific language to match action and/or express ideas or emotions.	Revises, edits and rewrites writing to increase reader/audience knowledge and understanding.	
Student Name	Statue	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 theatre and writing?

Teacher: _____

Date: _____

THEATER AND WRITING LESSON: *Revising and Rewriting Dialogue in Tableaux*

Dear Family:

Today your child participated in an **Arts and Writing** lesson. We edited and revised both our theater and written work to portray different characters involved in a conflict we're learning about in Social Studies.

- We discovered that refining our work through multiple drafts can help improve communication in both writing and performance.
- We communicated by selecting specific words to express a character's actions, ideas or emotions. We edited, revised and rewrote lines to communicate our character's point of view.
- We performed our dialogue with vocal expression in frozen stage pictures called tableaux.
- We revised an informative explanation of the conflict, using our previous drafts to incorporate both compare/contrast and cause/effect.

At home, you could look for other subjects to compare and contrast or discuss 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, or to give an example of something s/he revised.

Enduring Understanding

Editing and revising to add and clarify information can help increase the knowledge and understanding of readers or audience.