ARTS IMPACT LESSON PLAN

Theater and Reading Infused Lesson

Synthesis and Summary: The Story Volcano
Author: Dave Quicksall   Grade Level: Fifth

Enduring Understanding
Parts of a story build cumulatively from the introduction through a sequence of actions to the climax, resolution, and conclusion.

Lesson Description (Use for family communication and displaying student art)
Students identify key events in a story and record them on the Story Volcano graphic organizer showing the introduction, points of conflict, climax, and resolution. Then, students work in small groups to rehearse, refine, and present the sequence of key events for an audience.

Learning Targets and Assessment Criteria

Target: Knows and identifies the parts of a story.
  Criteria: Records the introduction, rising action, climax, resolution/denouement, and conclusion on the *Story Volcano* graphic organizer.

Target: Understands and demonstrates the cumulative actions that move the story through its different parts.
  Criteria: Creates a series of tableaux that incorporate sequential key events from the recorded information and build action.

Target: Applies understanding of the story's structure to a presentation/performance.
  Criteria: Shows rising and falling action through presentation/performance.

Vocabulary

Arts Infused:
Action
Character
Climax
Emotions
Falling Action
Introduction
Problem
Resolution
Rising Action

Reading:
Story Sequence
Summarizing
Synthesis

Arts:
Actor Neutral
Denouement
Gesture
Objective
Statue
Tableau

Materials
Museum Artworks or Performance

Seattle, WA
Book-it Reparatory Theatre
Seattle Children's Theatre

Tacoma, WA
Broadway Center for the Performing Arts

Materials
Home of the Brave by Katherine Applegate or other book selection), copies for each student or student group; White board, document camera, or chart paper & markers; Story Volcano Graphic Organizer; Writing pencils; Class Assessment Worksheet; Arts Impact journals/sketchbooks

Connections
Teachers College Readers Workshop

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, Gesture, Facial Expression
1.2.4 Skills and Techniques: Creates Objectives, Obstacles, Tactics
1.4.1 Audience Skills
2.1.1 Creative Process
2.2.1 Performance Process
2.3.1 Responding Process
4.2.1 Connection between Theater and Reading

Common Core State Standards in ELA (Reading Literature)
For a full description of CCSS Standards by grade level, see:
http://www.k12.wa.us/CoreStandards/ELAstandards/
R.CCR.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

continued

RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges; summarize the text.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

SL.5.1. Engage effectively in collaborative conversations with diverse partners about *grade 5 topics and texts,* building on others' ideas and expressing their own clearly.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas and themes.

SL.5.5. Include visual displays in presentations when appropriate to enhance the development of main ideas or themes.

College and Career Ready Students in Reading
Demonstrate independence.
Build strong content knowledge.
Respond to the varying demands of audience, task, purpose, and discipline.
Comprehend as well as critique.
Value evidence.
Come to understand other perspectives and cultures.

ICON KEY:

📖 = Notes specific *Readers Workshop* Curriculum strategies addressed

📄 = Indicates note or reminder for teacher

☑ = Embedded assessment points in the lesson

COLOR CODING for ARTS AND LITERACY INFUSED PROCESSES:

GENERATE IDEAS	CONSTRUCT MEANING	SELF-REFLECT
Gather Information • From WHAT you know • From WHO you know • Brainstorm	• Create drafts • Organize ideas • Make a choice	• Check in with self • Check in with others • Refine work

Pre-Teach

Select two stories for this lesson. The class should finish reading the first story for Day One and Day Two of the lesson — this is guided practice. The class should finish reading the second story for Day Three in the lesson — this is independent practice.

Lesson Steps Outline

Day One

1. Lead students in the "Watch Me Morph" warm-up exercise where they slowly transition from actor neutral to statues of different characters.

2. Revisit the story the class has been reading. Introduce and pass out the *Story Volcano* graphic organizer.

3. Model filling out the *Story Volcano* while generating ideas and soliciting the needed information about the story from the class. Guide students to record information onto the "Introduction" section.

☑ Criteria-based teacher checklist: Records the introduction on the *Story Volcano* graphic organizer.

4. Guide students to generate ideas and record the information on the "Rising Action" slope of the volcano.

☑ Criteria-based teacher checklist: Records the rising action on the *Story Volcano* graphic organizer.

5. Guide students to generate ideas and record the information on the "Climax" section of the volcano.

☑ Criteria-based teacher checklist: Records the climax on the *Story Volcano* graphic organizer.

6. Guide students to generate ideas and record the information on the "Resolution" section of the volcano.

☑ Criteria-based teacher checklist: Records the resolution/denouement on the *Story Volcano* graphic organizer.

7. Guide students to generate ideas and record the information on the "Conclusion" section of the volcano.

☑ Criteria-based teacher checklist: Records the conclusion on the *Story Volcano* graphic organizer.

8. Guide reflection.

☑ Criteria-based group reflection: Reflects on his/her thinking, analyzing how s/he determined the climax of the story.

Day Two

1. Lead students in a warm-up of "Statues," first using general characters, feelings, and actions, then using characters, feelings, and actions from the selected story.

2. Introduce the theater technique of "Tableau." Divide the class into groups and guide each group to create a series of six tableaux that represent the six parts of the *Story Volcano*.

☑ Criteria-based teacher checklist: Creates a series of tableaux that incorporate sequential key events from the recorded information and build action.

3. Guide groups to present their tableaux and reflect.

☑ Criteria-based teacher checklist, peer assessment: Shows rising and falling action through presentation/performance.

Day Three

1. Lead students to independently fill out the *Story Volcano* graphic organizer for a different story.

☑ Criteria-based teacher checklist: Records the introduction, rising action, climax, resolution/denouement, and conclusion on the *Story Volcano* graphic organizer.

2. Guide reflection.

☑ Criteria-based full group reflection: Reflects on his/her thinking, analyzing how s/he distinguished each of the parts of a story's sequence.

LESSON STEPS_____

Day One

1. Lead students in the "Watch Me Morph" warm-up exercise where they slowly transition from actor neutral to statues of different characters.

📖 Mini lesson, demonstrating comprehension strategy, discerning important information, interpreting, inferring

▤ 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.

▤ Make a list of characters for this step, for example: dragon, bear, pirate, mouse, etc.

- *First, make an actor neutral statue of yourself. Actor neutral is when you are relaxed before becoming a character.*

- *Next, make a statue of a ferocious dragon.*

- *Go back to actor neutral. Now slowly morph into your dragon statue. Move all the parts of your body to become the statue of the dragon. Don't rush. It's in slow motion. Make sure you include all the elements of you statue — arms, legs, hands, facial expressions, back, etc.*

- *The idea is like in the movies when you see a special effect of a person turning into an animal or other creature.*

---

2. Revisit the story the class has been reading. Introduce and pass out the *Story Volcano* graphic organizer.

- *This is a lesson that is a theater lesson and a reading lesson at the same time.*

- *We will be generating ideas and gathering information about the actions and characters in the story _____.*

- *This is the* Story Volcano *graphic organizer.*

- *Notice how 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.*

---

3. Model filling out the *Story Volcano* while generating ideas and soliciting the needed information about the story from the class. Guide students to record information onto the "Introduction" section.

- *Think of the beginning of the story as an introduction to the characters. As we have previously learned, actors define their characters by what they want — or their objectives.*

- *Let's generate some ideas. Who is the main character in our story? What is his/her objective at the beginning of the story? Who are some other characters? What do they want?*

- *As I write the information we gather on the* Story Volcano*, write it down on yours as well. It's okay to write outside of the lines if you run out of room in the boxes.*

☑ Criteria-based teacher checklist: Records the introduction on the *Story Volcano* graphic organizer.

4. Guide students to generate ideas and record the information on the "Rising Action" slope of the volcano.

- *As the story heads up the slope of the volcano the action grows in strength or intensity.*

- *There are places in the rising action when the main character must face a problem. The problem could be a conflict between characters, for example, their different objectives colliding. It could be an obstacle presented to a character that he/she must overcome.*

- *The idea is that the rising action keeps moving up the side of the volcano from problem to problem.*

- *Most stories have more than two problems, but we are going to just write down two. Let's generate some ideas and determine which two problems are the most significant to the main character — what are the two biggest problems in the story?*

☑ Criteria-based teacher checklist: Records the rising action on the *Story Volcano* graphic organizer.

5. Guide students to generate ideas and record the information on the "Climax" section of the volcano.

- *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" of the story. It is usually the biggest moment in the book where everything turns around or changes, for better or worse.*

- *Let's generate ideas on where our story has its big explosion. What happens in the story that makes everything unravel or change? Does our story have more than one climax?*

☑ Criteria-based teacher checklist: Records the climax on the *Story Volcano* graphic organizer.

6. Guide students to generate ideas and record the information on the "Resolution" section of the volcano.

- *Now we are heading down the "Falling Action" side of our volcano to the resolution. Another word used for resolution is the French word "denouement," which means "to untie".*

- *What are the actions that bring the story closer to a conclusion? What do the characters do? What do they want? Have they changed since the beginning?*

- *Let's generate ideas. How does our story begin to resolve, or untie? Is it a quick resolution or a long, drawn-out one?*

☑ Criteria-based teacher checklist: Records the resolution/denouement on the *Story Volcano* graphic organizer.

7. Guide students to generate ideas and record the information on the "Conclusion" section of the volcano.

- *Now, we are at the "Conclusion," or the end, of our story.*

- *Let's generate ideas. How does our story end? What happens to the main character(s)? Are the objectives reached? How do the characters feel at the end of the story?*

☑ Criteria-based teacher checklist: Records the conclusion on the *Story Volcano* graphic organizer.

---

8. Guide reflection.
📖 Full group reflection

- *How were you able to determine which event in the story was the climax?*

☑ Criteria-based group reflection: Reflects on his/her thinking, analyzing how s/he determined the climax of the story.

Day Two

1. Lead students in a warm-up of "Statues," first using general characters, feelings, and actions, then using characters, feelings, and actions from the selected story.

📖 Mini lesson, group conferring, synthesizing, retelling

▤ Make a list of general characters and feelings for this step, like: bear, teacher, pirate, tiger, astronaut, monkey, excited, angry, sad, etc. Then transition to characters, feelings, and actions from the story.

- *We will walk around the room in actor neutral. "Actor neutral" means that you are being yourself.*

- *When I shout out "Freeze!" Freeze wherever you are. I will then call out a character, feeling or action. Turn your body into a statue of what I call out.*

- *Freeze! Make a statue of a pirate. Make it bigger. Exaggerate your statue.*

- *Walk around in actor neutral. Freeze! Make a statue of excited. Increase intensity by 100%. Exaggerate your statue.*

- *Walk around in actor neutral. Freeze! Make a statue of _____ (character specific to story).*

- *Walk around in actor neutral. Freeze! Make a statue of _____ (character with a feeling).*

- *Walk around in actor neutral. Freeze! Make a statue of _____ (character with an action).*

- *Walk around in actor neutral.*

---

2. Introduce the theater technique of "Tableau." Divide the class into groups and guide each group to create a series of six tableaux that represent the six parts of the *Story Volcano*.

▤ When putting students into groups, no more than five students per group is recommended.

▤ If developing six tableaux is too challenging for each group, or if time is a factor, divide the class into six groups and assign each group one part/tableau of the *Story Volcano* to develop.

- *I am going to introduce a theater technique called "tableau." A tableau is a frozen picture a group of actors make with their bodies to show a moment in a story — like a picture or photograph. It shows actions and feelings, but has no movement. Tableau means "painting" in French.*

- *We just created "statues." When we use our bodies alone to show a character, that's a statue. When we put two or more statues together to create a picture, it's called a tableau.*

- *You are going to work in groups to construct meaning from our story by creating tableaux. Using your Volcano Worksheets as a guide, your group will develop six tableaux—one for each section of the Volcano.*

- *There should be a tableau for the introduction, for problems #1 and #2, for the climax, resolution, and conclusion.*

- *Incorporate the key actions in each box. Always think about the actions of the characters and their feelings. How can you communicate what is happening with your facial expressions and gestures?*

- *Every member of your group must be involved in each tableau — they can be characters, animals, or part of the setting.*

- *Take this time to discuss and create each tableaux then rehearse moving from one to the other.*

☑ Criteria-based teacher checklist: Creates a series of tableaux that incorporate sequential key events from the recorded information and build action.

---

3. Guide groups to present their tableaux and reflect.
📖 Sharing, retelling, responding

- *Now, each group will present its series of tableaux based on the* Story Volcano. *It is okay if your group made some choices that are similar to other groups! Remember, we are all working with the same information.*

- *I will call out the different sections of the* Story Volcano *when I want you to shift into your next tableau.*

- *Audience, as we watch the tableaux, I want you to try and identify the characters and their actions. We will* **reflect** *on what you see when the group is finished.*

- *Let's have our first group present their tableaux.*

- *Let's reflect. What characters did you see? How did you know it was that character? What gestures did you see? What actions did you see? Could you tell what the characters were feeling? How? What facial expressions did you see?*

☑ Criteria-based teacher checklist, peer assessment: Shows rising and falling action through presentation/performance.

---

1. Lead students to independently fill out the *Story Volcano* graphic organizer for a different story.
📖 Discerning important information interpreting, inferring

📄This session involves applying the *Story Volcano* to a new story. This step can be modified depending on the abilities of the particular class. It can be modeled, students can work in pairs, small groups, or independently. The goal is for students to work autonomously in deconstructing the individual parts of a story.

- *You are going to fill out a* Story Volcano *on this new story. Work by yourself (or with a partner/small group) to gather the information that you need.*

- *Determine the most important scenes in the book for the two problems and the climax.*

☑ Criteria-based teacher checklist: Records the introduction, rising action, climax, resolution/denouement, and conclusion on the *Story Volcano* graphic organizer.

2. Guide reflection.
📖 Full group reflection

- *What is the most challenging part of determining a story's sequence of actions?*

- *What makes it difficult?*

- *What strategies help you the most in deciding on what events are the most important?*

☑ Criteria-based full group reflection: Reflects on his/her thinking, analyzing how s/he distinguished each of the parts of a story's sequence.
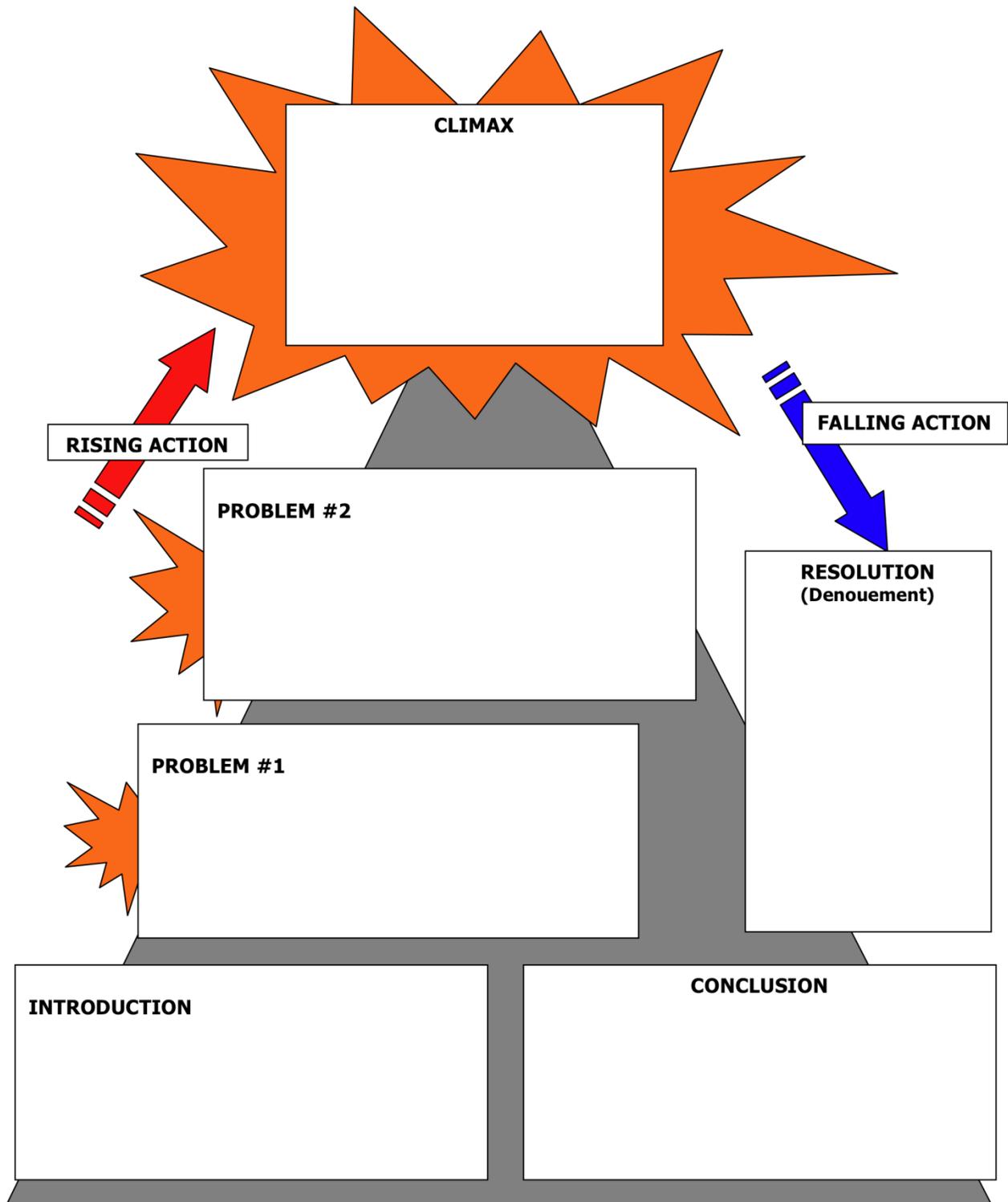
Extension: Create a series of tableaux to represent the six parts of the *Story Volcano* graphic organizers developed on Day Three.

Synthesis & Summary: The Story Volcano
Story Volcano Graphic Organizer

Name: _____ Date: _____

CLIMAX

RISING ACTION

FALLING ACTION

PROBLEM #2

RESOLUTION
(Denouement)

PROBLEM #1

CONCLUSION

INTRODUCTION

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

STUDENT SELF-ASSESSMENT WORKSHEET

Disciplines	READING			THEATER		READING			Total 8
Concept	**Parts of a Story (Day 1 Worksheet)**			**Tableaux (Day 2)**		**Parts of a Story (Day 3 Worksheet)**			
Criteria Student Name	Records on the *Story Volcano* graphic organizer:			Creates a series of tableaux that incorporate sequential key events from the recorded information and build action.	Shows rising and falling action through performance.	Records on the *Story Volcano* graphic organizer:			
	Intro-duction	Rising action, climax	Reso-lution, con-clusion			Intro-duction	Rising action, climax	Resolution, conclusion	

CLASS ASSESSMENT WORKSHEET

Disciplines	READING			THEATER		READING			Total
Concept	**Parts of a Story (Day 1 Worksheet)**			**Tableaux (Day 2)**		**Parts of a Story (Day 3 Worksheet)**			8
Criteria	Records on the *Story Volcano* graphic organizer:			Creates a series of tableaux that incorporate sequential key events from the recorded information and build action.	Shows rising and falling action through perfor-mance.	Records on the *Story Volcano* graphic organizer:			
Student Name	Intro-duction	Rising action, climax	Reso-lution, con-clusion			Intro-duction	Rising action, climax	Resolution, conclusion	
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 theater and reading?

Teacher: _____   Date: _____

THEATER AND READING LESSON: ***Synthesis and Summary: 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 problems, climax, resolution, and conclusion of a story.

- We brainstormed and wrote down the parts of the story on our worksheet and learned how the building action is like a volcano with bubbling lava.

- We created tableaux to dramatize the introduction, problems, climax, resolution, and conclusion of the story's action.

- We performed our tableaux in sequence for the class.

At home, you could take your favorite story and see how it fits into the *Story Volcano*, and then act out the actions.

Enduring Understanding

Parts of a story build cumulatively from the introduction
through a sequence of actions to the climax, resolution, and conclusion.