

SAMPLE IN-CLASS WORKSHOP OUTLINE FOLLOWING A FIELD TRIP TO NCT



Nashville Children's Theatre
Title 1 In-School Workshop
***Number the Stars*; Grades 4-8**

Tennessee Standards and Performance Objectives

Theatre

4th-8th Grade: 1.2 & 1.3

English/Language Arts (Common Core)

4th-8th Grade: SL.2, SL.4 & W.3

Materials

Brave Character Worksheet

Pencils

Trunk with Lise's Items in it [If it is available to you, bring in a trunk/suitcase and fill it with objects from around your home, or from a thrift store. They can be anything. Keys, letters, photographs, or tickets anything somewhat old looking will do.]

Abstract

Annemarie's older sister, Lise, died while participating as a member of the Danish Resistance. Annemarie is not aware of the exact circumstances of her sister's death until the end of the play. During the play, the characters reference and we see Lise's trunk which is filled with all the memories and mementos from Lise's life. While Annemarie's parents don't like to open it, she does. The objects in the trunk help her remember Lise and can act as a jumping off point to engage your students in some critical thinking about character.

Activities

Motivate

- Begin by reminding the students of the of the show by giving them the following information: In *Number the Stars*, Annemarie's older sister, Lise, left behind a trunk when she passed away. In that trunk, we know there is a Lise's wedding dress, but there are other objects and mementos, all the family physically has to remember her by. Annemarie's mama and papa do not want to open the trunk, but she does.
- Ask students some of the following question before bringing forth the trunk: What could be in Lise's trunk? Why don't her parents like to open the trunk? What does Annemarie like to open the trunk?
- Bring out the trunk into your class, preferably in a place where everyone is able to see the trunk and what is in it, but that will avoid crowding. Explain that this is Lise's trunk.
- Open the trunk in the middle of a circle of your students. As you pull things out, ask questions of your students that will help them think about why Lise had these items, what is

what it says about her as a character and what significance they hold in the world of the play and for other characters in the book.

Present

- After discussing the character of Lise through the lens of the items in her trunk, take stock of all the attributes or things we learned about Lise from looking into the trunk. These can be simply discussed verbally, or written down.
- The conversation should make it's way around to the fact that Lise was indeed a part of the resistance, and being a part of it is ultimately what killed her, but being a part of a movement like that is very brave. Lise put others before herself. She not only gave her life, but gave hope to a whole country of people.
- Ask students to think of one person in their life who they can identify as being brave, and one actual occurrence that they witnessed where this person exhibited their bravery. It preferably will be someone they know personally and that they know very well, a friend or family member.
- Once they have that person in mind, hand out copies of the Brave Character Worksheet. Ask students to complete the graphic organizer in as much detail as they can about this person they know and the times when they showed bravery.

Dramatize

- Once all graphic organizers have been completed and turned in, get students on their feet for a physical warm up, giving you time to thumb through the graphic organizers and pick out the most detailed for use later on.
- Have the students move about the space with no talking and no touching. Familiarize them with the cue "Freeze." When they hear that cue they are to freeze in a way that tells a story, meaning their bodies should freeze in an interesting way.
- Once frozen, tap one person on the shoulder, that person will remain frozen and everyone else standing where they are will turn their attention to that person.
- Ask students to raise their hands and tell the story of what is happening to this character during this moment in the story.
- After hearing an idea or two have students move about the room again, repeating this exercise 4 or 5 more times.
- Then arrange students into working groups of 4-5 people and give each group one of the graphic organizers from the pile, taking care than no one in the group receives their own.
- Have each group read through the graphic organizer that they've been assigned. From the information in the graphic organizer, they will together create a scene that shows this event. Students will be responsible for casting the roles and may decide if the scene will have dialogue or be silent, but need to create a scene that will tell this story of bravery.

Assess

- Present the stories of bravery to the class and ask the students about that story after each presentation using the same questions from the graphic organizer or others that may arise.
- ***Extension:*** Ask students to create a written story or monologue from their own graphic organizer, or someone else's. These can then turn into performance pieces or stay as a solely written form.