

**ABC MOCS LESSON SAMPLE**

**A JOURNEY DOWN NEAT STREET: THEATRE AND LANGUAGE ARTS**  
*2nd Grade Arts Integration Unit Focused on Point of View*

**Overview**

In this unit, students compare and contrast characters from a story read aloud in order to identify and understand varying points of view. Students will use their imagination, body, and voice to portray opposing points a view through a guided drama focused on overcoming differences.

**Standards**

Tennessee Academic Standards for Fine Arts: 2nd Grade Theatre

2.T.P1.A: Interpret story elements in a guided drama experience (e.g. process drama, story drama, creative drama, etc.)

Tennessee English Language Arts Standards: 2nd Grade Reading

2.RL.KID.3: Describe how characters in a story respond to major events and challenges.

**Objectives**

Theatre

Students will

- Expressively use their imagination, body, and voice to explore varying character relationships from a selected story.
- Portray a selected character's point of view in a guided drama experience.
- Perform an improvised scene with a clear beginning, middle, and end.

Language Arts

Students will

- Recall moments when a character's point of view changes from a story read aloud.
- Describe how characters respond to challenges based on textual evidence.
- Compare and contrast differing points of view using key ideas and details from a story.
- Predict how characters may respond to future situations.

**Assessment**

Formative

Students demonstrate direct evidence of learning by:

- Participating in class discussions that compare and contrast points of view.
- Actively exploring physical and vocal choices to convey a character's point of view during guided drama experiences.
- Contributing ideas for an improvised scene with a class peer.

Summative

**GRASPS Performance Task**

**Goal:** Students working in pairs step in role as Mr. Plumbean and a neighbor from Neat Street. They improvise a solution to their conflict while taking into consideration each character's point of view.

**Roles:** Mr. Plumbean and a Neat Street neighbor

**Audience:** Other neighbors from Neat Street or the surrounding area.

**Situation:** Mr. Plumbean has decided to add a giant fountain to his already colorful house. The neighbors don't like his house because it doesn't fit in with the rest of the houses on Neat Street. The neighbors want Mr. Plumbean to paint and decorate his home like everyone else's house on Neat Street.

**Product:** Improvised scenes that suggest a solution while taking into consideration each character's point of view.

**Standard:** In order for the characters to reach a solution they must communicate their point of view before they can settle on a compromise. The students will use their body and voice to portray a character's point of view in the improvised scene.

For more information on this resource, contact Laurie Melnik Allen at SCEA, [laurie-allen@utc.edu](mailto:laurie-allen@utc.edu) UTC.EDU/SCEA

## Lesson Procedures

### Knowledge and Comprehension

Teacher reads the story *The Big Orange Splot* by Daniel Manus Pinkwater to the class. After sharing the story, teacher asks students to summarize what happened to Mr. Plumbean and his neighborhood. Teacher guides students through a discussion about the point of view of the Mr. Plumbean and the Neat Street neighbors.

Narrative Pantomime:

As a whole class, teacher guides students in role as both Mr. Plumbean and a neighbor from Neat Street. Teacher reads the *The Big Orange Splot* up until the neighbors wake up and see how Mr. Plumbean handled the orange splot on his house. Teacher guides students to think about how they would use their body and voice to show the neighbor's point of view.

Guided Practice with Frozen Tableaux:

Teacher asks two students to stand in the front of the room and create a frozen tableaux where Mr. Plumbean and a neighbor are reacting to his newly decorated house. Teacher guides a discussion with the rest of class by posing the following question:

- Who is who and how do you know?
- How are they using their bodies to show the character's point of view?
- How might they use their voices if they both said "Look at that house!"

### Application and Analysis

This next task will use a creative drama technique called "hotseating." "Hotseating" is where you interview students in role as a character about a certain issue or occurrence. The next task will describe how to facilitate a "hotseating" with both Mr. Plumbean and the neighbors. Each student should get an opportunity to participate, but they only need to answer one or two of the questions. Here is what the "hotseating" looks like when students step in role as Mr. Plumbean:

- 1) Choose up to five students to sit in a row of desks. Everybody else should sit in front of them. The students sitting in the desks will step in role as Mr. Plumbean.
- 2) The audience may ask Mr. Plumbean some questions. Make sure that students raise their hands when asking questions.
- 3) The same thing can be done with students in role as the neighbor. Follow steps 1 and 2, but the questions will be answered from the neighbor's point of view.

### Synthesis and Evaluation

In pairs, teacher guides students to improvise the conversation between Mr. Plumbean and the Neat Street Neighbor visited with him. The criteria for this scene is as follows:

- Student portrays a character point of view clearly aligned with textual evidence.
- Student's facial expressions and gestures reinforce the character's point of view they are conveying.
- Students' vocal choices (e.g. use of words, tone, etc.) reinforce the character's point they are conveying.
- Student stays focus during the improvisation.
- Student reaches a sensible conclusion in the scene supported by key ideas and details from the story.

After teacher watches the improvised scenes, a closing discussion about students' choices made to express a character's point of view.

## MATERIALS AND RESOURCES

Paper and pencils for writing tasks

Needlands, Jonathan and Tony Goode. *Structuring Drama Work: A Handbook of Available Forms in Theatre and Drama.* New York: Cambridge U P, 2000.

Pinkwater, D. (1977). *The Big Orange Splot*. New York: Scholastic Inc.

Wiggins, G., & McTighe, J. (2012). *The understanding by design guide to refining units and reviewing results*. Retrieved from <https://ebookcentral.proquest.com>

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