



Performing Change: Stepping in Role as Influential People
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Content Areas	DRAMA	ENGLISH LANGUAGE ARTS
Connecting Concept	Change	
Essential Questions	How does overcoming an obstacle change a character?	
Standards	<p><u>Tennessee Theatre Curriculum Standards, Grades 6-8</u> Standard 2.0 Character Acting Students will develop basic acting skills by portraying characters in improvised and scripted scenes.</p> <p>2.2.3 Demonstrate an understanding of a variety of vocal techniques, body language, and facial expressions that may be used to portray a given character.</p>	<p><u>Tennessee State English Language Arts Standards- Grade 6</u> RL.6.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p><u>Key Ideas and Detail: Literature 3.</u> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>
Unit Objectives	Students create a three-part group tableau based on a given moment from <i>Annie Sullivan and the Trials of Helen Keller</i> by Joseph Lambert. Students analyze in detail the relationship between Annie Sullivan and Helen Keller and how this is depicted in a graphic novel. Students support their interpretations of words and phrases and provide text-based evidence for describing how a given situation affects the characters. Students will portray how overcoming an obstacle changes Annie Sullivan and Helen Keller through expressive physical choices supported by the text.	
Lesson Assessments	<p><u>Formative:</u> Students demonstrate understanding through:</p> <ul style="list-style-type: none"> • Participating in teacher guided activities and discussions using content-specific vocabulary in both drama and literacy. • Observing still images created by their peers and providing support for their interpretations. • Analyzing selected texts and describing how illustrations, words, and phrases communicate meaning. • Describe obstacles characters face and make predictions for how they might change based on textual evidence. <p><u>Summative:</u> Students will create three group images with a clear beginning, middle, and end where the 2nd tableau (middle) depicts a given moment from <i>Annie Sullivan and the Trials of Helen Keller</i> by Joseph Lambert. The 1st tableau (beginning) shows the moment before and the 3rd tableau (end) predicts the moment after. The images must show Annie Sullivan and Helen Keller change due to overcoming an obstacle. Group images need:</p> <ul style="list-style-type: none"> • All actors fully participating in each tableau, but not every actor needs to portray a human character; • Actors showing how Annie Sullivan and Helen Keller change in the three tableaux; • Choices supported by the text; 	

	<ul style="list-style-type: none"> • All three levels (high, middle, and low) present in each tableau; • Expressive use of gesture, facial expressions, open/closed shapes; • Full focus and concentration 		
Sample Rubric			
Knowledge and Skill	Emerging	Proficient	Mastery
Characterization: Body and Face	<p>Student rarely:</p> <ul style="list-style-type: none"> • Modifies gestures, poses/shapes, and levels to communicate the relationships and obstacles of a given situation. • Makes expressive physical choices. 	<p>Student occasionally:</p> <ul style="list-style-type: none"> • Modifies gestures, poses/shapes, and levels to communicate the relationships and obstacles of a given situation. • Makes expressive physical choices. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Modifies gestures, poses/shapes, and levels to communicate the relationships and obstacles of a given situation. • Makes expressive physical choices.
Focus/ Concentration	<p>Student needs outside support to correct.</p> <p>Student rarely:</p> <ul style="list-style-type: none"> • Remains in character. • Remains frozen when cued. • Remains silent when cued. 	<p>Student occasionally self corrects.</p> <p>Student occasionally:</p> <ul style="list-style-type: none"> • Remains in character. • Remains frozen when cued. • Remains silent when cued. 	<p>Student self corrects.</p> <p>Student consistently:</p> <ul style="list-style-type: none"> • Remains in character. • Remains frozen when cued. • Remains silent when cued.
Interpretation	<p>Student needs assistant to initiate ideas and to provide textual evidence. Student rarely discusses images, words, and phrases from the text.</p>	<p>Student self initiates discussion of the text and needs little assistance in providing textual evidence. Student occasionally discusses images, words, and phrases from the text.</p>	<p>Student needs no assistance and makes choices that are fully supported by the text. Student consistently discusses images, words, and phrases from the text.</p>
Introduction	<p>Characters are inspired from real world experiences that go on an internal and/or external journey that usually results in some sort of change. We learn a lot about characters when they overcome obstacles because of how they respond to change. Sometimes the change can be subtle but there are instances where a character's internal and/or external journey causes them to evolve in a major way. Lets consider examples of how others have overcome challenges that have caused some sort of change to occur either within themselves or in the world around them. Share <i>A Pep Talk from Kid President to You</i> with your students and guide a discussion that considers how Robby overcame obstacles and inspires others through his portrayal as Kid President (https://www.youtube.com/watch?v=l-gQLqv9f4o&index=44&list=PLzvRx_johoA-Yabl6FWcU-jL6nKA1Um-t).</p>		

<p>Knowledge/ Comprehension</p>	<p><i>Annie Sullivan and the Trials of Helen Keller</i> by Joseph Lambert will serve as the primary literary text for this lesson. This is a graphic novel that will require students to not only closely read selected narrative but also to view images as text. Share the first set of images from Lambert's graphic novel. Prompt students to identify what they see. As they interpret the images, ask students to provide evidence from the image set that supports their interpretation. Ask students to make a prediction about who this character might be. Introduce the characters of Annie Sullivan and Helen Keller to students. Prompt students to consider additional thoughts about the image now that they know the character's identity. Ask students to consider why the author depicted Helen Keller in this way.</p> <p>Introduce students to the idea that characters are always going on a journey in search for something they desire. Sometimes the journey causes characters to change in both small and big ways. Prompt students to consider what kinds of obstacles characters overcome. As students share their ideas, identify categories that emerge from their responses (e.g. internal and external obstacles).</p> <p>Guide the whole class through the following exploratory activities:</p> <p>Walking and Weaving: Freeze and Go Prompt students to walk around the space without touching each other. (The teacher will need to determine how they will cue students to freeze and go. This could be as simple as the teacher saying <i>freeze</i> and <i>go</i>. The teacher could also use a small instrument (e.g. hand chime)) Cue students to freeze and go.</p> <p>Walking and Weaving: Adding Levels Add levels to the active exploration but still cue students to freeze and go. When students freeze, cue them to create a shape with their body on a low, middle, or high level. Each time students freeze highlight choices being made. For example, the teacher might highlight one student and ask the rest of the class what they notice about how they are making their shape on a low, middle, or high level. This will encourage movement vocabulary to emerge from the group (e.g. high and open, low and closed, etc. Prompt students to create three separate still images where each solo tableau is on a different level. Cue students to show image 1, image 2, and image 3 at various times during the walking and weaving exercise.</p> <p>Walking and Weaving: Adding Context When students freeze, cue students to create a tableau (a silent statue) in response to a situation. Responses can be actions or reactions that are relevant to the situation. Example statements might include:</p> <ul style="list-style-type: none"> • It's going to snow • You forgot your lunch • It's Monday morning • You hit a home run at the baseball game. • Your dog ran away • The electricity has gone out. <p>Spotlight the work of a few students and ask the class what they see. Pay attention to drama vocabulary that emerges from the group. Vocabulary may include levels, gesture, facial expressions, etc. Guide students to add to another person's image to create a group tableau. Ask the same questions and pay attention to additional drama vocabulary that emerges from class responses. Additional vocabulary may include: proximity, relationship, action/reaction, setting, etc.</p>
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<p>Analysis/ Application</p>	<p>Walking and Weaving: Exploring Group Images Cue students to create an image based on emotions, actions, and/or adjectives. Select one image to spotlight and ask students to describe what they see. Prompt students to provide evidence from the image to support their interpretations. Guide students to add to an image and create a group tableau. Ask students to consider how their interpretations change as the tableau evolved. Review drama vocabulary when discussing images (gestures, levels, posture, and proximity).</p> <p>Walking and Weaving: Adding Thought Tracking Draw a thought bubble on a piece of paper to use as a prop to cue students to share a character's inner thoughts and feelings. When spotlighting solo and/or group tableaus, hold the thought bubble above a character's head and prompt students to say the characters thoughts aloud. Ask students to support their interpretations with evidence from the image. This is another opportunity for students to practice describing how gestures, facial expressions, proximity, and posture influence their interpretations.</p> <p>Share the image set from page 54 of Lambert's graphic novel. Ask students to read the images and respond to the following questions for the first image on the third row (graphic organizer attached separately):</p> <ul style="list-style-type: none"> • What does the passage say? (Copy the passage verbatim) • How would you say this passage in your own words? (Write the same passage in your own words.) • What do you see in the image? (List at least 10 things you see in the image.) • What does the passage and image tell me about the characters? (Share one idea for both Annie Sullivan and Helen Keller. Ideas must be specific and supported in both the passage and the image.) <p>In small groups, ask students to view the image set from page 55 (images attached separately) and to compare it with the image set from the previous page. Prompt small groups to discuss the following:</p> <ul style="list-style-type: none"> • How are the characters changing? How does the written text and images support your ideas? <p>Guide a whole class discussion based on the small groups' responses. Ask small groups to consider how they would create a three-part story with group tableau to depict how Annie Sullivan and Helen Keller change.</p>
<p>Synthesis/ Evaluation</p>	<p>Students employ close reading strategies (graphic organizer attached separately) of page 55-56 from Joseph Lambert's graphic novel. Students consider:</p> <ul style="list-style-type: none"> • What do we know about the main characters? What do we not know? How does word choice influence your understanding of the characters? • What obstacle do the characters need to overcome? • What do you think happened before this moment? What text evidence supports your interpretation? • What do you think happened after this moment? What text evidence supports your prediction? <p>Students collaborate and create three group images with a clear beginning, middle, and end where the 2nd tableau (middle) depicts the moment from page 55 of <i>Annie Sullivan and the Trials of Helen Keller</i> by Joseph Lambert. The 1st tableau (beginning) shows the moment before and the 3rd tableau (end) predicts the moment after. The images must show Annie Sullivan and Helen Keller change</p>

	<p>due to overcoming an obstacle. Group images need:</p> <ul style="list-style-type: none"> • All actors fully participating in each tableau, but not every actor needs to portray a human character; • Actors showing how Annie Sullivan and Helen Keller change in the three tableaux; • Choices supported by the text; • All three levels (high, middle, and low) present in each tableau; • Expressive use of gesture, facial expressions, open/closed shapes; • Full focus and concentration <p>Prompt students to provide feedback to their peers' work highlighting choices that communicate how the characters changed in the three group images. Guide a summative discussion around the essential question: How does overcoming an obstacle change a character?</p>
<p>Materials and Resources</p>	<p>Lambert, J. (2012). <i>Annie Sullivan and the Trials of Helen Keller</i>. New York: Hyperion Books.</p> <p>Montague, B. (Producer). (2013, January 24). A Pep Talk from Kid President to You. <i>Kid President</i>. Video podcast retrieved from https://www.youtube.com/watch?v=lgQLqv9f4o&index=44&list=PLzvRx_johoA-Yabl6FWcU-jL6nKA1Um-t</p> <p>Needlands, J., & Goode, T. (2000). <i>Structuring drama work: A handbook of available forms in theatre and drama</i>. Cambridge: Cambridge University Press.</p>