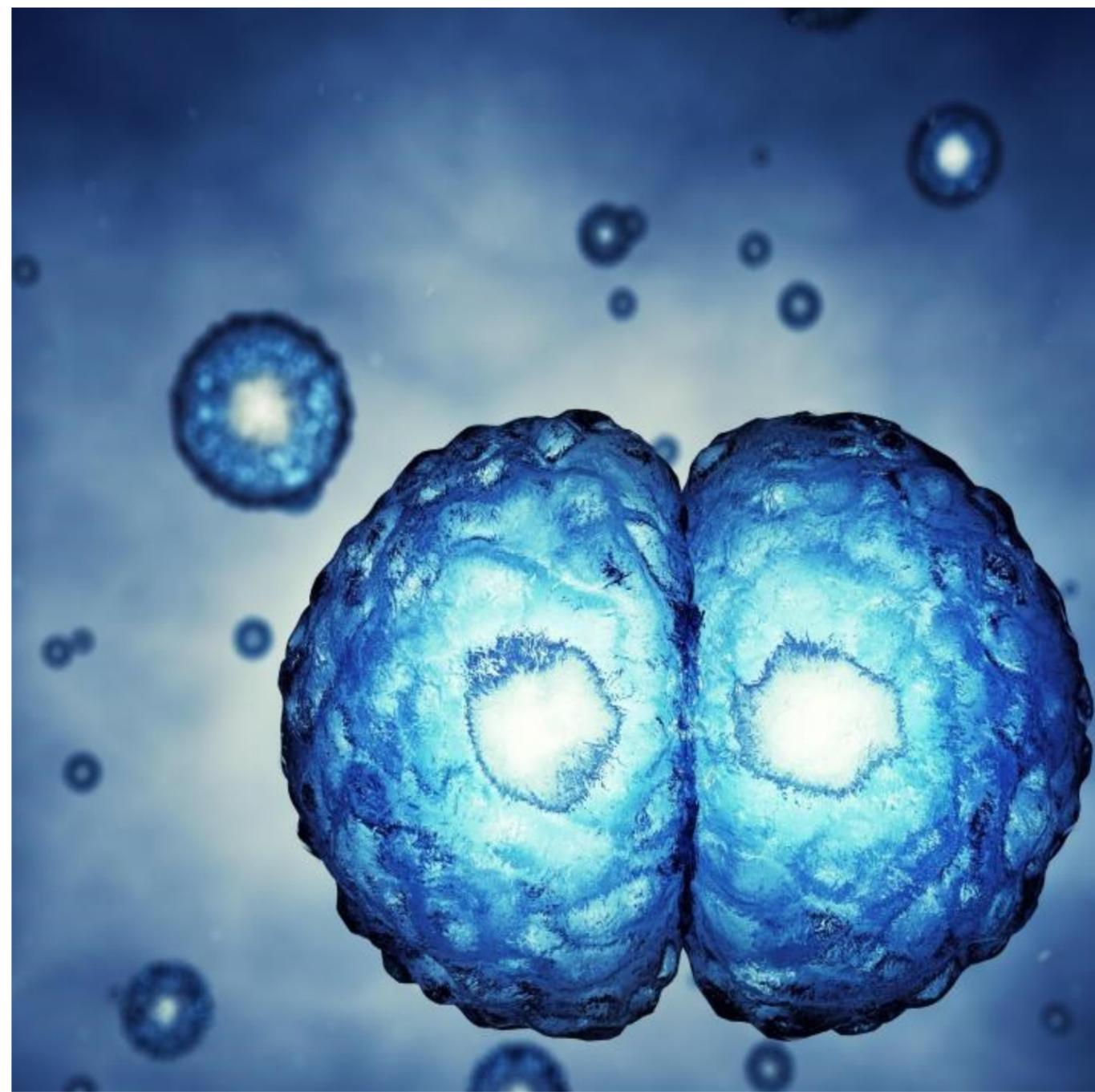


Form/Structure/Organization • Relationships • Cells •  
Tableau



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Idea Contributed by Mary Gagliardi

In this lesson we will personify the parts of the cell physically and vocally.

**Essential Question:**

**What are the parts of the cell and how can we represent these dramatically?**

**Process**

- Warm-up.
- Divide the students into groups of 5.
- Explain that a Tableau is a frozen picture. They are to make frozen pictures of various items using everyone in the group to represent the parts of the machine.
- Have students use their bodies to demonstrate the items indicated, make sure to include various parts. (this is a whole group activity)
  - Car
  - Washing Machine
  - Ocean
  - River
- Now bring those pictures to life, when I say “Play” the students are to begin moving from their frozen picture, adding lines if necessary to interact.
- Discuss some things that the parts might say.
  - Tires might say “I love going round and round, weeee, I make you move”
  - The engine might say, putter, putter, putter, let’s go.
  - The lights might say, “I see where we are going, wow it’s dark I am glad I am bright.”
- Give each group a diagram of a cell with each of its parts labeled.
- Discuss each of the parts with the group, including what each part does.
- In groups plan what each might say.
  - Make the cell with each person being the various parts, as a tableau.
  - Make the tableau move, how would it move and what might each part say.
- Discuss what we heard and what we know.
  - Can we identify the types of cells represented.
- Once each group has gone discuss how we might be able to do a story on the cell, with the parts being the characters.
- Discuss how understanding their “roles” in their work makes us see the parts as a character in the cells story.
- What story is similar to that of a working cell.

**Assessment**

- Students will be engaged in the above activities and successfully illustrate use of a theatrical tableau.
- Students will be able to identify chosen parts of a cell.
- Students will display appropriate audience behavior.

**Materials**

- sound source (e.g., CD Player) and recordings
- cell diagrams

**Vocabulary**

**Choreography**

Creating the movements in dances

**Cells**

A microscopic structure containing nuclear and cytoplasmic material enclosed by a semi permeable membrane and, in plants, a cell wall; the basic structural unit of all organisms.

**Nucleus**

Specialized, usually spherical mass of protoplasm encased in a double membrane, and found in most living eukaryotic cells, directing their growth, metabolism, and reproduction, and functioning in the transmission of genetic characters

**Cytoplasm**

The cell substance between the cell membrane and the nucleus, containing the cytosol, organelles, cytoskeleton, and various particles

**Cell wall**

The definite boundary or wall that is part of the outer structure of certain cells, as a plant cell

**Membrane**

The thin, limiting covering of a cell or cell part

**Chloroplast**

A plastid containing chlorophyll

**Classroom Tips:**

This can be done in any classroom but space will need to be cleared. The correct use of space and partnership are important. This will work best if it is a follow up lesson to defining cells, however it could be an introduction.

**Georgia Performance Standards**

**SCIENCE**

**GRADE 5**

**S5L3:** Students will diagram and label parts of various cells (plant, animal, single-celled, multi-celled).

**THEATRE**

**GRADE 5**

**TAES5.3:** Acting by developing, communicating, and sustaining roles within a variety of situations and environments

- b. Communicates thoughts, emotions, and actions of characters through movement
- c. Creates and portrays characters based on imagination
- d. Collaborates to create characters and to dramatize ideas
- e. Communicates relationships among characters
- g. Applies sensory elements in creating and portraying characters

**TAES5.7:** Integrating various art forms, other content areas, and life experiences to create theatre technology

- c. Develops dramatic pieces related to other content areas

**National Standards**

**SCIENCE**

**NS.K-4.3:**As a result of activities in grades K-4, all students should develop understanding of:

- The characteristics of organisms

**NS.5-8.3:** As a result of their activities in grades 5-8, all students should develop an understanding of:

- structure and function in living systems