

Notes/Reflections:

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Analyze characters using theatre techniques!

Creating a Role Drama to Analyze Characters in a Text

Students will use drama to analyze characters in the text A Bad Case of Stripes by David Shannon. After partaking in an interactive read-aloud of the text, students will all take on roles of characters in story. We will step into a role drama where we analyze the major problem present in the story. In character, we will together present possible solutions for the story. Students will then independently write their own ending to the story. We will read the ending of the text aloud and then have a class discussion/reflection about our student devised endings.

Essential Question: How can drama be used to analyze the characters in a text and how their actions contribute to the sequence of events?

Process:

Warm-Up: Character Statues

- Students freely cover the space
- Students freeze when “Actors Neutral” is announced
- A character prompt is given and students create a standing statue of the character
- Ex: “A happy clown juggling” “A baseball player catching a fly ball”, “An angry principal”, “A movie star signing autographs”, “Abraham Lincoln making a speech”

Main Activity Scaffolding

- Read part of the text using masks, tableaux, and “Roll on the Wall” strategy to dramatize the main events in the story and the character’s feelings
 - “Roll on the Wall” Strategy: On anchor chart paper, draw an outline of a human figure. In the space inside the outline, have students suggest adjectives used to describe the main character’s internal feelings and characteristics. In the space outside the outline, have students suggest adjectives used to describe the character’s external appearance.
 - Stop read-aloud half-way through text
- Role Drama
 - Ask students to step into role as someone in Camilla’s life
 - Ask students to sit at desk and “quick write” in role as the character they are developing
 - Prompts: Name, age, relationship to Camilla
 - Students explore the space walking like their character and interacting with others as their character
 - Students then sit down in a circle
 - Announce that there is going to be a town meeting to help Camilla
 - Announce that I am going into role as Camilla’s mother and I am seeking guidance from people in Camilla’s life
 - Step into role and discuss Camilla’s condition
 - Discuss possible solutions and challenges
- Assessment
 - Students return to their seats and write their new endings to the story based on their study of Camilla and the story’s events
 - If time permits, pair share and share out as a class

Reflection

- Finish reading the story
- “Rainbow of Desire” to show how Camilla has changed from the beginning to the end
- Discuss how the actual ending compares to our student-devised endings

Materials

- Anchor Chart Paper
- Markers
- Lined notebook paper
- Pencils
- A Bad Case of Stripes, by David Shannon

Vocabulary

Tableau

A “living picture” in which actors pose and freeze in the manner of a picture or photograph

Narration

The act of telling a story

Storytelling

Conveying events in words and images, often by improvisation or embellishment

Character

A personality or role an actor/actress recreates

Feelings

Emotions

Facial Expression

Use of the facial muscles to convey emotion and communicate the feelings and thoughts of the characters to the audience

Classroom Tips

Use cueing methods when directing tableau in your classroom:
“3-2-1- Freeze”

Assessment

Formative assessment- Class discussion, Tableaux and Role Drama performed, anecdotal notes when observing students during Role Drama, class reflection/ discussion

Summative Assessment– Student written ending to the story

Extensions

- Students create and publish their ending to the original ending
- Students get in small groups and dramatize their ending

Common Core Georgia Performance Standards

ENGLISH LANGUAGE ARTS

GRADE 2

ELACC2RL3: Describe how characters in a story respond to major events and challenges.

ELACC2RL5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

ELACC2RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Georgia Performance Standards

THEATER

GRADE 2

TAES2.3: Acting by developing, communicating, and sustaining roles within a variety of situations and environments

National Standards

THEATRE ARTS

Standard 2: Acting by assuming roles and interacting in improvisations