

## Cultural Characters



## THEATER

## GRADE 3

**TAES3.2:** Developing scripts through improvisation and other theatrical methods

**TAES3.3:** Acting by developing, communicating, and sustaining roles within a variety of situations and environments

**TAES3.7:** Integrating various art forms, other content areas, and life experiences to create theatre

## GRADE 4

**TAES4.2:** Developing scripts through improvisation and other theatrical methods

**TAES4.3:** Acting by developing, communicating, and sustaining roles within a variety of situations and environments

**TAES4.7:** Integrating various art forms, other content areas, and life experiences to create theatre

## GRADE 5

**TAES5.2:** Developing scripts through improvisation and other theatrical methods

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

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

## National Standards

## THEATER

**Standard 2:** Acting by assuming roles and interacting in improvisations.

**Standard 5:** Researching by using cultural and historical information to support improvised and scripted scenes.



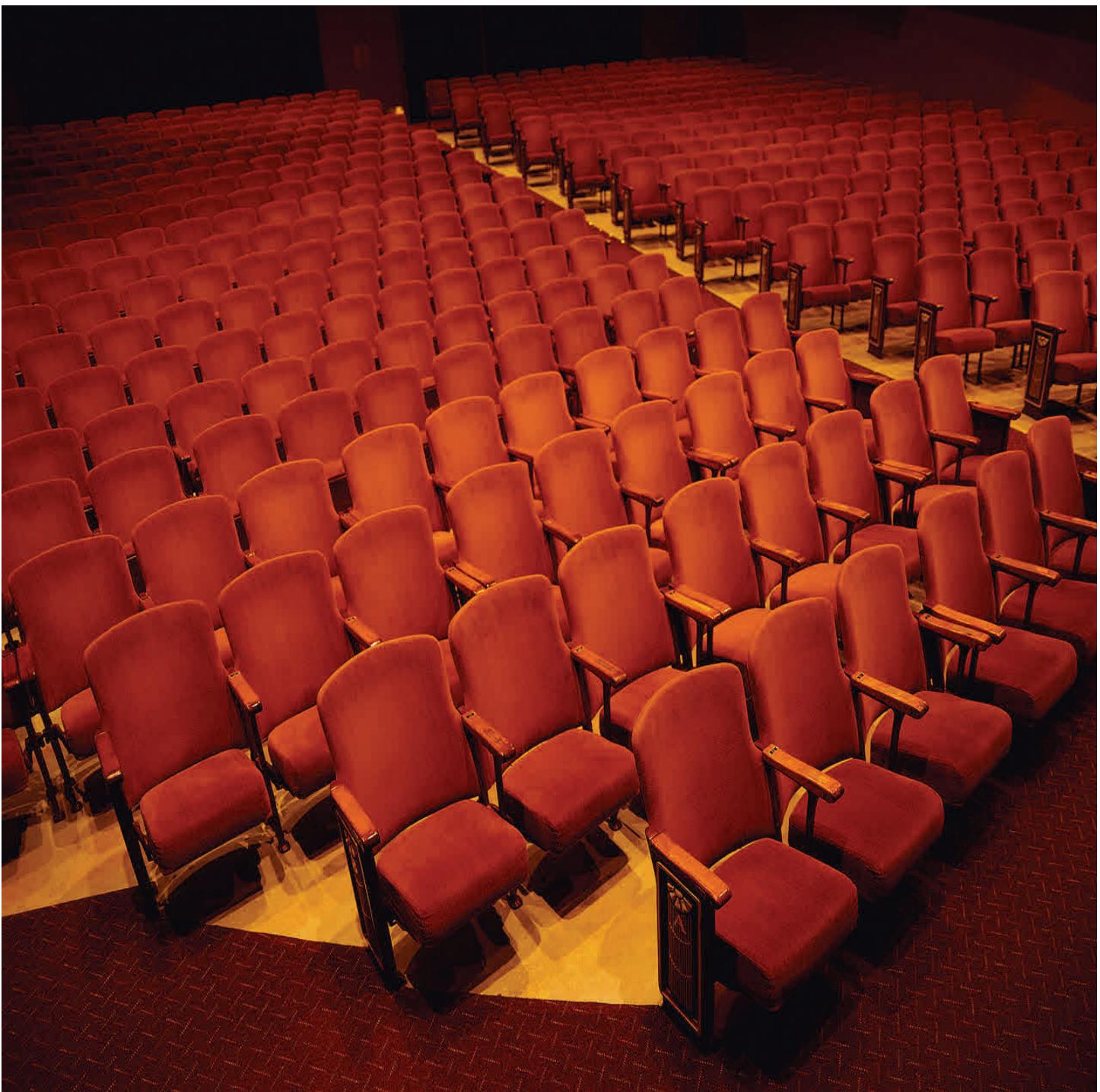
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Curriculum guides provide differentiated ideas and activities aligned to a sampling of standards. The guides do not necessarily imply mastery of standards, but are intended to inspire and equip educators.

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Conflict Resolution • Culture • Expository Writing • Monologue • Improvisation • Theatre



Embody the character with monologue and improvisation!

## Cultural Characters

This lesson invites students to derive inspiration from photographs (portraits and people, natural disasters, geographical landmarks and images depicting governmental strife, etc.) based around a country or region of the world. These images serve as impetus to write monologues and create improvisational skits engaging students in a brand new way!

### Essential Question:

What impact does a photograph have on our perception of a society and/or historical event?

### Process

#### PART I

- Begin by playing music from the culture (e.g., Latin American music) quietly as you present the focus images to students. Each student should have one sheet of paper housing two images, an index card, and pencil.
- The first picture depicts two people from a culture (e.g., Latin America) engaged in an activity. The name of the country should be written at the bottom of the photo. (One of the people should be circled so you can easily pair students to act out the scene later.)
- The second picture depicts an event or aspect of the culture with a title to be used as a reference for students.
- After students have written their names on the index cards, ask them to carefully observe the person circled in their photo.
- Have students list the following on the left hand side of the index card:
  - A. Character's name
  - B. Character's age
  - C. Character's home country
- Direct students to use descriptive language to write about how the character feels about what is happening in the second picture and how it is affecting their country. Inquire, "What is the character's greatest fear? What is the character's greatest dream?"
- Say to students, "Turn the card over and write a monologue in first person introducing yourself. Include all of the information written on the front side of the card."
- When all students are finished writing, introduce the next step by saying, "Today we are going to learn about your country through the eyes of its people. Each of you have been brought here to help us explore your countries. Welcome!"
- Next, say to students, "Using a voice different than your own (the voice of the character in the picture), on a count of three, softly tell me what you had for breakfast this morning. Now sit like your character sits, different than yourself! Imagine your character is wearing an article of clothing different from what you are wearing. On a count of three, adjust that article of clothing."
- Choose a student and ask him/her to walk to the front of the class as their character would walk.
- Once the student gets to the front of the classroom, have him/her choose a peer to which to tell the character's story (in first person). Ask the student to look at this person as they are telling the story; eye contact is important!
- Next, ask that student to read his/her character's monologue aloud.
- If time permits, facilitate a question and answer session, allowing students to interview the focus character and gain additional insight into the character's life and culture.

#### PART 2

- Distribute the sheets housing two images and corresponding character monologue index cards to students.
- Pair students to correspond with the characters depicted in the scenes on the image pages. Distribute one blank index card per team.
- Ask pairs to discuss and list the following prompts on the blank index card:
  - A. Who – who are you and what is the nature of your relationship?
  - B. What – what are you doing? (action)
  - C. Where – where are you? (setting)
  - D. When – what year, month, time of day is it?
  - E. Why – why are you there?
  - F. Want – what do you want from the other person?
  - G. Conflict – is there a disagreement between you?
  - H. Discuss your individual dreams and fears...
  - I. Write the first line said if the photo were to come to life

### Materials

- blank index cards
- clipboards and pencils
- photos of images based around a country of study
- sound source (e.g., CD player)
- audio recordings

### Vocabulary

#### Theater

Dramatic literature or its performance; drama

#### Expository Writing

Serving to set forth, demonstrate, or explain

#### Ensemble

All the parts of a thing taken together, so that each part is considered only in relation to the whole

#### Improvisation

A creation that is spoken or written without prior preparation

#### Classroom Tips

This activity works best in an open space with room for students to move.

- When you say "action," students bring the photo to life!
- Students should begin with the first line they previously generated and clearly portray their identity and source of conflict. Once the conflict is evident, say "freeze!"
- Ask the team how they could resolve this conflict. Once they articulate a rational solution, tell them you will call "action" again and they can resolve the conflict on their feet! (Note: you can also survey other students in the classroom to help come up with a resolution to the conflict and then ask the partners to embody that resolution.)

### Assessment

- Students use descriptive language in the generated monologues and expository essays.
- Monologues and expository essays are free of grammatical errors, contain thoughtful insights, and express feelings/emotions while relating to focus images.
- Improvisational skits accurately portray rational scenes from focus images.
- Articulated resolutions to conflicts are practical solutions for proposed conflicts.

## Common Core Georgia Performance Standards

### ENGLISH LANGUAGE ARTS

#### GRADE 3

**ELACC3W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**ELACC3W3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:

**ELACC3W4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**ELACC3SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**ELACC3SL2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**ELACC3SL4:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

#### GRADE 4

**ELACC4W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**ELACC4W3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**ELACC4W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**ELACC4SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**ELACC4SL4:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**ELACC4L6:** Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

#### GRADE 5

**ELACC5W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**ELACC5W3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:

**ELACC5W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**ELACC5SL1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**ELACC5SL4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

## Georgia Performance Standards

### SOCIAL STUDIES

#### GRADE 3

**SS3H2:** The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy.

**SS3G2:** The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.

**SS3CG2:** The student will discuss the character of different historical figures in SS3H2a.

#### GRADE 4

**SS4H4:** The student will explain the causes, events, and results of the American Revolution.

**SS4H5:** The student will analyze the challenges faced by the new nation.

**SS4H7:** The student will examine the main ideas of the abolitionist and suffrage movements.

#### GRADE 5

**SS5H1:** The student will explain the causes, major events, and consequences of the Civil War.

**SS5H3:** The student will describe how life changed in America at the turn of the century.

**SS5H5:** The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.

**SS5H6:** The student will explain the reasons for America's involvement in World War II.

**SS5H8:** The student will describe the importance of key people, events, and developments between 1950-1975.