

# INTEGRATED LESSON PLAN

**CONTENT AREA:**  
LITERATURE

**ARTS AREA:**  
THEATRE

**LESSON TITLE:** Literature Experts

**GRADE LEVEL:** 6-8

**DURATION:** 45 Min – 1 Hour

**TEACHERS:** Theater Teacher and Classroom Teacher

## STANDARD AND ALIGNMENT

Content Area Standard(s)	Arts Standard(s)
CCR 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	TH:Cr1.1.6 Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

BIG IDEA	ESSENTIAL QUESTION
Students understand character and plot of a studied story enough to use their knowledge in a creative format.	How do the characters from the story feel, think and respond to questions about their life/story?

21 <sup>st</sup> Century Skills	Key Vocabulary
Critical Thinking, Creative Thinking, Collaborating, Communicating, Inform, Literacy, Flexibility	Character traits, dialogue, description, plot, story elements, emotional honesty, point of view

**ASSESSMENT:** Summative Rubric – Diagnostic Peer Review

## VERTICAL ALIGNMENT:

<i>Before Lesson</i>	<i>During Lesson</i>	<i>After Lesson</i>
Students will have learned story elements. Students will have read and discussed the story. Students will have learned the basics of improv and creating truthful characters.	Students create their versions of the characters from the story. They create or answer questions truthfully from their character's point of view.	Students can create scenes from the story.

**MATERIALS:** Three chairs and a printed-out list of 5-7 questions from the story.

**STUDENT LEARNING OUTCOMES:** Students will explore their interpretations of the story and characters while viewing the different interpretations of their classmates.

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## PRE – ENGAGEMENT:

Ask the students to list their favorite characters from the story. Ask them to describe the characters using what they know about the story. Ask them to talk about why these are their favorite characters.

Split the students up into groups of 3-4.

Students will work in small groups to answer the questions about the story. Each group writes out the answers.

Do the ACTOR’S TOOLBOX exercise. Tell the students they will use those tools to create characters.

## FOCAL LESSON:

The students walk around and try on the different characters, reminding them to use their voices, bodies and imaginations. Use the list of favorite characters. Call out the characters one at a time so the whole class is working on the same character at the same time. Start by having them find the physical body of the character by discovering the character’s walk then add the voice. Go through the list until the group has tried on each character.

Explain to the students they will play the improv game EXPERTS. It is a talk show style game where characters answer questions from the “studio audience.” Three actors will use the characters they created from the story to be the panel of experts. Everyone else will sit in the audience to create the “studio audience.” One student is the “host” of the show. (NOTE: a teacher can be the host the first time to model or throughout the games.)

Have the students choose if they want to be in the studio audience or on the character panel.

Three actors sit in the chairs in front of the audience in character. The Host opens the show, in a character they create, and has the panel introduce themselves to the audience. The panel tells the audience their name, where they are from and one detail about themselves. The Host calls on the studio audience to ask questions. The studio audience members can ask a question from the list the teacher provided or one they create.

All three actors answer each question in character using their knowledge of the story and that character. After all three have answered the question, the Host calls on another audience member. Typically, the Host asks the audience three questions then a new “show” begins.

# INTEGRATED LESSON PLAN

## INTEGRATED ASSESMENT AND EXTENSION

After each “show” ends, ask the students to reflect on the improv.

What worked in that scene?

What could be worked on?

Did the actors create answers that were true to the story?

Was their acting believable? Why or why not?

Did the actors create characters that matched what you saw in the story? Why or why not?

After the students reflect each teacher give notes on the details of the story and the acting letting the students know where they were successful and how they could improve.

**Extension:** Students can create scenes either written or improvised using the story and the created characters.

## REFLECTION OPPORTUNITIES

STUDENTS	TEACHERS
What did you learn about the characters? How did you know what questions to ask? How did you know how to answer the questions?	Was there a seamless connection between the art and the literature in this lesson? What pieces of this lesson were a challenge? Which pieces were most engaging for me and my students?

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## RUBRIC

STANDARD	4	3	2	1
Significant Ideas in Literature	<ul style="list-style-type: none"> <li>• Demonstrates a thoughtful comprehensive grasp of the significant ideas in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates an adequate grasp of the significant ideas in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a limited grasp of the significant ideas in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to grasp the significant ideas in the literary work.</li> </ul>
Evidence and Details in Literature	<ul style="list-style-type: none"> <li>• Effectively supports important ideas and viewpoints through accurate and detailed references to the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Supports important ideas and viewpoints through references to the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Supports a few important ideas and viewpoints with limited reference to the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides brief support of the ideas and viewpoints.</li> </ul>
Acting: Improvising Characters	<ul style="list-style-type: none"> <li>• Consistently uses face, body and voice, dialogue and movement to create detailed, specific, believable character portrayals.</li> <li>• Maintains role through the scene and performs with commitment.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes effective choices as to use of face, body and voice to show character's personality and emotion.</li> <li>• Demonstrates some attention to detail in character portrayals.</li> <li>• Maintains character and performs with focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Portrays character's emotion and personality using only one of the following: face, body or voice.</li> <li>• Demonstrates basic understanding of character's viewpoint.</li> <li>• Sense of character is evident, but characterization may not be sustained or consistent.</li> <li>• Struggles to maintain focus.</li> </ul>	<ul style="list-style-type: none"> <li>• Fails to communicate an understanding of the character.</li> <li>• Fails to use facial and/or vocal expression, the personality or character is not yet clear.</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>• Listens and relates to other actors in role throughout the entire scene.</li> <li>• Gives and takes focus in the scene without guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens and relates to the other actors in role for most of the scene.</li> <li>• Gives and takes focus with minimal side coaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Listens and relates to the other actors for some of the scene.</li> <li>• Gives and takes focus with significant coaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not listen or relate to the other actors in the scene.</li> <li>• Takes focus from the other players.</li> </ul>
Effort	<ul style="list-style-type: none"> <li>• Listens and participates actively, energetically, and thoughtfully through all stages of lesson.</li> <li>• Consistently follows directions and classroom rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates actively during most stages of the lesson.</li> <li>• Perseveres when challenged and moves forward with the lesson.</li> <li>• Follows classroom rules and procedures with one or two reminders.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates actively in discussions and through most stages of the lesson.</li> <li>• Perseveres when challenged with teacher support.</li> <li>• Follows classroom rules and procedures with several reminders.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not participate during most of the lesson.</li> <li>• Struggles or gives up when challenged.</li> <li>• Fails to follow classroom rules and procedures.</li> </ul>

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PERFORMER'S NAME: \_\_\_\_\_

YOUR NAME: \_\_\_\_\_

How well did the actor use the following in their performance?

Mark an X on the line where their skills fall:

## **VOICE:**

SOFT AND UNCLEAR

LOUD AND CLEAR

THEIR OWN VOICE

CREATED A CHARACTER VOICE

## **BODY:**

NO USE OF BODY

WHOLE BODY

LITTLE CHARACTER

CREATED A CHARACTER'S BODY

## **IMAGINATION:**

VERY LITTLE IMAGINATION

LOTS of IMAGINATION

## **KNOWLEDGE:**

USED 1 DETAIL ABOUT THE CHARACTER AND STORY

USED 5 or MORE THINGS THE CHARACTER AND STORY

COMMENTS: