

Standards,  
Benchmarks &  
Indicators Covered in  
This Unit

ENGLISH LANGUAGE ARTS

DRAMA

ELA STANDARD 3

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

➤ **Benchmark D**

Apply reading skills and strategies to summarize and compare and contrast information in text, between and across subject areas

**Indicator gr3:4**

Summarize texts, sequencing information accurately and include main idea and details as appropriate

ELA STANDARD 5

Reading Applications: Literary Text

➤ **Benchmark A**

Compare and contrast plot across literary works.

**Indicator gr3:3**

Retell the plot sequence.

➤ **Benchmark B**

Use supporting details to identify and describe main ideas, characters and setting.

**Indicator gr3:2**

Use concrete details from the text (play) to describe characters and setting.

➤ **Benchmark E**

Identify the theme of a literary text (play).

**Indicator gr3:6**

Identify stated and implied themes.

(continued)

ELA STANDARD 6

Writing Process

➤ **Benchmark A**

## A New Point of View

### Understanding Perspective – Improving Comprehension

#### Overview

Students identify the *main character* and point of view of the story or performance. After seeing a live performance students will rewrite the story of the play from the point of view of a *minor character*.

#### By the End of this Unit, Students Will Be Able to:

- Identify the point of view of a story.
- Re-write a story from the perspective of a different character.

#### Student Work Product:

- A story, rewritten from the perspective of a minor character.

#### Time

- Two or more forty minute sessions (depending on the class).
- Attendance at a theatre performance (varies by engagement).

#### Required Materials

- Paper and pencils
- Copy of the story/script of the play students will be seeing

#### Appropriate Engagements

Theatre performance (play, musical, opera), school-site or field trip.

#### Teacher/Arts Provider Conversation

Teacher and arts provider have conversation/email exchange. Discuss lesson unit, including procedural lessons you will be doing; ask questions. Arts provider provides names of characters in the play students will be seeing, identifies which character(s) is/are primary and which are minor characters. If possible, arts provider gives teacher:

- a list of character descriptions that includes relationships between the characters
- copy of the story on which play is based/script

#### Teacher Preparation

Familiarize yourself with Improvisation Rules & Set-Up, directly below:

#### PROCEDURAL LESSON

##### *Improvisation: Rules & Set-Up*

**Overview:** This activity will introduce the rules and set-up for improvisation games. Once understood, students can apply them to various activities yet to come.

**Time:** 10 minutes

Generate ideas and determine a topic suitable for writing.

**Indicator gr3:1**

Generate writing ideas through discussion with others and from printed materials.

**Indicator gr3:2**

Develop a clear main idea for writing.

➤ **Benchmark C**

Use organizers to clarify ideas for writing assignments

**Indicator gr3:4**

Use organizational strategies to plan writing.

**ELA STANDARD 7**

Writing Applications

➤ **Benchmark A**

Write narrative accounts that develop character, setting and plot.

**Indicator gr3:1**

Write stories that sequence events and include descriptive details and vivid language to develop characters, setting and plot.

➤ **Benchmark B**

Write responses to literature that summarize main ideas and significant details and support interpretations with references to the text.

**Indicator gr3:2**

Write responses to novels, stories and poems that demonstrate an understanding of the text and support judgments with specific references to the text.

**DRAMA STANDARD 1**

Historical, Cultural and Social Contexts

➤ **Benchmark A**

Recognize and demonstrate audience/viewer behavior appropriate for the context and style of the art form

**Indicator gr3:1**

Demonstrate audience behavior appropriate for forms and styles of drama/theatre: live theatre, film/video and broadcast media.

**DRAMA STANDARD 2**

Creative Expression & Communication

➤ **Benchmark D**

Communicate a story through storytelling or scripted screen work.

**Indicator gr3:7**

Express in writing a character's thoughts from his/her perspective.

**Instructional Procedures:**

1. Clear a space in the room and have students make a **circle** of chairs. (Pre-plan how to clear the space in an orderly fashion.)
2. The **playing area** is inside the circle of chairs. All games must take place in the playing area; you cannot go all over the room.
3. If students are sitting in their chairs and watching, they are the **audience**.
4. If a participant needs his or her chair for the game, he/she can take it into the **playing area**
5. When you say **action**, the game **starts**. When you say **cut**, the game is **over**, students must **freeze** in their place.
6. In “improvisation,” there are no right or wrong answers. Participants must **stick to the rules** of the game and use their imaginations.
7. In “improvisation,” you must never say **no**. Once something is spoken, it is a fact for the story and it is the actor’s job to build on that fact.
8. **SIDE COACHING:** During an improvisation game, the director/teacher will sometimes find it necessary to remind the students of the game rules or set-up to keep them on focus.

**BEFORE THE PERFORMANCE**

**Pre-Engagement Class Activities**

Two 30-40 minute sessions

The second of these sessions should occur no more than 2 days before the performance.

**Instructions**

1. If possible, read or review the story of the play/musical/opera the students will be seeing. Define and discuss:
  - a) Who is the main character?
  - b) What is the point of view of the story?
  - c) Is the point of view of the story the main character’s point of view?
  - d) Who are the minor characters in the story?
2. In same or different session, explain **Improvisation Rules and Set Up** to students.
3. Do “**Character Circle**” **Procedural Lesson** (directly below) so students understand the notion of “character”

**PROCEDURAL LESSON**

**Character Circle**

**Overview:** This is a small-group improvisation exercise to help students understand the “who” or character of a scene, and also explores the idea of “relationships” between two characters. This not only fosters creativity, but encourages students to consider character motivation, detail, and the connectedness between two characters in a written or dramatic work.

### DRAMA STANDARD 3

#### Analyzing and Responding

➤ **Benchmark A**

Use dramatic/theatrical vocabulary and concepts in responding to dramatic/theatrical experiences.

**Indicator gr3:2**

Retell the plot sequence of a dramatic/theatrical work or experience.

### HELPFUL DEFINITIONS

**Point of View:** the position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted and by the attitude toward the characters.

**Character:** a person in a play created by the playwright and represented by an actor.

### BOOKS FOR FURTHER EXPLORATION on PERSPECTIVE

Try reading these variations on the *Three Little Pigs* to further explore the concept of perspective with your students:

- *The Three Pigs* by David Weisner
- *The True Story of the Three Little Pigs* by Jon Scieszka
- *The Three Little Wolves and the Big, Bad Pig* by Eugene Trivizas
- *Ziggy Piggy and The Three Little Pigs* by Frank Asch
- *The Three Little Pigs* by Steven Kellogg

**Time:** 30 minutes

**Materials:** flashcards with examples of relationships written on them (e.g. father/child, policeman/speeder, boss/worker)

#### **Instructional Procedures:**

- Review improvisation rules and set up.
- Choose one student to stand in the center of the *playing area*.
- Choose 4-6 additional students to stand in a circle around him/her.
- Teacher repeats the following to students:  
*"This game works with the "who are you?" in a scene: the character. When an actor walks out on stage, the audience does not know who they are until another actor walks out on stage and begins to talk to him/her. We start to learn more about the characters by the way they relate to each other."*
- Rules of the activity:
  - One group of students stands in the *playing area*. The rest of the class will serve as the *audience*.
  - Teacher passes out cards (each with one relationship written on it) to the 4-6 students in the circle. Each student receives his own individual card and should not share it with anyone.
  - The student in the *center* of the circle faces one of the individuals in the *outside circle*. The person on the *outside* will begin to talk with the person in the *center*. Based on that information, the person in the *center* must figure out who the person on the *outside* is pretending to be. For example: If a student on the outside has a card that reads "Mother/Child," she might say to the person in the center, "Unless you clean your room, you're grounded!"
  - Once the student in the *center* has figured out who the person on the *outside* is, he engages in a conversation as that character.
  - The student in the *center* continues this process with all of the individuals in the outside circle.
- As the teacher facilitates the various groups, say "Action" to start. Once a character is established and a conversation is underway, say "Next" and move onto the next person/character. After everyone has had one turn, call "Cut." Ask the audience to tell who each person was and what the relationship was.
- Discuss each character in the circle. What clues were given that helped decide who they were? Note how this is similar to reading & good writing: what clues in the text reveal traits and qualities about the character(s)?

*This is the end of the Character Circle activity.*

### **DURING THE PERFORMANCE**

- Encourage students to think about the following questions when watching the performance: What does each character want? If you had to describe each character in one word, what would it be? Which characters interact with each other (are on stage at the same time)? Which ones don't? What do you think each character's thoughts and feelings are? You might have students bring notebooks to the performance and have them begin jotting down their observations during intermission or on the bus back to school.

### **FOLLOWING THE PERFORMANCE**

#### **Post-Engagement Class Activities**

Two 30-40 minute sessions

These sessions should occur as soon possible after the performance.

#### ***Instructions***

1. Adapt the Character Circle Procedural Lesson and allow student to explore conversations between different characters from the live performance.
  - a) Write all the character names on the board. Ask the students, "What did each of the characters in the play want?" Next to each character name write the answer. This is the character's objective.
  - b) Set the students up for the Character Circle Procedural Lesson. Assign the main character to the student in the center of the circle. Assign the minor characters to the students forming the circle. Instruct each student that when it is their turn they will have a conversation with the main character and prevent or help the main character get what they want (achieve their objective).
  - c) Place one of the minor characters in the center of the circle. Repeat the activity above.
  - d) Repeat for all characters, or as many as time allows.
2. Explain to the students that as each of the characters from the Character Circle conversations tried to get what they wanted (achieve their objective), they developed hi/her individual story. This is how the story is explored from a different point of view.
3. Have students choose a minor character and rewrite the story from the point of view of this character. Select the form you would like students' writing to take, e.g. a dialogue between one or more characters that relays a particular scene/incident or a descriptive narrative of one or more paragraphs that relates a particular scene/incident or the full story. Encourage students to use the dialogue from the previous Character Circle game as inspiration for their re-writes.
4. Have students share and edit their writing.

#### **Assessing Your Students' Work**

- Adapt the attached Ohio Department of Education Grade 3 Writing Scoring Rubric by adding the following additional questions:
  - Does the student use details from the play that support his/her new version of the story?
  - Does the student's work reflect the ideas generated in the Character Circle game?

### Grade 3 Writing Scoring Rubric

Score Point	Content Standards: Process 2 – 3, 11 Applications 2, 4	Organization Standards: Processes 2, 5, 6, 7	Conventions Standards: Conventions 1 – 6, 8 – 12, 14 – 17
<b>4</b>  <b>Effective</b>	<ul style="list-style-type: none"> <li>develops a main idea or prompt completely</li> <li>supports a main idea with details from text</li> <li>focuses on a main idea with no extraneous information</li> <li>displays evidence of an author's voice</li> </ul>	<ul style="list-style-type: none"> <li>contains a clear message with a developed introduction, body and closure</li> <li>contains well-constructed paragraph(s)</li> <li>contains fluent and easy-to-follow complete sentences</li> <li>varies sentence structure and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>displays legible handwriting</li> <li>displays correct use of nouns, verbs and adjectives</li> <li>displays correct agreement between subject and verb, noun and pronoun</li> <li>displays correct spelling of grade-level words and reasonable attempts at beyond-grade-level words</li> <li>displays correct capitalization and punctuation</li> </ul>
<b>3</b>  <b>Adequate</b>	<ul style="list-style-type: none"> <li>develops a mostly complete main idea or prompt</li> <li>supports a main idea with some details from text</li> <li>focuses on the main idea with little extraneous information</li> <li>displays some evidence of an author's voice</li> </ul>	<ul style="list-style-type: none"> <li>conveys a clear message with a simple introduction, body and closure</li> <li>contains properly constructed paragraphs</li> <li>contains complete sentences that are somewhat fluent</li> <li>varies sentence structure and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>displays legible handwriting in most cases</li> <li>displays mostly correct use of nouns, verbs and adjectives</li> <li>displays mostly correct agreement between subject and verb, noun and pronoun</li> <li>displays mostly correct spelling of grade-level words</li> <li>displays mostly correct capitalization and punctuation</li> </ul>
<b>2</b>  <b>Partial</b>	<ul style="list-style-type: none"> <li>develops an incomplete main idea or prompt</li> <li>supports a main idea with a few details from text</li> <li>focuses on the main idea, but with some extraneous information</li> <li>does not display an author's voice</li> </ul>	<ul style="list-style-type: none"> <li>contains a somewhat confusing message with a simple introduction, body and closure; one or more may be missing</li> <li>contains one or more paragraphs</li> <li>contains mostly complete sentences that are difficult to follow and do not flow well</li> <li>varies sentence structure and vocabulary with some repetition</li> </ul>	<ul style="list-style-type: none"> <li>displays legible handwriting some of the time</li> <li>displays partially correct use of nouns, verbs and adjectives</li> <li>displays partially correct agreement between subject and verb, noun and pronoun</li> <li>displays partially correct spelling of grade-level words</li> <li>displays partially correct use of capitalization and punctuation</li> <li>displays patterns of errors that sometimes impede meaning</li> </ul>
<b>1</b>  <b>Minimal</b>	<ul style="list-style-type: none"> <li>does not develop a main idea or prompt</li> <li>includes few details, which do not support a main idea</li> <li>focuses on topic, but extraneous information impedes comprehension</li> <li>does not display an author's voice</li> </ul>	<ul style="list-style-type: none"> <li>conveys a confused message without an introduction, a body or a closure</li> <li>contains little or no paragraph structure</li> <li>contains disjointed sentences with little relation between them</li> <li>uses repetitive sentence structure and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>displays mostly illegible handwriting</li> <li>displays minimally correct use of nouns, verbs and adjectives</li> <li>displays minimal use of correct agreement between subject and verb, noun and pronoun</li> <li>displays minimal use of correct spelling</li> <li>displays minimal use of correct capitalization and punctuation</li> <li>contains patterns of errors that seriously interfere with meaning</li> </ul>
<b>0</b>	Student attempts to respond, but response is off-topic, illegible, or insufficient or otherwise fails to meet requirements for a score of 1.		