ARIZONA DEPARTMENT OF EDUCATION

Sample Lesson Plan – Theatre

Historical Tableau

Grade 3

In this lesson students will explore how theatre artists stage stories based on true historic events.

Lesson Objectives	**Student Friendly Standard Learning Statement(s):** • I am learning to share ideas with classmates and make group choices about a theatrical work by sharing ideas and deciding the role I will play in a group tableau. • I am learning to connect a theatrical work to other school subjects by creating tableaus to represent moments in the life of an impactful civic leader.
Arts Standards	**Artistic Process: Creating** **Anchor Standard 2:** Organize and develop artistic ideas and work • (TH.3.Cr2.b) - Compare ideas with peers and make selections that will enhance and deepen group theatrical work. **Artistic Process: Connecting** **Anchor Standard 10:** Interpret intent and meaning in artistic work • (TH.3.Cn10.b) - Identify connections to community, social issues and other content areas in theatrical work.
Essential Questions	*What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?*
Vocabulary Source: NCCAS Glossary	**Tableau –** A dramatic scene made by posing silently without moving. **Role –** The character played by an actor.
Lesson Procedure Duration: Two 45 min. lessons	**Class 1 - 45 Minutes** 1. Anticipatory Set (15 minutes) a. Teacher introduces objectives and vocabulary. b. Teacher introduces the background of an impactful civic leader. It is recommended to collaborate with 3rd grade Social Studies teachers on this lesson and select a leader that is aligned with Social Studies curriculum, e.g., Sandra Day O'Connor. i. Show students a photo of the person. Ask what they already know. ii. Summarize their story and their impact on their community and society. May choose to show a short video. 2. Tableau Demonstration (15 minutes) a. Teacher selects a source text about the chosen civic leader. Students read the source text aloud. b. Teacher demonstrates how an actor might select a role from the text and freeze their body to create a dramatic stage picture or tableau.

	i. Roles aren't limited to humans in the text! Roles may also include inanimate objects, animals, or ideas from the text that are important to visualizing key points. c. Teacher asks for 4-5 volunteers to create a tableau, working together to tell the person's story. i. Coaching: What role would you like to play in the tableau? What is this person or thing doing? How can you add to what is already happening? ii. CAPTION: Teacher asks the class to come up with one sentence that describes the tableau iii. THOUGHT BUBBLE: Teacher asks each character in the tableau to share what they think their person or thing is thinking in the story. 3. Tableau Assignment (15 minutes) a. Teacher goes over the assignment i. Create a Tableau Based on your Text: ii. Your tableau must have a one-sentence CAPTION to describe what is happening (the same for the whole group). iii. Your tableau must have a THOUGHT BUBBLE for each character to speak out loud to the class (different for each member). b. Teacher splits the class into small groups of 4-5 and hands out an excerpt from the chosen text. Teacher will need 6-8 text excerpts number in chronological order. i. Each group reads the text out loud. ii. Each group writes one sentence or CAPTION that will be the focus of their tableau (see *Resources* Section for template). iii. Each group member decides their role iv. Groups practice their tableaus (if time allows) c. Groups share their one sentence in chronological order. **Class 2 - 45 Minutes** 1. Tableau Rehearsal (15 minutes) a. Teacher Reviews: i. What have we learned so far about our civic leader? ii. Tableau assignment expectations from Class 1. b. Students rehearse tableaus. c. Teacher floats and asks coaching questions: i. What is each member's role in the tableau? ii. How does everyone in the tableau work together to tell the story? iii. What are your characters thinking? iv. Who will say the CAPTION at the beginning of the performance? v. Can you hold your pose and stay still? 2. Tableau Performance (20 minutes) a. Ask each student group to perform their tableau for the class in chronological order. b. Teacher asks a student to say the CAPTION loudly for the class. c. Teacher asks the students: What are the actors doing with their bodies? What is being added to the story? 3. Reflection (10 minutes) a. Ask students to complete the Lesson Reflection in the as an exit ticket (see *Resources* section).
Assessment	**Checking for understanding:** During small group collaboration and rehearsal time the teacher floats around the room assisting each group as needed and giving feedback. **End of Lesson:** Lesson reflection questions
Related Standards	**History** 3.H1.1 Utilize a variety of sources to construct a historical narrative exploring Arizona's cultures, civilizations, and innovations. • Key concepts include but are not limited to the impact of prehistoric peoples, Native Americans, Latinx, African Americans, Asian Americans, and newcomers from the United States and world on art, language, architecture, mining, agriculture, and innovations. • Influential individuals and groups in the history and development of Arizona. 3.H2.1 Use primary and secondary sources to generate questions about the causes and effects of conflicts and resolutions throughout Arizona's history. 3.H2.2 Examine how individuals and groups have worked together throughout Arizona's History

Resources	**Tableau Assignment** Write the one-sentence CAPTION that describes your tableau: What is your role in the tableau? What is your character's THOUGHT BUBBLE? **Lesson Reflection:** Write two important things you learned about our civic leader: 1. 2. Write two important things you learned about making theatre about true historical people and events: 1. 2.