

Compare Contrast Drama

Second Grade

Adapted by Abby Calhoun

CORE SUBJECT AREA

English Language Arts

ART FORM + ELEMENTS

Drama

DURATION

60 minutes

VOCABULARY

Folktale, text, compare, contrast, Actor's toolbox, perform, story map, character, plot, dialogue, theme, storytelling

MSCCR STANDARDS

RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.

RL 2.2: Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson or moral.

RL 2.3: Describe how characters in a story respond to major events and challenges.

RL 2.6: Acknowledge differences in the points of view.

W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.

MSCCR CREATIVE ARTS STANDARDS

TH: Cr2.1.2: organize and develop artistic ideas and work. Collaborate with peers to devise meaningful dialogue in a guided drama experience. Contribute ideas and make decisions as a group to advance a story in guided drama experience

TH: Cr3.1.2: Refine and complete artistic work. Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).

OBJECTIVES

Students will be able to know and/or do...

Compare and contrast fables/folktales/texts

Use actors toolbox to show appropriate theatre performance

Create and write an alternative ending to a folktale and perform skit for the class.

MATERIALS NEEDED

YouTube videos (In resources), paper, pencil, Story Flow Chart, Theater Rubric (link below), and Folktale Organizer (link below)

RECOMMENDED RESOURCES

Anansi Goes Fishing: <https://www.youtube.com/watch?v=DOILHRomU9Y>

Anansi and the Turtle: https://www.youtube.com/watch?v=xkZ_4T2mPgo

Anansi and Turtle Go to Dinner: <https://www.youtube.com/watch?v=Ugi5KYfQO-0>

LESSON SEQUENCE

TTW model comparing and contrasting literary elements of different text of same Anansi folktales using online videos of Anansi Goes Fishing and the textbook versions.

The teacher will discuss the elements of folktales and ask students for input on listing other folktales they've heard of before.

The students will read Anansi and the Turtle with the teacher.

TTW ask students different comprehension questions as they're reading the story together.

TTW discuss the turning point of the story (Anansi realizes Turtle has eaten, Anansi is not full. He goes to Justice Tree for resolution from Warthog)

TTW model writing an original ending to Anansi Goes Fishing and contrast Anansi's character at the beginning of the story to his character at the end of the story.

The student will read and view two versions of "Anansi and Turtle" stories and compare and contrast the beginning, middle and end of each story using the Flow Map.

The student will work in small groups to create and write an original ending to "Anansi and Turtle" at the turning point of the story (Turtle invites Anansi to his house for dinner).

The teacher will monitor and guide students' writing.

The teacher will review the steps to Actor's Toolbox and remind students:

When a painter paints a picture, they use a paintbrush, palette and paint. When an actor creates an image on stage, they use their body, voice and mind. They also use other actors (TEAMWORK) and the story as their guide.

When introducing actor's toolbox to students, first introduce body, voice and mind. It is important to stress that good actors are "the boss" and of their own tools. This means that only they can tell their body and voice what to do. Other people, including teachers, can ask that students do particular things with their body, voice and mind, but only students can actually decide what their tools do. It also means that good actors are in control of their tools, and their body and voice do not control them.

Actors Neutral is a way to show that we are ready to engage in theater activities by being the boss of our own voices and bodies.

What it looks like:

Our hands are by our sides

Our eyes are facing forward

Our feet are shoulder width apart

Our knees are soft

In personal space, you are not touching any walls, furniture or other people. If I was to walk by you, I could pass on any side without running into anything.

The student will perform their original alternate endings (skit/drama) to "Anansi and Turtle" in small groups.

TTW use included rubric for grading.

EXTENDED LEARNING ACTIVITIES

As an extension, you may wish to take a short scene from a familiar story like "Jack and the Beanstalk" that includes dialogue between Jack and the Giant. In pairs, have the students practice their scene together with one student playing each role. Have them discuss their vocal and physical choices. Observe students looking for appropriate character choices. Team up pairs of actors and have them present to one another as you circulate and observe aurally and visually.

SOURCES

Lesson created by Abby Calhoun

<https://drive.google.com/open?id=132tKEORCU6UNPJvDnCarmuxmdpkir31n>