



artsNOW

Integrated learning solutions

CULTURAL CHARACTERS Grade Band: 4-5 Content Focus: Theatre & ELA



LEARNING DESCRIPTION

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 inspiration to write monologues and create improvisational scenes engaging students in narrative writing in a new way!

LEARNING TARGETS

Essential Questions	"I Can" Statements
How can photography inspire narrative writing?	I can write a monologue using photography as inspiration.
How can theatre techniques be used to inspire narrative writing?	I can improvise a scene with a partner using photography as inspiration.
	I can write a well-structured and detailed narrative using theatre techniques as inspiration.



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GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p>Grade 4: ELAGSE4W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>Grade 5: ELAGSE5W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Grade 4: TA4.CR.1 Organize, design, and refine theatrical work. TA4.PR.1 Act by communicating and sustaining roles in formal and informal environments.</p> <p>Grade 5: TA5.CR.1 Organize, design, and refine theatrical work. TA5.PR.1 Act by communicating and sustaining roles in formal and informal environments.</p>

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p>Grade 4: WRITING - Meaning, Context, and Craft</p>	<p>Anchor Standard 1: I can create scenes and write scripts using story elements and structure.</p>



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Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well structured event sequences.

3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; b. orient the reader by establishing a situation and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally; d. use dialogue and description to develop experiences and events or show the responses of characters to situations; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use a variety of transitional words and phrases to manage the sequence of events; g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and h. provide a conclusion that follows from the narrated experiences or events.

Grade 5:

WRITING - Meaning, Context, and Craft

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well structured event sequences.

3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that: a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; b. orient the reader by establishing a situation and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally; d. use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use a variety of transitional words, phrases, and clauses to manage the sequence of events; g. use

Anchor Standard 3: I can act in improvised scenes and written scripts.

Anchor Standard 8: I can relate theatre to other content areas, arts disciplines, and careers.



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imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and h. provide a conclusion that follows from the narrated experiences or events.

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> ● <u>Narrative writing</u> - A form of writing that tells a story or recounts events, whether real or fictional ● <u>Character</u> - A person, animal, or even an inanimate object with human-like qualities, who participates in the events of the story ● <u>Conflict</u> - The struggle between opposing forces and creates tension and suspense, making the story engaging and compelling ● <u>Resolution</u> - The part of the story where the main conflict is resolved and the narrative comes to a conclusion ● <u>Setting</u> - The time and place where a story takes place ● <u>Culture</u> - The shared values, beliefs, behaviors, customs, and other characteristics that define a group or society ● <u>Point of view</u> - The perspective from which the story is told ● <u>First person POV</u> - A point of view in narrative writing in which the narrator is a character within the story and uses pronouns like "I," "me," and "my" to tell the story ● <u>Second person POV</u> - A point of view in narrative writing in which the narrator addresses the reader directly using 	<ul style="list-style-type: none"> ● <u>Ensemble</u> - All the parts of a thing taken together, so that each part is considered only in relation to the whole ● <u>Theater</u> - Dramatic literature or its performance; drama ● <u>Improvisation</u> - A creation that is spoken or written without prior preparation ● <u>Monologue</u> - A speech by a single character in a play, film, or other dramatic work; often used to give the audience deeper insight into the character's motivations and feelings ● <u>Scene</u> - A division of a play or act that presents continuous action in one place or setting ● <u>Dialogue</u> - The conversation or interaction between characters in a written work



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"you"

- Third person limited POV - A point of view in narrative writing in which the narrator is outside of the story and uses third-person pronouns like "he," "she," and "they" to describe the characters and events; the narrator focuses on the thoughts and feelings of one character
- Third person omniscient POV - A point of view in narrative writing in which the narrator is outside of the story and knows the thoughts, feelings, and perspectives of all characters

MATERIALS

- Blank index cards or scratch paper
- Clipboards and pencils
- Photos of images based around a region of study
- Sound source
- Music from a region being studied

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

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

- Begin by playing music from the region or culture that students are studying (e.g., Latin American music) quietly as you pass out the images (photographs) to students.
- Each student should have one sheet of paper with 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.



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- Inquire, “What is the character’s greatest fear? What is the character’s greatest dream?”
- Facilitate a class discussion or pair-share allowing students to share their responses.

Work Session

- Tell students that they will be writing a monologue in the first person introducing themselves as the person in their photograph.
 - Tell students that a monologue is a speech by a single character in a play, film, or other dramatic work. Monologues are often used to give the audience deeper insight into the character’s motivations and feelings.
 - Say to students, “Turn the card over and write a monologue. 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 from 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 from yourself!
 - Say, “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 them to walk to the front of the class as their character would walk. Once the student gets to the front of the classroom, have them choose a peer to which to tell their character’s story (in first person) using their monologue.
 - Next, ask that student to read their 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.
- Now, tell students to find the classmate who has the other character depicted in the photograph on their page.
- Distribute three blank index cards per pair.
- Ask pairs to discuss and list the following prompts and write down answers on the blank index cards:
 - Card 1:
 - Who – who are you and what is the nature of your relationship?
 - What – what are you doing? (action)
 - Where – where are you? (setting)
 - When – what year, month, time of day is it?
 - Why – why are you there?
 - Want – what do you want from the other person?
 - Conflict – is there a disagreement between you?
 - Cards 2 and 3 for individual responses:
 - Write down your characters’ individual dreams and fears.
 - Write a sentence in the first person with the first thing your character wants to say.
- When you say “action,” students bring the photo to life using improvisation.
- Beginning with the first line they previously generated on their index card, students should improvise a scene between the two characters and establish the conflict.



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- Once the conflict is evident, say “freeze!”.
- Ask students how they could resolve this conflict.
 - *Teacher 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.*
- Once they articulate a realistic solution, tell them you will call “action” again and they can resolve the conflict!
- After students have reached a resolution, tell them to return to their seats.
- Have students write a narrative based on the scenes they developed with their partners.
 - Remind students to establish the setting and characters and the point of view that they want to write from.
 - Remind students that they will need an exposition, conflict, rising action, climax, falling action, and resolution.
 - Students should use descriptive language to engage their reader.
 - Students should incorporate dialogue.

Closing/Reflection

- Students should share their narratives with their partners and compare and contrast their stories.
- Allow time for students to share in the whole group how their stories were similar and different from their partners.

ASSESSMENTS

Formative

Teachers will assess students by observing students’ responses to class discussion around photographs in the opening strategy, consulting with students during the writing process, and observing students’ work with their partners creating improvisational scenes.

Summative

- Students can write a monologue in the first person using photography as inspiration that addresses all parts of the prompt.
- Students can improvise a scene with a partner using photography as inspiration that addresses all parts of the prompt.
- Students can write a well-structured and detailed narrative that establishes characters, setting, point of view and has all parts of the plot of a story.

DIFFERENTIATION

Acceleration:

- Challenge students by telling them in the middle of the improvised scene, to swap characters with their partner and continue the scene from the new perspective. This tests their adaptability and understanding of character dynamics.
- Challenge students to perform their scenes again without speaking, relying solely on physicality and facial expressions to convey the story. This enhances their nonverbal communication skills.



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- Pair two partner teams together to create a new scene with all four characters.

Remediation:

- Pair English Language Learning students with native English speakers.
- When writing the questions about the pictures, provide the students with a graphic organizer on which to write answers and to assist with organization of thoughts and ideas.
- Have students choose fewer items from the list about the character in the picture.
- Conference with students who struggle with writing.

ADDITIONAL RESOURCES

NA

**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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