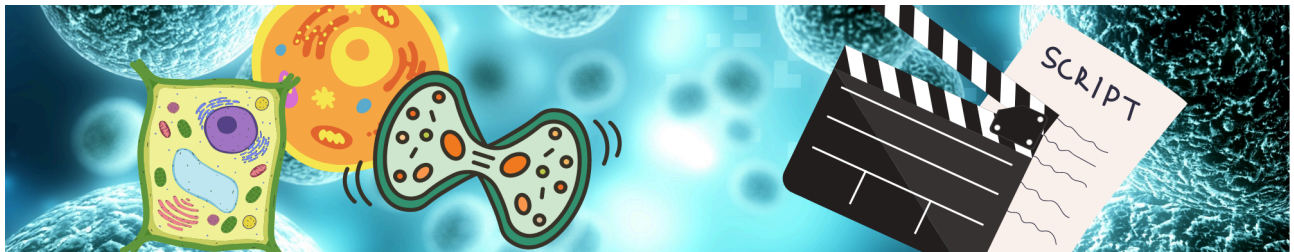




# artsNOW

Integrated learning solutions

## CELEBRATE CELLS Grade Band: 6-8 Content Focus: Theatre & Science



### LEARNING DESCRIPTION

In this lesson, students will demonstrate what they have learned about the parts of a cell through tableau, script-writing and performance. Students will participate in the role of performer, presenting an original scene, as well as audience members, identifying the parts of a cell and their roles.

### LEARNING TARGETS

Essential Questions	"I Can" Statements
What are the parts of the cell and what are their roles?	I can identify the parts of a cell and explain their roles.
How can theatrical techniques help us understand the parts of a cell?	I can use tableau to identify and demonstrate the parts of a cell.  I can write and perform scenes to explain the roles of the parts of a cell.



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## GEORGIA STANDARDS

Curriculum Standards	Arts Standards
<p><b>Grade 7</b> S7L2. Obtain, evaluate, and communicate information to describe how cell structures, cells, tissues, organs, and organ systems interact to maintain the basic needs of organisms.</p>	<p><b>Grade 7:</b> TA7.CR.1 Organize, design, and refine theatrical work.</p> <p>TA7.PR.1 Act by communicating and sustaining roles in formal and informal environments.</p> <p>TA7.CR.2 Develop scripts through theatrical techniques.</p> <p>TA7.CN.1 Explore how theatre connects to life experience, careers, and other content.</p>

## SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
<p><b>Grade 6</b> 6-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function.</p>	<p><b>Anchor Standard 1:</b> I can create scenes and write scripts using story elements and structure.</p> <p><b>Anchor Standard 3:</b> I can act in improvised scenes and written scripts.</p> <p><b>Anchor Standard 8:</b> I can relate theatre to other content areas, arts disciplines, and careers.</p>

## KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
<ul style="list-style-type: none"> <li>● <u>Cells</u> - A microscopic structure containing nuclear and cytoplasmic material enclosed by a semipermeable membrane and, in plants, a cell wall; the basic structural unit of all organisms</li> <li>● <u>Nucleus</u> - Specialized, usually spherical mass of protoplasm encased in a double membrane, and found in most living eukaryotic cells, directing their growth, metabolism, and reproduction, and functioning in the</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Tableau</u> - A frozen picture</li> <li>● <u>Theater</u> - Dramatic literature or its performance; drama</li> <li>● <u>Character</u> - A person, an animal or other figure assuming human qualities, in a story</li> <li>● <u>Voice</u> – An actor’s tool, which we shape and change to portray the way a character speaks or sounds</li> </ul>



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<p>transmission of genic characters</p> <ul style="list-style-type: none"> <li>● <u>Cytoplasm</u> - The cell substance between the cell membrane and the nucleus, containing the cytosol, organelles, cytoskeleton, and various particles</li> <li>● <u>Cell wall</u> - The definite boundary or wall that is part of the outer structure of certain cells, as a plant cell</li> <li>● <u>Membrane</u> - The thin, limiting covering of a cell or cell part</li> <li>● <u>Chloroplast</u> - A plastid containing chlorophyll</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Body</u> – An actor’s tool, which we shape and change to portray the way a character looks, walks, or moves</li> <li>● <u>Dialogue</u> – Conversation between characters</li> <li>● <u>Scene</u> – The dialogue and action between characters in one place for one continuous period of time</li> <li>● <u>Ensemble</u> - All the parts of a thing taken together, so that each part is considered</li> </ul>
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## MATERIALS

<ul style="list-style-type: none"> <li>● A copy of a cell diagram for each student</li> <li>● Pencils</li> <li>● Large chart paper (5 pieces)</li> <li>● Markers</li> </ul>
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## INSTRUCTIONAL DESIGN

<p><b>Opening/Activating Strategy</b></p>
<ul style="list-style-type: none"> <li>● Divide students into five groups.</li> <li>● Tell students that they will be making a tableau, a frozen picture, with their bodies. Every member of the group must be a part of the tableau.</li> <li>● Students will be making a tableau of an item, so students must consider what the individual parts of the item are and how they are connected. Some ideas include: <ul style="list-style-type: none"> <li>○ Car</li> <li>○ Washing machine</li> <li>○ House</li> <li>○ Mountain range</li> </ul> </li> <li>● Once students are frozen in their tableau, tell them that they will be bringing their item to life using movement and dialogue. <ul style="list-style-type: none"> <li>○ Discuss some things that the parts of the item might say. <ul style="list-style-type: none"> <li>■ Tires might say “I go round and round, and help us move”.</li> <li>■ The engine might say, “Hit the gas, let’s go!”.</li> <li>■ The headlights might say, “Wow, it’s dark! Glad I can see where we’re going”.</li> </ul> </li> </ul> </li> </ul>
<p><b>Work Session</b></p>



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- Tell students that they will be using tableau and dialogue to demonstrate their understanding of a cell.
- Assign each group (groups from activator) a part of a cell. It is their job to label their part of the cell on their diagram and explain its role.
  - Pass out a diagram of a cell to each student. Students will label their part of the cell on their diagram. Then, on a piece of large chart paper, they will explain the role of their part of the cell.
  - Once students are done, they should post their chart paper in the room.
- Next, form new groups of five students out of the original five groups. Each group should have one person who can teach the other students about their part of the cell so that all parts of a cell are represented in each group.
  - Students will now take turns teaching their group members about their part of the cell; group members will label that part on their diagram.
- Tell students that now they will create a tableau to demonstrate how the parts of a cell are connected.
  - Provide time for students to discuss and arrange themselves.
  - Circulate the room to check for student understanding.
  - Once groups are done, have each group take turns performing their tableau.
  - Ask the audience if they can identify the different parts of the cell.
  - Debrief after each group presents how the group portrayed each part of the cell with their bodies.
- Next, students will create a scene with dialogue between the different parts of the cell.
  - Students will use their voice to embody the part of the cell. Students should consider the following questions. (*Teachers will need to help students think abstractly about how to translate the role of the cell into a voice. For example, since the nucleus is the “boss” of the cell, it might have a big, booming voice.*)
    - Pitch: Is the part of the cell's voice high or low?
    - Pace: Does the part of the cell speak quickly or slowly?
    - Volume: Does the part of the cell speak loudly or softly?
    - Tone: What is the emotional quality of the part of the cell's voice (e.g., cheerful, gruff, calm)?
  - Allow time for students to write a short scene between the parts of the cell. Each part should have at least one line.

### Closing/Reflection

- Students will perform their scenes for the class. *Discuss appropriate audience participation and etiquette prior to performances.*
- Ask the audience to identify each of the parts of the cell and how they were able to identify them. Ask them what voice qualities the performers used and how they reflect the role of the part of the cell.

## ASSESSMENTS

### Formative

Teachers will assess students' understanding of the content throughout the lesson by observing students' participation in the activator, group discussion of the parts and roles of a cell, ability to form a tableau and write a scene demonstrating the roles of the parts of a cell.



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## Summative

### CHECKLIST

- Students can identify the parts of a cell and explain their roles.
- Students can use tableau to identify and demonstrate the parts of a cell.
- Students can write and perform scenes to explain the roles of the parts of a cell.

### DIFFERENTIATION

**Acceleration:** Provide students with a scenario, such as an infection or damage to an organism; students should write a scene in which the cell has to respond to the situation. Students' scenes should demonstrate that they understand the role of a cell in the scenario.

**Remediation:**

- Provide guided notes or graphic organizers for students to complete on the roles of the parts of a cell.
- Do whole-group instruction to teach about the parts of the cell. Then have students create their tableaux and scenes.
- Provide sentence-starters for scene and dialogue 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.*

*Ideas contributed by: Mary Gagliardi and Katy Betts.*

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