

Unit: Devising Theater Based on Immigration Stories
Course: Drama 2
Teacher: Scott Austin

Texts to be consider:

Masquerade, by Jasmine Darznik
The Circuit, by Francesco Jimenez

Note on the class structure: the Urban Assemble School for Criminal Justice (UASCJ) is an all girls school in the Borough Park, Brooklyn, NY. UASCJ is a middle school and a high school, serving grades 6 -12. The school pulls students from 23 zip codes in Brooklyn and has a large immigrant population (34% Afro-American and Afro-Caribbean, 35% Asian, 22% Hispanic, 9% Caucasian) with students coming from 13 countries including Yemen, Mexico, Jamaica, Egypt, Pakistan, Ecuador, Bangladesh, Trinidad, and Russia. Immigration is an important theme in the students lives. 77% of the students are considered “economically disadvantaged” based on state criteria.

Drama 2 is a high school class that meets every day for 42 minutes. The class size is 20-28 students. Students have already taken Drama 1, a theater survey course. Each day, the class starts with a warm up, full class activity and ends with a closing tangible activity. While the school opened its doors in 2007, 2014 marks the second year Drama courses are offered.

This unit, *Devising Theater Based on Immigration Stories*, is meant to work in collaboration with a middle school English Language Learner (ELL) classroom.

Basic Unit Calendar:

| <i>The Circuit</i> suitcase prop and writing activity | The Circuit Reading | The Circuit Adaptations | The Circuit – Rehearsals | The Circuit – performances with ELL Class |
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| Brainstorm what would go in YOUR suitcase. Read “Masquerade” | Show and tell – significant object | Show and tell 2 with ELL class | Meet and talk with ELL class | Use conversation notes to begin crafting ELL stories |
| Listen to ELL student show and tell | Editing and writing | Read through of stories | Revise scripts Staging | Staging |
| Staging/rehearsal | Meet with ELL population to get feedback | TBD | TBD | TBD – Evening show on day 24 at night. |

Lesson Plans:

Day 1:

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| Objective: | Students will be able to create a story based on a prop | |
| Procedure: | Warm-Up: Students will all gather around the suitcase and look through the stuff. | 3 minutes |
| | Students will return to their seats and free write about one object. Why might it be important to this character? How is it used? Where did (s)he get the object? | 5 minutes |
| | Students will share their object and one idea they have about it. | 15 minutes |
| | Students will collaborate in small groups to create a description of the character who might have this suitcase on chart paper. Each group will share their writing | 10 minutes 5 minutes |
| | Closure/Ticket out the door: Students will free write a story based on the objects. | 7 minutes |
| Materials: | - Jimenez “character suitcase” (contents: a green jacket, a penny, picked cotton, a worn copy of the Declaration of Independence, a bag of candy in brown butcher paper, a trumpet, a worn piece of linoleum) - Chart Paper - Markers | |

Day 2:

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| Objective: | Students will be able to use text to further understand character | |
| Procedure: | Warm Up: Students will do a “mind meld” warm up – Two students will be in the middle as everyone else is in a circle. The students will count down 3-2-1 and then the two in the middle will say a word. This will repeat until students in the middle say the same word. They may be tagged out at any time by anyone in the circle. | 5 minutes |
| | Students will return to their small groups. Each group will be given one prop and the corresponding excerpt from <i>the Circuit</i> . | 10 minutes |
| | Students will read Their sections and annotate for Character (Questions on the board: How would you describe this character physically? How would you describe this character emotionally? What is important to this character?) | 10 minutes |

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| | <p>Each group will write a synopsis of their chapter including 3-5 important moments from the chapter and evidence pointing to the annotating questions. Groups will add it to their chart paper from the day before.</p> <p>Each group will share out their findings.</p> <p>Closure: Each group should make a list of other important characters in their section and hand it in with their copies of the story.</p> | <p>16 minutes (2 mins per group)</p> <p>1 minute</p> |
| Materials: | <ul style="list-style-type: none"> - Chart paper - Markers - Copies of the following chapters of <i>The Circuit</i>: <i>Inside Out</i> - a green jacket <i>To Have and To Hold</i> - a penny <i>The Circuit</i> - a trumpet <i>Cotton Sack</i> - picked cotton <i>Still Moving</i> - a worn copy of the Declaration of Independence <i>Christmas Gifts</i> - a bag of candy in brown butcher paper <i>El Angel de Oro</i> - a worn piece of linoleum | |

Day 3:

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| Objective: | Students will be able adapt a short story into a performance | |
| Procedure: | <p>Warm Up: Students will review their notes sheet and create a tableaux (frozen statue) for their section of “The Circuit”</p> <p>Teacher will explain the 6 methods of adapting literature into a story using a PowerPoint (Based on Matthew Spangler’s handout)</p> <ol style="list-style-type: none"> 1) Third person narration fused with character points of view 2) Single character outside the story - narrator 3) First person narration shared by characters 4) First person narration by one character 5) Choral scripting 6) Image-based narration <p>Students will have the rest of the period to adapt their plays as teacher circulates.</p> <p>Closure: Students will share the first sentences and stage image for their plays.</p> | <p>5 minutes</p> <p>10 minutes</p> <p>30 minutes</p> <p>2 minutes</p> |
| Materials: | Materials from Day 2 | |

Day 4:

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| Objective: | Students will be able to rehearse and refine their adaptations | |
| Procedure: | Warm-Up: Students will form groups of three to begin “House-Person-Hurricane” to get people moving and talking. (2 people form a structure (a house) with their arms connecting to make a roof. The third person will be under the “roof.” When the odd person out calls “House,” all the students being a house must move to a different person. When the odd person out calls “Person,” all the people move to a different house. When the odd person out calls “hurricane,” everyone must move. | 4 minutes |
| | Students will have 15 minutes to rehearse with their groups. | 15 minutes |
| | Students will present their plays to one other group. | 20 minutes (Split into 2 sessions) |
| | Groups watching will answer the following questions and give their feedback to the presenting group when they are done: <ol style="list-style-type: none"> 1- What is the strongest physical image from the play? 2- What is the strongest text from the play? 3- How is the prop used in the play? 4- What is one question you have for the group? 5- Was everyone heard and seen in the presentation? | |
| | Closure/Homework: Be Ready to present tomorrow. | 1 minute |
| Materials: | Props and anything additional needed by performance groups. | |

Day 5:

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| Objective: | Students will be able to perform their plays | |
| Procedure: | Warm Up: Students will gather in the auditorium and have 3 minutes to gather their props and review their scripts | 3 minutes |
| | Teacher will welcome the ELL students and explain what they are going to see. | |
| | Students will perform their adaptations. | Remainder of class |
| | Closure: Any additional time (There most likely will be none) will be a talkback to the ELL population. | |
| Materials: | - Auditorium must be reserved - Props and anything additional needed by performance groups. | |

Day 6:

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| Objective: | Students will be able to reflect on their performances and | |
| Procedure: | Warm Up: Students will circle up and share “one good thing” from their performance or weekend. After each share everyone will clap three times. | 5 minutes |
| | Students will have a full class discussion/debrief session about their performances. | 7 minutes |
| | Students will read/listen to the story “Masquerade.” Based on student needs and engagement level, teacher will read the short story to the students as they follow along or students will read silently and independently. | 20 minutes |
| | Students will make a list of items that might make up a suitcase for Jasmine Darznic and/or her grandmother | 5 minutes |
| | Closure: Students will talk free write about what would go into their personal suitcases. | 5 minutes |
| Materials: | Copies of <i>Masquerade</i> , by Jasmine Darznic (Ideally, iPad cart will be available to read the article from the Washington Post online since paper is scarce in the school. (http://www.washingtonpost.com/wp-dyn/content/article/2007/10/23/AR2007102301557.html) | |

Day 7:

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| Objective: | Students will be able to develop as story based on a prop | |
| Procedure: | Warm up: Students will all have one sentence to introduce their prop to the class along with their names to help reinforce confidence in choice. Ex: My name is Scott and I brought this French copy of <i>The Little Prince</i> . | 5 minutes |
| | Students will trade objects and write 5 observations and 5 questions about the new object. | 5 minutes |
| | Students will return the objects to their owners with the questions and comments and then craft an outline about their objects. | 5 minutes |
| | Students will each have 5 minutes to share their stories in small groups. As students share, audience members will be asked to collect one interesting sentence from each story to be handed in at the end of the period. | 20 to 25 minutes |

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| | <p>Closure: Students will revise their outlines and all share their new first sentences.</p> <p>* Each group will elect a storyteller to tell their story to the full class tomorrow.</p> | 7 to 12 minutes |
| Materials: | Students will need to be prepared with their significant objects. | |

Day 8:

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| Objective: | Students will be able to tell a story based on an outline and a prop | |
| Procedure: | <p>Warm Up: None - Students will meet in the ELL classroom with their props.</p> <p>ELL students will look at the props and create a list of expectations about what the stories might be with Drama students acting as scribes. Drama students will write answers on chart paper to hang up as the</p> <p>Four/five students will tell their significant object stories (these are the students who were chosen the previous day.</p> <p>Students will be in groups with ELL students in groups of 4 (2 drama students, 2 ELL students) and share their stories in small groups.</p> <p>ELL students will be allowed to ask questions at the end.</p> <p>Closure: Students will be asked to write one more theme or word on the chart paper as a “ticket out the door.</p> | <p>10 minutes</p> <p>20 minutes</p> <p>10 minutes</p> |
| Materials: | <ul style="list-style-type: none"> - Chart paper - Markers - Student props - List of ELL/Drama student pairs determined by both teachers. | |

Day 9:

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| Objective: | Students will be able to develop relationships with their ELL partners | |
| Procedure: | <p>Students will meet in either the ELL classroom or the Drama classroom based on their groups. The ELL teacher and the Drama teacher will both be leading the class.</p> <p>Warm Up: Red Ball, Yellow Ball – Students will toss an imaginary red ball around the room, saying “Red ball to ____.” When the red ball is being tossed successfully, a second “ball” will be added. This is mostly to get people speaking clearly,</p> | 10 minutes |

Day 10:

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| Objective: | Students will be able to develop a story based on an interview | |
| Procedure: | Warm Up: Students will make a solo statue that represents their interview. Half the students will do this first as the other half discusses what they see and then the groups will switch. | 10 minutes |
| | Students will create outlines and/or stories based on their interviews. They have the remainder of the period to write. Student scripts will be limited to three actors. | 35 minutes |
| | Closure: Students will share their first sentences. | 2 minutes |
| Materials: | Laptop cart for writing. | |

Day 11:

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| Objective: | Students will be able to hear the ELL students' stories | |
| Procedure: | Students will meet in ELL classroom. | |
| | Warm Up: Full class Red ball/Yellow Ball. | 5 minutes |
| | ELL students will perform their show and tell for Drama students. This can be as formal or informal – Full class or small group as the ELL class is comfortable with. Flexibility on the part of the drama students is necessary today. | Remainder of class |
| | Closure: Drama students will each be asked to write a synopsis of their partners' significant object show and tell story. | |
| Materials: | ELL students' objects | |

Day 12:

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| Objective: | Students will be able to revise their stories | |
| Procedure: | Warm Up: Students will warm up with “Bibbity, Bibbity, Bop,” They know this warm up from Drama 1. The exercise is a physical and vocal warm up that involves one person calling out commands and having to respond correctly in order to stay out of the middle. Commands they know: bibbity bibbity bop, elephant, palm tree, Viking, washing machine, Charlie’s Angels. | 10 minutes |
| | Students will have the rest of the period to use their notes from the pervious day to revise their scripts. Teacher will conference with the students. Students will e-mail scripts to teacher by HR of the next day so they can be printed for class. | 37 minutes. |
| | Closure: None.... write write write. | |
| Materials: | Laptop cart | |

Day 13:

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| Objective: | Students will be able to share a portion of their stories | |
| Procedure: | <p>Warm Up: One Good Thing warm up from day 6. This time they will share one good thing about their scripts.</p> <p>Most students will all share a portion of their scripts. If needed, they can cast classmates to read additional roles. Each student will get 2 minutes to share.</p> <p>Closure: Students who have shared will be asked to write down one change they would like to make in their scripts and one thing they liked about a peer's script. Notes will be handed in.</p> | <p>5 minutes</p> <p>35 minutes.</p> <p>2 minutes</p> |
| Materials: | Copies of student writing | |

Day 14:

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| Objective: | Students will be able to share a portion of their stories and edit. | |
| Procedure: | <p>Warm Up: Students will be in groups of three. Each group will create a tableaux from each member's story. Tableaux will be shared</p> <p>Students will continue to share their stories – see day 13.</p> <p>Students will be allowed to make changes to their stories and finalize scripts.</p> <p>Closure: Students will e-mail teacher final scripts.</p> | <p>10 minutes</p> <p>10 minutes</p> <p>27 minutes</p> |
| Materials: | Scripts/student notes | |

Day 15 and 16:

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| Objective: | Students will be able to begin staging their performances. | |
| Procedure: | In their groups of three from the previous day, students will begin to share and stage their small performances. They will have two days to rehearse and the weekend to make any changes to their scripts. | Two class periods |
| Materials: | Determined by student scripts. | |

Day 17:

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| Objective: | Students will be able to present their works for their ELL class partners. | |
| Procedure: | <p>Students will meet in the auditorium.</p> <p>Warm Up: Students will present tableaux from day 14 for ELL students.</p> | 10 minutes |

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| | In groups, students will present the three stories to the three ELL students. | 32 minutes |
| | Closure: ELL students will be asked the following questions: 1) What did you like about how this story was told? 2) Is anything different than how you thought it would be? 3) Are you willing to let us share this story? | 5 minutes |
| Materials: | - Auditorium must be signed out. - Determined by student scripts | |

Going Forward: Once this portion of the unit is complete, there are many possibilities. Unfortunately, for the sake of planning, the progression of those possibilities is dependent on the individual ELL and drama students. Ideally, several drama student stories and ELL show and tell stories will be woven together for an evening presentation. All drama students will be expected to participate as an actor. ELL students will also be encouraged to do so.

Where planning is concerned, students will be filling out the following questionnaire at the beginning of day 18 as we schedule the rest of the unit:

- 1) What is a message you would like the audience to understand?
- 2) What do you still need to get done?
- 3) What technical needs (sound, music, lights, props) do you need?
- 4) What do you have memorized so far?
- 5) What can the teacher do to help you complete a final project?
- 6) What do you want to get done TODAY?

Class time will be used to rehearse, revise, add tech, and polish performances.

Final Performance: On day 24 of the unit, at the end of the marking period, an audience of school community members will be invited. The plays will be shown twice, once during the school day to the students and once in the evening for families to attend.

Final Reflection: After the public performance, students will be asked to write a reflective response to the theme and the process.

Assignment: Now that we have performed our interview-based theater and developed relationships with the middle school ELL students, what do you think our community needs to know about immigration? To what extent did our performance accomplish the portrayal of that issue? Develop your answer in a two-page response.