



# Theater Lesson Plan

Performing – Anchor Standard 6: Convey Meaning through the Presentation of Artistic Work

## Process Component

Share, Present

## Enduring Understanding

Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience in diverse cultures.

## Essential Question

- What happens when theatre artists and audiences share a creative experience?

## Lesson Title

*Peer Performance*

## Grade Level

3<sup>rd</sup> Grade

## 3.TH.Pr6

Share small group drama/theatre work, with peers as an audience.

## SEL Core Competency(ies)

Self-Awareness

Self-Management

Social Awareness

Relationship Skills

Responsible Decision Making

## Objectives

As part of an ensemble (group), the learner should be able to act out a role in a scene, which is shared with peers or an audience.

## Materials

Sample passage from student's favorite story book, or use "Lincoln's Choice," which is listed in the instructional resources below.

## Instructional Resources

Lincoln's Choice

Source: Public Domain, adapted by Center for Urban Education, may be copied with citation.

This is a story that someone told about Abe Lincoln.

Abe Lincoln saved my life. We had been going to school together one year. The next year we had no school, because there were so few students to attend, there being only about twenty in the school the year before. Consequently Abe and I had not much to do; but, as we did not go to school and our mothers were strict with us, we did not get to see each other very often.

They knew there were dangers in the countryside. One Sunday morning my mother waked me up early, saying she was going to see Mrs. Lincoln, and that I could go along. Glad of the chance, I was soon dressed and ready to go. After my mother and I got there, Abe and I played all through the day. We were out in the hills near the river.

While we were wandering up and down the little stream called Knob Creek, Abe said: "Right up there"—pointing to the east—"we saw a lot of blueberries there yesterday. Let's go over. We can bring a lot home."

The stream was too wide for us to jump across. We saw a foot-log and decided to try it. It was narrow, but Abe said, "Let's do it." He was like that; he would take a chance if it was important to do something.

He went first and reached the other side all right. I went about half way across, when I slipped. He shouted, "Don't look down nor up nor sideways, but look right at me and hold on tight!" But I fell off into the creek and the water was about seven or eight feet deep. I could not swim, and neither could Abe.

I was splashing and calling out. So he got a stick and climbed out and held it out to me. I came up, grabbing with both hands, and he put the stick into my hands. I clung to it, and he pulled me out on the bank, almost dead. He got me by the arms and shook me well. Then he rolled me on the ground, and the water poured out of my mouth. I was all right very soon.

We promised each other that we would never tell anybody about it, and never did for years. My mother would have been so angry. I never told anyone. But I can tell you now. He was a great problem solver even when he was a boy.

## **Vocabulary**

**dramatic play:** Play where children assign and accept roles, then act them out.

## **Instruction/Motivation**

Student will make a story come to life, by bringing it off of the page, and onto “the stage,” and performing for others. Ideally, they will work with a favorite story of theirs, for maximum engagement.

## **Procedure**

1. Have the student read the story aloud.
2. Decide which role the student would like to act out.
3. If costuming/prop materials are available, the student should incorporate these into their retelling.
4. Emphasize with the student, that they will be using their movements and gestures to convey emotion in their acting.
5. Working with the parent/teacher guide, and other participants, the student will recreate their part of the story. The group will perform the scene for an audience.

## **Closure/Reflection**

- Ask the student what they liked about working with a group on the scene?
- Ask the student how their suggestions were incorporated into the presentation of the scene?
- Ask them how they felt they liked performing for others their age?

## **Evaluation**

- Did the student recreate their part of the scene effectively?
- Did the student work with other members of the group to shape the presentation of the scene?
- Did the student perform for and engage with an audience of their peers?