



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

I'm A Performer

Grade Level

5th Grade

5.TH.Pr6

Present drama/theatre work to an audience.

SEL Core Competency(ies)

Self-Awareness

Self-Management

Social Awareness

Relationship Skills

Responsible Decision Making

Objectives

The learner should be able to act out a role in a scene, which is shared with an audience.

Materials

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

Instructional Resources

The Cloud

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

One hot summer morning a little Cloud floated lightly and happily across the blue sky. Far below lay the earth: brown, dry, and desolate, from drought. The little Cloud could see the poor people of the earth working and suffering in the hot fields, while she herself floated on the morning breeze without a care.

"Oh, if I could only help the poor people down there!" she thought. They look so worried and tired. "If I could but make their work easier, or give the hungry ones food or the thirsty a drink!"

On earth it grew hotter and hotter; the sun burned down so fiercely that the people were fainting in its rays. They could not stop to rest. They were obliged to go on with their work, for they were very poor.

As the day passed, the Cloud became larger, and it cast a big shadow on the land. She noticed that people were stopping in the place she shaded. Sometimes they stood and looked up at the Cloud, as if they were praying, and saying, "Ah, if you could help us!" Her wish to do something for the people of earth was ever greater.

"I will help you; I will!" said the Cloud. And she began to sink softly down toward earth. But suddenly, as she floated down, she remembered something that had been told to her when she was a tiny Cloud-child, in the lap of Mother Ocean: it had been whispered that if the Clouds go too near the earth, they die. When she remembered this, she held herself from sinking, and swayed here and there on the breeze, thinking, thinking.

At last, she stood quite still, and spoke boldly and proudly. She said, "People of earth, I will help you, come what may!" The thought made her suddenly marvelously big, strong, and powerful. Never had she dreamed that she could be so big. Like a mighty angel, she expanded above the earth, and lifted her head and spread her wings far over the fields and woods. She was so great, so majestic, that people and animals were awe-struck at the sight; the trees and the grasses bowed before her; yet all the earth-creatures felt that she meant them well.

"Yes, I will help you," cried the Cloud once more. "I will give my life for you!" As she said the words a wonderful light glowed from her heart, the sound of thunder rolled through the sky, and a love greater than words can tell filled the Cloud; down, down, close to the earth she swept, and gave up her life in a welcome, healing shower of rain.

That rain was the Cloud's great deed. People cheered, "We are blessed! The cloud has rescued us!" The earth was wet, there were puddles and shiny leaves, animals were able to drink from the dry creek bed. Then they saw as they looked up that over the whole countryside, a great rainbow crossed the sky. Soon that, too, was gone.

But long, long afterward the people and animals the Cloud had saved kept her blessing in their hearts. They remembered it every time they saw a rainbow.

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. The student will then perform the scene for an audience.

Closure/Reflection

- Ask the student what they thought worked well in the performance?
- Ask the student what parts of the performance they thought were less effective, that they might change?
- Ask them how they felt about performing for others?

Evaluation

- Did the student recreate their part of the scene effectively?
- Was the student able to identify successful parts of their performance?
- Was the student able to reflect on what parts of the performance might be changed to improve the overall effectiveness?