

Random Autobiographies and Group Tableaus

NEH Institute Lesson Plan

Module I General Education

FORM I-4 LESSON TEMPLATE	Date: August 23 2022
PT: Elisia Stawiecki	Site: Edward Harris Jr Middle School
Course: 7th ELA	
ACADEMIC CONTENT STANDARD(S): Common Core or Content Standard(s) addressed	
RL 3: Examine particular elements of a story or drama (e.g., setting, characters, plot). Examine individuals, events, and ideas in a text	
RL 4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	
RI 3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	
ENGLISH LANGUAGE DEVELOPMENT	
Collaborative (engagement in dialogue with others)	
Students will work with in groups of 4 to turn each other's poems into tableaus. The author will take on the role of director in order to guide the posture and facial expressions of the others.	
Interpretive (comprehension and analysis of written and spoken texts)	
Group members will help the director come up with accurate poses and facial expressions based off their interpretation of the autobiography as well as their own background.	
Productive (creation of oral presentations and written texts)	
The author will read their poem out loud to the class while their group members move through three tableaus based on events in the poem.	
This lesson will be: <input checked="" type="checkbox"/> Integrated ELD <input type="checkbox"/> Designated ELD	

Lesson Structure	
Introduction: 10 mins	Tableau video explanation Tableau examples from theatre class (photos)
Practice: 15 mins	In partners, students are shown a photo of a tableau and must make an inference about what action is taking place in the scene
Graphic organizer: 30 mins	Students begin to brainstorm their own tableaus using the graphic organizer
Group Work Director #1 15 mins	Student with closest birthday will be director for day #1. They will be directing their group while the other group members serve the role of "actors." The director will take the role of an actor for the other three days (and vice versa)
Performance: 2-3 minutes per group	Director #1 will read their poem out loud while group members move through the tableaus.

**RANDOM AUTOBIOGRAPHY BRAINSTORM
STUDENT GRAPHIC ORGANIZER**

DIRECTIONS: Write a poem about yourself, your life, and your experiences using sensory details and figurative language. First, fill out the outline on this page to start brainstorming ideas. You must fill out all the boxes. Then, on the back of this paper, write the rough draft of your poem using the examples as inspiration.

PART ONE: The most memorable things I have ever...

Seen	Heard	Tasted	Smelled	Touched
*A shooting star	* My favorite singer in concert	* Apple cider from Apple Hill	* vanilla pine tree	*Icicles hanging from the roof of a cabin
*	*	*	*	*
*	*	*	*	*

PART TWO: Figurative Language: You must use least TWO (two similes, two metaphors, or one of each)

Metaphor	I am _____
Simile	I am as _____ as a _____

PART THREE: Fill out all 9 boxes. You must pick at least four to put in your poem.

I laughed so hard when	I've learned	I once
I cried when	I love to	I used to
I sometimes	I remember	I discovered

PART FOUR:

Two of your best memories:	Two painful/ sad memories
1.	1.
2.	2.

TABLEAU BRAINSTORM
STUDENT GRAPHIC ORGANIZER

Directions: Choose three significant or meaningful scenes from your poem to turn into tableaus. Use the graphic organizer to fill in

Tableau #1	Draw an Image of Tableau #1
1) Where does this picture take place?	
2) Who are the characters involved?	
3) What emotion/s does the scene portray?	
Tableau #2	Draw an Image of Tableau #2
1) Where does this picture take place?	
2) Who are the characters involved?	
3) What emotion/s does the scene portray?	
Tableau #3	Draw an Image of Tableau #3
1) Where does this picture take place?	
2) Who are the characters involved?	
3) What emotion/s does the scene portray?	

Tableau Rubric

Components	Level 1	Level 2	Level 3	Level 4
Planning & Cooperation	Limited involvement in planning. Few or no ideas shared and an inability to work as a member of an ensemble is evident.	Student gets involved with some outside direction. Limited number of ideas shared with group and on-task behaviour is intermittent.	Student works well as a group member, shares a number of ideas, is accepting of others' ideas and remains on-task.	Student takes a leadership role in group work, contributes many ideas and is accepting of others' ideas as well. Is consistently on-task and encourages other group members to do the same.
Tableau Skills (Individual)	Student demonstrates: <ul style="list-style-type: none"> • No variation in body movement • No facial expression • No consideration of body positioning • Only 1 form of level (low, medium, or high) 	Student demonstrates: <ul style="list-style-type: none"> • Some variation in body movement and some facial expression to communicate the thoughts and feelings of the character portrayed • Some consideration of body positioning • More than 1 form of level (low, medium, or high) 	Student demonstrates with a good degree of effectiveness: <ul style="list-style-type: none"> • Body and facial expression to show thoughts and feelings of the character portrayed • Body positioning that is appropriate and shows dramatic tension and spatial relationships • Several forms of level 	Student demonstrates with a high degree of effectiveness: <ul style="list-style-type: none"> • Consistent use of facial and body expression to convey the thoughts and feelings of the character portrayed. • Use of body positioning to portray dramatic tension and spatial relationships • Several forms of level
Tableau Skills (Group)	There is no focal point to the tableaux. Backs may be facing the audience. Series of tableaux is not presented seamlessly as transitions may take too long.	There is more than 1 focal point. Performances are usually open to the audience. Series of tableaux is occasionally presented seamlessly.	There is 1 focal point for the audience. Staging choices match content with some degree of creativity. Performances are open to the audience. Series of tableaux is generally presented seamlessly.	There is 1 clear focal point. Staging choices match content with a high degree of creativity. Performances are always open to the audience. Series of tableaux is presented seamlessly.