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| <b>Teacher:</b> Kallie Marrison  | <b>Date:</b> 8/31/22                              | <b>Subject:</b> Theatre<br><b>Title:</b> Fairytale Given Circumstances<br><b>Skills Learned:</b> Given Circumstances | <b>Grade Level:</b> 3 <sup>rd</sup><br>(Beginning Acting Class) |
| <p><b>Common Core Theatre Standards:</b><br/>           TH: Cr1.1.3 (ENVISION/CONCEPTUALIZE)<br/>           Generate and conceptualize artistic ideas and work.<br/>           a. Create roles, imagined worlds, and improvised stories in a drama/theatre work.<br/>           b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.<br/>           c. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.<br/>           ENDURING UNDERSTANDING<br/>           Theatre artists rely on intuition, curiosity, and critical inquiry.<br/>           ESSENTIAL QUESTION(S)<br/>           What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</p> <p>TH: Pr6.1.3 (SHARE/PRESENT)<br/>           Convey meaning through the presentation of artistic work.<br/>           a. Practice drama/theatre work and share reflections individually and in small groups.<br/>           ENDURING UNDERSTANDING<br/>           Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.<br/>           ESSENTIAL QUESTION(S)<br/>           What happens when theatre artists and audiences share a creative experience?</p> |   |  |   |
| <p><b>Overview:</b> Students will first “warmup” by participating in stretches and tongue twisters, then they will play an “Anticipatory Set” game that focuses on character creation/concentration/group cooperation (to help me pre-assess students’ ability to create characters). Students will then be introduced to the idea of “Given Circumstances” and the “Fairytale Given Circumstance Game”, which will then be modeled. Then, students will begin the “Fairytale Given Circumstance Game” (guided practice activity), then discuss/journal what they learned in class before applying this to their homework assignment (independent practice activity). The whole lesson matches both the standards listed above!</p>  |   |  |   |
| <p><b>Materials Needed:</b> Pen and paper for each student, student journals, open space, The Stanislavski System (Moore) book, “The Machine” Game <a href="https://bbbpress.com/2013/04/the-machine/">https://bbbpress.com/2013/04/the-machine/</a>, “Fairytale PowerPoint Presentation for Given Circumstances” <a href="https://theatrenerds.com/five-acting-exercises-for-8-18-year-olds/">https://theatrenerds.com/five-acting-exercises-for-8-18-year-olds/</a>, Given Circumstances Video <a href="https://www.youtube.com/watch?v=7-tcPRWqwKI">https://www.youtube.com/watch?v=7-tcPRWqwKI</a>, Cinderella scene <a href="https://www.youtube.com/watch?v=urGE_tcx9JA">https://www.youtube.com/watch?v=urGE_tcx9JA</a>, and White Board/internet access.</p>   |   |  |   |
| <b>Student Friendly Lesson Objective (Purpose)</b>   | <b>Teacher Activities</b><br>(Teacher Strategies) | <b>Student Activities/Differentiated Instruction</b>   | <b>Assignments</b>  |

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| <p>“I can create a character by identifying given circumstances.”</p> <p>“I can use given circumstances in an improvisation”</p> <p><b>Vocabulary:</b></p> <p>Given Circumstances – “the plot of the play, the epoch, the time and place of the action, the conditions of life, the director’s and the actor’s interpretation, the setting, the properties, lighting, sound effect – all that an actor encounters while he creates a role” (pg. 26 “The Stanislavski</p> | <p><b>Anticipatory Set:</b><br/>“The Machine” Game (see below for step-by-step process details)</p> <p><b>Essential Questions after “The Machine” Game:</b><br/>           “1) What did you imagine the machine you created was?<br/>           2) What was your part in making it?<br/>           3) How could we make the machine better?<br/>           4) Was it difficult to keep your concentration until everyone was creating the machine?”<br/>           Retrieved from:<br/> <a href="https://bbbpress.com/2013/04/the-machine/">https://bbbpress.com/2013/04/the-machine/</a></p> <p><b>Input:</b><br/>           The new term of the day is Given Circumstances, which is “the plot of the play, the epoch (time in a person’s life), the time and place of the action, the conditions of life, the director’s and the actor’s interpretation, the setting, the properties, lighting, sound effect – all that an actor encounters while he creates a role” (pg. 26 “The Stanislavski System” by Sonia Moore).</p> <p>I will write our new word “Given Circumstances” along with the definition on the board, then write some different types of general examples of Given Circumstances on the board (for example, “place”). I will then explain to students that when looking for Given Circumstances, we want to get as specific and detailed as possible to better help us understand the character. So, instead of a “place” just being a farm, maybe it’s a 100-year-old unkempt farm in rural Missouri that has been passed down for generations. We will also watch</p> | <p><b>Guided Practice/Strategies:</b><br/>           Fairytale Given Circumstances – Students will be asked to pick a character and scene from their favorite fairytale and write down answers to questions based on the character/scene of their choice (Note – the list of question is listed below).</p> <p>Once they find all the information on their characters/scenes, they will be split into groups of 3-4 and asked to perform a 3–5-minute improvisation using their characters after taking a few minutes to discuss in their small groups how the characters might move/speak based on the scene/Given Circumstances.</p> <p>NOTE: See below for more step-by-step process details</p> <p><b>Independent Practice / Activities:</b> The independent practice will be their homework assignment – which will be similar to the Guided Practice activity they did earlier. They will pick a short scene from a book or movie and write down 15</p> | <p><b>Bell Ringer:</b><br/>           Warmups – stretches and tongue twisters (Red Leather, Yellow Leather; Unique New York; The Big Black Bug Bit the Big Brown Bear)</p> <p><b>Remediation:</b> Students with language disabilities can either type their Fairytale Given Circumstances or verbally tell me them (and I will write them down); same for their Closure Assessment and Homework Assignment. Students with physical disabilities may sit while doing improvisation games and the anticipatory set.</p> <p>Students who need extra practice/modification with the guided practice and independent practice will work directly with me in a small group. We will do an exercise similar to the “Fairytale Given Circumstances”, but instead of finding a</p> |

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| <p>System” by Sonia Moore)</p> | <p>the first half of the following video (stop before it gets to the “Objectives”/”Tactics” part – we will eventually be getting there, but not yet):<a href="https://www.youtube.com/watch?v=7-tcPRWgwKI">https://www.youtube.com/watch?v=7-tcPRWgwKI</a>. After the example and Youtube video, I will check in with students to see if they can give me a general place (or other Given Circumstance), then a detailed specific one - and I will also Google images of specific Given Circumstances students come up with to help them visually see the importance of specific detail.</p> <p><b>Model:</b> After going over Input, I will introduce the next activity: “Fairytale Given Circumstances”, which has a detailed step by step process below. To model this, I will show students an example of my own Fairytale Character Given Circumstances by showing them a scene from Cinderella (<a href="https://www.youtube.com/watch?v=urGE_tcx9JA">https://www.youtube.com/watch?v=urGE_tcx9JA</a>) and then I will go through some of the questions they will be answering for their own fairytale character -</p> <p><b>What’s the character’s name?</b> Cinderella</p> <p><b>Scene?</b><br/>Cinderella cleaning and being bossed around by her stepmother/stepsisters</p> <p><b>What are their favorite things?</b><br/>Daydreaming and her mouse friends</p> <p><b>What are they wearing?</b> Old blue and brown rag dress with white dirty apron.</p> <p><b>Who makes up their family?</b> Evil Stepmother and Stepsisters (mother and father died), Lucifer the cat, and Jaq and Gus the mice</p> <p><b>Do they have any friends?</b> Jaq and Gus</p> <p><b>How have they found themselves in the situation they are in?</b> Both her parents died and now she lives with her evil stepmother/stepsisters, who are mean to her and force her to do all the housework.</p> | <p>Given Circumstances of their favorite character, then write down how this might affect how the chosen character might move and talk. The next class they will be ready with this character/scene, the Given Circumstances, and ideas of the movement/voice of the character. They will also be ready to share these characters/scenes, Given Circumstances, and possible movement/voice of these characters in a small group with 3-4 other classmates; in addition, after the discussion, they will interact with their other classmates’ chosen characters in different improvisational scenarios.</p> | <p>fairytale character’s Given Circumstances, they will first find/identify Given Circumstances in their own lives (I find that students are able to better connect to a new concept if they are able to directly relate to it). Once they accomplish this, they will switch “characters” with a classmate (it is less overwhelming and easier to focus by doing an improvisation with only one scene partner). Before the improvised scene, each pair of students will talk about how the “characters” will move and talk (which will be reinforced by being able to visually see and physically imitate the classmate they are partnered with and acting as).</p> <p><b>Enrichment:</b> Students who have mastered the guided practice and independent practice will be put into a group and will take these “Given Circumstances” a step further by either experimenting with/finding gestures</p> |
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|  | <p><b>Are they cold, hot, hungry, in a rush or in any pain?</b> She is in a big rush to fulfill the nonstop demands of her stepmother and stepsisters. She seems to be quite upset by the long to do list her stepmother gives her.</p> <p>After going over the Cinderella example, we will discuss how this knowledge could help us understand and create how the character of Cinderella would move and speak (for example: “Since Cinderella is in a rush to fulfill all her stepmother and stepsisters demands, would she be moving slowly or quickly” and “Since Cinderella’s stepmother is mean to her and gives her long lists of chores to do, do you think Cinderella would talk softly or loudly to her stepmother?”)</p> <p><b>Check for Understanding after PowerPoint Presentation/Model:</b><br/>Students will break off into small groups to discuss the following to share with the class:</p> <ol style="list-style-type: none"> <li>1) Ask for a definition of “Given Circumstances”</li> <li>2) Ask for a specific example of a type of Given Circumstance</li> <li>3) Ask for a well-known character example and have students name some specific, detailed given circumstances of that character as well as how that character could potentially move and speak as a result of knowing some Given Circumstances of the character.</li> </ol> <p><b>Closure:</b> After the “Guided Practice/Strategies”, students will break off into small groups to discuss/write the following to share with the class:</p> <ol style="list-style-type: none"> <li>1) Write down what “Given Circumstance” means</li> <li>2) Give one example of “Given Circumstance”</li> </ol> <p>They will then write the following in their journals:</p> |  | <p>that would best fit their character and scene. They can also discuss and journal why their character is in the scene and what their characters want from other characters in the scene.</p> <p><b>Daily Writing Assignment:</b> Pick a friend or family member each day and find/write down 1-2 Given Circumstances about them</p> <p><b>Assessment / Evaluation:</b> Students will be assessed and evaluated based on their ability to correctly identify the Given Circumstances of their favorite scene and character from their chosen book/movie. A grade will be given for the completion of this assignment and the demonstration of the understanding of material as well as the application of this knowledge to their chosen character/scene during the small group discussion and</p> |
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|  | <p>1) Write down one thing you learned<br/> 2) Write down one thing you're not sure of<br/> 3) Write down one thing you don't understand</p> <p>Ask students what questions they have!</p> <p><b>Time Duration:</b> 1 Hour for the whole lesson</p> |  | <p>improvisation game next class – see checklist below.</p> <p><b>Homework:</b><br/> Pick a short scene from a book or movie and write down 15 detailed Given Circumstances of your favorite character and be ready with your character and their Given Circumstances next class for a small group discussion of characters/scenes, Given Circumstances, and possible movement/voice of the chosen characters in a small group with 3-4 other classmates as well as an improvisation game with other classmates' chosen characters</p> |
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### **Anticipatory Set Step by Step Process:**

#### **“THE MACHINE GAME”**

- “Purpose: Develops creativity, concentration, and group cooperation.
- Procedure:
  1. Start with one student making a noise and a simple repeatable gesture.
  2. When the student has a rhythm and another student has an idea for a movement which connects to the first gesture that student joins the first student by making a new noise and movement which connects to the original gesture.
  3. Each student joins in with a new noise and gesture and connects to the others in some way until all students are involved in creating the machine.
  4. Evaluation:
    - What did you imagine the machine you created was?
    - What was your part in making it?
    - How could we make the machine better?
    - Was it difficult to keep your concentration until everyone was creating the machine?”

“The Machine” step by step process retrieved from: <https://bbbpress.com/2013/04/the-machine/>.

NOTE: While “The Machine Game” does not introduce the new vocabulary term “Given Circumstance”, it allows the me as the teacher to pre-assess where students are at in their ability to create a “character” prior to introducing the next step of learning “Given Circumstances”. In addition, it still also directly relates back to both standards.

### **Student Activity Step by Step Process (Guided Practice/Strategies):**

#### **“FAIRYTALE GIVEN CIRCUMSTANCES GAME”**

- “Purpose: An academic and imaginative exercise to encourage students to create backstories for characters.
- Spontaneity, creating a character, imagination, and character building.
- Participants: This exercise can be done alone or in a group.
- You’ll need: A pen and paper for each student.
- How to: Ask the students to think of one character from a fairy tale and a scene from the fairy tale featuring this character – for example, when Jack sells his cow Daisy, or when Snow White takes an apple from the disguised queen, or when the wolf talks to Little Red Riding Hood in the woods. Now ask the students to take that character and scene and to answer the questions below:
  - What’s the character’s name?
  - What are their hobbies?
  - What don’t they like?
  - What are their favorite things?

Do they have any enemies?  
How old are they?  
Where do they live?  
What are they wearing?  
Who makes up their family?  
Do they have any friends?  
How have they found themselves in the situation they are in?  
What are their surroundings like at the moment?  
Are they cold, hot, hungry, in a rush or in any pain?

- Explain before you begin that it's okay to make up the answers and that there is no right or wrong answer. Any interpretation is acceptable.
- Tip: Discourage students from overthinking or writing things down and encourage them to approach given circumstances in a practical and intuitive way.
  - After students have gathered all of this information on their character, they can put it into practice. Ask them to create short 5-minute improvisations in groups of three to four using their characters. It can be fun to have a group of characters from different fairy tales altogether, and this provides a good base for a new and unique improvisation"

"Fairytale Given Circumstances" step by step process retrieved from: <https://theatrenerds.com/five-acting-exercises-for-8-18-year-olds/>

NOTE: I added some additional questions to the ones listed on the website.

## **ASSESSMENT CHECKLIST**

### **Homework Evaluation Checklist:**

1) Student demonstrates the understanding of the term "Given Circumstances" by correctly identifying the given circumstances in their favorite scene and character from their chosen book or movie (these include details such as who you are, what your name is, who your family is, where you are, what you are doing, what time it is, where you work, etc.). Then write down how this might affect how your character might move and speak - (TH: Cr1.1.3)

2) Student demonstrates the understanding of material as well as the application of this knowledge to their chosen character/scene during the small group discussion and improvisation game next class; this includes using this knowledge to help create how the character might move and speak – (TH: Cr1.1.3 and TH: Pr6.1.3)