

Hello!

If you are reading this, it is likely because you've downloaded this unit plan off of DramaHub.com and are interested in teaching it in your own theater classroom. Here's a little more info on the unit plan to follow:

1. This isn't designed with one specific age range in mind. I gave it just enough detail for it to be followed, but I left it open so that it could be adapted for any grade 3-12. Additionally, the Unit can be shortened based on your needs and wants and is highly malleable in terms of the order. As long as the first two lessons are first, everything else can be moved around based on how you want to do it.
2. I also didn't include any set grading plan/rubric. I know each teacher has their own system and I have mine, so I didn't want to step on any toes by including one.
3. The unit is centered around storytelling (hence the title). It starts off by discussing storytelling elements and moves on to different ways to tell a story, allowing students to tell three stories as a performance. The first is solo, the second as a whole class, and the third in small groups.
4. I've tried to keep UDL and UBD in mind while designing this plan. A lot of the learning is done through class discussion with students coming up with the ideas for the lesson. I believe that your job in this should be to encourage discussion and guide them through the process while providing feedback on the work. Additionally, as the unit progresses students will be able to find their own style and preferred method of performance in this medium. Additionally, if students are less comfortable with the performance aspect, they will gain the option to be in panoramas in the second project or help with design elements in the third.
5. The standards I used are the Core National Arts Standards (found [here](#)). Since this isn't oriented towards one specific grade, I gave the category of the standard and you can focus on different aspects as you see fit.

Thank you so much for reading this, and I hope you find this plan useful! If you have any questions feel free to email me at wildflowerdrama@gmail.com.

Cameron Folts

Title: What Makes a Good Story?

- I. **Purpose:** To get students thinking about what the components of a good story are, as well as being able to analyze them.
- II. **Standards:**
 - A. Look at TH:Re7 and TH:Re9 (a); adapt to your grade level
- III. **Learning Objectives:**
 - A. Students will be able to create, identify, and analyze the elements of a good story
 - B. Students will be able to use knowledge gained and apply it to other works of drama and literature
- IV. **Materials:**
 - A. Either:
 1. 1-3 Aesop's Fables ([here](#))
 2. 1-3 Mother Goose Tales ([here](#))
 3. A children's story of your choosing
 4. A short story of your choosing

These can be chosen based on grade level, student interest, and time
- V. **Procedure:**
 - A. Ask your students what they think makes up a good story, write these on the board and have them write them down.
 1. Guide them in terms of plot, entertainment, characters, action, conflict, etc.
 - B. Either read your chosen story/stories to them or have them read them themselves and in small groups find connections between what they came up with and the stories they have read.
 - C. Ask them if any new storytelling elements came to mind while writing them.
 - D. Repeat with any remaining stories you have assigned.
- VI. **Assessment/Assignment:**
 - A. Assign them another story or allow them to choose one on their own, and for homework come up with a short reflection of what makes the story "good," trying to make connections with what they have talked about in class.
- VII. **Notes:**

Title: How do you tell a story well?

- I. **Purpose:** To guide students in telling stories in an engaging and meaningful way.
- II. **Standards:**
 - A. Look at TH:Cr1, TH:Cr2, and TH:Pr4 and adapt to your grade level
- III. **Learning Objectives:**
 - A. Students will be able to evaluate what makes a good storyteller
 - B. Students will understand what elements of a “performed” story can make it interesting and compelling
 - C. Students will learn how to tell a story in an entertaining way
- IV. **Materials:**
 - A. Stories from the previous lesson’s homework assignment
- V. **Procedure:**
 - A. Have a couple students volunteer to tell their stories, and instruct them to “tell it well.”
 - B. After each story, ask the class what they thought the storyteller did well to make the story interesting to listen to.
 1. Example questions: Were they engaging with the audience? How was their energy? Tone of voice? Etc.
 - C. As each point is mentioned, make sure to write it on the board so students can take note of it.
 - D. Have the previous volunteers retell their stories keeping these criteria in mind, and have the class give feedback.
 - E. With any remaining time left in class, allow them to start working on the assessment/assignment.
- VI. **Assessment/Assignment:**
 - A. Have each student take the story they analyzed for the previous nights assignment and devise a way to tell it in a way that keeps the day’s discussion in mind.
- VII. **Notes:**

Telling the Story Part 1

- I. **Purpose:** To allow students to demonstrate what they worked on the night before and gain feedback from both their peers and yourself (using the feedback sheet at the end of the lesson plan), as well as begin brainstorming for the next part of the project.
- II. **Standards:**
 - A. Look at TH:Pr4/5/6 as well as TH:Cr3 and TH:Re9 and adapt to your grade level
- III. **Learning Objectives**
 - A. Students will gain experience in storytelling
 - B. Students will gain experience in evaluating stories told to them.
- IV. **Materials**
 - A. A variety of stories for the class to choose from for the assignment at the end of the lesson (or one that you choose for them)
 - B. Evaluation Forms
 1. Optional for students, found at the end of the lesson plan.
- V. **Procedure**
 - A. Allow students to tell their stories in front of the class and allow the students to give constructive feedback, either verbally or using the attached form.
 - B. Once everyone's done host a roundtable discussion asking students to reflect on their performance and what specifically they incorporated.
 - C. At the end of the class, hand out the story for the group performance and explain that they will need to come together and find a way to tell the story, to be performed during a later class period
- VI. **Assignment/Assessment:**
 - A. Have students take the story for the group performance and start analyzing it using what they've learned over the past few days.
- VII. **Notes:**

Telling the Story Part II

- I. **Purpose:** The purpose of this assignment is for students to put their heads together and apply what they've learned as a group
- II. **Standards:**
 - A. Look at TH:Pr4/5/6 as well as TH:Cr3 and adapt to your grade level
- III. **Learning Objectives:**
 - A. Students will be able to tell a compelling story as a group
 - B. Students will gain teamwork and collaboration skills in a creative setting
 - C. Students will gain experience in group storytelling and performance
- IV. **Materials:**
 - A. None needed!
- V. **Procedure:**
 - A. At the beginning of the first period of work, allow the students to discuss their thoughts from the previous night's work.
 - B. Allow the students to work, encouraging and guiding discussion where needed, until you believe that they are ready for performance
 - C. Have the students perform their interpretation of the story for you, and give feedback at the end.
 1. The grade for this is up to you, based on your grading system and if you want to grade individually or as a class.
- VI. **Assignment/Assessment:**
 - A. For homework, have the students write a short reflection on their work, both on how they believe they did and how they believe the class did as a whole (can count as the graded portion).
- VII. **Notes:**

Other Storytelling Elements/Telling the Story Part III

- I. **Purpose:** To allow students to put thought into what non-performative aspects of storytelling can be used to enhance a story
- II. **Standards:**
 - A. Look at TH:Cr3/4, TH:Re8, and TH:Pr5 and adapt to your grade level
- III. **Learning Objectives:**
 - A. Students will understand how certain design/technical elements can change and enhance a story being told
 - B. Students will be able to analyze the text of a story to make informed decisions on design/technical elements to help tell a story
- IV. **Materials:**
 - A. Story samples (end of unit plan)
 - B. A collection of short stories/fairy tales etc for students to chose for their final project (optional, you could also allow students to do their own research and choose their own story)
 - C. A bell
 - D. A flashlight
 - E. Optional: a way to show the class "[Prop Switch](#)" by StudioC
 1. This is a sketch by family-friendly sketch comics StudioC, which is a great example of how props can be used to help tell stories.
- V. **Procedure**
 - A. Tell the story "A Fairy Gets Its Wings" twice, the first time just by itself, the second time ringing the bell every time you say the phrase "tinkle of the bell."
 - B. Tell the story "A Ghost in the Attic" twice, the first time just by itself, the second time turning off the lights in the classroom and holding the flashlight under your chin in the stereotypical "scary story" pose
 - C. Show the video if you wish to demonstrate the use of props in storytelling.
 - D. Ask the students if anything else can be used to tell stories besides just the action and voice of a storyteller.
 1. Encourage them to think in terms more of costume/design/tech, using what they just saw you do
 - E. Facilitate discussion about what could have been applied to the whole-class story to enhance it using these elements
 - F. Explain to them their final assignment, and if time allows, let them work on it in class
- VI. **Assessment/Assignment:**
 - A. Break the students into groups and have them choose a story to tell incorporating everything that they learned in the unit. Give them a couple class periods to work on it before presenting it in class. Once performed, have the class discuss and give feedback for each performance, then host a reflection period about the unit as a whole.

Student Feedback Form:

Name:

Story:

What was done well:

What could be improved:

Student Feedback Form:

Name:

Story:

What was done well:

What could be improved:

Student Feedback Form:

Name:

Story:

What was done well:

What could be improved:

Story Samples:

A small note on this: You should try and tell these two stories, although they are short, incorporating everything that was mentioned in the first few lessons. Set a good example for the students so what they're learning is solidified.

“A Fairy Gets Its Wings”

One day, deep in the magical forest, there was a fairy. And this fairy looked how you would expect a fairy to look, small and sparkly, with one slight difference. This fairy had no wings. They longed for the day when they would hear the tinkle of the bell that signified that they gained this oh-so-important feature. Then, one day as the fairy was walking through the woods, they stumbled upon a mouse tangled up in a thorn bush. “Oh, let me help you!” the fairy said as they walked carefully towards the bush. The fairy moved the thorn bush off the mouse and smoothed down its fur. The mouse nodded its thanks and scampered off into the woods. Suddenly, there was a rush of wind and the tinkling of a bell, and the fairy had gained their wings.

“A Ghost in the Attic”

There is a house downtown that no one enters, and nobody knows why. There are theories of course. It could be structurally unsound, there could be pests, or a whole number of other issues. But I know the truth. It's because there's a ghost that haunts the attic. It causes the pipes to groan, the floors to creak, and doors to slam unexpectedly. It's been said that no one has ever been able to successfully stay the night there. At least, not until now.