

Lesson Plan Title

Ecosystems Brought to Life in Tableau

Grade Level

5th Grade

Subject Area

Science

MSCCRS

L.5.3B.1 - Obtain and evaluate scientific information regarding the characteristics of different ecosystems and the organisms they support (e.g., salt and freshwater, deserts, grasslands, forests, rainforests, or polar tundra lands)

- L.5.3B.2 - Develop and use a food chain model to classify organisms as producers, consumers, or decomposers. Trace the energy flow to explain how each group of organisms obtains energy.
- L.5.3B.3 - Design and interpret models of food webs to justify what effects the removal or the addition of a species (i.e., introduced or invasive) would have on a specific population and/or the ecosystem as a whole.
- L.5.3B.4 - Communicate scientific or technical information that explains human positions in food webs and our potential impacts on these systems.

Art Form

Drama

MSCCR Creative Arts Standards

TH: Cr2.1.5 Organize and develop artistic ideas and work.

- a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.
- b. Participate in defined responsibilities required to present a drama/theatre work informally to an audience.

TH: Pr5.1.5 Develop and refine artistic techniques and work for presentation.

- a. Choose acting exercises that can be applied to a drama/theatre work.
- b. Demonstrate the use of technical elements in a drama/theatre work.

TH: Pr4.1.5 Select, analyze, and interpret artistic work for presentation.

- b. Use physical choices to create meaning in a drama/theatre work.

TH: Re9.1.5 Apply criteria to evaluate artistic work.

- a. Develop and implement a plan to evaluate drama/theatre work.
- b. Assess how technical elements represent the theme of a drama/theatre work.
- c. Recognize how a character's circumstances impact an audience's perspective in a drama/theatre work.

Duration

2 - 60-minute sessions

Materials

Anchor Chart Paper

Markers

Music

Index cards

Paper

Pencils

Objectives

Students will analyze the ecosystem by assuming roles of various plants and animals in the food chain. Students will use tableau to dramatize their place in the food chain.

Science Vocabulary

Consumer

Decomposer

Producer

Autotroph

Heterotroph

Carnivore

Omnivore

Herbivore

Predator

Prey

Food web

Food chain

Energy pyramid

Nitrogen

Carbon

Niche

Drama Vocabulary

Tableau

Narration

Storytelling

Mental Image

Levels

Freeze

Collaboration

Depth

Lesson Description

Introduce the elements of and interactions in various ecosystems.

Introduce Tableau as an art form. (Tableau=Frozen picture) Video and article in resources below.

Show examples from the resource list below..

Students create and share their tableau.

They will write in-role as their plant/animal, arguing why they are important to the ecosystem.

Students will take their writing and step into a Role Drama where students will debate which plant or animal is most important to the ecosystem.

Students in each group are placed on a Character Panel in role as their characters, and the remaining students step into role as reporters to ask them questions.

This will result in a class discussion that explores the interdependence that each plant and animal has on one another in the ecosystem.

Recommended Resources

<https://www.youtube.com/watch?v=aHooiRHMkr0>

<https://www.thoughtco.com/introducing-tableau-to-students-3938471>

<https://arts-impact.org/wp-content/uploads/2015/10/Creating-Tableau-5-16-16.pdf>

<https://s3-us-west-2.amazonaws.com/artsnowguides/using-tableau-and-role-drama-to-examine-the-ecosystem-4.pdf>

Extended Learning Activities

Assessment Ideas:

Formative assessment: Class discussion, group discussions, reflection questions, anecdotal notes when observing students working in small groups, class reflection/ discussion, tableaux created, and the role drama Summative Assessment: Pieces of writing written in-role. A rubric could also be used to evaluate students during the Tableau work and the Role Drama work.

Sources

<https://s3-us-west-2.amazonaws.com/artsnowguides/using-tableau-and-role-drama-to-examine-the-ecosystem-4.pdf>

Tips

Use cueing methods when directing tableau in your classroom: “3-2-1- Freeze” and also the term “3-2-1- Action”.

“Actors Neutral” can also be used to focus students and direct students to stop what they are doing and listen to instructions.

Make your expectations for when students work together in groups to craft their tableaux explicit.

Go over the guidelines before the group work begins.

Write them up so that students can refer back to them if they need to during their group working time.

Adapted By:

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