

Non-fiction Tableau

7th Grade ELA and Drama

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Drama
Tableau

MSCCR STANDARDS

RI.7.10 - By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

MATERIALS NEEDED

1. writing materials
2. access to videos such as Youtube
3. laminator or paper sleeves
4. dry erase markers and erasers
5. large open spaces to allow for movement

MSCCR CREATIVE ARTS STANDARDS

TH: Cr1.1.7 - Generate and conceptualize artistic ideas and work

TH: Cr3.1.7 - Refine and complete artistic work

TH: Pr6.1.7 - Convey meaning through the presentation of artistic work.

DURATION

Two 50 minute classes or one block class

OBJECTIVES

Students will be able to show understanding of non-fiction text through tableaus.

VOCABULARY

Tableau

RECOMMENDED RESOURCES

https://www.youtube.com/results?search_query=mannequin+challenge <https://dramaresource.com/drama-games/>
<http://www.theteachertoolkit.com/index.php/tool/tableau>
<https://www.learner.org/libraries/makingmeaning/makingmeaning/dramatic/lessonplan.html>
<http://www.asfotech.org/20guzman5310/2015/01/28/tableau-drama-reaction/>

LESSON SEQUENCE

This lesson is based on a 50min class and would need to be adjusted for block schedules.

Day 1:

1. Bellwork: “Draw a picture of a student waking up late for school.”
2. Allow the students to share their work and focus on how they showed movement, action, and emotion.
3. Look at “Mannequin Challenge” examples on youtube and also focus on how they use their whole bodies, faces, and props.
4. Post the definition of a “tableau” on the board and relate it to the mannequin challenge. Use the resources provided to develop a good explanation.
5. Assign a non-fiction text. This is an opportunity to use cross content information. For this lesson example, we will use the 7th grade science textbook about the water cycle.
6. Group the students into no more than 5-6. Hand each group a tableau planning guide found in the provided

resources.

7. Explain how each group will create a tableau to show their understanding of each step of the water cycle. The tableaux will show one stage at a time. All groups will create a tableau about the same stage, so they can see all the variations and make deeper connections.
8. Very clearly review the expectations for the planning time and connect them to your classroom rules and expectations.
9. Assign the first stage and allow the students time to plan and practice. If time allows, they may be able to start their first tableau.
10. Exit Ticket: “Compare and contrast a tableau to a play.”

Day 2:

1. Bellwork: “What is a ‘tableau’?”
2. Participate in a drama warm up. Options are found in your resources. You will want to choose a silent one since tableaux are silent.
3. Allow students to pick up where they left off the day before either practicing or performing.
4. The tableaux will be performed one group at a time. Allow students time to give constructive feedback. Be clear how the feedback should look and sound according to your classroom rules and expectations.
5. Allow time for written reflection. The questions should not only focus on performance reflection but how well they understood their text. Examples are provided in your resources.
6. Exit Ticket: “Choose one of your tableaux. Explain how you were posed and why.”

EXTENDED LEARNING ACTIVITIES

For more advanced classes, they can get different topics instead of all performing the same topic. They can plan all their tableaux at once and use some sort of signal to transition into the next tableau.

SOURCES

- https://www.youtube.com/results?search_query=mannequin+challenge
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TIPS + FREQUENTLY ASKED QUESTIONS

1. This lesson used the water cycle as it is part of the 7th grade curriculum. It can be used to show understanding of any text but the 7th grade science standards focus a lot on natural cycles which are easily shown through tableaux.
2. Since the groups will be creating several tableaux, you may want to laminate the planning guide or put it in a plastic sleeve. This way they can write with dry erase markers and reuse the same sheet.
3. Different groups can create a tableau about the different topics. However, I have found that comparing the groups using the same topic at a time shows all the creative options.
4. Review rules and expectations before planning time, before the drama warm ups, and before the actual tableaux.
5. If students cannot perform the planning or warm ups safely and respectfully, then they should be asked to sit out of the actual tableau. This assignment can easily be described in a written format as an alternative assignment.