

Story Drama – 4th & 5th Grade – Exploring Character Feelings

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Story: *The Name Jar* by Yangsook Choi

Strategies: Illustration (Artifact), Role on the Wall, Paired Improvisation with Spotlighting

Time Needed: 45-60 minutes (15 minutes for Illustration and Role on the Wall and 20-25 for Improvisation)

Materials Needed: Poster paper, printer paper, markers, the book

Space Needs: Empty floor space

Grades: 4th-5th

National Theatre Standards:

4th grade:

- TH:Cr2.1.4.b. Creating- Develop: Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers
- TH:Pr6.1.4.a. Performing- Share, Present: Share a small-group drama/theatre work, with peers as audience
- TH:Re8.1.4.b. Responding- Interpret: Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work.
- TH: Cn11.1.4.a. Connecting- Interrelate: Respond to community and social issues and incorporate other content areas in drama/theatre work.

5th Grade:

- TH:Cr1.1.5.c. Creating: Imagine how a character's inner thoughts impact the story and given circumstances in a drama/theatre work.
- TH:Pr6.15.a. Performing: Present drama/theatre work informally to an audience.
- TH:Re 8.1.5.a. Responding: Justify responses based on personal experiences when participating in or observing a drama/theatre work.
- Th:Re8.1.5.b. Responding: Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.
- TH:Cn11.1.5.a. Connecting: Investigate historical, global, and social issues expressed in drama/theatre work.

Essential Question (AKA Focus Question):

How can school be challenging for international students from different countries?

How can I relate to or empathize with a narrator within a story?

How can I use illustrations to show how characters feel within a story?

Enduring Understanding:

Your cultural background is what makes you unique. Embrace all differences of all kinds!

FACILITATION PLAN

ENGAGE (15 Minutes):

Initial Question: How would you feel if you went to a new school in a different country?

Illustration (Alteration of Artifact): The facilitator will ask the students *“How would they feel if they had to go to school in a different country?”*. Then the facilitator will give every student a piece a paper and ask them *“To draw a face that represents those emotions.”*

Side Coaching: While students are drawing

- *“Remember that it's okay if you're not an artist we are focusing more on how our feelings are reflected in the drawing not the quality”*
- *“Try and really put yourself in the mindset of being at a new school, do you think you would be excited, nervous, anxious and what features go along with those emotions?”*
- *“Also there is not wrong answer here, whether you want your drawing to smile or cry each one can be valuable in our discussion”*

Once the pictures are drawn, the facilitator will state *“Okay everyone, now we place our pictures in the middle of the room on the floor.”*

Describe: The facilitator will ask the students to *“Create a circle around the pictures and choose one picture to describe what they are seeing in the faces”*

Each student will then go around and share what emotions the facial expressions show and why they think that.

Analyze: Once a couple students share their opinions on the first question the facilitator will ask *“How are the faces you are looking at in front of you similar or different from what you drew?”*

Relate: Lastly the facilitator will ask the students *“How could we group the pictures based on their feelings and why?”*

Side Coaching: During Reflection

Why do you feel that way?

Can anyone give an example of when they have felt this way?

It is more than okay if you do not want to share!

Transition: *Thank you for sharing the emotions you think you would feel as a new student, and for sharing your interpretations of the different faces. We had so many great faces and ideas. Now, we're*

going to read a book called “The Name Jar”, where the main character will struggle with coming to a new school from a different country. While reading the story, let’s try and connect the main character’s feelings and emotions with what we just discussed.”

EXPLORE (35 Minutes):

(Read the book to the class.)

Role on the Wall: The facilitator will draw a head and shoulders on a large poster in the front of the room, and will explain to the students that *“This is the main character we read about named Unhei.”*

“What feelings and emotions did you all notice Unhei had while we were reading the story together, and why do you think that?” Students will share and facilitator will write characteristics the students list on the poster itself.

“Now that we’ve talked about Unhei’s feelings, can anyone list any factors surrounding Unhei in the story; this can be other characters or environmental factors.”

The facilitator will ask the students again to share their ideas and ask why they chose those factors, and how they relate to Unhei’s experience in school. The facilitator will write them on the outside corners of the poster.

Next the facilitator will ask the students to connect the feelings they linked to Unhei and her outside factors. The facilitator will ask, *“Do you think any of these outside factors played a part or influenced how Unhei was feeling when she started school and why?”*

Paired Improvisation with Spotighting: After Role on the The Wall, the facilitator will ask students *“To think about interactions between Unhei and other outside characters (family, teachers, peers).* Then students will share with the class what they think those characters would say to Unhei referencing what they heard in the story. The ideas that are shared will be written on the poster around the outline of Unhei’s head and shoulders.

Transition: *Now, we are going to get into groups of two and sit your chair face-to-face with your partner (wait for students to get to their new seats). We just did Role on the Wall where we discussed emotions we think Unhei is feeling as well as discussed how we think those outside factors have influenced her feelings towards this new school. For this next activity, one of you in your pair should embody the character of Unhei while the other should embody one of the people on the outside in our poster. You can also be creative and pretend to be someone we did not write on the poster. This dialogue between you and your partner should be focused on a moment of conflict within the story. It should be a moment where the two characters want something different or where the characters are trying to help the other understand their feelings. For example, you could embody Unhei’s friend Jack and create dialogue from the moment he stole her name jar because he felt so strongly about how her name was better than all the other names.*

Groups will then break out into groups of two and go into role as Unhei and one of the outside characters. The facilitator will walk around and listen in on different groups while providing side coaching:

“Let’s try and focus on the dialogue between these characters.”

“You are embodying these characters really well but maybe try and think about how they would feel differently about the the topic you are discussing”

“Great conversation, keep it up!”

Then the facilitator will choose two groups to continue their conversation in front of the whole group so that other students in the class will be able to hear different perspectives of the characters within the story.

D: What did these two groups do well?

A: How did you see them working through issues that were seen in the story?

R: What types of phrases did you hear from Unhei that were similar or different from the outside characters that were portrayed?

REFLECT (10 Minutes):

I hope that you enjoyed these activities and felt that you could connect your personal experiences with what Unhei went through and could learn that our cultural differences are what made us unique.

D: What did we do today to help us understand the themes within The Name Jar?

A: Why do think that Unhei decided to choose her own name instead of an Americanized name?

R: How do you think we can help other students like Unhei embrace their differences within a school setting?

Ending Statement: As we work in our classroom together, I want you to think about how each of us is unique and different from each other and how those differences help us to create a stronger classroom community.