

**Pantomime Time**

**Focus of the Unit:** Exploring how the three key elements of pantomime- body, exaggeration, and specificity- can help us tell stories.

<b>Overarching Unit Objective(s)</b>	<b>Summative Assessment Strategy(ies)</b>
<p>Students will be able to demonstrate the core skills of pantomime through performing a story that follows the classroom’s established rules for a scene and exhibits examples of all these core pantomime skills.</p>	<p><b>Performance Tasks:</b> Students compose a pantomime scene that communicates a fairy tale story and uses all the key elements of pantomime.</p> <p><b>Criteria:</b> Each pantomime scene will include:</p> <ul style="list-style-type: none"> <li>- Every student must have a distinct role.</li> <li>- The story must be clearly told.</li> <li>- Every part of the story must be told with our bodies! No voices or sounds are allowed.</li> <li>- All actions must be big and exaggerated.</li> <li>- All actions must be specific.</li> <li>- Each person at some point must clearly pick up or use a pantomimed object.</li> </ul> <p><b>Documentation:</b> A rubric will be used to score the scene that is performed. The rubric is attached at the end of this unit plan.</p>

**A. Relevant Learning Standards:**

Relevant New York State Standards for the Arts:

**TH:Cr1.1.3.a**

Create roles, imagined worlds, and improvised stories.

**TH:Cr1.1.3.c**

Collaborate to determine how characters might move and speak to support a story and given circumstances.

**TH:Cr2.1.3.a**

Participate in methods of investigation to devise theatrical experiences.

**TH:Cr2.1.3.b**

Compare ideas with peers and make selections that will enhance and deepen group drama or theater work

**TH:Cr3.1.3.a**

Collaborate with peers to revise, refine, and adapt ideas to fit the given circumstances

**TH:Pr4.1.3.a**

Apply elements of dramatic structure to a story an create a drama or theatre work.

**TH:Pr6.1.3.a**

Share reflections and theatrical experiences.

**TH:Re9.1.3.c**

Evaluate and analyze problems and situations from an audience perspective.

Relevant Common Core ELA Learning Standards:

**Reading Standard for Literature, 3<sup>rd</sup> Grade, Key Ideas and Details 1:**

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Reading Standard for Literature, 3<sup>rd</sup> Grade, Key Ideas and Details 3:**

- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Relevant Strands (NYC Blueprint for Theatre):

**2<sup>nd</sup> Grade: Theatre Making: Acting- Imagination, Analysis and Process Skills**

- Students activate and use their imaginations as well as the analytical and process skills associated with acting.
- Students participate in group activities, including creative play, storytelling, pantomime and improvisation

**2<sup>nd</sup> Grade: Theatre Making: Acting- Performance Skills**

- Students participate in group activities, including creative play, storytelling, pantomime and improvisation.

**2<sup>nd</sup> Grade: Theatre Making: Acting- Playwriting/ Play Making**

- Students recognize and understand the dramatic elements of a story prior to putting pen to page: playwriting is preceded by play making.

**B. Context for Learning:**

Audience:

This class is composed of 20 3<sup>rd</sup> grade students at a private school. These students have been taking drama class since they were in Kindergarten with the same drama teacher every year.

Known Learning Needs:

- One student in the class is an English Language Learner
- Sometimes kids come in with sprained ankles or other temporary physical injuries.
- Two students are below reading level.
- One student is gifted/talented

Modifications:

- Specific modifications for the following will be provided within each lesson plan
  - *ELL Modifications*
  - *Physical Modifications*
  - *Below Reading Level Modifications*
  - *Gifted/Talented*

Previous Knowledge:

- Knowing the dramatic structure of stories, plays, and books
  - Beginning, Middle, and End
- How to provide critical feedback (an ongoing part of assessment and learning)
- How to write a journal entry for this class

Lesson One: **No Voice? No Problem!**

**Focus Question: If we do not have our voice to use, how can we tell a story?**

Lesson Objectives	Assessment Strategy(ies)
<p><b>Content Objective:</b> Students will be able create the illusion of an object using pantomime.</p>	<p><b>Performance Tasks:</b> Students will participate in the Magic Bag game.</p> <p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>- Students will only use their body and faces (no words).</li> <li>- Students exaggerated their movements.</li> <li>- Students made specific choices.</li> </ul> <p><b>Documentation:</b> Diagnostic: A tick list with the above criteria will be listed. See Document A in the appendix.</p>
<p><b>Content Objective:</b> Students will be able to demonstrate an understanding of nonverbal storytelling through composing a small nonverbal performance.</p>	<p><b>Performance Tasks:</b> Students will be assigned either the beginning, middle, or end of <i>Cinderella</i> and nonverbally recreate it with a group.</p> <p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>- Students portray the part of the story they were given</li> <li>- Students use only their bodies and faces to tell the story (no words).</li> </ul> <p><b>Documentation:</b> Formative: A tick list with the above criteria will be listed. See Document B in the appendix.</p>
<p><b>Language-Based Objective:</b> Students will be able to demonstrate an understanding of what nonverbal communication is.</p>	<p><b>Performance Tasks:</b> Students will write and draw in their journals about what nonverbal means and draw a picture of something related to being nonverbal in class today.</p> <p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>- Students will write one sentence giving the definition of nonverbal.</li> <li>- Students will draw a picture.</li> </ul> <p><b>Documentation:</b> Summative: Participation Check List with the above criteria. See Document C in the appendix.</p>

**Related Learning Standards for the Arts:**

**TH:Cr1.1.3.c**

TH:Cr2.1.3.b  
TH:Cr3.1.3.a  
TH:Pr6.1.4.a

**Related ELA Learning Standards:**

**Reading Standard for Literature, 3<sup>rd</sup> Grade, Key Ideas and Details 1**

**Reading Standard for Literature, 3<sup>rd</sup> Grade, Key Ideas and Details 3**

**Related Blueprint Strands:**

**2<sup>nd</sup> Grade: Theatre Making: Acting- Imagination, Analysis and Process Skills**

**2<sup>nd</sup> Grade: Theatre Making: Acting- Performance Skills**

**2<sup>nd</sup> Grade: Theatre Making: Acting- Playwriting/ Play Making**

**Modifications Relevant to the Lesson:**

*ELL Students Modifications*

- Prior to this lesson beginning, the name of the book will be sent home to the family so if the family has the means to, they can look up and read the story together ahead of time.
- Teacher will model pulling an object from the Magic Bag so that ELL learners can see an example that they may in turn use or gain inspiration from.
- Teacher will verbally read out loud every word that is written on the board.
- Pictures in *Cinderella* will be shown so students can visualize the story.
- For the journaling process, the key words are written on the board for the students to copy into their journal.
- The picture aspect of the journaling is there to supplement the writing, should that not be accessible.
- Students can modify their sentence in their journal to just be the key words.

*Physical Modifications*

- Should a student be unable to use their whole body to participate in the pantomime activities, they may use whatever parts of their body are available to them.

*Below Reading and Writing Level Modifications*

- For the journaling process, the key words are written on the board for the students to copy into their journal.
- Students can modify their sentence to just be key words.
- The picture aspect of the journaling is there to supplement the writing, should that not be accessible.

*Gifted/Talented*

- During the journaling process, students will be encouraged to write a full definition of nonverbal and to reflect on what we learned to day as well as predict where we may go from here.

**Spatial Organization:** Empty room, any backpacks and jackets against the wall or on the windowsill.

**Materials Needed:** *Cinderella* book, whiteboard, whiteboard marker(s).

**Procedures (50 minutes)**

- **Warm Up: Magic Bag (10 minutes)**
  - Teacher will instruct everyone in the class to sit in a circle with nothing in their hands.
  - Teacher will introduce their magic bag and tell the students that it has a magic spell on it that allows anything to fit in it. This bag has so many things in it that the teacher has forgotten what is there! Together, the teacher and the class will explore what it is in the bag without using their words. We will get three guesses for each object that people pull out of the bag. After three tries, if we are all stumped, the person using the object can tell everyone what they pulled out!
  - Teacher will model the usage of the bag
    - Step One: Put bag on the ground
    - Step Two: Open the bag
    - Step Three: Reach in the bag and pull out an object
    - Step Four: Pretend to use the object in a way that makes sure people watching can understand what it is
    - Step Five: Students will get three guesses of what the object is. After three, the user tells the group what the object is.
    - Step Six: Put object back in the bag
    - Step Seven: Close the bag
    - Step Eight: Pass the bag to next student.
  - Students will repeat this process until everyone in the circle has gone.
  - Introduce the word nonverbal:
    - Students will briefly reflect on how it felt to not be able to use their voice but still having to communicate something. No specific questions needed.
    - Teacher will write nonverbal on the board and say
      - “The key part of this was that we were nonverbal. This means that we were not using words at all and we were using our bodies and faces to tell the entire story.”
- **Read Cinderella (7 Minutes)**
  - Teacher will ask students to sit on the floor in front of teacher
  - Teacher will read Cinderella aloud and let students see the pictures in the book.
  - Teacher will ask students to save questions and comments about the book for later.
- **Beginning, Middle, and End and Main Characters (5 minutes)**
  - Teacher will ask students to say what the beginning, middle, and end of the book were.
  - Teacher will write these answers on the board.
  - Teacher will ask students who the main characters were.
    - We are looking for:
      - Cinderella
      - Fairy Godmother
      - Stepmother
      - Stepsisters
      - The Prince
      - The mice and animals that help Cinderella
  - Teacher will write these answers on the board

- Teacher will ask for things that these main characters do
  - Teacher may give this example:
    - We know there are mice in this story, and mice like to eat cheese. Can you pretend you pretend to pick up a piece of cheese and eat it like a mouse?
  - Teacher will write these answers on the board.
- **People Exercise (5 minutes)**
  - Teacher will tell students to walk around the room in their own space without touching anyone
  - Teacher will call out the names of the characters and ask the students to embody them.
  - Teacher will call out different character actions that were written on the board and ask the students to do them.
- **Practicing their Part of the Story (9 minutes)**
  - Instructions (3 minutes)
    - Teacher will split the class into three groups
    - Teacher will assign wither beginning, middle, or end to each group
    - Teacher will tell students that in their groups they will act out the part of the story they were assigned without using any words.
    - Teacher will state that these are the rules:
      - Everyone in the group must have a role and be involved at all times.
        - Roles can include animals, nature, and important furniture and objects.
      - Must start with a clear tableaux and end with a tableau so we know we are starting and ending.
      - The performance must be silent and nonverbal just like the exercise we did earlier when we had to perform the task our neighbor told us to do.
        - Teacher will write the word “nonverbal on the board”
        - Teacher will reinforce that nonverbal means without words.
    - Teacher will instruct students to begin practicing
  - Practice (6 minutes)
    - Students will collaborate with peers to create a short, nonverbal performance detailing their part of the story.
- **Perform (5 minutes)**
  - In chronological order of the story, each group will perform their nonverbal piece for the class.
- **Debrief (5 minutes)**
  - Teacher will verbally ask the following questions.
    - What was different about doing this?
    - What was challenging about doing this?
    - Did the game at the beginning of class connect to this at all?
    - After all the work we did today, can I thumb rating for if we understand what doing nonverbal work means?
- **Reflection (4 minutes)**
  - Journaling Students will write the word “nonverbal” in their journal

- Students will write one sentence about something they did that is nonverbal today
- Students will draw a picture of the nonverbal thing they did today



Lesson Two: **Panto-what?**

**Focus Question:** What is pantomime and what are the key ways in which we can effectively use it?

Lesson Objectives	Assessment Strategy(ies)
<p><b>Content Objective:</b> Students will be able to identify core elements of pantomime based on performances they watch their peers do.</p>	<p><b>Performance Tasks:</b> Students will critically respond out loud to their peers’ performances of actions and/or reflect out loud during the debrief.</p> <p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>- Students will comment on any of the three core aspects of pantomime we studied that they noticed in a performance during the critical response windows or during the debrief.</li> </ul> <p><b>Documentation:</b> Formative: Teacher will use a checklist of participation with the above criteria to see what they have learned over the course of the class that day. See Document D in the appendix.</p>
<p><b>Content Objective:</b> Students will be able to demonstrate core elements of pantomime.</p>	<p><b>Performance Tasks:</b> In pairs, students will each perform a specific action they are given through pantomime.</p> <p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>- Students will exhibit at least 2 of the core elements of pantomime</li> <li>- Students will perform the action they were given in some way</li> </ul> <p><b>Documentation:</b> Formative: Teacher will use a checklist of participation with the above criteria to see what they have learned over the course of the class that day. See Document D in the appendix.</p>
<p><b>Language-Based Objective:</b> Students will be able to define what pantomime is.</p>	<p><b>Performance Tasks:</b> Students will write down the definition of pantomime and draw a picture in their reflection journal.</p> <p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>- Students write a definition of pantomime.</li> <li>- Students draw a picture reflecting pantomime.</li> </ul> <p><b>Documentation:</b> Formative: A participation check list with the above criteria. See Document E in the appendix.</p>

**Related Learning Standards for the Arts:**

**TH:Cr2.1.3.a**

**TH:Cr2.1.3.b**

**TH:Pr6.1.3.a**

**TH:Re9.1.3.c**

**Related Blueprint Strands:**

**2<sup>nd</sup> Grade: Theatre Making: Acting- Imagination, Analysis and Process Skills**

**2<sup>nd</sup> Grade: Theatre Making: Acting- Performance Skills**

**Modifications Relevant to the Lesson:**

*ELL Students Modifications*

- Teacher will send list of action words home at the beginning of the unit so, should the family want to and have the means to, the family can look up the new words together.
- Teacher will verbally read out loud every word that is written on the board.
- Words on the action cards will include a picture so that they will know what the action is regardless of what language the word is written in.
- Students will also be in pairs, so teacher can purposefully put an ELL student with a student who is not an ELL student who can help explain to them what the written word means.
- Teacher will make sure most or all of the actions on the cards are words that have been used in the classroom before.
- Teacher will make sure to give these students action cards with words they understand.
- For the journaling process, the key definition words are written on the for the students to copy into their journal.
- The picture aspect of the journaling is there to supplement the writing, should the writing not be accessible.

*Physical Modifications*

- Should a student be unable to use their whole body to participate in the pantomime activities, they may use whatever parts of their body are available to them.
- Teacher can make specific action cards that are accessible to specific students that need physical modifications.

*Below Reading and Writing Level Modifications*

- Words on the cards will include a picture so that all students can have access to understanding the written word.
- Teacher can verbally read the word aloud to each group upon giving them their action card.
- For the journaling process, the key definition words are written on the board and underlined for the students to copy into their journal. The picture aspect of the journaling is there to supplement the writing, should writing not be accessible.

*Gifted/ Talented*

- During the journaling process, students will be encouraged to write a full definition of pantomime. This definition must be written in full sentences, include the underlined words, and include all three of the rules we spoke about (which are also written on the board).
- They will be encouraged to also write about the class that happened and write about how this knowledge may be applicable in further work.
- They may be paired with an ELL student for the activating action activity so they can further understand the material by helping to teach it to other students.

**Spatial Organization:** Empty room, any backpacks and jackets against the wall or on the windowsill. There are no desks or chairs in this room.

**Materials Needed:** Premade cards with actions on them, white board, white board marker(s).

### **Procedure (50 minutes)**

- **Warm Up and Settling In (8 minutes)**
  - Students will enter the room and stand in a circle.
  - Teacher will tell students that today we will play a game called “What Are You Doing?”
  - Teacher will model the following instructions with a student
    - \*Student\* will start by doing a random action that they choose, for now let’s just say you are pretending to brush your hair. Can you do that?
    - I, as the person next to \*student\* will say “Hey \*student\*, what are you doing?”
    - \*Student will answer with a doable action that they are not doing”
      - Teacher will have student say a random action. If they cannot think of one, teacher will whisper one to them.
    - Then I will start doing that action.
      - Teacher will begin doing that action
      - And the person next to me will ask me “Hey Teacher, what are you doing?” and so and so forth
  - Teacher will call on students to give examples with their words and their bodies of doable actions.
  - Teacher will take and answer any questions
  - Students will play the game until everyone in the circle has had a chance to do something and ask what someone else is doing. If time permits, the game can go around the circle multiple times.
  - The only rule is, that while doing the action you are given, you cannot speak! The only things you can say during this game are:
    - the name of the person you are talking to
    - “What are you doing?”
    - The action you want them to do
  - Teacher will take note of those who were able to perform the action nonverbally and those who struggled
- **Warm Up Debrief: The Rules of Pantomime (10 minutes)**
  - Teacher will ask students what they noticed about the way people showed us what they pulled things out of the magic bag. What was easy about this? What was hard? Write their ideas on the board, summarizing and clarifying when needed. Keep all the things written on one half of the board.
  - Teacher will then tell students that all of these things and using their body to tell a story is called Pantomime and write the word pantomime at the top of the white board.
  - Teacher will write “1. 2. 3.” On the board with space next to each number and tell the students that based on their answers, we can see three clear rules come to mind.

- If their answers and ideas do not resemble the three rules, then the teacher will say “these are all detailed observations of what we saw with the magic bag. Here are three more guiding rules for successful pantomime”.
- The Three Rules are:
  - Using only the body to tell the story! (No voice)
  - All actions must be exaggerated
    - If your actions are not big, and we are pretending objects are there, then it will make it harder for the audience to see and interpret what is going on
    - Teacher will explain this further if there is confusion.
  - All choices must be specific
    - If you cannot be specific in your choices, then the objects you are showing will look vague and the audience will not understand what you are doing or using.
    - Teacher will explain this further if there is confusion.
- **Activity: Exploring Action (6 minutes)**
  - Teacher will countdown from 5 and say by the time we are at 0 you must be standing back to back with a partner.
  - Teacher will give the following instructions:
    - Decide quickly who is an apple and who is an orange. Remember this, it will come later. For now...
    - With your partner, pretend you are each holding one end of a long tug-o-war rope
    - Each of you hold the rope, feel how tick it is and slowly begin to pull
    - Now drop the rope! The rope is gone.
    - Now you each have hot bowls of soup in your hand that you really want to eat but it is very hot! How do you hold the bowl? Are you quick to put the spoon in your mouth? How does it feel in your mouth?
    - Oranges, pick up a baseball bat! Apples pick up a baseball! Play baseball with your partner!
  - If teacher has time, teacher may add any other ideas they think of for the students to try out with their partner.
  - When the activity is done, instruct students to sit on the floor.
- **Activity: Embodying Action (8 minutes)**
  - Teacher will give instructions (2 minutes)
    - Teacher will briefly talk about
    - Teacher will tell students that they will be put into pairs, but not to worry about the pairs because the teacher will be choosing the pairs. Teacher will tell the students that with their partner, they will take a random action that will be given to them on a notecard and bring it to life with their partner. When they are done, they will perform it for the class and everyone will guess what the action is. They must follow the rules of pantomime that are on the board.
  - Students will rehearse (6 minutes)
    - Students will rehearse the action they are given with their partner. Teacher will circulate the room and assist groups that are straying from pantomime or are struggling.
- **Performance (8 minutes)**

- Each pair will get a turn to perform their action for the group.
- The teacher will call on students to say what they noticed about what the pair did that follows the rules of pantomime.
- The performing group will tell what their action is.
- **Debrief:** (5 minutes)
  - Teacher will ask the students the following questions
    - What was similar about today's class and last class?
    - What was challenging about today's class?
    - Can I have a thumb rating of our understanding of the word "Pantomime?"
    - Who can tell me the important rules of Pantomime?
- **Reflection** (5 minutes)
  - Teacher will underline "Pantomime", "Body", "Big" and "Exaggerated" on the board and tell students that they will write these words in their journal as a definition.
    - All of the following words must be included in their journal:
      - Pantomime
      - Body
      - Big and/or Exaggerated
      - Specific
  - Teacher will say if the students are up for a challenge, they should right down a definition of pantomime that includes the three rules on the board.
  - Students will write their words and/or definition of pantomime in their journal and draw a picture of something they did today that reflects pantomime.

Lesson Three: **Panto-MINE (Internalizing the Art of Pantomime)**

**Focus Question: How can we tell a whole story with everything we have learned about pantomime?**

Lesson Objectives	Assessment Strategy(ies)
<p><b>Content Objective:</b> Students will be able to compose a scene that tells a story using all elements they have learned of pantomime.</p>	<p><b>Performance Tasks:</b> In groups, students will take a fairy tale and tell the story using only pantomime.</p> <p><b>Criteria:</b> Each pantomime scene will include:</p> <ul style="list-style-type: none"> <li>- Every student must have a distinct role.</li> <li>- The story must be clearly told.</li> <li>- Every part of the story must be told with our bodies! No voices or sounds are allowed.</li> <li>- All actions must be big and exaggerated.</li> <li>- All choices must be specific.</li> <li>- Each person at some point must clearly pick up or use a pantomimed object.</li> </ul> <p><b>Documentation:</b> Summative: A rubric with the above criteria. See Document F in the appendix.</p>
<p><b>Language-Based Objective:</b> Students will be able to compose a piece of writing that reflects knowledge about pantomime that they have learned and connect it to other ideas and topics they know in drama class.</p>	<p><b>Performance Tasks:</b> Students will write about what they learned about pantomime and how they can use it in the future to help them in drama class in their journals. They will also draw a picture to accompany this.</p> <p><b>Criteria:</b></p> <ul style="list-style-type: none"> <li>- At least one full sentence regarding what they learned about pantomime</li> <li>- At least one full sentence regarding how they can use this with other topics and/or in the future in drama class.</li> <li>- Picture</li> </ul> <p><b>Documentation:</b> Summative: Checklist of participation with the above criteria. See Document G in the appendix.</p>

**Related Standards:**

- TH:Cr1.1.3.a
- TH:Cr1.1.3.c
- TH:Cr2.1.3.a
- TH:Cr2.1.3.b
- TH:Cr3.1.3.a
- TH:Pr6.1.3.a

**Related Blueprint Strands:**

**2<sup>nd</sup> Grade: Theatre Making: Acting- Imagination, Analysis and Process Skills**

**2<sup>nd</sup> Grade: Theatre Making: Acting- Performance Skills**

**Modifications Relevant to the Lesson:**

*ELL Students Modifications*

- Teacher will verbally read out loud every word that is written on the board.
- Teacher will send home a list of Fairy Tales before the unit begins so that if the family has the means to do so, the family can explore some or all of them prior to this lesson.
- There can be an option for a group to pantomime a specific part of a story, if working on the whole story is too much.

*Physical Modifications*

- Should a student be unable to use their whole body to participate in the pantomime activities, they may use whatever parts of their body are available to them.
- Should a student be unable to use one or two hands, student may explore feeling objects with one hand or whatever part of the body they can explore with.

*Below Reading and Writing Level Modifications*

- Teacher will verbally read out loud every word that is written on the board.
- For the journaling process, the key words are written on the board and underlined for the students to copy into their journal. The picture aspect of the journaling is there to supplement the writing, should that not be accessible.
- There can be an option for a group to pantomime a specific part of a story, if working on the whole story is too much.

*Gifted/Talented*

- Students will be put in the same group as an ELL student so they can further their understanding of the concepts by helping to explain it to other students.

**Spatial Organization:** Empty room, any backpacks and jackets against the wall or on the windowsill.

**Materials Needed:** White board, white board marker, and charades cards.

**Procedures (50 Minutes)**

- **Warm Up: Charades (10 minutes)**
  - Instructions and settling in (4 minutes)
    - Teacher will tell students they are going to play a game called charades.
    - Teacher will ask a student in the class to explain what charades is to everyone.
    - Teacher will reinforce that charades is a game where they are assigned a random action or object and they must somehow communicate through their body what that action or object is to everyone else without talking.
    - Teacher will explain the following rules for charades in our drama class:
      - No voices or sounds allowed!
      - 2 people will go at a time and act out the word together

- This means they can either work together or both do the action at the same time.
  - Teacher will hand the pair of students a notecard with the word on it.
  - Audience must raise their hand to guess what the performer is doing.
- The Game (6 minutes)
  - Teacher will choose students on a volunteer basis.
  - Teacher will choose two students at a time and show them a notecard with the word they must act out.
  - Teacher will call on audience members to guess the action.
  - After three guesses, teacher will ask the performers to reveal what their word was to the group.
  - Game is over after every student got to go up once.
  - Students may perform multiple times if time permits.
- **Hands (8 minutes)**
  - Teacher will ask students to find their own spot in the room where they have room to move and will not accidentally bump into or touch another person
  - Teacher will call out the following:
    - Look at your hands. How big are they? What is the biggest thing they could hold? Pretend to hold that.
    - What is the smallest thing they could hold? Pretend to hold that.
    - Now Whatever you are holding suddenly grows into the size of a small box. How does this box feel? Is it heavy, is it smooth? Is it bumpy? Is there a way to open the box? Is there something fragile in the box?
    - This box suddenly morphs into a basketball. How is holding the basketball different than holding the box? What can you do with a basketball that you do not do with a box? Oh no the coach is coming! Hide the basketball behind your back while the coach walks by.
    - Suddenly, the basketball melts in your hands behind you. You move your hands in front of you to see what's going on. It is no longer a basketball! It is a pile of clay. Sticky and wet clay. How does this feel different than the basketball? How do your hands feel with something wet and sticky on them? Do you like that? What can you do with this mushy clay that you could not do with the basketball?
    - Now, make something out of the clay. Do not tell anyone what you are making. It is a secret! If you need to put your clay on the ground to work with it, you may. How tall is this thing you are making? How wide is it? Is it a real thing? Or are you just making a random shape out of clay.
    - Now squish your clay into a ball. Roll it into a nice tight ball in your hands. Gather it all in there.
    - Now throw your ball of clay high above your head. Get your hand ready to catch it, I'll let you know when it lands.
    - When it lands on your hand now... you realize it is no longer clay. It is your favorite bird. This bird climbs onto your finger and sings you your favorite song. How do you hold this bird differently than you held the clay just moments ago?



- The bird flies away suddenly! You watch it fly away. It picks something up! It picks up your box from earlier! The long-lost box of minutes ago. The bird gives it to you and flies away.
- Now that you have your box back, you feel curious to finally know what is in it. Is it heavy? Should you put it on the floor to look in it? Do you think something breakable is in it? Is your box covered in wrapping paper? Does it have a bow on it?
- It's time to open the box. Unwrap whatever paper is on it. Take off a bow if there is one. And now open one flap at a time. Open the box and take whatever it is out.
- And let me tell you, this thing in there, it's not what you think it is! Because when you blow on it like this \*teach mimes blowing on something in their hands\*
- You do it too! Blow on your object! It turns into glitter and washes all the magic clay and magic objects away.
- Teacher will comment on how the specific nature of what they were exploring in their hands is key to making a good pantomime.
  - Make it specific, really feel what is there, the more specific and intentional you are with your actions and reactions, the easier it will be for the audience to understand what you are doing, holding, or using.
- **Review Pantomime- Questions? (5 minutes)**
  - Instruct students to sit wherever they are.
  - Ask the students if they remember from last week what pantomime is.
  - Ask 3 separate students to each name one of the rules of pantomime.
  - Ask if the students have any questions about pantomime.
  - Answer whatever questions they ask.
- **List of fairy tales on the board (3 minutes)**
  - Teacher will ask students to be sitting in front of the white board by the end of a countdown from 5.
  - Teacher will count down backwards from 5.
  - When students are all seated around the white board, teacher will ask students to name different fairy tales they know that are NOT Cinderella.
  - Teacher will write down the different fairy tales they share on the board.
  - Teacher will then ask if anyone does not know any of these fairy tales, if this is the case then the teacher will make note of these students and put these students in the Cinderella group.
- **Activity: Bringing Fairy Tales to Life (12 minutes)**
  - Teacher will put students into groups in the following way: (2 minutes)
    - The goal is to have 4 groups of 5 students each. Each group will be performing a different fairy tale.
    - Call out the name of a Fairy Tale and ask students to raise their hand if they know the story.
    - Teacher will then choose 4-5 (depending on the number of students present that day) of the hands that in the air and put those students into a group.
    - After assigning students to a group, the teacher will give the group a specific spot in the classroom to go sit in and wait quietly.

- Teacher will make sure that those students who rose their hand to say they did not know any of the Fairy Tales are in a Cinderella group.
  - \*\*\*If there are no students who raise their hand and say they do not know any of the Fairy Tales, then there will be NO Cinderella group.
- Teacher will inform students that in their group they will be doing a pantomime version of their Fairy Tale. They may choose one part of the story or tell the whole story.
- Teacher will inform students that if they decide to do the challenge of doing the whole story, students should talk about the beginning, middle, and end of the story like we did yesterday with Cinderella.
- Teacher will tell the students the following criteria for the performance and also write the criteria on the board:
  - Every student must have a distinct role.
  - The story must be clearly told.
  - Every part of the story must be told with our bodies! No voices or sounds are allowed.
  - All actions must be big and exaggerated.
  - All actions must be specific.
  - Each person must clearly pick up or use a pantomimed object.
- Teacher will tell students they have 10 minutes to prepare their pantomime performance.
- While students plan and prepare, teacher will go around the room and guide and help students, reminding them of the criteria on the board and all the criteria we have explored in the past few weeks.
- **Perform (7 minutes)**
  - Each group will perform their pantomime scene.
  - Other students will critically respond to the following prompts after each scene:
    - What did we notice?
    - What aspects of pantomime did we see?
- **Reflect (5 minutes)**
  - Students will write about what they learned about pantomime, how they can use this in tandem with other topics we have studied, and how they can use it in the future to help them in drama class.
  - Students will draw a picture of their favorite part of today's class.

**Assessment Documentation Appendix**

**A.**

**Magic Bag Diagnostic Sheet for Understanding Pantomime**

<b>Name:</b>	
<b>Criteria</b>	<b>Check for Yes, "X" For No and Additional Notes</b>
Students use only their bodies and faces (no words).	
Students exaggerated their movements.	
Students made specific choices.	
<b>Total Checks</b>	

**B.**

***Cinderella* Tick List**

<b>Name:</b>	
<b>Criteria</b>	<b>Check for Yes, "X" For No</b>
Students portray the part of the story they were given	
Students use only their bodies and faces to tell the story (no words).	
<b>Total Checks</b>	

C.

**Participation Points Day 1**

<b>Day 1: No Voice? No Problem!</b>	
<b>Name:</b>	
<b>Criteria</b>	<b>Points</b>
Does the journal entry talk about the meaning of nonverbal?	[Worth 1 point]
Is there a picture in the journal entry?	[Worth 1 point]
<b>Total Points</b>	<b>#/2</b>

D.

**Activating Action Checklist**

<b>Name:</b>	
<b>Criteria</b>	<b>Check for Yes, "X" For No</b>
Students will exhibit at least 2 of the core elements of pantomime: <ul style="list-style-type: none"> <li>- Only Using the Body (No voice)</li> <li>- Exaggerated/ Big Body Movements</li> <li>- Specific Body Movements</li> </ul>	
Students will perform the action they were given (So long as they can justify this, effort is seen, or another student can recognize it.)	
<b>Total Checks</b>	

E.

**Participation Points Day 2**

<b>Day 2: Panto-what?</b>	
<b>Name:</b>	
<b>Criteria</b>	<b>Points</b>
Did the student critically respond out loud to their peer’s performances of actions and/or reflect out loud during the debrief?	[Worth 1 point]
Does the journal entry include a definition of pantomime?	[Worth 1 point]
Is there a picture in the journal entry?	[Worth 1 point]
<b>Total Points</b>	<b>#/3</b>

F.

**Final Pantomime Performance Rubric**

Name			
	<b>1</b>	<b>2</b>	<b>3</b>
<b>Every actor in the group has a distinct role.</b>	Most or all actors did not participate.	Only one or two people had defined roles; one or more people did not participate, or one or more people had a role that was not relevant or helpful to the plot.	All actors participated in the piece and clearly have a role in the plot of the story.
<b>The story was clearly told through: identifiable characters, identifiable plot, and identifiable pantomimed actions.</b>	Characters were sometimes identifiable. The plot got lost in translation because of silliness or unpreparedness. There was little to no identifiable pantomimed actions.	Most characters were identifiable. The plot was mostly identifiable, but sometimes the story seemed to stray from the plot with unnecessary silliness. Pantomimed actions were there, but not always relevant to the plot.	There were identifiable characters, an identifiable plot, and identifiable pantomimed actions.
<b>Every part of the story was told with our bodies.</b>	Actors used their voices most of the performance.	Actors used their voices by accident or a few times.	Actors only used their bodies and facial expressions.
<b>All actions were big and exaggerated.</b>	Actions were all small or there were no actions at all.	Most actions were exaggerated, but some were not.	All actions were exaggerated!
<b>All choices were specific and intentional.</b>	There were no choices made OR there were choices, but they were random, not thought out, or silly in a way that did not help the piece.	Some choices were random or silly in a way that did not help the piece and were not tied to an action, the plot, or an object.	All choices were intentional and specific, clearly tied to an action, the plot, or an object.
<b>Each person in the group at some point picked up or used a pantomimed object.</b>	Few or none of the people in the group picked up or used a pantomimed object.	Almost everyone picked up or used a pantomimed object.	Everyone picked up or used a pantomimed object
<b>Final Score</b>			<b>#/18</b>

G.

Participation Points Day 3

Day 3: Panto-MINE	
Name:	
Criteria	Points
Is there at least 1 full sentence about how the can connect pantomime to other units or use it in future drama classes?	[Worth 1 point]
Is there at least one full sentence about pantomime?	[Worth 1 point]
Is there a picture in the journal entry?	[Worth 1 point]
Total Points	#/3