SUBJECT AREA LESSON PLANS

THEATRE ARTS
### THEATRE ARTS: The Skills Of Storytelling: Evaluating Oral Presentations

**Recommended tale:** *The Little Boy and the ‘Ayayay’*

**Objectives:** The students will:
- Learn skills and techniques associated with oral presentations.
- Listen to peers and an audio presentation to analyze speaking techniques.
- Analyze the effectiveness of forms of verbal/non-verbal communication.
- Evaluate an oral presentation.

**Materials:**
- Classroom copies of “Debriefing Questions” [Student Worksheet](#)
- Paper or blackboard

**Prior Knowledge & Experiences:**
- Students realize that oral presentations require skill, practice, and courage.
- Students work successfully in cooperative groups and pairs.
- Students engage in procedures for appropriately participating in large group discussions.
- Students recognize that tales are usually shared orally rather than in writing so versions may differ.

### Teaching Procedures:

**Teaching Procedures:** The students will:

1. Read silently three sentences the teacher writes on the blackboard. (The sentences may be random or tell a short story; each sentence will contain either an action or a descriptive phrase.)

2. Working in pairs, face a partner and recite the three sentences to each other, one person at a time. First, say the sentences in a normal tone of voice; then loudly; softly; angrily; laughingly; sadly; excitedly; back-to-back; and then pantomime them. Repeat the sentences by putting an “uhm” after each word. Stand on a chair while saying the sentences; then switch with your partner.

3. Combine into groups of four. Complete the “Debriefing Questions” [Student Worksheet](#). Discuss the storytelling in your group and share the group discussion with the class.

4. Listen to Liliane Nérette Louis telling *The Little Boy and the ‘Ayayay’*. With the class, discuss her performance. How did she get the audience’s attention (By saying “Kric! Krac!”)? What did she do well that engaged the listener in the tale? How did her tone, volume, pace, and words help or hinder her story?

### Indicators of Success:

- Completion of “Debriefing Questions” [Student Worksheet](#)
- Performance
- Active participation in verbal communication activity
- Attentive listening to audiotape of story
- Participation in class discussion of story

### Follow-Up Activities:

- Have students write their own stories about what they would put in a basket to create “Ayayay.”
- Allow students to tell or read the same story, adding their gestures, volume, tone, and words to the story.
- Ask students to think of a time when they saw an injustice. What did they do to correct it? Tell the story of the injustice to a partner or group. The best teller from each group may tell the story to the class.
Debriefing Questions

*Answer the following questions for the student performance:*

1. List all the ways you said or acted the three sentences.

2. Which was the easiest method of stating the lines? Which was the hardest? Why?

3. What did it feel like to stand on the chair? What did it feel like to look up at your partner?

4. In what type of story or action might you use loud voices? Soft voices?

5. When do you most notice people using “verbal tics” like “uhm,” “you know,” “like,” and “and…and…and”? 
**THEATRE ARTS: That Happened To Me, Too! Improvising Folktales**

**Recommended tale:** *The Turkey Maiden*

**TH.A.1.1; TH.A.2.2; TH.B.1.1; TH.C.1.2; TH.D.1.1; TH.D.1.2; TH.D.1.4; TH.E.1.1; TH.E.1.4**

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<tr>
<th>Objectives: The students will:</th>
<th>Teaching Procedures: The students will:</th>
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<td>• Improvise a story based on an object given to them.</td>
<td>1. Read <em>The Turkey Maiden</em>. Identify how the clothes the girl wore helped her. What other folktales make use of magic clothes? Describe the ways in which the clothes in those tales are used.</td>
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<td>• Listen to peers and analyze speaking techniques.</td>
<td>2. Participate in an improvisational exercise in which each student imagines they are wearing a tee shirt that might function like the magic clothing in <em>The Turkey Maiden</em>. The teacher will give each student an object that is to be interjected into a story with the student providing the details. Small groups of four or five students will receive the same set of objects (such as a key, dictionary, shoe, rock, and calculator), but each student in a group will have a different object.</td>
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<td>• Analyze the effectiveness of forms of verbal/non-verbal communication.</td>
<td>3. Assemble group by group at the front of the room. Ask two members of the group to stand in the middle. The first student starts telling a story about an object to the second student, beginning with the phrase, “I was walking down the road one day, wearing my tee shirt, when...” The second student listens, occasionally interjecting a phrase to indicate he is listening (such as “No kidding,” “Really,” “Is that so?”).</td>
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<td>• Write a story in a group.</td>
<td>4. Change the storyteller after a few minutes when the teacher signals “change.” The second student starts the story with the words, “That happened to me, too, when...” as a third group member walks up to join the conversation. The second student must tell a similar story to that of the first student, but with a new object. When the teacher indicates it is time to “change” again, the third student begins by saying “That happened to me, too, when...” while the fourth group member joins the conversation. Repeat until each group member finishes telling his or her story.</td>
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<td>• Present their written story to the class using a Reader’s Theatre format.</td>
<td>5. Invite each of the other groups to improvise a story based on the objects the group members have.</td>
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<td>6. Continue the group meetings at the conclusion of the storytelling and have groups write a script for their story. Using their improvisation session as a pre-write exercise, groups may use part of the story they told during the improvisation or they may incorporate new elements. Each group’s story must be told in its entirety, though, in fewer than five minutes.</td>
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**Materials:**

- Classroom copies of *The Turkey Maiden* (story only)
- Four or five identical sets of five familiar objects each, such as keys, dictionaries/books, shoes, rocks, and calculators

**Prior Knowledge & Experiences:**

- Students realize that oral presentations require skill, practice, and courage
- Students work successfully in cooperative groups and pairs
- Students engage in procedures for appropriately participating in large group discussions
7. Read the newly written story to the entire class using the techniques of Reader’s Theatre. (See the sample Reader’s Theatre lesson in the Language Arts section of this curriculum guide.)

8. Answer the following questions: How did it feel to have to make up a story on the spot using a certain object? Did the students find it hard to tie their stories into the previous story? How different or similar was the story they told versus the story their group wrote? Why did the students make those changes? When all the groups had the same objects; what similarities did the students notice between the stories the first group told versus the stories that the subsequent groups told? How did listening to the first group influence what type of story they told? How might their experience in this exercise help them understand how folktales are created and passed on?

**Indicators of Success:**
- Participation in the group improvisation
- Written script for group story
- Comments made during group discussion

**Follow-Up Activities:**
- As a class, discuss when it is appropriate to “make up a story” versus tell the facts as accurately as possible.
- Improvise as you retell the story of *The Turkey Maiden* with the girl now having the following things to use: a skateboard, cell phone, and an I-Pod.
# THEATRE ARTS: Tandem Telling

**Recommended tale:** *The Alligator and the Eagle*

**TH.A.1.1; TH.A.2.1; TH.A.2.2; TH.A.3.2; TH.B.1.1; TH.C.1.1; TH.C.1.3; TH.D.1.1; TH.D.1.3; TH.E.1.4**

## Objectives:
The students will:
- Use the term “tandem.”
- Break a story into parts to be told by two people.
- Creatively incorporate costumes, props, and/or gestures in their telling.
- Practice and perform a story from memory using tandem telling techniques.

## Teaching Procedures:
The students will:

1. Tell a “knock-knock” joke with the teacher. An example is:
   - Teacher: Knock, knock.
   - Student: Who’s there?
   - Teacher: Abe.
   - Student: Abe who?
   - Teacher: Abe C, D, E, F, G.
   
   Two people telling a story or joke is called “tandem telling.”

2. Read *The Alligator and the Eagle* or listen to the teacher or various students read it out loud. This is a Seminole tale that traditionally would be told by one person. Stories with two characters may be told using tandem telling techniques. As you read or listen, make note of the various characters in the story.

3. Work in pairs using two different color highlighters to divide the story into parts that each partner alternates reading. Each partner can read the events most associated with a specific character, such as the alligator or birds.

4. Consider using costumes, props, or gestures to tell their story. Create simple costumes or props using everyday objects and available craft supplies, such as signs labeled “Alligator” or “Birds;” a small ball or stone; a newspaper vest with paper feathers or scales glued to it; or a beak or snout made from Styrofoam cups or construction paper. Gestures could include using the hand to form a small beak or the arms to form an alligator snout.

5. Memorize their story by reading the assigned parts to each other at least three times. Then make notes on index cards and use them to tell their story together at least twice. On the third and fourth times, eliminate one or two of the cards until students are able to tell the story without any help. Practice, including gestures or props.

6. Tell the story to the whole class using the tandem method.

7. Listen to the tandem telling done by other students. Write down two things each pair does well and one suggestion for improvement. After each pair has shared, have the entire class evaluate the performances as a whole. Consider: How were the groups different, similar? Which costumes or props
were the most effective? Did the stories sound natural or memorized? What were the best strategies the groups used to learn their stories?

**Indicators of Success:**
- Highlighted story parts
- Oral presentations
- Student comments on each of the story presentations
- Student comments made during the final group discussion

**Follow-Up Activities:**
- Use tandem telling to share other selected stories from *Uncle Monday and Other Florida Tales*, such as *Quevedo on French Soil*, *Quevedo Chooses to Die of Old Age*, or *Cutting a Pumpkin*
- Have students evaluate the tandem telling performances using the information found in the “Skills of Storytelling” lesson plan.
- Create fables and practice telling them in tandem.
- Write a moral for *The Alligator and the Eagle*. 

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