|  **Lesson Title:** Playback Theatre  |  **Unit Title:**  The Skin I’m In   |
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|  **Teacher:** Simone Becker   **Grade/Class:**   6th Grade ICT ELA**Length:** 40 minutes |  **Unit Number:** 1 **Sequence in Unit:** 13   |
| **AIM/ Lesson Objective** At the end of this lesson, Students Will Be Able To (SWBAT):  | **Guiding/Focus Question** (Line of Inquiry) At the end of this lesson, students will be able to answer:  |
|  * Students will be able to speak in role.
* Students will be able to revise a key moment in the text using playback theatre strategies.
* Students will be able to write out and perform their before scene.

  |  * **How can we revise key moments in the text with justice in mind?**

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| ***Blueprint*Benchmarks/** **New York State Arts Standards (NYSAS)**  (1-2 per lesson):  | **NEXT Generation Standards and/or Common Core Standards** (1-2 per lesson):  |
| * Use research to inform the creation of characters and the choices characters make.
* Demonstrate curiosity, open-mindedness and imagination in expressing ideas, perspectives, and personal and social views in original work.

  | * STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text
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|  **Students Prior Knowledge:** (Warm-ups/rituals/routines; previous lesson knowledge)    |  **Materials Needed:** (Handouts, scripts, etc)  |  **Theatre Literacy:** (What theatre literacy terms are used in this lesson, such as “Action,” “Lights Up,” “4th Wall,” etc.)  |
| * Knowledge of the text The Skin I’m In
* Knowledge of playback theatre strategies including how to write the before scene and how to brainstorm solutions for the reimagined version of the scene
* Warm Up: Group Counting
 | * Powerpoint
* Dialogue from the Text
* Playwriting Graphic Organizer
* Pencils
* Open Space
* The Skin I’m In

    | * Playback Theatre
* Spectactor
* Improvisation
* Yes and!
* Playwriting

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|  **Cultural Connections:**   |  **Differentiations/Modifications:**  |
|  * Students will be using playback theatre to re-create scenes from The Skin I’m In with justice in mind. The Skin I’m In includes several scenes that depict colorism, bullying and lack of respect. Our final project will empower students to be activists and reimagine these moments with justice in mind. This will hopefully provide them with the skills to approach situations like this in their own lives by being an upstander instead of a bystander.

     |  * Dialogue from the text will be pulled and separated into categories so that selecting text for their original scenes is scaffolded.
* The playwriting format will be modified to be five lines with lines drawn out to accommodate students who need a modified playwriting model.
* In this class, each group will have either myself, Ms. Ortiz, Mr. Tucci or two para-professionals to work with them during their playwriting work time.
* Students have the option to improvise their reimagined scene or write the scene depending on their comfort level.
* Language will be modified to be accessible for students.
* Directions will be repeated out loud and posted for easy access.

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| **PROCEDURE/LESSON FLOW:**   |
|  **WARM UP/ Do Now:** (\_\_10\_\_\_\_ Minutes)  |
| **Activity:**  | **Rationale:**  |
|  Group Counting  As an ensemble, our goal is to count to 15 together WITHOUT planning, although we can strategize. * We will take a deep breath before we start.
* When two people say a number at the same time, we’ll take a deep breath and start over.
* We’ll have 6 tries.
 |  This is a warm up strategy that we’ve been working on for the past few classes. It supports us in working together as an ensemble as well as providing us opportunities to share strategies for what could be different/more successful, which models our playback theatre work together.  |
| **Transition and/or Reflection:**  | **Role of Facilitator:**  |
| Reflection Questions:-What were moments of success? When were we on the struggle-bus? -What strategies will help us to be more successful?-How does this connect back to our playwriting scenes? |  The facilitator will invite 3 students to share out their reflections and make connections back to improvisation/theatre.  |
|  **HOOK/ Mini Lesson:** (\_\_\_10\_\_\_ Minutes)   |
| **Activity:**  | **Rationale:**  |
| **Modeling of Revising Scene- 10 min**Last week, we performed this scene and we brainstormed some alternative solutions. MALEEKAHi Char, hi Raina!CHARWhy do you look like that?MALEEKAOh, I’m just helping Ms. Saunders with something in the office.CHARYou Miss Saunder’s pet anyhow. She got you that job in the office just to keep away from me, I bet.RAINAEver since you got that haircut, you think you’re something, Miss Baldy. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_What could any of these characters have done differently?**Maleeka- “Call me by my name…I am Maleeka Madison” or “You don’t get to bully me like that”****Char-****Raina-** Now we are going to act out those alternative solutions and see how that changes the scene.Steps to Facilitation1. Invite three students to perform as is.
2. Invite the audience to call out pause when they hear the conflict.
3. Select one solution/new piece of dialogue to try out.
4. Swap out the actor who is saying the new line of dialogue.
5. Perform the scene again! How does this change the scene? How does this shift the relationships?
6. Swap out the actor who is saying the new line of dialogue.
7. Select a second solution/new piece of dialogue to try out.
8. Perform the scene again! How does this change the scene? How does this shift the relationships?
 | The facilitator will model with Ms. Ortiz/Mr. Tucci, my co-teachers so that students can see what their process today will look like and have the opportunity to ask any questions they might have. Specifically, we will be modeling the scene that we wrote last week and modeling how we can re-imagine this scene with justice in mind. This will scaffold students’ experience of recreating their scenes this and next week.  |
| **Transition and/or Reflection:**  | **Role of Facilitator:**  |
|  Facilitator will introduce today’s goal: 1. Finish writing out 5 line“before” scene.
2. Brainstorm alternative dialogue for the “after” version of the scene.

  |  The facilitator will invite two students to read our goals today out loud and ask if students have any questions, thoughts, feedback etc.  |
|  **MAIN ACTIVITY:** ( \_\_\_20\_\_\_\_ Minutes)   |
| **Activity:** Playwriting Before Scenes/Performing Our Before Scenes | **Rationale:**  |
| **Finish playwriting/writing alternative dialogue- 10 min**Steps to Facilitation: 1. Students will split up into their groups.
2. Their task is to finish writing out their five line scene.
3. After they are done with that, they will brainstorm three different alternative lines of dialogue, or for one each character in the scene.

**What would you do differently? Pausing the scene- 10 min**Students will perform their scene for one other small group and will work their way through these steps, making a mark of how far they got to pick up for next week. Steps to Facilitation1. Invite students to perform as is.
2. Invite the audience to call out pause when they hear the conflict.
3. Select one solution/new piece of dialogue to try out.
4. Swap out the actor who is saying the new line of dialogue.
5. Perform the scene again! How does this change the scene? How does this shift the relationships?
6. Swap out the actor who is saying the new line of dialogue.
7. Select a second solution/new piece of dialogue to try out.
8. Perform the scene again! How does this change the scene? How does this shift the relationships?

  | This will provide students with the opportunity to finish writing out their five line scene, brainstorm specific alternative lines of dialogue for each character using a scaffolded graphic organizer and share their scenes with one small group. By sharing their scenes and suggestions for alternative dialogue with one other group and inviting the other group to share their input, students will be practicing the responsive nature of playback theatre. This will also set them up to rehearse/perform their “after” scenes with a focus on how characters could be treated with more respect/justice in their reimagining of the scene.  |
|  **Transition and/or Reflection:**  |  **Role of Facilitator:**  |
|  Students will be invited to share out one specific like, noticing or wonder from sharing their scenes with a focus on our essential question: **How can we revise key moments in the text with justice in mind?** They may also choose to share a question for the artists or themselves.  |  The facilitator will invite students to select one member from each group to share their reflection. They will take notes to keep track of where each group is in the creative process.  |
|  **ASSESSMENT:** (Applicable as needed)   |
| **Self-Assessment**  | **Peer Assessment**  | **Teacher Assessment**  |
| * N/A

  | * Students will peer assess through watching their peers’ scene and providing feedback on which alternative solution they would like to try.
 | * Teachers will assess formatively through students’ five line written scene, their brainstorming of solutions and their performance of their before scene and presentation and alternative dialogue.
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| **Student Reflection:** (Share out, journaling, Exit Ticket, etc. that relates to the Aim/Guiding Question of the lesson):   |
| * Students will be invited to share out their likes, noticings, wonderings and one question posed to themselves and fellow artists about this process so far. One student from each question will be invited to share in response to the question: **How can we revise key moments in the text with justice in mind?**
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| **Homework/ Extension Activity:** (If/as needed)  |
| * N/A

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| **Teacher Self-Assessment / Reflection Strategies** (Completed After Facilitation) |
| What worked well?  | What could/should be changed?  Provide suggestions.  |
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