

Disease Lesson (Sequencing, narrative)

Objectives and Outcomes:

- To give students narrative writing practice and sequencing
- To bolster teamworking skills by having them work together in narrative crafting and staging
- To work on dramatic skills, specifically with body
- To familiarize students with their weekly vocabulary words (brief, cease, consume, apprentice, discourage, fatigue, havoc, stricken)

Grade Level: 7th to 8th

Duration: 40 minutes

Materials Needed: pencils and paper, enough sets of images for each group

I. Introduction (five minutes)

- A. Start by shuffling students and putting them into groups of four. Have the students find their own place in the room with at least one hard surface to write on but enough room to spread out.
- B. Give each group of students a set of six pictures, but leave them flipped upside down.
- C. Instruct students that they are going to take the six pictures that they've been given and put them in order based on what they think the story is. Emphasize that there is no wrong answer.

II. Narrative crafting (five minutes)

- A. Give students five minutes to decide what their story is. Give the characters of the story names and tell them to be as detailed as possible.
- B. Actively be checking in with students to make sure that they are not overwhelmed but are also working on the task at hand

III. Story writing (ten minutes)

- A. After students have finished deciding what their narrative is, instruct them to write out the narrative. Have the vocabulary words written on the board, and tell them to incorporate at least four of them into their writing. Tell the students to use as much specific detail as possible in describing the event of the story.
- B. Again, be actively checking on your students to make sure they are on task.

IV. Tableaus (ten minutes)

- A. You will now be instructing students to get into three tableaus to show the beginning, middle, and end of their stories. A tableau is a frozen, two dimensional picture the students create themselves using nothing but their own bodies. Model what a tableau looks like and then have them create and rehearse their tableaus.
- B. After about seven minutes of work, give the students a three minute warning and tell them to practice their three tableaus to make them sharp and crisp.

- C. Over the course of this rehearsal process, check in with your groups and give advice and guidance as necessary.
- V. Performance (ten minutes)**
- A. Move all students to a large standing circle in an open space available in the room, pick a volunteer group to start with their tableaux, then once they are done, move around the circle until every group has gone. Encourage groups to commit to their choices and physicality.

Modification and Differentiation

Adjust the timeframe of the lesson based on the needs of your class. The pictures attached and the vocabulary words are just an example of what you can use for this lesson structure.





