

## **New Crypso Crisis Lesson (Decision making, imagination, impromptu speech)**

### **Objectives and Outcomes:**

- To increase familiarity and understanding of weekly vocabulary words (withered, territory, scoffed, toppling, settlement, prospector, shrivel, plunging) using a variety of drama integration techniques including guided narration, imagination tour, and speech delivery
- To work on dramatic skills, specifically voice and physical embodiment of characters that are far different from themselves
- To bolster imagination and descriptive speaking skills
- To bolster evidence based argument skills and decision making

**Materials Needed:** Alien type prop or costume piece

**Grade level:** 3rd to 5th

**Duration:** 45 minutes

### **I. Warm-up (five minutes): Wax Museum (optional theme: aliens)**

- A. Instructor plays the role of a guard in a museum, and the students play the statues. Instructor will close their eyes and have students move to their own place in the room, getting into dramatic, frozen poses. The guard walks around the students. If the instructor notices a statue moving, that student is out. When the instructor's back is to a student, the student must move into a new pose. If they are caught in the same pose as they were in before, that student is out. Play until one student is left.
- B. Optionally, the instructor can set a theme for the statues. Since this lesson is about aliens, I would suggest playing the game with an alien theme to prime them for the lesson.

### **II. Guided Narration of "New Crypso" story (ten minutes)**

- A. Instructor narrates a story, and demonstrates actions and speech that characters make. Students act out the actions and speech of the different characters in the story at the same time, following the prompting of the instructor. Instructor should take longer quotations a few words or a phrase at a time to not overload the students.
- B. Tell the story, which is at the bottom of this document. Bolded are the vocabulary words specific to the class this lesson was written for. Instructor does not necessarily need to stick to the whole script, but this version has all of the main points that should be hit in the story.

### **III. Discussion and imagination tour (fifteen minutes)**

- A. Begin discussion by asking students what happened in the story to help with retention of the events.

- B. Ask students to close their eyes and picture what the alien planet looks like. Tell the students that you will be asking them questions, though you don't want them to answer them out loud, just in their heads. Ask guided questions about what is on their version of New Crypso to help the students create a detailed vision of what is on the planet. Examples include:
  1. Are there animals on the planet? What kind of animals? What color are they? What do they look like?
  2. Are there plants and trees on the planet? What color are they? What kind of leaves and flowers do they have on them?
  3. Is there anything that the Crypsos can eat on this planet? Is there anything that's dangerous on this planet? What is it?
- C. After a visualization of the planet, ask students to share one thing that they saw on their vision of the planet. Call on as many or as few as time permits.
- D. Tell the students that they will be each be partnered with another student and they will be giving a tour of their planet to the other student. Model an example of what this will look like either with another teacher or with a student volunteer. The student receiving the tour will have their eyes closed and the student giving the tour will guide them by gently holding their shoulders. The student giving the tour will use descriptive language to guide their partner through their planet (e.g. "Over here, we have the pink palm trees. Feel the surface of the tree, it's so rough!") Each student will have one minute to give a tour of their planet to their partner, and then all students will switch.
- E. Hold a discussion with the students asking if they made any discoveries about their planet while giving a tour of it.

#### **IV. Speech preparation (five minutes)**

- A. Instruct partners that they will be combining their two visions of the planet into one, and they have to send a message to their people telling them whether or not the planet is safe to inhabit for the people of Crypso. Give them five minutes to prepare their statement, giving them opening and closing lines to structure their speech (e.g. "People of Crypso, we have explored New Crypso and made many discoveries." "Thank you for your time.>").
- B. Students must include a certain number of specific details of what makes the planet dangerous or not dangerous, which is up to the instructor to decide.

#### **V. Speeches (eight minutes)**

- A. Have pairs of students come to the front of the classroom to deliver their statements about whether or not the planet is safe. If instructor has an alien prop or costume piece to give the students, they can use that for their speeches.

#### **VI. Conclusion (two minutes)**

- A. Lead a discussion to guide students through the experiences and feelings they had during the lesson. Examples include:
  1. What did you consider for your decision?
  2. What details were the most important in your decision-making?

### **Modification and Differentiation**

Students working in groups of two or having their eyes closed while experiencing the tour are ideal conditions but not essential ones.

More emphasis can be placed on the imagination tour or the speech, depending what the needs of the class are. The speech does not have to be impromptu; it can be written by students ahead of time if there's time for it. Additionally, more time can be spent on the imagination tour, and instead of a speech a discussion can be held instead to talk about whether or not the new planet is safe. If there is more time than 45 minutes in the class, both imagination and speech preparation can be further delved into.

*Guided narration example:*

The president of Crypso nervously approached the microphone. She knew she had to deliver her speech that held her decision. The president began: "People of Crypso. Our space cows have died. Our crops have **withered**. We are quickly running out of food on this planet. Therefore, I have decided that we are going to explore a new **territory**."

One Crypson shouted out from the audience, "where is the new **territory**?"

The president replied, "the new **territory** is on a new planet, not so far from our own."

Half of the audience cheered at this announcement. The other half **scoffed** at it.

The president began again. "I know this is not what everybody on our planet wanted. But we have decided that this is the best option to keep our entire society from **toppling** over and dying, so we are going to move forward on it. We are going to put together a team to travel to a new planet, called New Crypso, where we will hopefully make a new **settlement** for our people to live. Thank you for your time." The president walked away from his podium.

The team began preparing to get on their spaceship to head to New Crypso. The first member of the team was the pilot of the ship, whose name was Zam. Zam put on his pilot goggles and his flight suit and got ready to fly out.

The next member of the team was Nim. Nim was a **prospector**, and her job when he got to New Crypso was to explore for precious minerals that would be important to power the technology of the Crypson people. She collected her mineral detector, her pickaxe, and her exploring hat and got into her seat on the ship.

The last member of the team was Jarr. Jarr is a farmer, and Jarr's job on New Crypso was to find out what plant life there is on New Crypso, and to also see if their Crypson crops could thrive on the new planet, or if they would just **shrivel** up like they had on Crypso. Jarr got his poison detector and his Crypson plant samples and got on his seat on the ship.

The three members of the team were all in their seats on the ship and they got ready to blast off. “Five, four, three, two, one” and the team flew off into space. They were blasting forward very quickly, and they approached the planet in minutes. They entered the planet’s atmosphere, but Zam said, “oh no, our ship is **plunging** too quickly toward the planet. We need to slow down!” as he slammed on his ship’s brakes, and they slowly approached the planet, and safely landed. The three stepped out of the ship and looked around.