

**Lesson Title: The Arrival - Exploring Visual Communication and Empathy (3rd Grade)**

**Focus Question(s):** Why do people leave their home countries and the people they love? How can a community use visual symbols to welcome others?

Lesson Objectives	Assessment Strategy(ies)
<p><b>Drama-Based Objective:</b> SWBAT apply learned physical skills to create human statues that communicate a specific message.</p>	<p><b>Performance Task:</b> In trios, students will create non-verbal tableaux depicting a statue created by a hypothetical community in order to communicate their attitudes towards immigrants.</p> <p><b>Criteria:</b> Teacher will look for use of high, middle, and low levels, use of facial expression, and for a clear relationship between figures.</p> <p><b>Documentation:</b> Teacher will take photographs of students’ tableaux and will subsequently note on a task scale (see Appendix A) the extent to which students’ tableaux demonstrate high, middle, and low levels, facial expression, and a clear relationship between figures.</p>
<p><b>Affective Objective:</b> SWBAT collaborate with one another in small group work.</p>	<p><b>Performance Task:</b> Students will collaborate in trios to devise a tableau that reflects a specific message.</p> <p><b>Criteria:</b> Teacher will note whether students demonstrate both cooperative/participatory behavior (“yes and” behavior, stepping forward/stepping back, and willingness to compromise) and non-cooperative/non participatory behavior (blocking behavior, dominating or withdrawing, and being unwilling to compromise)</p> <p><b>Documentation:</b> Teacher will use a tick sheet to document both cooperative/participatory and non-cooperative/non-participatory behavior (See Appendix A).</p>

**Related Standards:**

**Relevant New York State Standards for the Arts:**

NYS Theatre Standard 1: Creating, Performing, and Participating in the Arts

Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks

NYS Theatre Standard 3: Responding to and Analyzing Works of Art

Students will reflect on, interpret, and evaluate plays and theatrical performances, both live and recorded, using the language of dramatic criticism. Students will analyze the meaning and role of theatre in society. Students will identify ways in which drama/theatre connects to film.

### **Relevant Common Core ELA Learning Standards for Grade 3:**

NYS Reading Standards for Literature - Responding to Literature

11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.

NYS Writing Standards for Literature - Responding to Literature

11. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.

NYS Speaking and Listening Standards - Comprehension and Collaboration

1e. Seek to understand and communicate with individuals from different cultural backgrounds.

### **Relevant NYC Blueprint Strands:**

- *Theater Making: Acting - Imagination, Analysis and Process Skills:* Students will be able to sustain focus on the imaginary world and scripted given circumstances in activities, sharings and performances; contribute positively and responsibly to ensemble efforts, and demonstrate an emergent ability to collaborate with others; sustain concentration, focus and commitment in collaborating on group activities with a shared performance goal; receive, respond to and incorporate directions.
- *Theater Making: Acting - Performance Skills:* Students will be able to use the body and face to create and react to imaginary conditions and the given circumstance of a script or story; will be demonstrate and use nonverbal communication.
- *Developing Theater Literacy - Responding to Theater Performance:* Students will be able to recognize the various purposes of theater, among others, to be: social change, entertainment, education, communication, ritual.
- *Making Connections Through Theater:* Students will be able to: recognize that theater may come from a different time, place and culture, and can teach us lessons about ourselves and our lives.

### **Modifications Relevant to the Lesson:**

While there are no students who are ELLs or whom have IEPs or other learning needs, there are some students who occasionally demonstrate attentional difficulties. In this lesson, modifications for such students include breaking down main tasks into smaller tasks, providing low-key reminders, prompts and cues, written instructions, and a posted agenda.

**Previous Knowledge:** Students have previous experience with concepts including personal/general space, tableaux, shape, level, devising and playwriting, story dramatization, and have frequently worked with peers in small groups to devise physical responses to prompts. The concept of guided imagery may be new to some students.

### **Spatial Organization:**

The classroom is an open space with folding chairs available for use against the wall. Teacher will sit in a chair on the west side of the room with students seated on the floor when sharing images from *The Arrival*. In the center of the room is a circle of 20 red dots that students know to stand on at the top of class.

### **Materials Needed:**

1. Copy of the graphic novel, *The Arrival* by Shaun Tan
2. Music for Guided Imagery: “Fragment II” by Library Tapes
3. 6 cards with prompts for culminating group statue task (3 red, and 3 blue)
4. Instrument (e.g. bell, drumsticks) to guide transitions.
5. Computer to hook up to SmartBoard to project images from *The Arrival* (See Appendix B).

### **Procedures**

#### **Cross the Circle (3 minutes)**

Upon greeting students, teacher will ask students to stand on a red dot on the floor (which creates a circle of students), and then take one step back. Teacher will tell students that she will make a few statements. If the statement applies to you then please cross the circle and find a new spot to stand in:

*Cross the circle if...*

- You have ever moved to a new house.
- You have been in a country where you couldn't understand the language.
- You have ever had to leave possessions behind you that you would rather have been able to take with you on a long trip (for example, a favorite toy).
- You have ever left behind someone you love when you travelled somewhere (for example, maybe you went to visit your grandparent, and then you had to leave them to come back home, not knowing when you'd next visit them).
- You have ever felt like you didn't belong.
- You have ever felt unfairly judged by someone based on how you look.

*Possible Modification/Extension: if all students cross the circle in response to a prompt, ask them to strike a pose demonstrating how that experience made them feel.*

#### **Space Walk (5 minutes)**

Teacher explains that we are now going to physically explore the feelings associated with these statements. Students are instructed to find personal space in the room and begin walking as if they were in a busy city – careful not to bang into other people but moving quickly about their business. Students are asked to, without talking, to greet people as though:

- they are happy to see them
- they are suspicious of them

Students are asked to freeze and stand back to back with the person closest to them. Students will decide who in their pair will be an Orange and who will be an Apple. Oranges will now walk around the room and will be instructed to greet people as though they are happy to see them, and Apples will now walk around the room and greet people as though they are suspicious of them. Teacher asks students to freeze: Apples will now be happy to see others, and Oranges will be suspicious of others.

### **Look at Image from *The Arrival* (7 minutes)**

Teacher explains that in today's class we will now look at a graphic novel that considers some of the statements and emotions we have just explored. Teacher asks students to take a seat close to the teacher (who will sit in the rocking chair on the west side of the room) so that they can see the book. Teacher introduces *The Arrival* to students, and shows them the image of the man packing his suitcase while his wife helps (see image 1 in Appendix B).

Teacher asks students:

What do you see?

What do you think?

What do you wonder?

Teacher will prompt students as needed, in order to get them to consider why the man might be packing. Teacher asks students to share ideas as to why people might leave their homes to move to another country. Teacher writes students' ideas on the whiteboard.

### **Guided Imagery (5 minutes)**

Teacher explains that we are now going to imagine what it might be like to have to leave one's home. Teacher asks students to find a place in the room (personal space) where they can listen quietly and comfortably. Teacher explains that she will read aloud an imaginary scenario and that students should listen closely to the words and imagine the action in their minds, paying attention to how they would feel in this situation. Teacher explains that students have the option to act out the scenario if they feel moved to do so. Teacher plays the music track as she reads aloud the guided imagery statement below:

*“Imagine you are in your bedroom, standing at the foot of your bed. You have a small suitcase in front of you. You will be going away from home, and you’re not sure for how long. You can only take this one small suitcase. You must carefully decide what to take because you don’t know if you’ll ever come back. As you pack, you begin to touch the things that are so familiar to you in a way that you have never done before... Your bed, your desk, your favorite clothes, favorite toys. First you must pack your clothes. There isn’t a lot of room in the suitcase, so you can only pack your favorite clothes. Fold your clothes and put them in the suitcase. Now there isn’t much room left, and you can only take a few more special things with you. Think to yourself, what is the most important object you would bring with you on your journey? What could you never leave behind? Think to yourself, why is this object so important to you? Grab this object and hold it to the light, examining it with your five senses. What color is it? Does it have a smell? Is it heavy or light? If you shake it, does it make a sound? Does it have a texture? Now place this object very carefully in your suitcase, so that it doesn’t break. Now close the suitcase, make sure it’s locked, and leave your bedroom - you are not sure when you will see your bedroom again.”*

To transition out of the guided imagery, the teacher will fade the music, asking students to put down the suitcase and shake off the imaginary improvisation by physically shaking out their arms and legs (teacher will demonstrate with students). Teacher will ask students to find a partner, and whisper to their partner what object they packed and why it was important to them.

*Note:* This guided imagery was inspired by a piece written by Ann Chapnik, Rosemarie Greene, and Diane Fraggos.

### **Looking at More Images from *The Arrival* (4 minutes)**

Teacher will play a chime to regain attention, and will tell students that now that they have imagined that they were leaving home, we will find out what happened to the man in *The Arrival*'s after he packed his suitcase to leave home.

Teacher shows a few more images from *The Arrival* (Images 2-4 in Appendix B). When the teacher gets to the image of the boat arriving at the new city (Image 4), she directs students' attention to the statue of two people greeting one another. *What do you see? Does this remind you of something? Why might this statue be here? What do you think this statue's purpose might be? How might the people on the boat feel when they see this statue?*

### **Culminating Activity: Statue Making (6 minutes)**

Teacher transitions by telling students that we are going to now create our own statues that communicate a specific message to immigrants arriving to a new community. Teacher asks students to make groups of 3 (there may be one group of 4). Teacher explains that she will hand out cards to small groups that will tell each group what kind of community they are, and how they feel about new people arriving to their community. Refer back to the opening exercise where students had to use their facial expression and body language to communicate how they felt about greeting other people.

Teacher explains that students will create a tableaux/group shape that conveys the message to immigrants. Teacher explains and writes down on the board that the tableaux needs to include different levels, facial expressions, and that when an audience looks at their statue, we need to know who the different characters are to each other (clear character relationship). Teacher asks students to recap the qualities of a shape (*still, solid, and silent* like a statue).

Teacher will hand out a card to each trio. There should be 6 groups, and therefore two groups for each prompt. The cards will be of two different colors:

1. We are the sort of people who welcome strangers to our land (One red color, one blue color)
2. We are the sort of people who are suspicious of anyone who is different from us, we only like people with brown eyes. (One red color, one blue color)
3. We are the sort of people who are scared of and hate all strangers. (One red color, one blue color)

Teacher tells students that they have one minute to create their tableaux. Teacher will check in with groups after one minute and will extend to two minutes as needed. The goal is to encourage students to think quickly on their feet.

### **Sharing and Reflection (10 minutes)**

Teacher divides groups into two halves, based on the color of the groups' prompt cards so that there will be one of each three prompts in each half. Teacher will ask those with blue cards to sit on against the west

wall as an audience, and for those with red cards to present first.

Those in the audience are asked to imagine that they are immigrants arriving to a new community for the first time and that these statues will be the first thing that they see upon arrival. Teacher asks students to close their eyes as the groups presenting setup their tableaux. When the teacher says, “3, 2, 1, arrival!” the audience will open their eyes. Teacher has students hold their poses for 10 seconds, takes a photograph for documentation, and prompts students in the audience to think about the following questions:

- What do you notice?
- Which message is most welcoming? Which community would you want to live in? Why?

Students sharing their tableaux are then allowed to relax out of their poses and sit where they are in front of the audience. Teacher repeats the above questions, asking students in the audience to share their responses.

Switch.

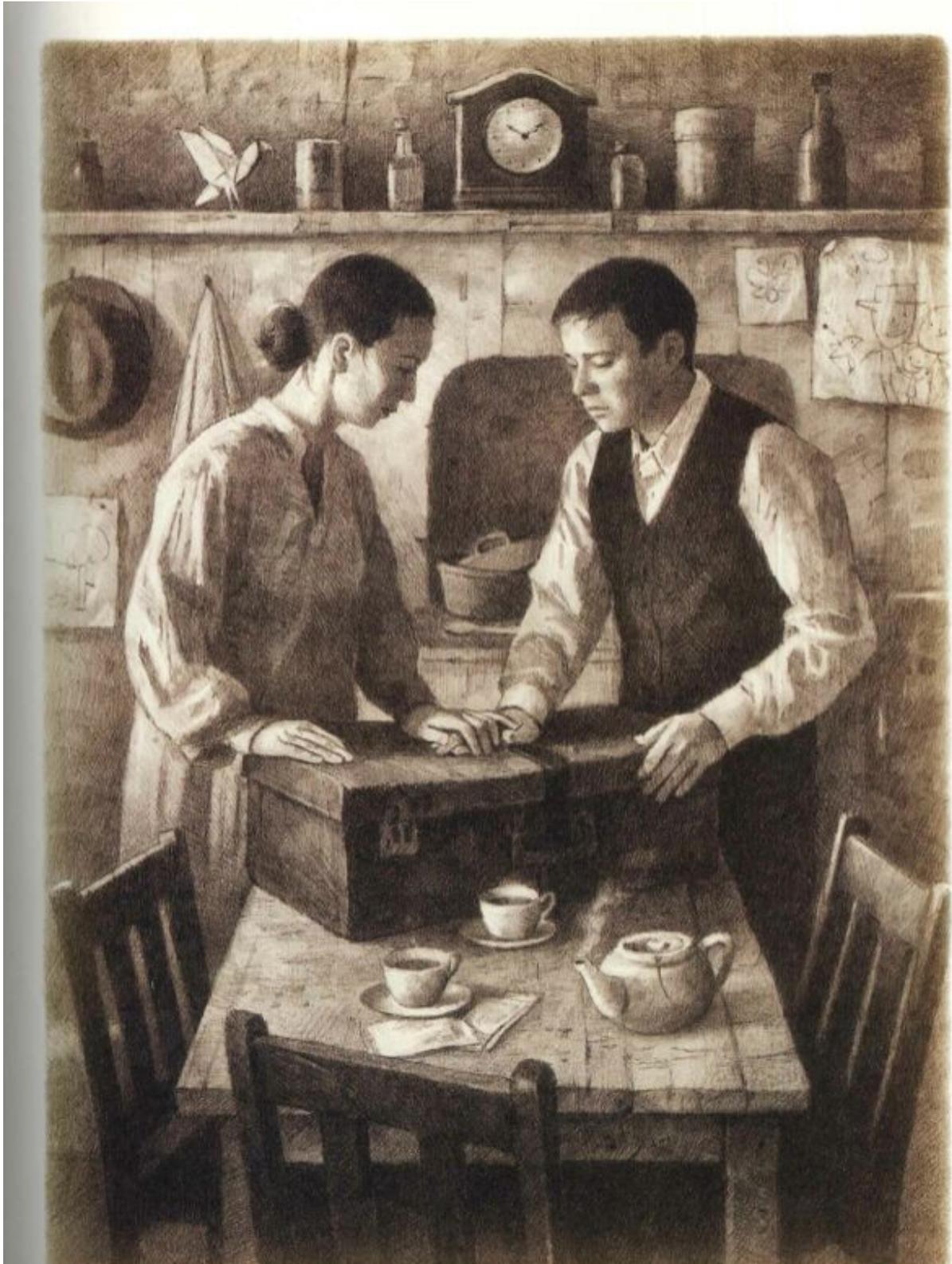
After both halves have presented, teacher asks students: Statues are static, they cannot move or interact with others. How can we, in our everyday lives, show people who are new to our communities that they are welcome? (Note: this question assumes students agreed that the statues depicting welcoming messages are the communities they would want to live in; teacher can modify as needed.)

Students will transition to their next class by lining up and taking three deep breaths as a group, led by the teacher.

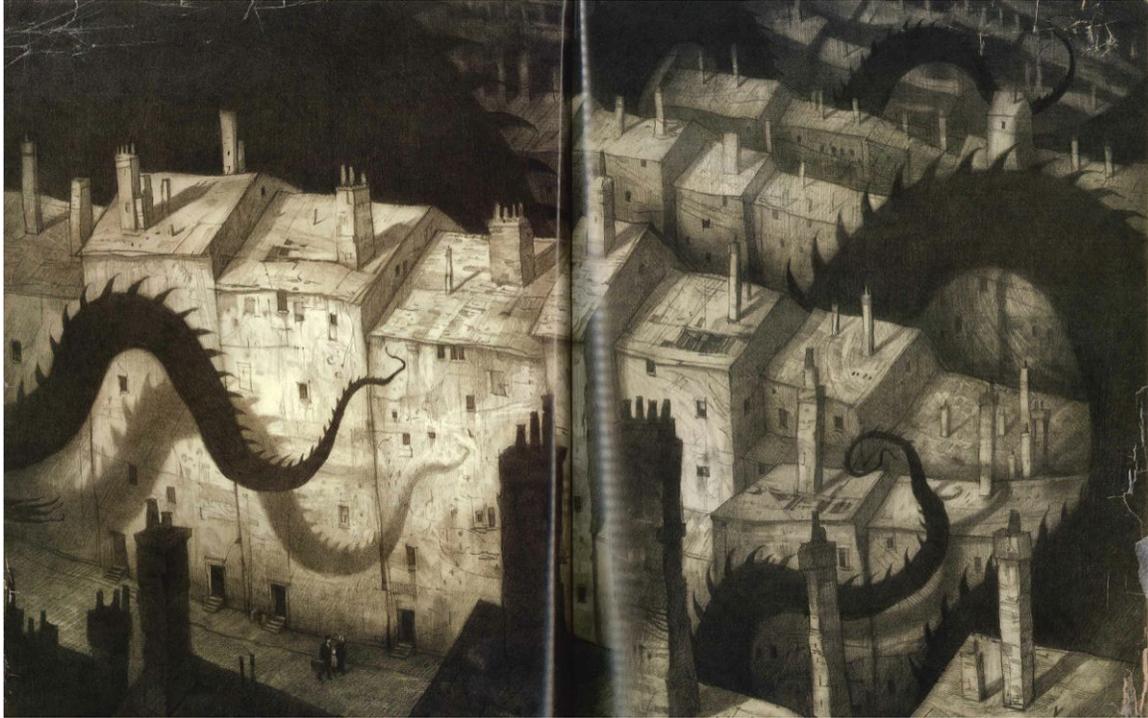
**Note:** If there is extra time available, this final reflection can be extended further to reflect on the lesson (and the drama) as a whole.



**Appendix B. Images from the Arrival**



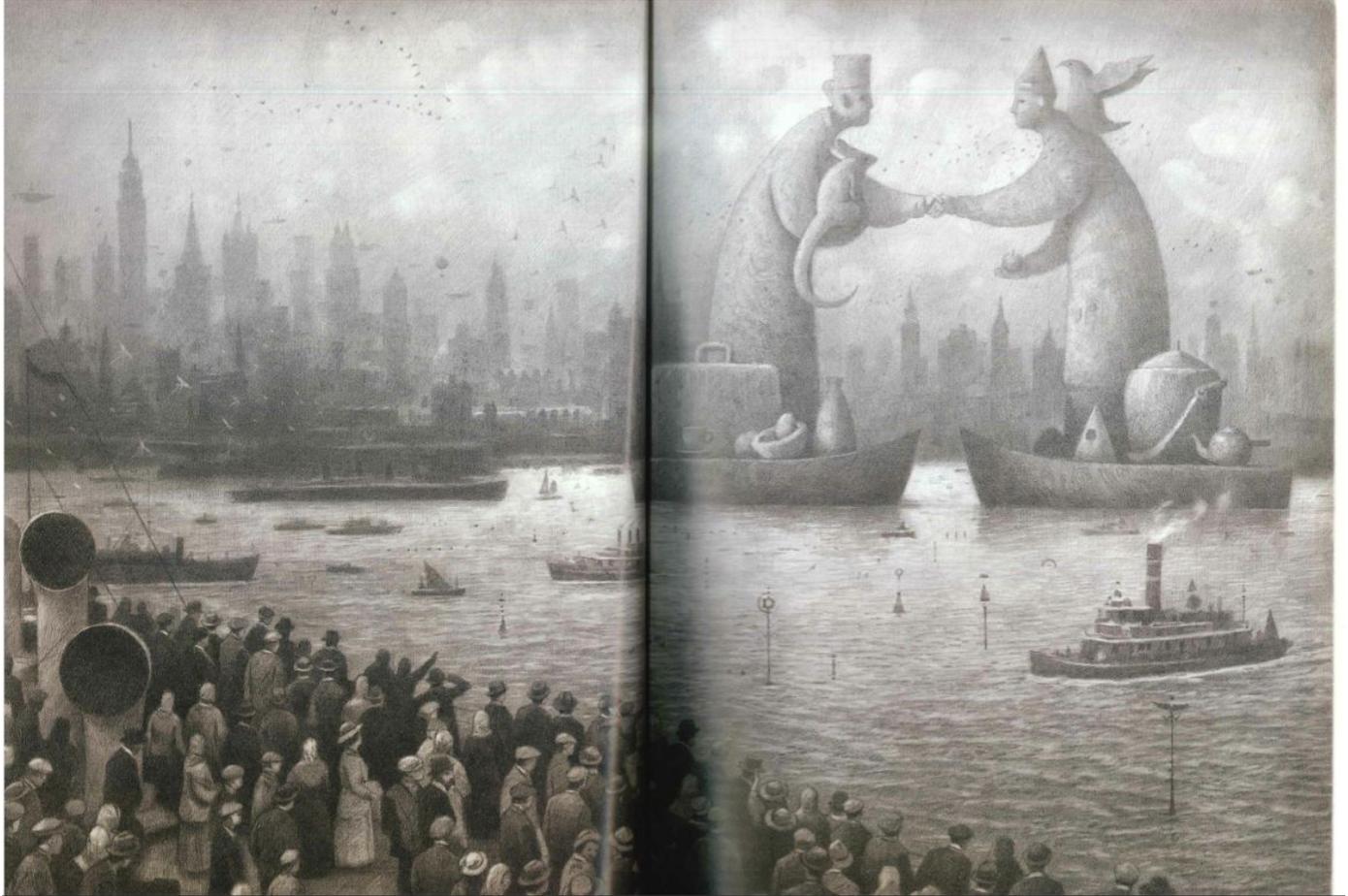
***Image 1***



*Image 2*



*Image 3*



*Image 4*