

Wharton Workshop - tableaux

Intro to tableaux 5

- “Fly by night” course in tableaux.
- Refer to Augusto Boal?
- Tableaux is incredibly versatile.
- Lauren’s “Tableux Tuesdays”

Facilitation practices 15

Bullying – whole group

- One in the circle
- Two in the circle
- Three or four in a circle focusing on following points.
 - We will not bully others.
 - We will try to help students who are being bullied
 - We will try to include students who feel left out.
 - If we know someone is being bullied, we will tell an adult at school and at home.
- Group work – discussion only

Curricular Area Group Work 15

- Language Arts - poem
- Social Studies - logging
- Science – rainforest

Sharing 15

Discussion 10

- How have you used it?
- What would prompt you to use this technique in your classroom?
- What would prevent you from using this technique in your classroom?
- What skills do you need to lead tableau?
- What skills do students need to succeed with tableau?
- What ways do you think you would apply this in your classroom?
- Any other thoughts, suggestions?

Handout of each group prompts and standards.

Logging Tableaux

Create four tableaux that depict the life of loggers in Michigan in the 1840's.

1. Loggers made ice covered roads and pulled the logs on horse or ox drawn sleds to the banks of the river.
2. Logs were piled twenty to thirty feet high awaiting the spring thaw.
3. When the rivers melted, the logs were pushed into the rivers to float to the mills. (Watch out for log jams, and dangerous log rolls.)
4. At the mills logs were sorted and identified by “log marks”, then cut into boards.

Notes:

- Logging camps were created in towns near rivers like the Chippewa, Tittabawassee, Cass, Bad, Shiawassee and Flint.
- The camps consisted of a bunkhouse, a cook shanty (dining room and kitchen) a cook store and stables.
- Crews worked from 4am until dusk and ate meals consisting mainly of bread, potatoes, tea, beans, and pork.
- Owners used a heavy marking hammer to mark each of their logs. Log piracy was one of the earliest types of “industrial” crimes. Log thieves sometimes waited for the spring log drives and pulled choice logs from the river, cut off the ends and remarked the logs.
- After the mill logs traveled by boats and trains to market, mostly in Chicago.

Standards Addressed: Social Studies and Theatre

H3 History of Michigan - *Use historical thinking to understand the past.*

4 – H3.0.1 Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C, E)

- What happened?
- When did it happen?
- Who was involved?
- How and why did it happen?
- How does it relate to other events or issues in the past, in the present, or future?
- What is its significance?

ART.T.II.4.1 Make artistic choices regarding character, environment, and situation that support the creation of a classroom dramatization.

ART.T.III.4.3 Compromise with peers in small group decision making about artistic design choices.

ART.T.III.4.5 Build skills to critique self and others in a respectful and constructive manner.

ART.T.IV.4.1 Compare and contrast different presentations from the same time period or cultural context.

Rainforest Tableaux

Create three tableaux depicting life in the Rainforest

You are the rainforest. Create 3 tableaux that show the beginning, middle, and end of a monsoon hitting. Be sure to depict the interdependency of the life of the Rainforest and use all levels in your pictures.

Notes:

- The levels of the Rainforest include the forest floor, the understory, the canopy and the emergent.
- The plants and animals rely on each other for food and shelter.
- Some of the life includes:

Ulysses Butterfly: The brilliant blue of this butterfly makes the Ulysses unmistakable, but oddly it also makes it hard for birds to catch. Much like catching fireflies, the flashes of color are so distracting that the path of the insect is hard to predict.

Snake: There may be 50 or more species of snakes in a tropical forest. All of these snakes are rare and many elusively live high in the treetops or come out at night and so are rarely seen!

Sloths: The sloth is the slowest mammal on Earth. It takes a month for a sloth to move 1 kilometer! Sloths are arboreal animals, which means that they spend most of their lives hanging upside-down from tree branches. They eat, sleep, mate, and give birth upside-down in the trees. They hold onto tree branches with strong, curved claws that are on each of their four feet.

Gaudy Leaf Frog: The bright colors (orange toes and cream-and-purple stripes) helps to attract a mate, yet the frogs also need to lay low during the day to avoid being discovered and eaten. By sitting on his hands and feet, pulling his elbows and knees to his sides, and closing his eyes during the daytime (while asleep) a male frog becomes nothing but leafy green.

Lianas : These are vines that live all over the rain forest. They link trees to each other and animals use them to move around from tree to tree. Tarzan used these vines to swing through the forest!

Passionflowers : These flowering plants are colorful and attract butterflies and hummingbirds! Animals, birds, and people eat the passion fruit that grows on this plant.

The Strangler Fig Tree : This tree uses another tree to climb up to the sunlight. As they grow, they wrap around the old tree until it dies and only the strangler fig remains.

Chocolate (Cocoa) Tree: Chocolate comes from a tree called the Cocoa tree, or in Spanish, Cacao. The cocoa tree or chocolate tree, is found in the Upper Amazon Basin where it can reach over fifty feet high. The fruit is thick and oval shaped, usually yellow or red, and can sometimes grow as big as a football. The inside of the fruit is packed full of between twenty and sixty seeds. The seeds are surrounded by a sweet pulp that you can eat for a tasty treat. Children in the rainforest love to suck on the seeds from the Cacao tree as you might suck on candy where you live.

Standards Addressed: Science and Dance

Ecosystems K-7 Standard L.EC: Develop an understanding of the interdependence of the variety of populations, communities and ecosystems, including those in the Great Lakes region. Develop an understanding of different types of interdependence and that biotic (living) and abiotic (non-living) factors affect the balance of an ecosystem. Understand that all organisms cause changes, some detrimental and others beneficial, in the environment where they live.

L.EC.E.1 Interactions- Organisms interact in various ways including providing food and shelter to one another. Some interactions are helpful; others are harmful to the organism and other organisms.

L.EC.E.2 Changed Environment Effects- When the environment changes, some plants and animals survive to reproduce; others die or move to new locations.

L.EC.04.21 Explain how environmental changes can produce a change in the food web.

ART.D.I.5.3 Demonstrate shapes at low, middle, and high levels.

ART.D.I.5.4 Demonstrate the ability to define and maintain personal space.

ART.D.I.5.6 Demonstrate kinesthetic awareness, concentration, and focus in performing movement skills.

ART.D.II.5.2 Improvise, create, and perform dances based on their own ideas and concepts from other sources.

Storytelling (Poetry) Tableaux

Create individual/partner tableaux while storytelling.

Tell the story of the poem through individual or partner tableaux. You may be in more than one tableaux. Read the poem while presenting the tableaux.

True Story by Shel Silverstein

This morning I jumped on my horse and went out for a ride
And some wild outlaws chased me and shot me in my side
So I crawled into a wildcat's cave to find a place to hide
But some pirates found me sleeping there
And soon they had me tied to a pole, I almost cried
"Til a mermaid came and cut me loose and begged to be my bride
So I said, "Come back Wednesday, but I must admit I lied."
Then I ran into a jungle swamp, but I forgot my guide
And I stepped into some quicksand, and no matter how I tried
I couldn't get out until I met a water snake named Clyde
Who pulled me to some cannibals who planned to have me fried
Then an eagle came and swooped me up and through the air we fled
But he dropped me in a boiling lake a thousand miles wide
And you'll never guess what I did then,
I died!

Standards Addressed: ELA and Theatre

R.NT.03.03 identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).

R.CM.03.02 retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.

R.CM.03.03 compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding; including a narrative to an informational text, a literature selection to a subject area text, and an historical event to a current event.

S.DS.03.02 discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., characters' thoughts and motivation, setting, plot, story level theme) and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.

L.CN.03.02 listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

L.CN.03.03 distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors

ART.T.II.3.1 Illustrate characters, environments, and situations that support the creation of a classroom dramatization. ART.T.III.3.1 Infer from a text, characters and setting in stories.

ART.T.III.3.2 Analyze elements of dramatic structure for successful classroom dramatization.

ART.T.III.3.5 Listen to constructive criticism and respond in a positive manner.