

Understanding By Design – Backwards Design Process

(Developed by Grant Wiggins and Jay McTighe, 2002)

Stage 1 – Desired Results	
<p>Content Standard(s):</p> <ul style="list-style-type: none"> • Generate and conceptualize artistic ideas and work. Create theatrical ideas (character) that reflect characteristics of different artistic movements. (F.T.Cr.01) • Refine and complete artistic work. Refine and revise character dialogue, stage details of imagined worlds. (F.T.Cr.03) • Select, analyze and interpret artistic work for presentation. Identify historical sources that explain drama/theatre terminology and conventions. (F.T.P.04) • Convey meaning through the presentation of artistic work. Describe how design performance are connected to what the student wants to express, evoke, or • Perceive and analyze artistic work. Analyze the style of a playwright and how theatrical work. For example, examine how a playwright uses character relationships in the story. (F.T.R.07) 	
<p>Understanding(s): Students will understand that:</p> <ul style="list-style-type: none"> • action verbs guide our authentic reactions and contribute to how we interact with the world around us. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What motivates our reactions?
<p>Student objectives (outcomes): Students will know that:</p> <ul style="list-style-type: none"> • Action verbs are actions that happen inside your mind. • Creating aspects of a character can be a collaborative effort. • Just like they have internal verbs, so do characters in a play. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Recall internal/action verbs they can use for characters. • Apply and identify verbs in everyday conversations. 	
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p> <ul style="list-style-type: none"> • “Grave Digger” has them unconsciously come up with actions • Pair Share: why each activity we do is important and how it relates to theatre • “3 basic skills you need to execute your passion” activity to help explain what exactly actions/objectives/conflicts are. 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Powerpoint, extra visuals, and a talk through of <i>Romeo and Juliet</i> to help explain what exactly actions/objectives/conflicts are. • Using analyzation and thought by conversations in class as to what the tableaux could mean. • Coming up with verbs to help their classmates when they can't think of one.

- Come up with as many actions as you can
- Tableaus
- A/B scenes

Stage 3 – Learning Plan

Learning Activities:

- Warm-up/hook: Shake down (to energize). Check in: How are we feeling today? Thumb up, sideways, or down. Grave digger (to make choices) [10 minutes]
- Get in circle. Teacher pairs kids up – What did you do to make other people laugh? Work together as a team to figure out what verb that would be. (2 min.) Share with class. [5 minutes]
- Think of a passion or something you're good at and write down the three basic things you need to be able to do. Ex. Baseball - you need to be able to hold a ball, arm strength to hold/throw it, hold a bat. [10 minutes]
 - These are the three basic things you need to become an actor (Action, Conflict, & Objective)
 - Define these in a powerpoint, draw a picture, give example for romeo and juliet (Juliet's Objective is to be with Romeo. The conflict is their families are enemies. The Actions taken are to persuade, to disguise, to trick, etc.)
- Count off in 4's. Create tableaus around one verb. 4 minutes to create this masterpiece. 1. To entice 2. To discover 3. To accuse 4. distract Share tableaus. Prompts: What do you see? (spacial dynamics, where their focus is, etc.) [10 minutes]
- Stay in your groups. Come up with an action verb. We will give you 3 minutes to come up with as many internal/action verbs as you can in your group. One per sticky note. [5 minutes]
- Pass sticky notes and grab or pencil and write any action verb.
- Read your verbs and then pick a runner to go to the board and stick it up there.
- Can every get to one side of the room? We're going to have a couple volunteers read a couple lines out loud. (A/B scenes.) If anyone can think of an action verb to use to act with those couple of lines, raise your hand and tell us. The performer doing the scene gets to choose which action verb they use. OR the performer can run to the magical board of action verbs. The performers then pick one and act the scene.
 - 2 brave volunteers to try this out first.
 - Split class in half to do this activity.

- We'll give 6 minutes to do this and get through as many people as you can. [15 minutes]
- Closing: Partner up or exit ticket. How can we use action verbs in theatre? Share in circle.

NOTE: This will likely take two 60 minute class periods depending on the students work ethic and how large the class is.