

Teaching Artist: Jennifer Hill	Project: Objects as Characters
Grade Level: 3rd, 4th, 5th	Core content: ELA
Summary of the Lesson: Students are introduced to character development and dialogue through the use of objects.	
Vocabulary: <ul style="list-style-type: none">• Theatre Vocabulary• Monologue• Writing Vocabulary:• Plot, Setting, Character, Conflict, Resolution• Verb	Materials: <ul style="list-style-type: none">• Household objects• Paper• Pencil

ARTS LESSON STRUCTURE: Attention, Review, Teach, and Support

ATTENTION How will you prepare the students for the lesson?

Introduce students with a short object drama with music

Show examples of objects and encourage them to go on a treasure hunt. Encourage objects and not stuffed animals or toys that are people or animals. Find something that has a property about it that is intriguing.

REVIEW: What will you review? What is the academic vocabulary for the lesson?

The parts of a story, emotions, verbs, and monologues.

TEACH: What will you do to teach the content?

Instruction:

FIND: Introduction of lesson – For this lesson, you'll be creating a character from an object, and making it speak. We'll be using a household object, a pen and some paper, and you'll need a little room to move and a surface for your character to use as a stage. A desk or table will work.

WATCH: Model the objects you have with you. Encourage them to find an object that isn't a stuffed animal or toys that are people or animals. Something that has a property about it that is intriguing.

MOVE/PLAY: Warm up of making paper breathe (yogic breath to lion chase and back again).

Make it speak.

WRITE: End with question: "What does your crumpled paper have to say?" Encourage them to write it down.

Connection: 4 minutes

Objective:

Students will recognize/review the role of character in a story.

Supplies:

Pen & paper

Instruction:

THINK: Review parts of a story. Emphasize that characters are those who play the role in the story.

Plot: Plot is what happens in the story.

Setting: Setting includes the time and place of the story's events.

Character: Characters are those who play a role in the story.

Conflict: Conflict represents the problem in the story.

Resolution: How the story ends.

Show image of Little Red Riding Hood. Point out the characters mentioned. Name the qualities of Little Red.

WRITE: Question: What's the name of a character in a story you like? What is it about that character that you like? Are they brave? Kind? Are they a good friend? Do they have a superpower?

Show Charlotte's Web as example. Describe some of the characters. Charlotte's persistence and creativity, Wilbur's sweet kindness, Templeton's sneakiness.

Encourage them to write their ideas down.

Creation (observation and note taking): 15 minutes

Objective:

Now we'll explore the qualities and movement of their objects, to discover what characteristics they have.

Supplies:

Household object

Paper & pencil

Instruction:

WATCH: Show [2 minute video of Paul Zaloom](#).

EXPERIMENT: Mention the book turned into a moth, the umbrella turned into a kind of spider. Engage students to use imaginations – they are creating characters. Let the object have it's "little business." Explore movement with objects. How does it move? What does it want to do? What does it resist?

THINK: Vocab of verb: a word used to describe an action.

WRITE: Ask students to write down any verbs associated with what they noticed.

MOVE: Model a movement/verb from your object character.
(jiggle, nervous, fear, excitement, wobble,, wiggle, shake)

THINK: There's a feeling in the way the object moves. What is it? What emotions (show emotion wheel).

Vocab of emotion: Ask them to write down ideas.

WRITE: A personality/quality. What is it? Write it down.

***Creation (writing): 10 minutes**

Objective:

Now we're going to write a line inner monologue for our characters using ideas from our notes and observations.

WATCH: Model character moving and speaking about how it likes to sing in the shower.

THINK: Now it's your turn. What does your character like doing/who are it's friends/what does it dream about?

MOVE: Make your object move and say something about these ideas.

WRITE: Write down ideas.

THINK: Monologue Vocab: is a speech by one character. Sometimes it is the innermost thoughts of the character. The character speaking to themselves.

MOVE: Practice again, this time paying attention to the feelings your character has. What does your character want to say?

WRITE: Stop and write in some of your characters feelings about what it is experiencing and thinking about.

Completion

Model speaking the monologue as the nervous character who anticipates a test, then calms herself by humming.

Encourage students to practice speaking their character's monologue – making the object speak.

Reflection Questions: How do you feel about your new character? Does your character's monologue begin to tell a story?

Support: What will you assign the students to complete and how will you support their learning?

Improvisation, practice, and writing are supported by modeling both success and failure, sharing of tips, vocabulary