

Body Objects: Integrating with Language Arts

Creating Settings with Details

Grade Level: K – Adult

Essential Question: *What impact do details have on creating and communicating ideas?*

Students learn about DRAMA

- Use details to improve acting skills
- Demonstrate how concentration, imagination, imitation, transformation and collaboration are used in drama.

INTEGRATION Ideas

- Adding details to text
- Identifying details in author's work

VOCABULARY

Imagination, Imitation, Collaboration, Transformation, Concentration

MATERIALS

None

LESSON DIGEST

1. Review and introduce vocabulary
2. Ask the Essential Question.
3. Model what no details and details look like
4. Students' warmup making body objects alone and with others.
5. Students act the story of *BJ's Journey*, adding details
6. Students write descriptive paragraphs and share them along with their scene
7. Ask the Debrief and Learn questions

SPACE: Participants seated in a circle.

TIME: 45-90 minutes



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Your Personal NOTES

LESSON

HINTS AND STRATEGIES

STARTERS

- Review story elements.
- Discuss/review the three drama tools, indicating that today they will not be using voice until they do some planning or while enacting the story.
- Introduce or review the words transformation (to change into characters or objects/setting for a drama – the actor's job) and imitation (to act like you're doing something without really doing it. (Review any of the other three words: concentration, imagination and collaboration as well.)¹
- Ask: What are details? And why should we care about details as writers and actors?
- Ask the essential question: What impact do details have on creating and communicating ideas?
- Give the students an overview of the day, say, "Today you will demonstrate adding details to your work. We will be doing a quick warm-up where you will create solo objects, then partner objects, then a few team objects with details. If all of that goes well, we will once again perform *BJ's Journey*, only today you will be adding new and inventive details to your work. Remember that concentration is the most important skill as we work together. Try to eliminate showing off and other distractions. How many people agree to try? Good."

CONCEPTS & SKILLS

***Three Tools – Mind, Body, Voice;
Transformation, Story Elements:
Setting and Character; Ensemble:
Collaboration and Cooperation***

Create a visual by putting a list of the drama tools with corresponding skills on the board.

Mind	Concentration Imagination Collaboration
Body	Transformation Imitation
Voice	Transformation Imitation

1. There are many activities and lessons in One Stop Drama Shop to assist you in going deeper with each of these key vocabulary words. Keep note of which skills need attention and then download materials to assist you in strengthening student abilities.

ACTIVITIES GUIDE



1. Model how to make a body object with and without details.
 - a) Review again what details are.
 - b) Demonstrate a body object with no details (an apple made with just the hands and fingers.)
 - c) Now demonstrate an apple made with the whole body adding some details like a worm in the apple, a stem with a leaf, the complete round shape of the apple, and perhaps the branch of a tree from which it hangs.
2. *Solo work*: Students find personal space. Call out a series of objects for the students to transform into using only the body and the mind. Remind them no voice. Encourage them to be unique (different) and that there is no right or wrong. (Note: emphasize concentration and *not* using the voice.) After they make each object ask them to add a unique detail. Then ask them to add another detail. Ask them to add a detail they can't show with their body but can see in their imagination (like a color or distinguishing mark).

Some solo object ideas: tea cup, hair brush, candle, slice of pizza, magazine, cell phone, teddy bear.

3. Students sit and share details they added to their objects.
4. Make a list of details they added under categories like: nouns, adjectives, adverbs, colors, emotions, descriptions, or other categories you are teaching.
5. *Partner work*: Pair students and have them get into partner space. Have them transform into objects, adding more details to their images.

Some partner object ideas: cactus, sun, ice cycle, flag on a flag pole, school desk, bucket, puddle, camp fire.

6. After a few rounds of objects, ask students to respond to the following statements.
 - Raise your hand if either you or your partner forgot and bossed with the body.
 - Raise your hand if either you or your partner forgot and talked. (If many of them forgot, give them more objects to do until you only have

Keep up the pace, name objects quickly using short pauses.

Always have students sit and focus their attention on you when giving notes, feedback, additional instructions, or modeling a skill.



one or two people who forgot.)

- Ask partners to share details they added.

Again, add the details they mention under the categories you have listed.

7. *Small group work:* Put partners with two other couples to make teams of 5-6. Give students single objects or settings to create with details. Now someone will start an object or a setting and everyone else will add on details to the object or setting.

Some small group objects: a tent, items cooking on a stove, refrigerator full of food, a swamp, a desert, the South Pole, corn field, coral reef.

8. Remind students they are doing *BJ's Journey* which they practiced the day before. Ask all of the BJ's from the day before to raise their hands. Ask that they please allow someone else to be B.J. today. Give the groups a fair way to determine who will be B.J. on this day. Let them know that you, again, will be playing the narrator and Ms. Lynn, BJ's teacher.
9. Tell the chosen story. Stop and repeat the name of the setting that you want the teams to create and give them a moment to transform. The character(s) will move through the settings as indicated by the story. Remind the teams to add detail both as an actor and as a group; to use their whole body to transform; and not to talk or boss teammates.
10. Throughout the telling, side coach teams to think of details to add to the setting.
11. Students write a descriptive paragraph of one of the settings from the story. Have them use as much detail as possible.
12. Have the groups get together and share what they have written with their team.
13. Have each group select one of the paragraphs to use. They can ask the author to revise, adding any details that might have been forgotten. The team practices their setting again so that it matches the details in the writing.
14. Each group shares their setting, with BJ moving through the setting, with the class as the author reads their paragraph. Have the observing students reflect on what they saw. What details were used to communicate the setting?

OR YOU MIGHT:

15. Have each group show their setting scene, with BJ moving through the scene.

You should select a one (or two) character journey stories. The character should journey through several different settings. "B.J.'s Journey" and "The Dreamer" can be found on OneStopDramaShop.com along with several other stories that are useful with this activity. Or select your own story in which one character travels through a variety of settings.

Advanced groups might also add vocal sound effects.



16. Have observing groups write down detail words they think might be included in the author's paragraph. Have classmates read their lists to the creating group. Have the creating group read their paragraph to the other teams. What new details did the class see? What new details were in the writing?

DEBRIEF AND LEARN

- What is a setting? Why do both drama and language arts have settings?
- Why did the author select the detail words they used? Why did the team choose their specific details to add to the setting?
- What details did you add today? Who in your group added an interesting detail to an object or setting?
- Ask the essential question: What impact do details have on creating and communicating ideas?
- How did we use imagination today? Transformation? Collaboration?
- How did we collaborate today? Who can name someone in their group who collaborated well? Cooperated well? Why?

ASSESSING STUDENT ACHIEVEMENT

- Have students write a paragraph describing an object they created today and the details they created/added as an actor.
- Use a rubric to score concentration, use of the body, and cooperation skills.
- Give students a piece of text with a setting (fiction or nonfiction). In groups, have them underline the details words and plan and create a detailed setting using their bodies.



B.J.'s Journey

by Karen L. Erickson

B.J. was always getting a drink of water from the drinking **fountain** at school. Ms. Lynn would catch her and say, “B.J are you getting another drink?! One day you’re going to get sucked right down that drain.” B.J. would only laugh and go on drinking.

One day it happened. B.J. was getting a drink at the fountain. Suddenly, there was a great sucking noise and B.J.’s head, shoulders, and hips disappeared down the drain. Her toes were last seen kicking wildly in the air before she vanished from sight. Down she tumbled for a long distance until she came out right in the middle of a **desert**. She was hot and still thirsty. She wandered around looking for something to drink when she spotted a **well** with a pointed thatched roof, a crank handle, and a large bucket hanging down from a rope. She went to the well and turned the handle lowering the bucket down, down, down. She waited for the splashing sound, but it never came. She leaned way over to see what was happening and fell head first down, down, down into the well. There was no bottom to this well as it was a **hole** in the middle of **planet earth**. She tumbled through the hole over and over until she landed right in a snow bank at the South Pole.



Now she was cold and **STILL** thirsty. But all the water was frozen into **icicles** or **snow drifts**. She had no coat and began to shiver. She needed to find shelter soon. She chopped at the ice, making blocks of snow to build herself an **igloo**. She finished just in time to keep from freezing. She crawled inside the igloo and built a **fire**. In the light of the fire, at the back of the Igloo she saw a tiny **door**. She thought, “I don’t remember making a door.” She opened the door and crawled through. Why it was a door under the **fountain** at school. What luck!! She remembered she was still thirsty. She stood up, turned on the fountain, and leaned over to get a drink. Just then she heard Ms. Lynn say, “B.J. are you getting another drink of water? One day you’re going to get sucked right down that drain.” “I know, Ms. Lynn,” gulped B.J. as she leaned down to take another drink, “I know. I know!” Then she went right on drinking.

