



School/Grade/CT(s): PS 444/ Mr. Jones/6th Grade

Date: 2/25/2015

Teaching Artists: Beth Cooperman & Nabila

Lesson #: 2

Theme of Lesson: Characterization and Persona Poems

Restating of Inquiry Question:

- How can one use the concept of archetypes and characterization to create a narrative persona poem?
- How does one develop characters in both movement and writing? How does one analyze a poem/ analyze a character?
- How can Michael Chekhov acting technique be used to connect to and enhance writing of poetry?
- How can poetry and art be created as an ensemble?

Opening Ritual

Objective: Empower student’s voices and help students become present for the class.

Activity Name: “Say it, Sing it, Be it”

Brief Description: Students partake in a call and response chant that empowers the students (Leader: “Say it”; Students: “Sing it”; Everyone: “Be it!”), We will start by doing a simple call and response, followed by saying a line of poetry and actually saying it, singing it, and being it (acting it out), followed by a stretch/shake down depending on the energy required for the next activity.

Opening Activity: Michael Chekhov and Characterization

Objective: Develop understanding of Michael Chekhov’s concept of characterization through archetype activity.

Activity Name: Walk This Way

Brief Description: First, TAs will share details about Michael Chekhov and his significance, along with his concept of characterization and archetypes. After that, students will learn what an “archetype” is (Students will have received a handout with information on Michael Chekhov, with definitions of both a character and archetype. These definitions will also be written on dry erase board by one of the TAs). First, TAs will model the activity twice in order to normalize acting silly. Students will first learn and explore the “neutral stance”. Students will then fluctuate between neutral, an embodiment of archetype, and

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frozen depending on the instructions given aloud. In the frozen stance, students will examine each other and notice each other's different choices for characterizations for the said archetype (Students will have a chance to popcorn out observations that they experience within themselves, and what they see in other students. TAs will call out some observations they see in order to make students more comfortable).

Main Activity: Persona Exercise

Objective: Students will learn the definition for "Persona Poem", and how to apply the distinct characteristics explored through the earlier activity into the persona poem.)

Activity Name: Persona Poem Analysis and Writing (This will be introduced and started in this lesson and finished at another class meeting. Students will also be given a handout for how to work on their poems at home.)

Brief Description: Students will explore both the poems, "Geico Gecko" by Phil Kaye and "Reward" by Kevin Young to best understand how these two authors wrote from the perspective of a person/being different from themselves. Students will then choose a "persona" to write from after a series of guided questions, and then begin crafting their own three stanza free verse persona poem that includes at least three specific characteristics to demonstrate whose perspective they are writing from.

We will stop 5 minutes before the end of class to briefly process the two activities before we do the closing ritual.

Closing Ritual

Objective: To receive closure from the lesson, and to ease transition into the next part of the day.

Activity Name: "I am alive, therefore I matter."

Brief Description:

Students will stand facing each other. Either the teacher or a student will call out "I am alive" and everyone will respond with "Therefore I matter". This will be done 3 times, getting quieter each with each call and response. (Another variation that we will do in later sessions is having two children facing each other and saying this back and forth to each other.)

Multiple Intelligences Addressed:

Multiple Intelligences

Linguistic, body/kinesthetic, interpersonal, intrapersonal, musical

Classroom Teacher Role:

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The classroom teacher will participate in the activities with the group, and will help with behavior management, passing out supplies, and aiding students while they are writing their poems.

Creative Elements (skill and theme; i.e. ensemble and love)

Skill(s): stanza, free verse, persona poem, physical acting, archetypes

Theme(s): Characterization, identity, analysis, ensemble

Artists/ Authors/ Works of Art (to be presented as models for skills/themes identified above):

Theater Example:

Michael Chekov

Persona Poem Example:

Geico Gecko Phil Kaye

Reward Kevin Young

Outcomes

Highlight each outcome that applies to this lesson. Provide one indication of how you are addressing each outcome.

Emotionally Intelligent/Expressive, Literate, Creative, Imaginative

Indications:

Literate: Students will learn to define archetype/characterization and how it relates to the persona poem. Students will write their own poetry.

Creative Thinkers/Imaginative: Students will use their imaginations during the guided characterization game,

Expressive: Students will express themselves through the characterization movement activity and writing their poem.

Common Core Anchor Standards

See New York State Common Core Anchor Standards for ELA/Literacy one-pager attachment.

Identify *at least two* anchor standards this lesson engages. Provide code for each anchor standard identified.

1) *R.CCR.5*

2) *W.CCR.3*

3) *SL.CCR.1*