

## GRADE TWO THEATRE CURRICULUM

### Lesson Sequences/Lessons

## WE TELL STORIES THROUGH THEATRE

Introductory Lesson:

**Literature:** *Dragons and Giants from Frog and Toad Together* by Arnold Lobel

**Module 1: Foundational Skills: An ensemble is a group of actors working together.**

Lesson	Title	Recommended Literature	Comments
One	Machine Introduction		
Two	Emotional Machines		
Three	Rhythm & Repetition		
Four	Sequential Machine		
Five	Creative Machines		

Performance Task - Working in a group, create a machine using body, voice, and imagination. The machine will show a theme from classroom curriculum (for example: courage, kindness, friendship).

**Module 2: Stories in Action: Stories from different places and times are about people working out similar problems.**

Lesson	Title	Recommended Literature	Comment
One	Universal Theme Introduction	<i>The Lion and the Mouse</i> by Aesop	
Two	Universal Theme Introduction (Part 2)	<i>The Lion and the Mouse</i> by Aesop	
Three	Personal Story		
Four	Story with Universal Theme	<i>The Elves and the Shoemaker</i> by Paul Galdone	

Five	Story with Universal Theme (Part 2)	<i>The Elves and the Shoemaker</i> by Paul Galdone	
Six	Story with Universal Theme-Comparison	<i>Pua and the Menehunes</i>	
Seven	Story with Universal Theme-Comparison (Part 2)	<i>Pua and the Menehunes</i>	
Eight	Comparing Stories	<i>The Elves and the Shoemaker</i> and <i>Pua and the Menehunes</i>	

**Performance Task** - Working as part of an ensemble, perform improvised scenes or stories that have a universal character. In your journal identify the universal character and the message or moral.

**NOTE:** A universal character is a character that is found in many stories.

### Module 3: Theatre in the World: People have always told stories to explain things.

Lesson	Title	Recommended Literature	Comment
One	Understanding Myths	<i>Why the Evergreen Trees Keep Their Leaves in Winter</i>	
Two	Understanding Myths (Part 2)	<i>Why the Evergreen Trees Keep Their Leaves in Winter</i>	
Three	Creation Myths	<i>Origin of the Ocean</i> (Columbia & Venezuela) and <i>the Coming of Earth</i> (Cherokee-U.S.)	
Four	Creation Myths (Part 2)	<i>Origin of the Ocean</i> (Columbia & Venezuela) and <i>the Coming of Earth</i> (Cherokee-U.S.)	
Five	Nature Myths	<i>How Grandmother Spider Stole the Sun</i>	
Six	Nature Myths (Part 2)	<i>How Grandmother Spider Stole the Sun</i>	
Seven	Cyclical Myths	<i>The Sun and the Moon</i> (Cuba) and <i>Spring Defeats Winter</i> (U.S.)	
Eight	Cyclical Myths (Part 2)	<i>The Sun and the Moon</i> (Cuba) and <i>Spring Defeats Winter</i> (U.S.)	
Nine	Create Original Myth		
Ten	Create Original Myth (Part 2)		

**Performance Task** - Working as a class, create and perform a nature myth with a clear beginning, middle, and end. Discuss with your classmates the message or moral of the myth.

**Module 4: Playmaking: We improvise characters, setting and conflict in stories.**

Lesson	Title	Recommended Literature	Comment
One	Introduction to Cinderella Stories from Different Times and Different Places (Charles Perrault--France / Walt Disney--U. S.)	Cinderella by Charles Perrault (translation of choice), Cinderella by Walt Disney	
Two	Domitila. A Cinderella Tale from the Mexican Tradition	Domitila. A Tale from the Mexican Tradition Adapted by Jewell Coburn	
Three	Cinderella Stories from Different Times and Different Places (Native American: Zuni and Algonquin)	The Turkey Girl retold by Penny Pollock, The Rough-Face Girl by Rafe Martin	
Four	The Irish Cinderlad	The Irish Cinderlad, by Shirley Climo, For Laughing Out Louder by Jack Prelutsky	
Five	Anklet for a Princess: A Cinderella Story from India	Anklet for a Princess: A Cinderella Story from India by Lila Mehta	
Six	The Korean Cinderella; Yeh--Shen: A Cinderella Story from China	The Korean Cinderella by Shirley Climo; Yeh-Shen retold by Ai-Lung Louie	
Seven	Cinderella Stories from Africa: Mufaro's Beautiful Daughters and The Egyptian Cinderella	Mufaro's Beautiful Daughters by John Steptoe and The Egyptian Cinderella by Shirley Climo	
Eight	"Down to Earth" Cinderellas from the U.S.: Cinder Edna and Fanny's Dream	Cinder Edna by Ellen Jackson and Fanny's Dream by Caralyn Buehner	
Nine	Preparing for Performance Task		

Performance Task - Working in an ensemble, dramatize a story, such as a folktale, or a story from personal experience for the class. Work cooperatively to choose a job needed to present the play.

**Audience Participation Module: Attending Live Theatre: The audience identifies elements of a play that help to tell the story.**

Lesson	Title	Recommended Literature	Comments
One			
Two			
Three			
Four			

Five			
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Performance Task - Attend a live theatre performance. Choose a character from the play and in your journal write two things the actor did to make the character seem real. Tell what you think the message of the play was.