

## Sample Schedule for Bringing History to Life (grades 6 through 8)

Week	Activities and outputs
1	<b>Elements of Theater and The Bag of Emotions:</b> Students brainstorm different elements in the theater, then find out that all of those elements will be in the play they will be writing together! The Bag of Emotions is introduced: students use the emotions they draw out of the Bag to create tableaux (still, silent pictures) both individually and in groups.
2	<b>The Actor's Toolbox and Tableau work:</b> Every job needs a different toolbox. What about an actor? Students learn that in the actor's toolbox is the body, the voice, imagination, concentration and cooperation. Young people continue working with tableaux, this time adding words and movements. These words are written down and the kids learn the script format. The still and silent pictures become scenes in a larger story.
3	<b>Writing the Script:</b> The tableaux work continues, but this time the scenes the students create are from historical events they are studying in class. Young people learn that history, like any story, is made up of moments, or scenes, and these scenes are part of a larger story. By the end of the class today, the group has created scenes from the beginning, the middle and the end of their play: lines and characters that will be part of their larger play. Homework: go home and write your own scenes from your story – the more creative the better!
4	<b>The Playwright and the Director:</b> Two new theater jobs are explored: the playwright and the director. For homework, the students were playwrights, creating scenes from their story in play format. Now they have a chance to be directors. Choosing some of the scenes that were written for homework, the writers of those scenes are asked to be directors, choosing students from class to read their scenes out loud. The “directors” and the audience are given new tools for gentle and encouraging criticism: “I like” and “I wonder”
5	<b>Living Out Loud: Reading the Play:</b> All of the scenes are consolidated into a larger script and given to the students. All the students in class are given a chance to read the script out loud in class. Students are encouraged to use their loud and proud voice – their voice is THEM, it is their representation to the world and they are encouraged to use it proudly.
6	<b>Giving out Parts:</b> Working in close consultation with the teacher, parts are given out. Each member of the class has a part and lines – emphasis is given to the idea that they are now members of a team, a cast, and that, like in sports, all members of the team are equally important.

<b>7</b>	<b>Rehearsal:</b> Rehearsals begin, with student input on their blocking, or placement throughout the play. “I like” and “I wonder” continue as the play takes shape. Many costumes will be provided, but student, as well as teacher and parent, creativity on the creation of costumes and props is encouraged.
<b>8</b>	<b>Rehearsal:</b> We’re almost there! Lines should be memorized by next week! Classes and educators are encouraged to work on their own between sessions with our teachers
<b>9</b>	<b>Dress Rehearsal:</b> The play is coming together – all the elements that we’ve been talking about from the first class are now working together. Kids feel that they are working individually but also as part of a greater whole.
<b>10</b>	<b>Performance:</b> It’s time to introduce the final element of the theater – the audience! Each class performs its play for an audience of their peers – the other classes in their grade – as well as parents, friends and family. After the show, each class holds a final reflection: what have they learned? What did they like about what they did? How would they have done it differently? How did portraying history on stage help them to understand what they read in history books? How are they different now than when they began?