

Facilitation Guide



Tabloo

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Activity Summary:

A combination of the Wit & Wisdom instructional strategy, Tableau and the popular charades-like card game Taboo, students will embody vocabulary through poses and understand the nuances between synonyms by guessing words, adapting tableaux, and ranking poses.

Why the Arts:

Embodying the vocabulary through theatre gives students an opportunity to both show and tell the meaning of the words. This creates not only a direct connection to students, but research also shows that embodying vocabulary helps students remember definitions.

Assessment:

Formative: If students don't know the word (or even if they do), give them the definition and try to give tableau suggestions using words from the definition. For example, the definition says depression is a deep sadness. What can we do with our faces or bodies to show that deep sadness?

Summative: How is your knowledge grown by embodying the definitions? Were there any words whose definition couldn't be captured in a tableau?

Lesson Connections: Grade 8, Module 2

Lesson 30 - This exercise can replace (or provide an additional means) for students to engage with Lesson 30's Vocabulary Deep Dive.

Connection to Module Goals/EOM Task:

In the EOM task, students are asked to write about a psychological effect of war. This is one effective way to put students in the shoes of characters from the book, or at least in their poses.

Standards Alignment:

ELA:

RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Arts:

TH:Cr1.1.8.a - Imagine and explore multiple perspectives and solutions to staging problems in a drama/ theatre work.

TH:Cr2-8.a - Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.

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Wit & Wisdom Instructional Routines:

Tableau

Recommended Student Materials:

Brain Targeted Teaching Considerations:

BT1 – Emotional Climate:

This lesson is scaffolded so students can use the basics of tableau before ramping up.

BT2 – Physical Environment:

A stage or designated area for students to tableau where the entire class can see.

Other Considerations:

While this activity is aimed at these unit vocabulary words, it can and should be used throughout the year, especially the affect vs effect tableau.

Teacher Background:

Since this activity is an amplification of tableau, teachers should be familiar with the base strategy before facilitating this lesson.

Student Prerequisites:

Students should have done some form of [tableau](#) multiple times by 8th grade, but if not, give them a quick refresher.

Accessibility Notes:

Students should be using their entire bodies to make these poses. That being said, if students are unwilling or unable to do so, you can focus on just facial expression or just the pose.

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Steps for Implementation:

1. Building Background Knowledge - Slides #32-34

If you are not familiar already, review how to create a tableau. Key points include staying still, using your entire body/face, and utilizing levels (high vs low).

2. Introduction - Slide #35

To begin, have the entire class create a personal tableau of the word **affect** vs **effect** in their desks. We'll work our way up to full body tableaux, but for the first introduction, a pose in their chair is preferred.

Remind students that affect is a verb which implies them doing something. Whereas effect is a noun implying something being done to them. Their poses should reflect these ideas.

- Highlight one student tableau that you think accurately depicts "affect" and point out why it's so effective to your students.
- Have the entire class copy that pose and say the word while they do it.
- Repeat with "effect."

These will be go-to poses for your class for the rest of the year. If students ever forget which one to use, have them repeat the poses to remind themselves of the correct word.

Repeat as needed for the rest of the practice words with students in their desks.

3. Small Group Practice

Next, split students into groups of 4-5.

- Give each group one of the group vocabulary words - these words are a little trickier and therefore students must work together to create a group tableau that shows the word's meaning
- There should not be 5 students in the same pose, but rather using each person to add to the overall picture of the vocab word.

4. Final Round

It's time for the final round. This unit is full of dozens of synonyms of sad, mad, and dangerous. Their differences are extremely nuanced and may show up differently in different individuals' experiences. The final batch of words will go through 3 steps to distill their meaning.

STEP ONE: Make a tableau for your tabloo word. The rest of the students will have to guess (unanimously) which word it is. If they are correct, congrats! Next word/student! If the class is incorrect...

STEP TWO: Reform your tableau based on the round 1 guesses. If the class guessed melancholy, but your word is indifferent, adjust your choices of facial expression or body pose. You may also add a noise (no words). The class guesses again. If they are right, next student/word. If not...

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Steps for Implementation:

STEP THREE: Reform your tableau one more time (taking in the round 2 guesses) and give a one word hint to your vocabulary word. Students guess again. If they are right, yay! If not, facilitate a conversation between the poser and the guessers on what choices they were making to convey their word.

- Repeat as needed for all vocab. These words are heavy and loaded, so as a practice, try ending with a really silly word to shake off those negative feelings. Feel free to come up with your own and have each student come up with one and draw out of a hat.

OPTIONAL EXTENSION

As an optional extension tied directly in with the Wit & Wisdom deep dive, students can rank the words in order of severity. For example, disconcerted is worse than indifferent and hysterical is worse than both. Students can arrange their tableaux in order of severity and make oral arguments about their position.