

Facilitation Guide

Tableau Odell Chapter 5



EXPERIENCE OVERVIEW

Students will be asked to reenact scenes from this chapter, by posing themselves or posing their classmates based on the descriptive language from the novel.

Standards

COMMON CORE STATE STANDARDS

- RL.11–12.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11–12.3 – Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

MARYLAND STATE ARTS STANDARDS

- I:9–12:2: Apply a variety of researched acting, vocal, and movement techniques, to create convincing character choices.

Getting Ready

WHEN TO TEACH

- This activity can be used during/immediately following reading Chapter 5, since the scenes in Chapter 5 use such imagery related to body language that would support students' understanding of the relationship between the characters. It can be used alternatively during other parts of the novel if that suits your class timeline.

RESOURCES AND MATERIALS

- [Tableaux Explanation](#)

ARTS INTEGRATION MATERIALS



↓
**CONCEPT
MAP**



↗
**VIDEO
PLAYLIST**



↓
EXIT TICKET



↗
MATERIALS
GOOGLE FOLDER

TEACH

Implementation

At the beginning of the class, it's always a good idea to review previously learned content or skills addressed.

- This activity is best facilitated after the students have had a chance to read Chapter 5 so as a class the referenced passages will be familiar and easier to analyze and apply the Arts Integrated skill to. If you're reading and discussing the text as a class, make sure discussion points pause at the passages outlined for this activity, so that when you introduce the activity, they will be more familiar with and understand those portions more clearly.
- Teaching the "Tableau" Strategy for understanding text:
 - Hand out the Theater and Drama Resource sheet and have them look it over, and ask them to make predictions for today's lessons on how it connects to this portion of the novel.
 - Ask them to look at the section titled "Tableau" and after reviewing the definition with them, have students generate ideas how Tableau could enhance their understanding of the novel. You can guide them towards some answers such as:
 - It helps reinforce memory of the events by providing a memory to recall
 - Extension idea: discuss neurodiversity in the sense that individuals brains vary in how they generate images that are described to them. Brains that don't generate images (known as Aphantasia) and they especially benefit from having text reenacted for easier recall and comprehension
 - Exemplifies value of descriptive language and imagery used
 - Adds dimension to characters when they have the chance to experience their movements
 - Fosters appreciation of another art form, and further explore personal interest in the arts
 - Can be another avenue of expression, especially for individuals that learn best through movement
 - Tell them you are going to give them a scenario that they would have to "act out" at their desks (or near their desks, depending on class size and space available). Give them 2-3 of the scenarios listed below, using the cue "Action 2-3-Freeze" each time. After each pose, ask them to look around and take note of their classmates' poses. You may reference tiktok trends that prompt users to make facial expressions based on randomly generated phrase. Tell them they must hold the pose until you give the verbal direction "relax"



VIDEO TUTORIAL



GOOGLE DRIVE

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Implementation

- You're presented with an award at a public event
- You trip in the middle of a championship game
- You found out you failed a quiz that you were confident they aced
- You spill water on yourself before getting up to make a presentation
- Your crush tells you they like your best friend
- Ask them first to share what types of feelings were expressed, and explain that the job of actors is to first think about what emotion and movement through their body language and gestures that would communicate that emotion. Then have them share some qualities of one another's poses that they liked and enhanced the scenario described.
- Write these on the board, and try to guide them towards some of the following words/phrases, and explain that these are the types of things they want to consider and use when engaging in Tableau
 - Staying frozen
 - Staying Silent
 - Posing with energy
 - Using a lot of expression
 - Express a particular emotion or mood
 - Use the space available to them
 - Use varied body language/gestures
- Now, have a student or two volunteer to act out a new scenario of their choosing, and have their peers guess what's happening/how they're feeling in the scenario. Next have 2-3 students act out scenarios together, using the same procedure of having the class share what they observe.
- Have the students go through a couple of scenarios in which they actually change their pose within a few seconds of their initial freeze frame, repeating "Action, 2, 3, Freeze." You may use some of the sample scenarios below:
 - You see an old friend walk into the same cafe that you're at and try to get their attention (Pose) Action, 2, 3... Freeze -----> You suddenly realize that it's not your friend after all (Pose)
 - You're presented with an award that you weren't expecting (Pose) Action, 2, 3, Freeze -----> You trip on your way to the stage (Pose)
 - You're telling your bestfriend that really upset because it feels like everyone's forgotten your birthday (Pose) Action, 2, 3, Freeze -----> Just then, several friends jump up and surprise you screaming happy birthday
 - You're venting about your obnoxious supervisor at work by text, and include a screen shot of your convo with them. (Pose) Action, 2, 3, Freeze -----> You suddenly realize you sent it to the supervisor instead of your friend

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- Explain that if they were to do this in pairs or a small group, they would have to do some planning for both poses. Explain that they will be doing that today with their assigned groups, using passages from Chapter 5 in the novel.
- Direct the students to get into their assigned groups for the unit, and have them reenact their assigned passages. Depending on the size of their groups, you may want to provide the suggestion of taking turns being the actors (posing) the directors (offering feedback on their poses), and the narrator (reading the passage out)
- In order of the scenes occurrence in the novel, have the corresponding groups present their Tableau to the rest of the class"
- This would be a good opportunity to introduce the practice of offering "Glows and Grows" as a method of offering feedback, and having them explicitly reference/comment on the traits of a quality Tableau that the class brainstormed earlier
 - Glows- positive feedback of things they liked about the presented Tableau
 - Grows- constructive suggestions for ways to enhance the presented Tableau
- Based on the Glows and Grows provided by their classmates, you may have the students work on their passage again and incorporate the feedback they received. This reinforces an essential skill in education of being able to revise work using feedback
- Formative Assessment or closing activity: As an exit ticket or a journal reflection, have the students answer the following question:
 - How can the skills addressed in this activity be applicable outside of the classroom?