GRADE TWO THEATRE CURRICULUM
Module 2: Different Stories Work Out Similar Problems

Enduring Understanding
Stories in Action: Stories from different places and times are about people working out similar problems.

Essential Question
Why are many stories from different cultures about the same type of people and problems?

Domain	Process	Standard
PERCEPTION	Analyzing	***3.2 Identify universal characters in stories and plays from different periods and times.*** **4.3 Identify the message or moral of a work of theatre.**
CREATION	Storytelling	2.2 Retell familiar stories, sequencing story points and identifying character, setting and conflict.
CONTEXT	Putting into Historical / Cultural Context	3.1 Identify theatre and storytelling forms from different cultures.
	Organizing	5.2 Demonstrate the ability to participate cooperatively in the different jobs required to create a theatrical production.

Essential standards and **supporting standards** to be assessed.

Sample Performance Task

1. Working as part of an ensemble, perform improvised scenes or stories that have a universal character. Use sound collage to establish settings. 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.

Sample SCORING TOOL:

Quality Level	1. Artistic Perception	2. Creative Expression	3.Historical / Cultural Context Grade 2 Standard 3.2	4.Aesthetic Valuing Grade 2 Standard 4.3	5.Connections, Relationships, Applications
4 Advanced			Clearly identifies universal character with supporting details	Shows a depth of understanding in identifying the message or moral	
3 Proficient			Identifies universal character	Identifies the message or moral	
2 Partially Proficient			Attempts to identify universal character	Shows limited understanding in identifying the message or moral	
1 Not Proficient			Does not identify universal character	Shows lack of understanding in identifying the message or moral	

Developing Concepts

Stories are often created to teach a lesson.

Key Ideas:

- Animal characters in fables are really representing humans in situations and problems.
- Universal characters show us that people throughout the world and throughout time have similar relationships and problems.

Knowledge	Skills
Vocabulary • Universal • Aesop's Fables • Moral • Theme	**Analysis** • Identify universal character traits of characters in a fable • Identify some universal problems that all humans have dealt with throughout all time **Characterization** • Develop believable universal characters • Portray characters in situations

Personal stories can be told through theatre.

Key Ideas:

• A personal story can be compelling theatre.
• Our own personal stories have universal themes, ideas and characters that can be dramatized.

Knowledge	Skills
Vocabulary • Storytelling • Tableau(x)	**Storytelling** • Tell a personal story that demonstrates conflict and resolution • Demonstrate understanding of story structure: beginning, middle and end • Use tableau(x) to create story **Analysis** • Identify universal ideas in personal stories

Stories from different cultures can have the same moral and similar universal characters.

Key Ideas:

- Two or more stories from very different cultures can teach similar lessons.
- Universal characters and situations appear in stories from different cultures.

Knowledge	Skills
Vocabulary • Culture • Universal theme • Universal characters	**Culture** • Explore through improvisation similar stories from very different cultures **Universal Characters** • Identify several universal characters from stories you have heard • Create believable characters in situations and stories

Sound collages can be used to establish setting when dramatizing stories.

Key Ideas

- An ensemble can create vivid settings through sound collage.
- There are many creative ways to establish a setting.

Knowledge	Skills
Vocabulary • Sound collage: intermittent, sustained and rhythmic sounds • Improvisation • Scene	**Sound Collage** • Participate in group to produce a sound collage by making a sound that is sustained, rhythmic or intermittent • Listen to the group sound and be loud or soft to create the appropriate environment