

Theatre Arts 1
Unit: Introduction
Day: 1

Essential Questions: Do we share more in common with our classmates than we previously thought? What does our mask look like to the rest of the world?

Learning Goal: to get to know the teacher and students in the class, review the class handbook and look ahead at the year, and color a mask that represents our own personal identity.

Students will be able to read and listen to the general class expectations in the student handbook, find personal commonalities from student to student after personally reflecting on identity markers and reading other's, and transform written reflections about their personal identity by pictorially expressing it on a mask.

Language Objectives:

READ- syllabus and "Masks" by Shel Silverstien

WRITE- internal and external identity markers

TEKS: N/A

Differentiated Instruction:

- Main instructions and prompts given on TV in Spanish and English
- Students can write personal reflections in Spanish or English
- Poem will be shared on the TV, read aloud in Spanish and English, and students will have their own paper copy of the poem.
- 1 to 1 side coaching as needed
- 504 and SPED accommodations will be followed

[Link to Slideshow](#)

Activity Breakdown:

Check-Ins (5 minutes)

- Walk around and introduce yourself individually to each student
- Answer any immediate questions
- Students will follow basic prompts on the TV

Game (10 minutes)

- Play “Put A Finger Down”

Give scenarios to the students. If the scenario or fact applies to them, they put a finger down. Allow and encourage students to raise their hands and suggest scenarios or fun facts to ask the class.

Meet Ms. East (5 minutes)

- Share fun facts about yourself and answer questions from the students

Syllabus Review (30 minutes)

- Start by explaining what this handbook is (a framework of the general expectations and main goals of this class)
- Ask for volunteers to read the syllabus section by section. Stop after each section to elaborate and ask for questions from the students

“Masks” by Shel Silverstien (15 minutes)

- Pass out paper copies of “Masks” by Shel Silverstien
- Immediately announce that students SHOULD NOT write their name or doodle on the poem. We will be sharing things about ourselves and we want it to remain anonymous. Encourage them to change their handwriting and hide their paper from other students as they write.
- Ask students to read it over on their own to start
- Play YouTube video on TV that reads the poem aloud in Spanish and English
- Ask students to write 5 identity markers that they don’t always present to the world
- Ask students to crumple up their poem papers and throw it to the front of the classroom
- Ask students to grab a crumpled paper, making sure it isn’t their own, then read what that paper says
- Ask students to turn to a neighbor and share what they have on their papers

- Encourage students to share with the class what their paper says. Try and get at least 5 volunteers to do this

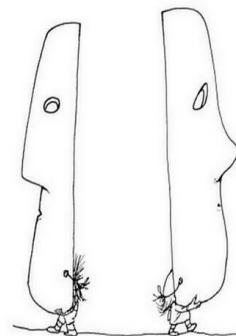
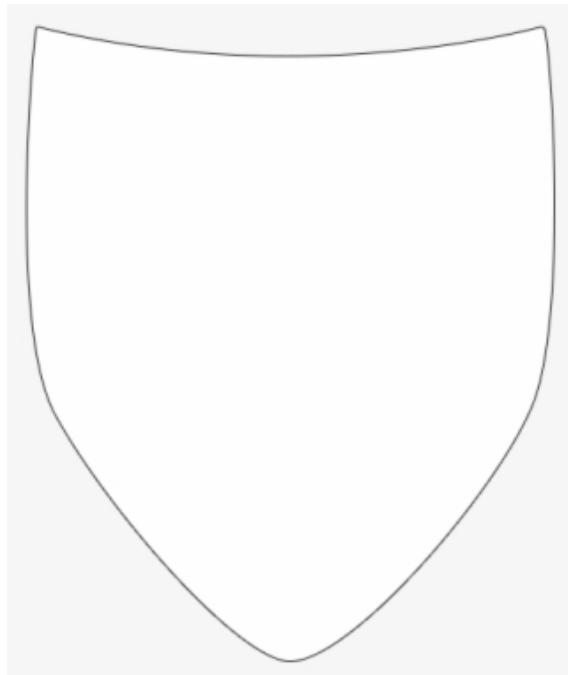
Mask Making (20 minutes)

- Ask students to think of 5 identity markers they actually do present to the world (physical traits, personality traits, hobbies, etc.)
- Pass out blank mask coloring pages and put the markers and scissors in the middle of the classroom
- Ask students to take those 5 things and express those through words or pictures on their mask. What does our mask look like to the rest of the world?

Clean-Up (5 minutes)

- As students finish their masks they will cut them out and staple them to the empty bulletin board in the classroom
- At 5 minutes to the bell ask the students to start cleaning up, put supplies away, and start stacking chairs

Handouts



MASKS

She had blue skin,
And so did he.
He kept it hid
And so did she.
They searched for blue
Their whole life through,
Then passed right by—
And never knew.

Shel Silverstein