Drama Llama – Kathleen

This mini unit will focus on the following outcomes and indicators – Saskatchewan Drama 10, 20, 30 Curriculum:

CP10.3 –Demonstrate the purposeful use of voice to communicate perspective.
- o   Adapt a scene from perspective of a supporting character or character not present.

- o   Discuss how empathy is fostered through voice and perspective

CP20.3: CP20.3 –Investigate voices and perspective of the "other" through theatre.
- o   Write in role from a perspective that represents a diverse voice while being mindful of stereotypes and hurtful portrayals.

CP30.3: –Express a multiplicity of voices and perspectives such as culture, age, gender, class, language, and ability through works of dramatic art.
- o   When creating a scene consider, whose voice is being heard? Whose voice is left out? How does voice impact the story? How does the perspective impact the audience?

- o   Explore ways of expressing power, status, and perspective through drama work.

- o   Assume roles to represent a variety of voices and perspective.

Lesson 1

1. Set the context –Students research and discuss the cultural climate of Canada and the United States of America in the 1960s.

2. Create a brain board of key words and images to help with visualization.

3. Read aloud Martin Luther King Jr's speech "I have a dream". If possible, view a video of this speech. Provide students with a copy of the speech.

4. Students will write in role as a spectator from the crowd. Consider these questions while writing in role:

- o   Is your role pro civil rights?

- o   Do you think civil rights are an issue?

- o   How will this impact their life?

5. Share your journal entries either in a large group or in small groups. You can also use this opportunity to 'hot seat' and have the group interview the person in role, either prepared or spontaneous questions.

6. Discuss how empathy is fostered through voice and perspective as revealed through the journal entries, interviews, and questions.

Note: The term "empathy" is used to describe a wide range of experiences. Emotion researchers generally define empathy as the ability to sense other people's emotions, coupled with the ability to

imagine what someone else might be thinking or feeling. Three types of empathy are usually discussed: Cognitive, Emotional, and Compassionate.

Lesson 2

1. Choose a Canadian moment in history that would evoke two different perspectives. You can brainstorm these as a class or have students work in small groups to list at least 5 Canadian moments.

Suggestions (if needed):
- Signing of the Treaties

- Carbon tax

- Trial of Louis Riel

- Repatriation of the Constitution

- Residential Schools

- Colton Bushie Shooting

- Pipelines

2. Write two monologues based on one of these events. They should be of opposing viewpoints.

3. Preparing to present. Consider intonation, emotion and volume. What thoughts are your inner voices? What thoughts are your outer voices? How can you vary your monologue?

4. Share your monologues either as a whole group or in small group presentations if time is restricted.

Lesson 3

1. Use the monologues from lesson two as inspiration and create a scene. Consider the indicators from CP30.3 (see above) as students go through the writing process to help guide the students.

2. In small groups, improvise a scene based on the monologues.

3. Perform the scenes for the class.

3. As an audience member, have each student write a journal entry on how each scene would:

    a. impacts their perspective;

    b. might impact the perspective of others in your class;

c. how would the scene be perceived if presented to your community?