

Lesson Idea

Every Object Tells a Story



Grades K-5 (adaptable to all levels)

Model Performance Assessment: [T.E208 Every Object Tells a Story](#)

Standards

ART.T.III.EL.4 – Analyze classroom dramatizations and constructively suggest alternative ideas for dramatizing roles, arranging environments, and developing situations.

Learning Targets

- I can create a cohesive story from unrelated household items.
- * An added objective could be to tell a story related to students COVID 19 experience.

Lesson Description

Students find and identify three unrelated objects around their home. They then create a story with a clear beginning, middle, and end that logically connects their objects. Defining a conflict will make the story more interesting.

- The objects may become characters with unique voices.
- The student may act as narrator stating the action in third person.
- The story must be cohesive and connect the unrelated items.

Adaptations

Online: Students video tape themselves improvising their stories

Mail: Students write or draw a story board to tell the story

Phone: Students improvise the story over the phone

Reflective Questions

1. What were your three items? What prompted you to choose them?
2. How did you connect the three items?
 - Did your objects become characters? How did you decide who was who?
 - What was your plot line? The beginning, middle, and end?
 - Did you have a conflict? Was it resolved?
3. What would you change if you were to do this again?
4. Were you pleased with your story making and storytelling?

– Offered by Joni Starr



Lesson Idea

Monologue Creation



Grades 6–12 (adaptable to all levels)

Model Performance Assessment: [T.E417 Monologue Creation](#)

Standards

T.III.HS.2 Analyze the physical, emotional, and social dimensions of characters found in dramatic texts from various genres and media.

Learning Targets

- I can think and write in the voice of a character other than myself.
- I can write a monologue that focuses on a universal theme.

Lesson Description

Using one of the photos as a prompt, each student will choose an individual from the photo and write a monologue of at least 150 words. The monologue must be from the perspective of the individual in the photo and take into account the surrounding environment and unique circumstances of the time. The monologue should capture the feelings of the individual as defined by the current universal theme of life during the COVID 19 pandemic. The monologue may include stage directions that enhance the reader’s understanding of the character.

Adaptations

Phone: Students read their monologue over the phone.

Reflective Questions

1. Which photo and individual did you choose and why?
2. Do you feel you have anything in common with this individual? Why or why not?
3. What is the individual in your monologue feeling? Do you share these feelings?
4. What parts of the writing process flowed smoothly or were challenging?
5. Did you include stage directions? How did they add to the understanding of the character?
6. What would you change if doing the assignment again?



– Offered by Joni Starr