



Literacy Through Drama: From Page to the Stage
BIG IDEA: Personal Narrative Writing

**AND THEN
THEY
CAME
FOR ME:**

**Remembering the
World of Anne Frank**

Georgia Ensemble Theatre is the Resident Theatre Company at the Roswell Cultural Arts Center
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Preparing for the Teaching Artist

- Explain to students that everyone will have great ideas and that there is not an expectation to “perform”. We will share what we write with the class. This workshop is about the process of writing and expressing that writing with characterization. Some students will be more dramatically inclined, but we want everyone to feel comfortable.
- Teacher will want to read through the *And Then They Came For Me: Remembering the World of Anne Frank* monologues provided with their students so that the students are already familiar with the text before the Teaching Artist arrives.
- The Teaching Artist may want to move desks to clear a space to be used as a stage. You may do this in advance. Please let us know if you would not like for the desks to move.

Learning Objectives

1. Describe the basic elements of a story: beginning- middle- end, setting, characters, plot events, resolution.
2. Identify the different styles of language used in personal narratives: monologue, dialogue, narration, stage directions, descriptive language, sensory language, figurative language, transition words, reflection, and pacing.
3. Read a few monologues from *And Then They Came For Me: Remember the World of Anne Frank* and examine the major plot points in each monologue.
4. Identify a personal story and plot points to create a clear beginning, middle, and end.
5. Write a personal narrative story using the various language styles.
6. Perform personal narrative story for the class (and other interested grade levels).

Essential Questions

Assessment Tools

Observation of writing
Rubric for finished stories

Lesson (45-55 min.)

1. The teaching artist will introduce themselves and the play *And Then They Came for Me: Remembering the World of Anne Frank* and then introduce drama by playing a warm-up icebreaker. (5 min.)
2. The teaching artist will hand out a monologue from *And Then They Came for Me: Remembering the World of Anne Frank* and read it while modeling using voice, movement, and imagination to minimally act out the story. (5-10 min.)
3. The teaching artist and the students will discuss the basic elements of the monologue: beginning, middle, end; setting; characters; plot events; and resolution. (5 min)

For Example

After reading the monologues ask

- What is setting/ context?
- What is the point of view?

- Who are the narrators and other characters?
 - What are the events in the story?
 - Is there a conclusion to the story?
4. Each student will choose a story from their life and write down the plot points (5 min.)
OR students may pair up and write a scene about a specific event (either in history or a current event, reflecting one person's point of view).
 5. The teaching artist will discuss literary devices and language styles (descriptive language, "flavoring" the story) used in monologues and personal narrative and pick out those elements in the monologues that were read (5 min.)
 6. The students will write out their personal narrative using some of those style elements (15 min.)
 7. The students will share the personal narratives that they wrote (10 min.)

Supplemental Material (Attached)

Terms

- Monologue- A speech delivered by one person
- Dialogue- Two or more characters talk
- Stage Direction- part of the script of a play that tells the actors how to move or speak their lines
- Description- A picture in words
- Figurative Language
 - Similes and metaphors
- Descriptive Writing
 - The primary purpose of descriptive writing is to describe a person, place or thing in such a way that a picture is formed in the reader's mind. Capturing an event through descriptive writing involves paying close attention to the details by using all of your five senses.
 - Use specific adjectives and nouns and strong action verbs to give life to the picture you are painting in the reader's mind.
- Reflection- serious thought or consideration
- Transition words, phrases, and clauses
- Sensory Language- writing that uses the five sense (sight, hearing, feeling, tasting, and smelling)
- Pacing- The speed of a story

Other Questions

What was the advantage or disadvantage to using video in the play?

How do the events in the story bring Ed to the decision to rip the star off of his jacket?

Common Core Performance Standards

ELAGSE5RL6- Describe how a narrator's or speaker's point of view influences how events are described.

ELAGSE5W3- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

ELAGSE8W3- Write narratives to develop real or imagines experiences using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing context and point of view and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques such as dialogue, pacing, description, and reflection, to develop experiences, events, and/ or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

ELAGSE8W10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.