

Dramatic Tableaux Activities

After Groups Present

Ask students to select one group's presentation to examine. Ask them to think about selecting a group that presented a scene in a manner that was different from the way they imagined the scene to unfold. Ask students to describe the scene briefly in their class journals.

Ask students to think about these questions:

- How did this group's interpretation of the scene differ from your own?
- How were the characters presented?
- Did the group display the characters' unique personalities? Did anything new occur to you about the characters or the text in general, after seeing the group's dramatic interpretation?
- What questions do you still have?

Writing Connection: Character Maps

Either in pairs or in student dramatic tableaux groups, ask students to create a character map, visually representing the characters' relationships in the story. Provide large poster paper and markers for this purpose.

Ask students to consider all characters, their roles in the story, and how they influence other characters. Ask students to create a web or visual map signifying the relationships of the characters. Remind students to keep in mind that where they place characters and next to whom are symbolic of the characters' roles in the story and their importance in the plot. Ask students to draw lines and arrows to connect the characters, as well as consider writing phrases to explain those relationships. Once students arrange the map or web spatially, ask them to add symbols and colors to enhance the character map's meaning. Finally, ask students to create a legend, explaining significant colors or symbols that may not be easily interpreted on the character map.

Once students have finished their character maps, ask them to write several paragraphs in their class journals to explain the significance of the characters' arrangements, colors, and symbols. Encourage students to reflect upon any new learning that occurred during this activity.

Samples of character maps can be found in *How Porcupines Make Love III: Readers, Texts, Cultures in the Response-Based Literature Classroom* by Purvis, Rogers, and Scoter from Longman Publishers, 1995, pages 139-140. Consider modeling how to create a character map with a story previously read by the students.

Writing Connection: Letter of Advice

As an alternative to the character maps activity, consider asking your students to write a letter to a protagonist or antagonist in the story. Ask them to think about what they know about the character's situation, personality traits, and problems. Who can the character trust or go to for help in the story, if anyone at all, and why? Also ask the students to tell the character how they feel about him/her. They can express their admiration, disgust, confusion, etc. Students can pretend they are a safe confidante and resource to the character. Students may consider what the characters need to know. What should the character do, in the student's opinion, and why?