

STAND UP AND SPEAK OUT!

Using Tableau for Textual Analysis

Barbara Tschantz

Write Here, Write Now

June 21, 2018

“STILL-LIFE” CHARADES!

- ◉ Introduce yourself to the person next to you. Choose who is A and who is B.
- ◉ If you are “A,” show how you felt on the last day of school. “B” will guess the emotion.
- ◉ Now trade. B shows the emotion and A guesses.



WHAT IS TABLEAU?

- ◉ Process drama - depends on collaboration
- ◉ A “frozen picture” representing an event or scene

SILENT OR SPOKEN

- ◉ In a silent tableau, characters never speak. The class discusses the tableau and what the characters' poses and expressions reveal.
- ◉ In a tableau with speaking, a director taps each person, who delivers a line or two.



Today, we will extend tableau to narrative, argumentative and informational writing.

ADVANTAGES OF TABLEAU

- ◉ Students use their whole bodies to comprehend text - including poses, gestures, and facial expressions.
- ◉ Students collaborate with others in an activity that requires deeper thinking.
- ◉ Tableau is a form of text (or writing), a representation of students' understanding.
- ◉ Tableau encourages close reading.

CONSIDERATIONS/OBJECTIVES

⦿ Drama

- Body - students consider posture, poses, gestures, facial expressions
- Cooperation - students work together as a team
- Concentration - students focus on the drama task

⦿ Reading comprehension

- Students develop sensory images
- Students make inferences
- Students synthesize text and prior knowledge to create something new

MODELING TABLEAU

- Have students analyze a photo or painting with people who are showing emotion;
- Break students into groups. Give them simple settings for which students can envision a scene - in the park, in the grocery store, etc. - and have each group create a scene.
- As each group presents its tableau, ask students in the audience:
 - What do you see?
 - What is happening?
 - What emotions are being expressed and how do you know?

ANALYZING A FROZEN SCENE

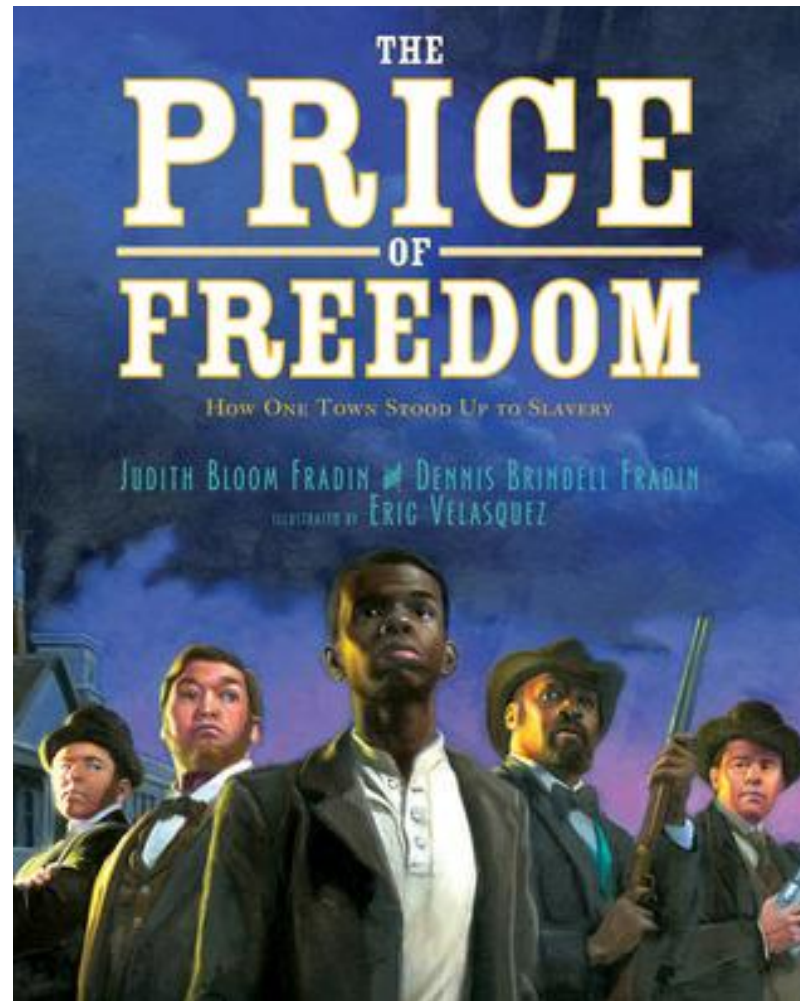


- What do you see?
- What is happening?
- What emotions are being expressed and how do you know?

Illustration by Loren Long
from *Love* by Matt de la Peña

NARRATIVE TEXTS

- ◉ Read the narrative first.
- ◉ Select scenes for students to represent.
- ◉ Choose whether students will create a silent tableau or develop one or a few lines for each participant.
- ◉ Have students plan roles, poses, and expressions (remember that they have to hold them), and lines if you've chosen to have them speak.
- ◉ When they present to the class, before anyone in the tableau speaks, the class guesses the scene.
- ◉ Tableau can be followed by a written response.



APPLY THE STRATEGY

- ◉ Brainstorm the form of the tableau; assign roles
- ◉ Sketch the tableau
- ◉ Rehearse your tableau
- ◉ Be ready to present!

ARGUMENTATIVE TEXTS

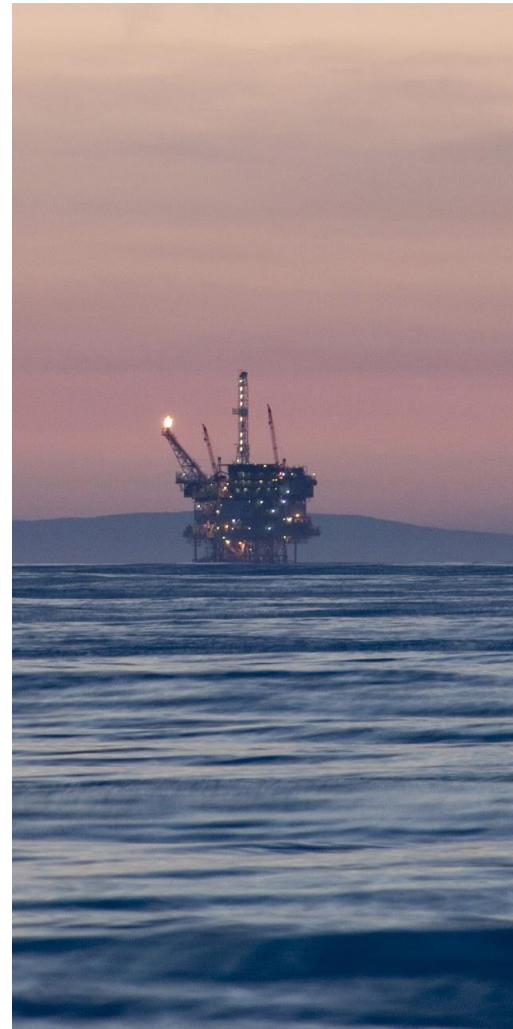
- ◉ Read, listen to, or view a number of different viewpoints
 - As we read or skim each article, consider the groups, wildlife, organizations, and other things affected by the issue. Underline or highlight what you want to remember.
 - We will go back and create an organizer of effects
 - As we watch each video, note people affected - and animals, environment, etc.
 - Spill by the Numbers, Animal Rescue, Offshore Training Rig
- ◉ Let's discuss what you wrote in the organizer!

BRAINSTORM: WHAT TABLEAU SCENES COULD WE CREATE?

- ◉ Tourists who can see oil derricks from the shore
- ◉ A family huddled over heating/cooling bills they struggle to pay
- ◉ Fishermen who have to stop fishing after an oil spill
- ◉ Other ideas?
- ◉ A family at a gas station affected by higher gas prices
- ◉ A cleanup crew at a beach where there has been an oil spill
- ◉ Workers on an offshore oil derrick who depend on drilling to make a living

APPLY THE STRATEGY

- Use the organizer to identify roles
- Each person writes one or two lines for their character
- We won't have time to present - be ready to share the lines you wrote!
- Take a moment to write:
How did this activity affect your thinking?
How might it affect students' writing?



INFORMATIONAL TEXTS

- ◉ Elementary example
- ◉ Read text
- ◉ With students, identify the main idea or concept being presented
- ◉ Divide students into groups to present the concept
- ◉ Have students use the planning sheet to design tableau roles and poses
- ◉ If students are speaking in the tableau, have students in the audience guess the scene and roles before students in the tableau speak

Branscombe, 2015;
Atkins, n.d.

SAMPLE INFORMATIONAL TABLEAU

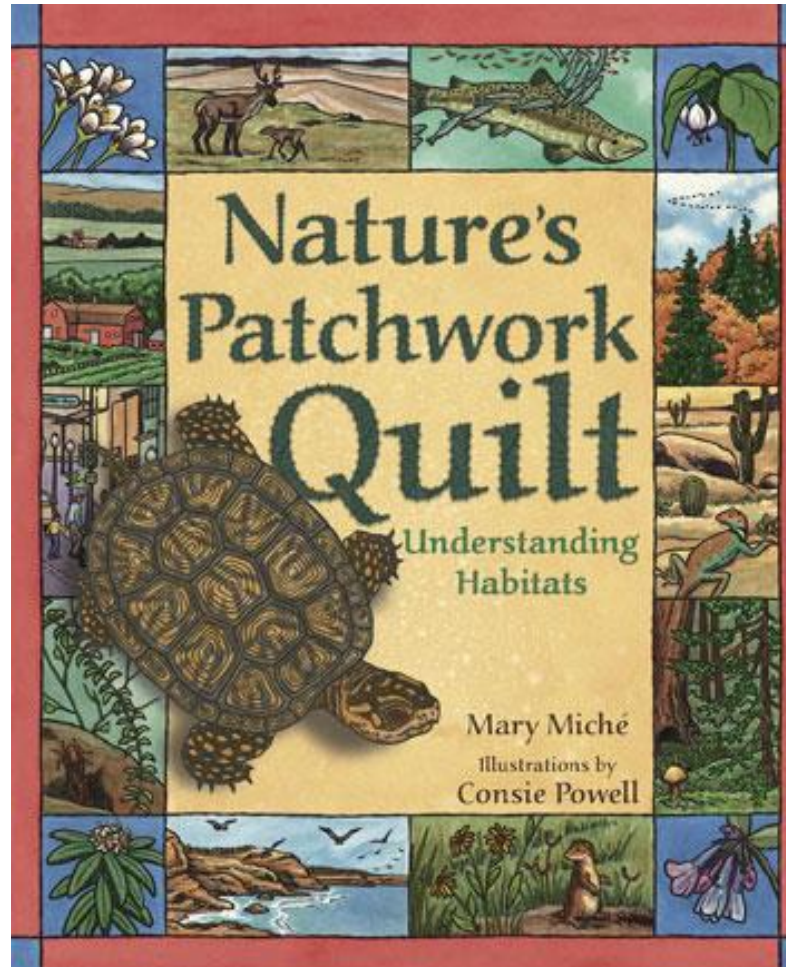
Figure 1 Third-Grade Student Tableau Showing Gravitational Pull Between the Sun and the Earth



Branscombe, 2015

APPLY THE STRATEGY

- Use the organizer to identify roles
- Sketch the tableau on the organizer



ASSESSMENT

- ◉ Develop a checklist based on objectives
- ◉ Sample from *A Dramatic Approach to Reading Comprehension*

REFLECTION

- ◉ Questions?
- ◉ Please write on the sticky note: What will you use from today in your classroom? Post it by the door!
- ◉ Contact info:
btschant@kent.edu

SOURCES FOR THESE IDEAS

- Atkins, R. (n.d.) Arts Impact Arts Foundations - Theater: Creating Tableau. Retrieved from *arts-impact.org/wp-content/uploads/2015/10/Creating-Tableau-5-17-16.pdf*
- Branscombe, M. (2015). Showing, Not Telling. *Reading Teacher*, 69(3), 321-329.
- Kelner, L.B., & Flynn, R.M. (2006). *A dramatic approach to reading comprehension*. Portsmouth, NH: Heinemann.
- The Teacher Toolkit. (n.d.). Tableau. Retrieved from <http://www.theteachertoolkit.com/index.php/tool/tableau>
- Wilhelm, J.D. (2016). *You gotta BE the book!* New York, NY: Teachers College Press, Berkeley, CA: National Writing Project, Urbana, IL: National Council of Teachers of English.