

**ITQ ARTS AND SCIENCE INTEGRATION  
GRADE 3  
THEATRE AND EARTH SCIENCE**

**Star Picture Stories  
“Sun, Moon and Stars” Investigations 3  
Lesson #2**

**CONTENT STANDARDS**

**Theatre**

- 1.1 Use the vocabulary of theatre, such as character, setting, conflict, audience, motivation, props, stage areas, and blocking, to describe theatrical experiences.
- 2.2 Participate in cooperative scriptwriting or improvisations that incorporate the 5 W's.
- 5.2 Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.

**Science**

ES4a Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.

**ESSENTIAL QUESTIONS**

- What is improvisation?
- What is tableau?
- What is a constellation?
- How did constellations get their name?

**OBJECTIVES & STUDENT OUTCOMES** (*Students will...*)

- create a tableau of a constellation.
- improvise a short scene in a small group explaining the story behind their tableau of a constellation.
- build upon another student's idea or improvisational offer.
- identify different constellations.

**ASSESSMENT** (*Various strategies to evaluate effectiveness of instruction and student learning*)

- **Feedback for Teacher**
  - Observation of Constellation tableaux
  - Improv Scene Observation
  - Video of Classwork
- **Feedback for Student**
  - Student/Teacher responses
  - Video of Classwork

**WORDS TO KNOW**

**Theatre Grade 3**

- **Actor:** A person, male or female, who performs a role in a play or an entertainment.
- **Audience:** People who watch, listen and respond to live theatre.
- **Improvisation:** A spontaneous style of theatre in which scenes are made up on the spot.
- **Tableau:** a silent and motionless depiction of a scene created by actors, often from a picture. The plural is *tableaux*
- **Ensemble** - a group of theatrical artists working together to create a theatrical production.

**Earth Science Grade 3**

- **Astronomer:** A scientist who studies and observes objects in the universe including the stars, planets, and moons.
- **Constellation:** A group of stars humans observe in a pattern and give a name.

- **Observatory:** A building that protects large telescopes. Observatories are often found on mountain peaks above the dust and pollution in the air.

## MATERIALS & PREPARATION

- A copy of the story Orion, the Great Hunter from *Constellation Legends*, Norm McCarter (included)
- Copies of the constellation stories for Capricorn, Gemini, Pegasus, and Hercules (included)
- Science notebooks (1 per student)

## RESOURCES

- *Raising the Curtain: Activities for the Theatre Arts Classroom*, Gai Jones
- *FOSS Kit California Edition Grade 3*, “Sun, Moon and Stars” Investigations 3
- *Constellation Legends*, Norm McCarter:  
<http://www.tcoe.org/SCICON/InstructionalGuide/Constellations.pdf>

## WARM UP *(Engage students, access prior learning, review, hook or activity to focus the student for learning)*

(10 minutes)

- Review with the students the investigation about the stars they did the other day.
- Say:
  - *Last night did anybody look up into the night sky? What did you observe? Did you observe any **constellations** or groups of stars in a pattern? Many of the constellations you see in the sky have names and stories to explain their names. If you were very observant you probably noticed that the **constellations** or group of stars appeared to stay together as they moved across the sky, like a group of **actors** on stage. In theatre actors also work together on stage. When actors work together to perform we call that **ensemble** work, which means a group of theatrical artists working together to create a theatrical production. Today we are going to be a group of theatrical artists or **actors** working together to create a theatrical production.*
- Direct the **actors** to stand in random spaces in the acting area like stars in the night sky.
- Explain to the students you are going to give them the direction to form a large letter as a whole group. They will need to do this with out talking nor giving any verbal or non-verbal directions. **Actors** are not to comment on others’ choices. If a movement does not aid the ensemble in its goal to form the letter, the **actor** can make another choice without disapproval.
- Call out the letter T and count down 20 seconds [more time can be given if the group needs it] for the group to the large letter T as if on a playing field.
- Side coaching can be given quietly by the teacher.
- Once the students have come close to or have formed the letter call out another letter. To ensure success with the activity call out letters the **actors** can easily form as an **ensemble** such as I, U, V or W. [IF you feel your students are up for a challenge then try other letters from the alphabet such as W, V, F, or P].
- After forming a few letters instruct students to return to their seats.

## MODELING *(Presentation of new material, demonstration of the process, direct instruction)*

(15 minutes)

- Call on three students to come up in front of the class to help demonstrate a tableau.
- Direct the students to show a baseball game in frozen action.
  - One student can be frozen in a position that shows the student is throwing a ball like a pitcher.
  - Another student can stand in front of the student who is pitching, about 8 feet away, frozen in a position as though the student were swinging a bat.
  - The third student can stand behind the student frozen as the batter squatting down with hands in front as they are going to catch the ball
  - Have the students hold the pose for a count of 10.
  - Say:  
*Curtains.*
  - Tell the students they can now move back to their seats

- Ask:
  - *When you look up into the sky at night when the sky is really clear, you can see about 2000 stars. Many of these stars seem to be in a group. We just talked about this during our warm up. Who knows what you call these groups stars? [constellations]*
  - Many years ago when people looked up at these group of stars they would say the stars remind them of things or stories that were part of their everyday lives. They named these groups of Stars, or **constellations**, so they wouldn't forget them.*
- Explain to the students you are going to share with them a short story about one of the constellations and at the end of the story you will call on 3 to 5 students to help create a frozen picture or **tableau** showing the ending of the story.
- Write on the board **tableau**: a silent and motionless depiction of a scene created by actors, often from a picture.
- Read to the students the story of Orion, the great hunter from *Constellation Legends*, Norm McCarter.
- Call on 3 to 5 students to come up to the acting space.
- Say:
  - *I will be directing these students in a tableau showing the ending of the Orion story. Every student will have a part and you will see that actors in a tableau can be an animal, a person, or an object.*
- Place the **actors** in their tableau pose.
- Once all actors have been given a pose give a three second count down for students to freeze in their **tableau** pose. Tell them they must hold the pose until you call "curtain."
- Briefly discuss the **tableau** with the **audience**.
- Say:
  - *Curtain!*
- Tell audience to applaud the actors on stage then send actors back to their seats.

### **GUIDED PRACTICE** (*Application of knowledge, problem solving, corrective feedback*)

(20 minutes)

- Explain to students they will be working in four evenly divided groups to create their own tableau of a **constellation** based on a constellation story.
- Divide the class in to four even groups and assign a strong reader for each group.
- Assign one group the constellation Capricorn, which is seen in the night sky during the spring. Assign the next group the **constellation** Gemini from the winter night sky, the third group the **constellation** Pegasus from the fall night sky and the fourth group the **constellation** Hercules from the summer night sky.
- Say:
  - *As the seasons change, we are able to see different constellations in the night sky. Today we are going to progress through a whole year and see a constellation from each season.*
- Assign each group to a corner of the classroom making sure that they are in order of winter, spring, summer and fall.
- Direct readers to read the **constellation** story to their group.
- Instruct the each group audience to listen for key points in the story to help them build their tableau after the story has been read.
- Walk around and side coach as needed.
- Explain to the students they will have three minutes to read the story.
- After three minutes have passed tell students they now have three minutes to build their **tableau** as a group.
- Remind students that all the actors need to be a part of the tableau, whether they are an animal, a person or an object.
- Explain to students there are no directors in their groups and that they need to work as an ensemble as they did forming letters in the warm up.
- Tell students when three minutes are up you will give them a three second count down for them to

freeze in their **tableau** pose.

- Once students have taken their **tableau** poses walk around and check for understanding and re-direct if needed. [If time permits, have each group share their tableau to the other groups while they are in their perspective assigned areas in the classroom.]
- Say:
  - *Curtain!*
- Instruct students give themselves a round of applause then return to their seats.

**DEBRIEF AND EVALUATE** (*Identify problems encountered, ask and answer questions, discuss solutions and learning that took place. Did students meet expected outcomes?*)

(5 minutes)

- Distribute science notebooks. Have students respond to the following prompts:
- Ask:
  - *How did you use **tableaux** to convey to the **audience** your favorite part of the Orion story?*
  - *How did people often come up with names for the **constellations**?*
  - *How did this activity show **ensemble** work?*

**EXTENSION** (*Expectations created by the teacher that encourages students to participate in further research, make connections and apply understanding and skills previously learned to personal experiences.*)

- Using the same technique, students create simple **tableaux** from other curriculum areas.
- Students can rehearse their **tableaux** and stories of their **constellations** and perform them For parents or another class.

## Orion – The Great Hunter – WINTER

Orion (or-eye-un) was such a great hunter that he provided meat each day for the gods' meals. One day, Artemis (art-em-is), also known as Diana, the moon goddess and goddess of the hunt, asked if she could go hunting with Orion. As they were hunting the next day, they saw a deer and Orion quickly shot the deer, which died instantly. At dinner that evening, Artemis greatly praised Orion's ability to the other gods. After hearing this, Orion promised that he would impress them even more the next day.

When Orion went out to hunt the next day, he shot every animal he could find, then made a large pile of the dead animals in front of Artemis's house. When she opened the door and saw the animals she was horrified! Artemis was the protector of animals, as well as the goddess of the hunt, and she punished those who killed more than they could eat. She was so mad that she stomped her foot on the ground and out of the dust came a scorpion which stung Orion on the heel, causing him to die in great pain.

Zeus placed the constellation Orion in the sky to honor Orion's service to the gods.

## Capricorn – The Sea Goat - SPRING

Actor's script:

I am the constellation Capricorn, made to honor a goat and some sea nymphs who saved the life of Zeus and cared for him when he was a child. My body is the front part of a goat and the tail of a fish. I was the first constellation put into the sky by Zeus.

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Background Information:

Capricorn (cap-re-korn) is one of the earliest named constellations and is pictured as the front half of a goat with the tail of a fish. It is referred to as the "Gateway of the Gods," through which the souls of men would pass after death.

Before Zeus (zooce) was born, his father, Cronus (kro-nuhs) had been told that one day one of his sons would grow up to kill him in battle. To prevent this from happening, Cronus had all of his babies that were boys killed. Some say he swallowed them when they were born.

Zeus' mother wanted to save him, so she gave him to some sea nymphs to be taken far away. The sea nymphs cared for him, but could not give him milk, so they brought a special goat, Amalthea (am-al-thee-uh) to provide milk for Zeus. Later, Amalthea also became Zeus' playmate.

When Zeus was older and stronger he went to fight his cruel father and defeated him. When Cronus died, Zeus' brothers, whom Cronus had swallowed, emerged from Cronus' head, alive.

One of Zeus' first acts as king of the gods was to put the constellation Capricorn in the sky to honor Amalthea the goat and the sea nymphs who had saved and cared for him.

## Gemini – The Twins - WINTER

### Actor's Script:

I am the constellation Gemini, which is made up of the twins Castor and Pollux, who were very brave brothers. The brothers were great fighters and helped sailors when they were looking for The Golden Fleece. When sailors see my constellation in the night sky, they consider it good luck.

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### Background Information:

Castor (kass-ter) and Pollux (pahl-ucks) were twin brothers, the sons of Zeus (zooce) and Leda (lee-duh). They sailed with the Argonauts (arg-o-nots) to search for the Golden Fleece. They were incredible fighters and very courageous. Castor was a great wrestler and Pollux was a great boxer. They were inseparable and fought best when they were near each other.

Zeus placed the constellation Gemini in the skies after their deaths to honor their great accomplishments and the help they gave to the Argonauts. He placed them together to honor their great love for each other.

Because of the help they gave the sailing Argonauts during a storm which almost sunk their ship, the constellation Gemini was considered a good luck to sign to sailors when they saw it.

## Pegasus – The Flying Horse - FALL

### **Actor's Script:**

I am Pegasus, the flying horse. I was made from the blood of the monster Medusa, which spilled into the ocean after she died. I helped the gods defeat many evil people and monsters. Zeus placed my constellation in the sky to honor my service.

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### **Background Information:**

When Perseus (peg-uh-sis) killed the monster Medusa (meh-dew-sa), who had snakes for hair, her blood spilled into the ocean. The story of Pegasus says that the flying horse sprang from Medusa's spilled blood and flew into the sky. Later he returned to Earth and was tamed by Minerva, who then gave him to Bellerophon (bell-air-uh-fawn) to help him conquer the monster Chimera.

After Bellerophon destroyed the monster, he tried to fly Pegasus up to Mount Olympus to live with the gods. Zeus was angered by this and caused an insect to sting Pegasus, which made him buck Bellerophon off of his back, and Bellerophon fell to his death.

Pegasus continued to fly up to Mount Olympus and served the gods in several missions against evil. Zeus (zooce) placed his constellation in the sky to honor his service to the gods.



# Hercules – The Strong Man - SUMMER

## **Actor's Script:**

I am Hercules, The Strong Man, son of Zeus, and legendary hero. I succeeded in the Twelve Labors, which were almost impossible tasks and were designed to make him fail. I am considered the greatest hero of all time.

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## **Background Information:**

Hercules (her-que-lees) was the favorite son of Zeus (zooce), who made special preparations at his birth so that Hercules would be the mightiest of all heroes. Hercules spent the first part of his life living among and serving mortals, learning about how they lived and what was important to them. After a while, he was brought up to Mount Olympus to help the gods understand mortals better.

Hercules was known for his great strength, courage, and agility. He was also known for succeeding in his Twelve Labors, which Hera designed to test him. The tests were almost impossible, and Hera wanted Hercules to fail so his father would find him unworthy, but Zeus succeeded each time.

Hercules also sailed with Jason and the Argonauts in search of the Golden Fleece and took part in the war between the gods and the giants.

The constellation was placed in the sky by Zeus to honor all of Hercules' accomplishments.