

## Newspaper Theater Sample Lesson Plan

*While this lesson plan is specifically geared toward a high school audience, it can be easily adapted to any subject and grade level.*

### Lesson Plan Overview

In this activity, students will explore critical thinking techniques through the use of Augusto Boal's Newspaper Theater, specifically a cross reading of non-dramatic materials around a current or historical event of the students' choosing. Students will learn about Boal's Newspaper Theater techniques. They will then research the chosen event, analyze the texts, cut and arrange a cross-reading to be presented to the class. Students will develop critical thinking and basic research skills to be applied to future texts.

### Essential Questions

Is the news media objective? How is information presented to the public?

### Learning Objectives

1. Students will be able to explain the difference between "objective" and "subjective".
2. Students will be able to identify and explain the difference between primary and secondary sources.
3. Students will be able to draw connections between multiple texts and types of information to develop a clear opinion on their chosen topic.
4. Students will be able to identify and synthesize key points of information from a text.

### Task Description

1. Lecture on Augusto Boal, Theatre of the Oppressed and Newspaper Theatre.
2. Using the internet, their local library, and other institutions with non-fiction resources, students will then research a historical or current event. (Example: 2012 Chicago Teacher's Union Strike, the writing of the Declaration of Independence). Using both primary and secondary resources, they will attempt to create a Boalian cross-reading that best evaluates the event or problem from all "sides". Students will then present their cross-reading to the class and facilitate a discussion with their peers on their topic.
3. After each group/student has presented, the class will discuss the researching process and their discoveries.
4. Students will then turn in a one-page reflection on their discoveries answering the essential questions.

### Scaffolding Activities

#### Research

- Students bring in their first source. Together in pairs and with their teacher, analyze the source using the following suggested questions:
  - What is the author's stance on the topic? How can you tell?
  - Does the author seem biased? Give an example as to why or why not?
  - Is the source known for being biased?
  - Where is the source from? Is it credible?

#### Interpretive

- Objective vs. Subjective. Look at the Barack Obama and Mitt Romney's presidential campaign sites. Ask:
  - If you were running for president, would you list all your faults to your constituents on your website?
  - How does this apply to the presidential campaign?

## Public Speaking

- Groups pair off and share their crossed readings with each other. Each group should comment on the other's presentation. Questions to be aware of:
  - Does it follow the crossed reading format?
  - Are the different points of view/ is the argument evident?
  - Does the story flow? Does it make sense?

## Essay Requirement

- Set aside a few minutes after the final whole class discussion after all the presentations. Students can free write their thoughts on the discussion to help them prepare for their reflection essay.

## Potential Methods to Incorporate Technology

Use of Tumblr as a way to present cross reading.

## Product

Students will create a cross-reading on their chosen topic along with a one page reflection effectively demonstrating the learning objectives.

## Rubric and Criteria

See Attached Rubric for Informational and Explanatory Template Tasks

## Common Core Standards Met with this Plan

\*Unless otherwise specified, late high school standards are given when both standards for grades 9-10 and 11-12 are met.

### Reading Standards for Informational Text

- Early and Late High School: Key Ideas and Details
  - 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
  - 2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
  - 3. Analyze how a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- Early and Late High School: Craft and Structure
  - 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
  - 6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- Early High School: Integration of Knowledge and Ideas
  - 7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining in which details are emphasized in each account

- Late High School 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- 9. Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

## Writing Standards

- Early and Late High School: Text Types and Purposes
  - 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
    - A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.
    - B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
    - A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
    - B. Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.
    - C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
    - D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
    - E. Provide a conclusion that follows from and reflects on what is experienced observed, or resolved over the course of the narrative.
- Early and Late High School: Production and Distribution of Writing
  - 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying anew approach, focusing on addressing what is most significant for a specific purpose and audience.
  - 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- Early and Late High School: Research to Build and Present Knowledge
  - 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or

- broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Speaking and Listening Standards

- Early and Late High School: Comprehension and Collaboration
  - 1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grade specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
    - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
    - B. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
    - C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
    - D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
  - 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
  - 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone use.
- Early and Late High School: Presentation of Knowledge and Ideas
  - 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purposed, audience, and a range of formal and informal tasks.

#### Language Standards

- Early and Late High School: Conventions of Standard English
  - 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Early and Late High School: Vocabulary Acquisition and Use
  - 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Reading Standards for Literacy in History/Social Studies

- Early and Late High School: Key Ideas and Details
  - 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
  - 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
  - Late High School 3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- Early and Late High School: Craft Structure
  - 4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
  - 5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- Early and Late High School: Integration of Knowledge and Ideas
  - Late High School 7. Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a questions or solve a problem.
  - **8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.**
  - **9. Integrate information form diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.**