

# Truth Telling

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Grades: 1-3

Lesson Topic: Truth telling, drama and language integration

Objectives:

- Engage in dramatic play and role play, with a focus on exploring main ideas and central characters in stories from diverse communities, times, and places (e.g., retell and enact a story from different points of view; stop at a dramatic point in a story and adopt roles of the characters in the story)

Materials

- Howard B. Wigglebottom and the Monkey on his back by Howard Binkow
- Pencils
- Paper

Lesson Sequence:

- Beginning / Hook

Read the story “Howard B. Wigglebottom and the Monkey on His Back” to the students

- Middle

***character conversations:***

Break students into pairs and have them label themselves A and B.

Tell students that the As are Howard and Bs are his friend Nancy that Howard lied to.

Instruct students that during this activity they are going to get into character and have a conversation with each other.

The scene is Howard is apologizing to his friend Nancy for lying to her about what job his dad does.

(if students need more information/guidance you may suggest they discuss how the friends feel about the situation, why Howard did it, ect.)

Let students stay in character for about 5 minutes or until the conversations end.

- Ending / Closure

Bring students back to the carpet for ***Inner/outer circle activity:***

Have all the Howards sit in a circle and their partner stand behind them.

Explain to students that you are going to “interview” them. During this time you might ask Howard or the friend a question and any of the students that played that character can answer the question; anyone else can add to their answer. It is as if they are all ‘one’ Howard and ‘one’ Nancy.

Interview the students (you may use these questions – your students answers may change where the interview goes)

Howard – why did you lie about what job your dad does?

Friend – what did you think of the job Howard told you?

Howard – how did you feel after you lied? Why did you decide to tell the truth?

Friend - how did you feel when Howard told you the truth? Why do you think he lied to you?

Howard – how did it feel to tell the truth?

Both – why is it important to tell the truth?

Extension:

***Writing in character –***

Have students go to their seats to write in character. Have them either write a letter to their partner about how they feel after the conversation (e.g. thank you for forgiving me, I'm mad/sad you would lie, I'm happy you told the truth). Or have students pretend they have gone home and are writing in their journal/diary about their day and how they feel after the conversation.

Checks for Understanding / Assessment of Learning

*Character conversations* - Are students working well together? Are they on task? How rich and deep are the conversations?

*Inner/outer circle* – who is participating? What kinds of answers are they giving? Are they rich ideas or surface ideas? Who is getting into the character and giving level 4 ideas?

*Writing in character* – great mark for both drama and writing. Mark based on ideas, not spelling/grammar.