

Create a Tableau and Follow-Up Panel Discuss

"[Creating] tableaux vivants is often referred to as a playful pastime, but it has also provided a great amount of purpose in the cultural history of the United States. Translated from French, tableaux vivants means 'living pictures.' The genre peaked in popularity between 1830 and 1920. During a performance of a tableau vivant, a cast of characters represented scenes from literature, art, history, or everyday life on a stage. After the curtain went up, the models remained silent and frozen for roughly thirty seconds. Particular emphasis was placed on staging, pose, costume, makeup, lighting, and the facial expression of the models. Sometimes a poem or music accompanied the scene, and often a large wooden frame outlined the perimeter of the stage so as to reference the frame of a painted canvas." (From Art Museum Teaching)

Create a Tableau Directions

1. As a group, choose an example of a nonviolent protest.
2. Research this protest.
3. As a group, reference the rubric on the next page as you prepare to perform a tableau that replicates a photograph from the protest you researched.

Follow-Up Panel Discussion Directions

1. As a group, reference the rubric on the next page as you prepare answers to the panel discussion questions below.
2. Your group will share your answers to the questions following a panel discussion format.
3. Your teacher or facilitator will ask each member of your group two of the panel discussion questions. You will have a maximum of two minutes to respond to each question

Panel Discussion Questions

1. Can you tell the class the topic your group researched and briefly describe the historical event your tableau depicted?
2. Can you explain the meaning of your tableau and how your group decided on the idea that you presented?
3. Tell us about one of the participants in this protest. What role did this person play? What was the person's motivation?
4. How did your group choose this particular topic to research? (Provide a clear explanation.)
5. What primary and secondary sources did you use when doing your research?
6. What was the immediate result of this protest?
7. What were some of the long-term results of this protest?
8. How would you evaluate the effectiveness of this protest?
9. Can you connect the protest you studied to a current protest? If the protest you studied is a current protest, can you connect it to a protest in the past?
10. Based on the protest you researched, how do groups and individuals challenge laws, practices, and policies through the American legal system?

CREATE A TABLEAU AND FOLLOW-UP PANEL DISCUSSION RUBRIC

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Thinking; Use of Planning Skills	Few elements of the tableau are purposefully organized.	Some elements of the tableau are purposefully organized.	Elements of the tableau are purposefully organized.	Elements of the tableau are purposefully, precisely organized.
Collaborative Work	Rarely or never participates in planning the tableau or contributing to the questions and responses. Doesn't act part of the team, even when urged by teammates to contribute.	Sometimes participates in planning the tableau or contributing to the questions and responses. Effort is not consistent.	Almost always interacts with the group and actively participates.	Interacts with the group and actively participates; takes a leadership role or encourages whole-group participation.
Focus and Attitude	Doesn't get into character or speaks; mocks classmates.	Holds pose for some of the time; not always in character.	Holds pose, gets into character quickly, shows appropriate facial and body pose.	Excellent focus, very expressive facial expression and body pose, expresses character's emotions and/or feelings.
Panel Discussion	Not prepared, very difficult to understand, or does not respond.	Answers are not well-prepared and demonstrate limited understanding of the topic.	Demonstrates preparation; able to speak clearly and with confidence.	Demonstrates preparation and thorough understanding of the topic. Speaks clearly and confidently!

(Adapted from Council of Ontario Drama and Dance Teachers)