

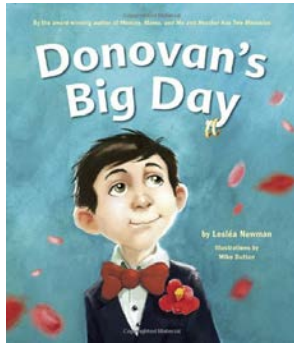
Charles So

Phil Duchene

EDCI 305A

25 December 2016

Donovan's Big Day – A Story Drama



“Donovan’s Big Day”

Written by Leslea Newman

Illustrations Mike Dutton

Grade Level 6

Class Size 20-25

Abstract

“Donovan’s Big Day” is a story about a child and his morning routine leading to his mother’s wedding.

Depiction of Cover

On the cover of “Donovan’s Big Day,” is a depiction of Donovan, the young boy whose mother is going to be married on the day. Donovan is wearing his suit as red petals flutter around him.

“Why did we choose this story?”

This story is a strong example of the progressive movement that is same-sex marriage acceptance. The story focuses on the experience of a young boy in direct relationship with his mother in the same-sex marriage. By setting the story in the perspective of a child in a presumably middle-class family, readers (usually young) of similar class may relate to the experience of the main character. The story takes an approach to same-sex marriage acceptance that would make it seem that same-sex marriage is already of the norm. The illustrations of the

story are fun and full of opportunities for interpretation and relation. Donovan's Big Day was one of the many suggested progressive stories in the Education program.

Key Understanding

- How can you contribute to supporting progressive movement?
- Although someone may be different from you, it should not mean you should live differently, and neither should you love or accept them differently.

Prescribed Learning Outcomes

Drama: Exploring and Creating

It is expected that the students will:

- use a variety of drama strategies and forms to make meaning through drama, and
- demonstrate collaborative skills during drama.

Cross-Curricular Outcomes

Health and Career Education: Healthy Relationships

It is expected that the student will:

- demonstrate an understanding of the harmful effects of stereotyping and discrimination.

Dance: Creating Dance

It is expected that the student will:

- move in response to a variety of sounds, music, images, and feelings.

I. Briefing Before the Story**8 minutes****Grouping:** Whole class**Strategy:** Brainstorm ideas**Administration:** Large paper and markers**Focus:** Understand personal experience with marriage

Teacher *Okay class; today we'll be taking a look at a story called "Donovan's Big Day."
Can anyone guess why is it Donovan's big day?*

**Teacher picks students to answer.*

Teacher *Awesome ideas, class. Today is a really special day for Donovan because his mom is going to be married. For someone like Donovan, he needs to get ready for the wedding! Can you guys tell me what Donovan should do to get ready for a wedding?*

**Teacher writes down students' suggestions.*

Teacher *Great ideas, class. Looks like Donovan has a lot to do to get ready for his big day! How about we take a look into how he gets ready, shall we?*

**Teacher pulls out book and reads to class.*

II. Good Morning, Donovan**1.5 minutes****Grouping:** Whole class**Strategy:** Read aloud by teacher**Administration:** The book with page markers on when to begin and end reading**Focus:** To get an introduction to the life of Donovan

**Teacher reads aloud and shows illustrations from "When Donovan woke opened his eyes in the morning..." to "and dirty towels all over the floor."*

III. Big Morning for a Big Day

8 minutes

Grouping: Individual

Strategy: Miming with ginormous objects

Administration: n/a

Focus: Reenact Donovan's morning routines to emphasize the bigness of his day

Teacher *Wow, class. Looks like Donovan had quite a morning! This truly is a big day for Donovan when Grandpa wakes you up! For such a big day could only mean a big morning routine! What we're going to try to do, on our own, mind you, is to recreate Donovan's morning from the moment he wakes up to the moment he finishes in the bathroom; however, because his day is so big, everything has been sized up! That means his toothbrush is the size of a baseball bat, or his pancakes are the size of baseball mats. Without talking, I want you guys to act out Donovan's morning using the large toothbrush or eating the gigantic pancakes. It should look a little something like this.*

**Teacher stretches his/her arms out in the air to stretch. Teacher tries to reach down from his/her large bed. Teacher walks a few steps and tries to reach a doorknob a few feet higher than him/her.*

Teacher *Something like that, eh? Alright class, up from your seat. I'm going to count you off and you're going to be Donovan. Ready? And action.*

**Teacher observes students from afar and stays quiet. After a few moments teacher speaks again.*

Teacher *And scene. Fantastic work, everyone. Would anyone like to demonstrate?*

**Teacher chooses students to demonstrate. Students demonstrates.*

Teacher *Incredible. Okay, back to your seats and back to the story. I wonder what Donovan will do next?*

IV. Morning Continued**1.5 minutes**

- Grouping:** Whole class
- Strategy:** Read aloud by teacher
- Administration:** Book with labels on when to start and stop reading
- Focus:** Understand the progress of Donovan's morning

**Teacher reads aloud and shows illustrations from "He had to zip up his new pants" to "and his new shoes wouldn't scuff."*

V. Road Trip**8 minutes**

- Grouping:** Group of three
- Strategy:** Hot seat
- Administration:** Four chairs
- Focus:** Get an insight on the inner thoughts of Donovan, Uncle Gregory, and his cousins

Teacher *We're going to do a little bit of a hot seat activity here. Don't worry if you don't understand what a hot seat is.*

**Teacher pulls out four chairs to the center of the room*

Teacher *I'll explain. We need a Donovan, a cousin—no, two cousins. Come on up. And take a seat while you're at it, but not this one. This one is mine.*

**Teacher sits down on the front-most chair and waits for other three students to sit down. Teacher turns around to stare at student playing as Donovan.*

Teacher *Donovan, my boy! You're looking spiffy as ever! Did your grandma get you that bowtie?*

Student no. 1 *Well, uh, ye-*

Teacher *And it suits you nicely! Red is without a doubt your color. Don't you agree my minions?*

Student no. 2 *I mean, sure, if you sa-*

Teacher *Aren't you excited for your mother's wedding, dear Donovan? When I first got the phone call I was beyond excited! How do you feel?*

**Student no. 1, 2 3, and teacher continues to discuss their feelings towards the wedding.*

Teacher *And scene. You guys are a natural. Back to your seats; we have a lot more to go through!*

VI. Into the Chapel

1.5 minutes

Grouping: Whole class

Strategy: Read aloud by teacher

Administration: Book labeled where to begin and end reading

Focus: To establish rushing feeling Donovan is experiencing as he tries to get to the chapel in time for his mother's wedding

**Teacher reads aloud from "He had to be the first one to hop off his seat" to "he looked on this very BIG day." Teacher also shows illustrations.*

VII. Crowded Room

8 minutes

Grouping: Whole class

Strategy: High and low status

Administration: n/a

Focus: Setting an environment as a reenactment of the crowded room

Teacher *Everybody up from their seat and mill around. No running; just a nice and slow walking pace. Now, I want you guys to look at each other and acknowledge each other like you've known each other for a while long enough to regard each other as acquaintances. Come to think of it, just acknowledge each other like the good colleague you guys are. This is a demonstration of high status.*

**Teacher lets students mill around for a few moments.*

Teacher *Alright, class. I want you guys now to mill around again, but instead of looking at each other as acquaintances, I want you guys to look at each other and look away immediately and shyly, as though you guys are embarrassed to see each other. Low status, people.*

**Teacher lets students mill around for a few moments.*

Teacher *Excellent, class. Back to your seats; we're nearing the end.*

VIII. Waiting

1.5 minutes

Grouping: Whole class

Strategy: Read aloud by teacher

Administration: Books with labels on when to start and stop reading

Focus: To establish the scene for the next activity

**Teacher reads and shows illustrations from "He had to take his place" to "down the aisle."*

IX. Down the Aisle

8 minutes

Grouping: Five students

Strategy: Conscience Alley

Administration: n/a

Focus: To tap into the personal thoughts of Donovan as he walks down the aisle

Teacher *Right, I need five volunteers; come on up.*

**Five students stand up to volunteer.*

Teacher *Okay, I need someone to be Donovan and the rest to stand on the side. Excellent. This is conscience alley. See how these four make a nice little alley for young Donovan? Okay, what's going to happen is Donovan here is going to walk—slowly, through the four here, and they're each going to say what Donovan is thinking as he walks down that aisle. Doesn't have to be a speech; one line is fine. Ready? And action.*

**Students perform conscience alley.*

Teacher *Excellent. How about we give that one more run. How about some new people?*

**New students come to volunteer.*

Teacher *Alright, line yourselves up appropriately and . . . action.*

**Students perform conscience alley.*

Teacher *Wonderful. Back to your seats everyone.*

X. The Little White Satin Box

1.5 minutes

Grouping: Whole class

Strategy: Read aloud by teacher

Administration: Book with labels when and where to start reading

Focus: Wrap the story up in the last few pages and set the scene for the final activity

**Teacher reads and shows illustrations from “He had to stand very very quietly” to “You may now kiss the brides.”*

XI. You May Now Kiss the Bride

8 minutes

Grouping: Groups of four or five

Strategy: Tableau

Administration: n/a

Focus: Visualize and act the final scenes to capture emotions

Teacher *I need groups of five or five, everyone. You there—you here. We’re going to capture the moment with a bit of tableau. Group A, I need you guys to make a tableau of the adults reading a poem, playing the piano, and singing a song. Group B, I need you guys to make a tableau of Donovan handing the rings to Mommy and Mama. Group C, your tableau will be of Donovan, Mommy, and Mama after the priest pronounces them wife and wife. And finally, group D, your guys’ tableau will be of Donovan kissing Mommy, and Mama.*

**Teacher gives a few minutes for class to prepare their tableaus.*

Teacher *Okay class, we’ll have group A here go first. Face the other way and I’ll count down till you can turn around again.*

**Class turns away while Group A assumes tableau.*

Teacher *Ready and three, two, one. What do you see? What’s happening in this tableau?*

**Teacher chooses students to answer.*

Teacher *Right, right . . . Okay and unfreeze. Excellent work. Group B, are you ready? Okay class turn around.*

**Class turns away while Group B assumes tableau.*

Teacher *And three, two, one. What's going on with this tableau?*

**A student chuckles.*

Teacher *Respect the story! What can you see?*

**Teacher picks students to answer.*

Teacher *Right . . . and unfreeze. Good work. Group C, ready?*

**Class turns away while Group C assumes tableau.*

Teacher *And a three, and a two, and a one. What's happening here?*

**Teacher chooses students to answer.*

Teacher *Excellent. And unfreeze. Fantastic work everyone; now back to your seats.*

XII. Conclusion

4.5 minutes

Grouping: Whole class

Strategy: Debrief group discussion

Administration: n/a

Focus: Leave the class with a newfound respect for Donovan

Teacher *That was an excellent read now, wasn't it? I must say we've done a lot and I think it's best we wind down from here. Discuss with the person next to you what did you think of it and how could you use Donovan's story to help you in your life.*

**Student discusses among each other.*

Teacher *Alright, eyes back on me. Would anyone like to share what they thought?*

**Teacher picks student volunteering to answer.*

Teacher *Precisely. Now that was Donovan's Big Day. I hope you enjoyed the story as much as I did and I'll see you all in the next class.*

Works Cited

Newman, Leslea, and Mike Dutton. *Donovan's Big Day*. Berkeley, CA: Tricycle, 2011. Print.