

The Body Snatcher- First Impressions

Pre-Show Activity

Drawing Key Moments

Goals:

- *Students will analyze character descriptions from *The Body Snatcher*.*
- *Students will identify personal connections and points of interest within these characters.*
- *Students will engage in Artful Thinking routines to deepen perspective-taking.*
- *Students will demonstrate their understanding through multiple means of expression.*

NOTE: This activity has been aligned with TEKS and [Universal Design for Learning](#). TEKS can be found at the end of this document.

Materials Needed

- Character descriptions from Alley ReSourced
- Pencils or pens
- Optional: audio recorders, digital tools, archetype cards

Introduction- Meet the Characters

- Using Alley Re-Sourced, begin with a brief overview of *The Body Snatcher* (if needed).
- Review the cast of characters and what information students can find in the “Who’s Who” section.
 - On the “Who’s Who” section of the Re-Sourced guide, we can see a picture of the actor, the character(s) they play, basic traits of that character, and a summary of what’s going on with them in world of the play.
- Offer multiple ways to access this information:
 - Visual: images and icons to represent archetypes.
 - Textual: character descriptions.
 - Auditory: teacher reads aloud or plays audio summary.
- Encourage students to choose one character to focus on.

Same, Different, Connect, Engage

- This activity allows students to explore the characters in the show. Using the character descriptions and inferences students make, have students answer the following questions.

- Read the character description and discuss the traits and circumstances connected to the character.
 - **Same-** In what ways might this person and you be similar?
 - **Different-** In what ways might the person and you be different?
 - **Connect-** In what ways might the person and you be connected?
 - **Engage-** What would like to ask, say, or do with the person if you had the chance?

Creating a Response

Students may respond in a way that matches their strengths and preferences:

- **Write:** A journal entry, poem, or short script excerpt.
- **Visualize:** A sketch, storyboard, collage, or symbolic representation.
- **Perform:** A pose, tableau, mime, or short scene.
- **Record/Produce:** An audio podcast reflection, video response, or digital graphic.

Encourage students to capture how they see themselves in relation to the character through similarities, differences, and points of connection.

Sharing and Feedback

Offer varied ways for students to share:

- Pair-share or small group discussion.
- Gallery walk (physical or digital wall of responses).
- Anonymous posting (teacher reads aloud or shares highlights).
- Whole-class presentations (optional, not required).

Conclude with a reflection using **Connect–Extend–Challenge**:

- How did you connect with this character?
- How did this activity extend your thinking about them or about yourself?
- What challenged or surprised you?

Students can reflect through a quick-write, sketch-note, pair-share, or digital submission.

TEKS

Fine Arts- Theatre, Middle School 6-8

Level 1- 2(B) imagine and clearly describe characters, their relationships, and their surroundings

Level 2- 2(B) define characters by what they do, what they say, and what others say about them

Level 3- 1(A) evaluate characterization using emotional and sensory recall

High School Levels I-IV

Level I- 1(E) analyze characters by describing attributes such as physical, intellectual, emotional, and social dimensions through reading scripts of published plays;

Level II- 3 (C) analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments;

Levels III-IV- 2(C) analyze and interpret characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions;

English Language Arts and Reading, Middle School 6-8

5(E): make connections to personal experiences, ideas in other texts, and society;

English Language Arts and Reading, High School- English I-IV

English I- 6(B) analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils

English II- 6(B) analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events

English III- 6(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;

English IV- 6(B) analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;

Who's Who Cast and Character Descriptions of *The Body Snatcher*



David Rainey*
Dr. Noakes

Dr. Noakes- Senior surgeon and anatomy lecturer. Dedicated to medical advancement - especially heart surgery and transplantation. Father to Elizabeth Noakes. Deeply affected by his wife Mary's early death from a heart condition.

Key Traits:

- Passionate
- Intense
- Driven



Alyssa Marek
Elizabeth Noakes

Elizabeth Noakes- (Lizzie) Dr. Noakes' daughter. About 20 years old. Suffers from a serious, mysterious heart condition. Attempts to conceal her illness but experiences debilitating symptoms. Desperately wants to experience the world.

Key Traits:

- Curious
- Witty
- Precocious



Luis Quintero
Dr. John Brook

Dr. John Brook- A young, talented doctor and former student of Dr. Noakes who is also invested in medical progress. Willing to push boundaries, but remains concerned with morality.

Key Traits:

- Intelligent
- Rational
- Caring



Brandon Hearnberger
Fettes

Fettes- A lower-class odd-jobs man and “resurrectionist” who digs up fresh bodies for medical research.

Key Traits:

- Enterprising
- Pragmatic



Carolyn Johnson
Mrs. Keene

Mrs. Keene- Housekeeper for Dr. Noakes. She aids in medical experiments and taking care of Elizabeth.

Key Traits:

- Protective
- Practical
- Loving



Sophia Marcelle
A Young Girl

A Young Girl- On trial for the alleged poisoning of a child. Becomes entangled in Dr. Noakes's plans to save Elizabeth

Key Traits:

- Resourceful
- Clever
- Strong-willed