

Exploring Struggle in American Plays

Eleventh Grade

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Rationale

We have decided to teach a unit to eleventh grade students that focuses on the genre of American drama. We have chosen to incorporate plays that have a theme of struggle or overcoming the trials that are often part of our lives. The three plays that we will use in our unit are: Tennessee Williams' The Glass Menagerie, Lorraine Hansberry's A Raisin in the Sun, and Tom Griffin's The Boys Next Door. The works of American playwrights are significant contributions to American Literature that are often overlooked. Their style of writing exemplifies American culture as it was and is, through the lives and actions of their characters. The plays that we have chosen teach the importance of setting and characterization through easily determined guidelines. The study of American literature would not be complete without studying some of its playwrights.

The plays that we have selected are not only important pieces of literature, but they explore the lives of people who are struggling with physical handicaps, racial boundaries, poverty, and mental handicaps. These plays document the trials and tribulations one may encounter when faced with many types of struggles. They examine different types of cultures, some less prominent than others. They address handicaps and racial barriers; which at times are very similar in the types of constraints that they impede on an individual. The plays also provide an awareness of those around us that are faced with handicaps, poverty, and racism.

Tennessee Williams' The Glass Menagerie deals with a young woman and her family and their ability to cope with the loss of their father and the young woman's

impending disability. Due to her physical handicap she is also met with psychological barriers such as low self-esteem; which many students are faced with. This text allows students to see her disability through her eyes. Students have the chance to see and feel what she sees and feels. It makes them aware of the struggles that someone with a disability must often cope with. They are forced to deal with struggles such as ridicule, facing limitations, and coping with disappointments; which are struggles often faced by any student. It might even make them more aware of the abilities of those around them that are considered “disabled.” It also opens students’ eyes to the challenge and reality of single parent homes. Those that come from similar backgrounds have something they can relate to. Those that do not will have the ability to relate vicariously through the characters lives. They might even be able to relate and understand what their friends in single parent homes deal with that is different from their own lives. This play will add to a student’s ability to understand and accept those who live “different” lives than they do. Students also have the opportunity to relate to the characters’ struggles and possibly emerge from reading the play with less despair and some hope that it is possible to cope with their individual situations.

Similarly, Lorraine Hansberry’s A Raisin in the Sun also allows students to experience life through her characters. They can have a sense of what it is like to be discriminated against. They can gain a sense of what poverty can cause people to do. It is about family, and the importance of family. It gives students an opportunity to look into the lives of someone different from themselves and see the world from their point of view. It gives the students that have had similar lives the chance to relate to a story. They might feel like they alone are dealing with certain issues and now they have

found a link that connects with their lives. It teaches appreciation for the simple things in life and realization of how fortunate some of us are. The play gives students that do not relate to typical “apple-pie” American literature a chance to possibly relate it to their lives. Lynn Domina states “ today’s lower class black children remain at greatest risk for educational failure... [the] suggestion is that modes of instruction need to be altered to match the diverse backgrounds of all American children. (145) ” The play is a historical link to our past and encourages students to respect those around them and remember that we all have issues that we are constantly dealing with.

Tom Griffin’s The Boys Next Door, like the other two plays, deals with struggle and overcoming the odds. It allows students to see the world through the eyes of someone who is mentally handicapped. It may cause students to reflect and consider what they would do if they had to cope with some of the same disorders that the characters have. It gives students an opportunity to examine how they react to people with disabilities and possibly make them reconsider their actions. People with mental handicaps are faced with the same problems that students are often faced with everyday. Common problems such as rejection, disappointment, and relationship struggles are addressed. This will remind students that even though someone may seem “different” from you they often have similar things that they are going through.

Although these three plays address many cultural and civic issues, one may still be opposed to them as part of an eleventh grade curriculum. Some may argue that the plays do not give an accurate representation of conventional society, as students know it. That is the point of our selection. It opens the minds of our students to those that they may not typically notice or that they choose to ignore. It reminds

students that just because someone is “different” from them does not mean that they are not faced with the same issues and fears that plague them day to day. They are allowed to see a bit of themselves in all the characters. Many students have felt the alienation and rejection that Laura experiences in The Glass Menagerie and have everyday struggles similar to those that the characters in The Boys Next Door face. Another objection to the plays may be their use of swear words. When used in context with the situation in the plays, swear words add to the realism and they can be very useful in explaining the lives of the characters. They can also be useful in defining a character, specifically that characters’ emotions.

These American plays address issues faced by Americans in America. The plays contain real and impending issues that are somewhat more prevalent now than they were when the plays were written. The plays open students’ eyes and make them aware of the issues facing those around them (and possibly even themselves). The literature makes it possible for students to live vicariously through the characters and possibly see the world through someone else’s eyes, thus becoming a well-rounded, fairly open-minded, accepting and understanding of others. The plays can build a deeper respect for the differences that students find around them. American Drama “ is fundamentally realistic in form but it tempers stultifying Realism with poetic vision. (Manfull 514) ” One of the primary functions of education should be to understand and respect the experiences of others and to gain from each other’s individual gifts.

Works Cited

Domina, Lynn. (1998). Understanding *A Raisin in the Sun*. Connecticut: Greenwood Press

Manfull, Helen and Lowell L. Manfull. (1989). The Stage in Action. Iowa: Kendall / Hunt Publishing Company

Materials

Texts

The Glass Menagerie by: Tennessee Williams

A Raisin In the Sun by: Lorraine Hansberry

The Boys Next Door by: Tom Griffin

Handouts

(All attached)

Goal #1 on Day 1

Goal #2 on Day 6

Goal #3 on Day 15

Stage design sheet on Day 19

Goal #4 on Day 19

Goal #5 on Day 23

Information on stage design sheet from:

Stell, J. W. (1970). Scenery. New York: Richards Rosen Press, Inc.

Goals and Rubrics

Goal #1: In this unit we will read about different people and the struggles they have faced throughout their lives. You will write a personal essay based on an actual event exploring a time during which you have faced a struggle. In your essay you will:

- Write a minimum of 500 words neatly written or two pages typed and double-spaced
- Explain and examine what the struggle was and how you faced it. (Did you overcome it? Are you still facing it? Is it a recurring struggle?)
- Include descriptors such as Where? When? Who? and How? Use all five senses.
- Conclude by telling what you learned from your struggle and/or how it has influenced your decisions and actions.

*This is not supposed to be hard. Have fun with it. Feel free to use casual language and dialogue to express your story.

Rubric for Goal #1: (This goal is worth 10 points of the final unit grade)

Essays that meet the following criteria will receive an A and 10 points:

1. They are neatly written or typed and are at least two pages or 500 words.
2. They examine a personal struggle that you have faced and explain how you overcame it or how you are currently dealing with it.
3. They include descriptive details using all five senses and you answered Where? When?, Who?, and How?.
4. They have a thorough definitive conclusion telling what you learned from your struggle and/or how it has influenced your current decisions and actions.

Essays that meet the following criteria will receive a B and 8 points:

1. They are not very neat and they are slightly fewer than 500 words or two pages.
2. They examine a personal struggle but do not tell how it was overcome or if you are still dealing with it.
3. They lack descriptors and do not use all five senses and do not fully answer Where? When?, Who?, and How?
4. They do not have a thorough definitive conclusion telling what you learned from your struggle and/or how it has influenced your current decisions and actions.

Essays that meet the following criteria will receive a C and 7 points:

1. They are not neat and they are fairly fewer than 500 words or two pages.
2. They do not thoroughly examine a personal struggle and they do not tell how it was overcome or if you are still dealing with it.
3. They greatly lack descriptors and do not use at least three of the five senses and do not answer at least two of the questions Where? When?, Who?, and How?
4. They do not have a thorough definitive conclusion telling what you learned from your struggle and/or how it has influenced your current decisions and actions.

Essays that meet the following criteria will receive a D and 6 points:

1. They are not neat and are much less than 500 words or two pages.

2. They roughly examine a personal struggle and they do not tell how it was overcome or if you are still dealing with it.
3. They totally lack descriptors and do not use the five senses and do not answer at least one of the questions Where? When?, Who?, and How?
4. They do not have any definitive conclusion telling what you learned from your struggle and/or how it has influenced your current decisions and actions.

Essays that meet the following criteria will receive an F and 5 points:

1. They lack neatness and are fewer than 250 words or one page.
2. They do not examine a personal struggle.
3. They do not use descriptors or expound on any of the questions Where? When?, How?, and Who? Or address any of the five senses.
4. They lack any conclusion.

Goal #2: You will write a review for one of the plays that we read. (I will bring in newspaper clippings of different play, movie, and book reviews as examples.) It will be an opinion paper that meets the following criteria:

- The paper will be no more than two pages and no less than one. It will be typed and double-spaced.
- The paper will answer these five questions:
 1. Did you like the play?
 2. What two aspects of the play did you like the best? Why, specifically, did you like them?
 3. Which character did you most identify with? Why?
 4. Which character would you like to perform as if you were part of this production? Why?
 5. Which scene do you feel provided the climax of the story?
- You will turn in a first draft that will be edited by one of your peers and me. This first draft will not be graded. You will take it back and make the appropriate corrections and then turn in a polish final draft that will be graded.

Rubric for Goal #2: (This goal is worth a total of 24 points of the final unit grade.)

Essays that meet the following criteria will receive a passing grade and 8 points:

1. They are neatly typed and have some grammatical errors that do not detract from the coherency of the text.
2. They do not exceed the two-page limit and are no less than one page.
3. They answer at least four of the five leading questions.
4. They answer each question with enough detail to show that the student has read the material.
5. They must turn the assignment in on time.

Essays that meet the following criteria will receive a failing grade and 4 points:

1. They are not typed and have many grammatical errors that detract from the coherency of the text.
2. They do not meet the minimal one page length requirement.

3. They answer less than four of the five leading questions.
4. They answer each question with little or detail thus neglecting to show that they have read the material.
5. They turn the assignment in excessively late.

Goal #3: Throughout this unit we have discussed characterization and the meaning and definition of a character in a play. We have explored details of how to discover “who” they are and how they present themselves through their words, their actions, context clues, and how other characters perceive them. Describe who you are as if you were a character in a play. The criteria for this project are as follows:

- You may depict yourself through written word (such as short story or poem), a dramatic performance, visual art (such as a collage or sculpture) and other forms of media that you may propose to me at least a week in advance for approval.
- You may work in pairs or alone. It is your choice.
- Make sure you include answers to the questions:
 1. Who are you?
 2. What do you look like?
 3. Where are you from?
 4. What are at least three qualities you possess (talents, personality traits, etc.)?
 5. What are at least two of your favorite things (piano, football, your dog, etc.)?
- Be creative and have fun!

Rubric for goal #3: (This goal is worth 24 points of the final unit grade.)

The projects will be evaluated using the form below. Based on the form:

A project awarded 24-21 points will receive an A.

A project awarded 18 points will receive a B.

A project awarded 15 points will receive a C.

A project awarded 12 points will receive a D.

A project awarded 9 points will receive an F.

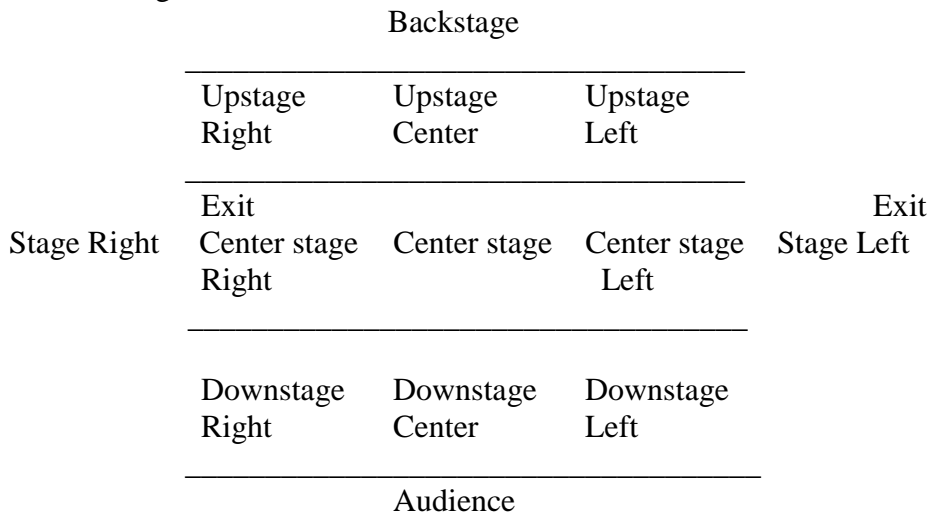
Characterization Project Evaluation Form

1. (3pts.) Do they state show or write their name? _____
2. (3pts.) Do they state, show or write what they look like? _____
3. (3pts.) Do they state, show or write where they are from? _____
4. (9pts.) Do they state, show or write at least three qualities that they possess?
_____, _____, _____
5. (6pts.) Do they state, show or write at least two of their favorite things? _____,

Goal #4: In the plays that we have studied we have discussed the importance of setting. For this project you will verbally and visually construct a scene of your choice

from one of the three plays that we have studied. You will create a form of a set design that depicts the location of props, furniture and characters within your chosen scene. The requirements are as follows:

- You will work in groups of no more than five and no less than three. (Choose your scenes accordingly. It will be necessary for you to have the same number in your group that is in your scene for a later project.)
- A set design written in essay form that fulfills the following:
 1. It is typed and double-spaced.
 2. It explains what scene and what play the set design is from.
 3. It explains what the location is.
 4. It explains where the furniture and props are placed within the scene.
 5. It explains the location of the character within the scene.
 6. It explains the placement using the directions on the written model below.
- A visual set design drawn to match the essay above that fulfills the following:
 1. It is neat and on a blank piece of paper that is at least 10" x 7"
 2. It uses the basic model below as a guide.
 3. It places furniture, props, and characters in the correct places on the design.
 4. The design and the essays and the script "mesh". (meaning they all go together, they can intertwine and all be correct)
- You will use a proscenium stage as your model with the picture below as your guide.



Rubric for goal #4: (This goal is worth 20 points of the final unit grade.)

A set design that meets the following criteria will receive an A and 20 points:

1. Must be turned in on time.
2. Design is drawn and written according to the script.
3. The written explanation of where props, furniture, and characters are is thorough and follows the model given.
4. Set is drawn on blank paper and is neat.
5. Essay is typed and double-spaced.

A set design that meets the following criteria will receive a B and 16 points:

1. It is turned in a day late.
2. Design is drawn and written mostly according to the script.
3. The written explanation of where props, furniture, and characters are is not as thorough as it could be and does not always follow the given model.
4. Set is drawn on blank paper, but lacks neatness.
5. Essay is typed and double-spaced.

A set design that meets the following criteria will receive a C and 12 points:

1. It is turned in two days late.
2. Design is drawn and written but lacks some coherence with the script.
3. The written explanation of where props, furniture, and characters are is not thorough at all.
4. Set is drawn on lined paper and lacks neatness.
5. Essay is not typed.

A set design that meets the following criteria will receive a D and 8 points:

1. It is turned in three days late.
2. Design is drawn and written but lacks coherence with the script.
3. The written design lacks an explanation of where props, furniture, and characters are and is not thorough at all.
4. Set is drawn on lined paper and lacks neatness.
5. Essay is not typed.

A set design that meets the following criteria will receive an F and 4 points:

1. It is turned in more than three days late.
2. Design is drawn and written but lacks coherence with the script.
3. The written design lacks explanation of two or more of the elements of where props, furniture, and characters are and is not thorough at all.
4. Set is drawn on lined paper and is sloppy.
5. Essay is not typed.

Goal #5: Using the same scene and group that you used in goal #4 you will now perform the scene. You will have class time to prepare and rehearse and you will be performing for the rest of the class. Your scenes must include:

- No more than five and no fewer than three to a group.
- The use of the same group and scene that you have already designed a set for.
- Knowledge of where and what sort of props and furniture you will need. They can be pantomimed or actually present in your scene.
- An obvious attempt to follow stage directions.
- A working knowledge of the lines. (Scripts may be used, but one must *know* their lines.)
- An individual development of character (and the ability to almost always stay in character).
- The scene (or part of a scene) can be no more than 10 minutes and no less than 8 minutes

Rubric for goal #5: (This goal is worth 20 points of the final unit grade.)

A performance project that meets the following criteria will receive an A and 20 points:

1. The students have their lines nearly memorized or they do not need to refer to their script extensively.
2. Staging has been rehearsed and everyone has a working knowledge of where they are supposed to be when. The movement flows.
3. The students develop their character and make an effort not to break their character.
4. The students include or attempt to include appropriate accent for their character.

A performance project that meets the following criteria will receive a B and 16 points:

1. The students do not have their lines nearly memorized or need to refer to their script extensively.
2. Staging has been rehearsed and everyone has a working knowledge of where they are supposed to be when, but the movement does not flow very well.
3. The students develop their character fairly well and make some effort not to break their character.
4. The students attempt to include the appropriate accent for their character.

A performance project that meets the following criteria will receive a C and 12 points:

1. The students do not have their lines nearly memorized or need to refer to their script extensively and they still trip over their lines.
2. Staging has been rehearsed and but everyone does not have a working knowledge of where they are supposed to be when, therefore, the movement does not flow very well.
3. The students do not develop their character very well but they do make some effort not to break their character.
4. The students do not attempt to include the appropriate accent for their character.

A performance project that meets the following criteria will receive a D and 8 points:

1. The students do not have their lines memorized and only refer to their script while they still trip over their lines.
2. Staging has not been rehearsed and everyone does not have a working knowledge of where they are supposed to be when. The movement is choppy and unorganized.
3. The students barely develop their character, always breaking it.
4. The students do not attempt to include the appropriate accent for their character.

A performance project that meets the following criteria will receive an F and 4 points:

1. The students do not have their lines memorized and only refer to their script while they still stumble over their lines.
2. Staging has obviously not been rehearsed and everyone has no working knowledge of where they are supposed to be when. The movement is choppy and unorganized.
3. The students do not develop their character at all.
5. The students do not attempt to include the appropriate accent for their character.

Introductory Activity

- Students will be divided into groups of three or four. Each group will be given a piece of poster board and a marker.
- As a group they are to create their own definition of “struggle” and write it on the poster board. (ex. What does “struggle” mean? What are some examples of struggles you have faced?)
- The students will be given fifteen minutes to create and write their definitions on the poster board.
- At the end of the fifteen minutes one member from each group will place their poster board on the board in the front of the room.
- Then, each group will appoint a spokesperson that will be given five minutes to tell about the definition that their group created.
- The class will next return to their seats and we will have approximately ten minutes to debrief. We will briefly discuss the similarities and differences in the definitions.
- I will then assign a paper that will be due at the end of the week. This paper will be their first unit goal. (Assignment included below.)

Goal #1: In this unit we will read about different people and the struggles they have faced throughout their lives. You will write a personal essay based on an actual event exploring a time during which you have faced a struggle. In your essay you will:

- Write a minimum of 500 words neatly written or two pages typed and double-spaced
- Explain and examine what the struggle was and how you faced it. (Did you overcome it? Are you still facing it? Is it a recurring struggle?)
- Include descriptors such as Where? When? Who? and How? Use all five senses.
- Conclude by telling what you learned from your struggle and/or how it has influenced your decisions and actions.

*This is not supposed to be hard. Have fun with it. Feel free to use casual language and dialogue to express your story.

Rubric for Goal #1: (This goal is worth 10 points of the final unit grade)

Essays that meet the following criteria will receive an A and 10 points:

5. They are neatly written or typed and are at least two pages or 500 words.
6. They examine a personal struggle that you have faced and explain how you overcame it or how you are currently dealing with it.
7. They include descriptive details using all five senses and you answered Where? When?, Who?, and How?.
8. They have a thorough definitive conclusion telling what you learned from your struggle and/or how it has influenced your current decisions and actions.

Essays that meet the following criteria will receive a B and 8 points:

5. They are not very neat and they are slightly fewer than 500 words or two pages.

6. They examine a personal struggle but do not tell how it was overcome or if you are still dealing with it.
7. They lack descriptors and do not use all five senses and do not fully answer Where? When?, Who?, and How?
8. They do not have a thorough definitive conclusion telling what you learned from your struggle and/or how it has influenced your current decisions and actions.

Essays that meet the following criteria will receive a C and 7 points:

5. They are not neat and they are fairly fewer than 500 words or two pages.
6. They do not thoroughly examine a personal struggle and they do not tell how it was overcome or if you are still dealing with it.
7. They greatly lack descriptors and do not use at least three of the five senses and do not answer at least two of the questions Where? When?, Who?, and How?
8. They do not have a thorough definitive conclusion telling what you learned from your struggle and/or how it has influenced your current decisions and actions.

Essays that meet the following criteria will receive a D and 6 points:

5. They are not neat and are much less than 500 words or two pages.
6. They roughly examine a personal struggle and they do not tell how it was overcome or if you are still dealing with it.
7. They totally lack descriptors and do not use the five senses and do not answer at least one of the questions Where? When?, Who?, and How?
8. They do not have any definitive conclusion telling what you learned from your struggle and/or how it has influenced your current decisions and actions.

Essays that meet the following criteria will receive an F and 5 points:

5. They lack neatness and are fewer than 250 words or one page.
6. They do not examine a personal struggle.
7. They do not use descriptors or expound on any of the questions Where? When?, How?, and Who? Or address any of the five senses.
8. They lack any conclusion.

Week 1

Day 1 (Monday): Introductory Activity

- 3 minutes: Attendance, housekeeping
- 5 minutes: Word of the day “struggle” (Monday through Thursday students will be given a vocabulary word to put in their notebook. When they first receive the word in class we will discuss it and use it in a sentence or two. Then they are to define it from a dictionary and then write a sentence using the word correctly. On Friday they will be given a quiz on the four words from that week.)
- 5 minutes: Students will be divided into groups of three or four. Each group will be given a piece of poster board and a marker. As a group they are to create their own definition of “struggle” and write it on the poster board. (ex. What does “struggle” mean? What are some examples of struggles you have faced?)
- 15 minutes: The students will create and write their definitions on the poster board. At the end of the fifteen minutes one member from each group will place their poster board on the board in the front of the room.
- 12 minutes: Then, each group will appoint a spokesperson that will be given a few minutes to tell about the definition that their group created.
- 10 minutes: The class will next return to their seats and we will have approximately ten minutes to debrief. We will briefly discuss the similarities and differences in the definitions. I will then assign a paper that will be due at the end of the week. This paper will be their first unit goal. Provide a hard copy of the goal and rubric (below) for each student as the assignment is explained.

Goal #1: In this unit we will read about different people and the struggles they have faced throughout their lives. You will write a personal essay based on an actual event exploring a time during which you have faced a struggle. In your essay you will:

- Write a minimum of 500 words neatly written or two pages typed and double-spaced.
- Explain and examine what the struggle was and how you faced it. (Did you overcome it? Are you still facing it? Is it a recurring struggle?)
- Include descriptors such as Where? When? Who? and How? Use all five senses.
- Conclude by telling what you learned from your struggle and/or how it has influenced your decisions and actions.

*This is not supposed to be hard. Have fun with it. Feel free to use casual language and dialogue to express your story.

Rubric for Goal #1: (This goal is worth 10 points of the final unit grade)

Essays that meet the following criteria will receive an A and 10 points:

9. They are neatly written or typed and are at least two pages or 500 words.
10. They examine a personal struggle that you have faced and explain how you overcame it or how you are currently dealing with it.

11. They include descriptive details using all five senses and you answered Where? When?, Who?, and How?.
12. They have a thorough definitive conclusion telling what you learned from your struggle and/or how it has influenced your current decisions and actions.

Essays that meet the following criteria will receive a B and 8 points:

9. They are not very neat and they are slightly fewer than 500 words or two pages.
10. They examine a personal struggle but do not tell how it was overcome or if you are still dealing with it.
11. They lack descriptors and do not use all five senses and do not fully answer Where? When?, Who?, and How?
12. They do not have a thorough definitive conclusion telling what you learned from your struggle and/or how it has influenced your current decisions and actions.

Essays that meet the following criteria will receive a C and 7 points:

9. They are not neat and they are fairly fewer than 500 words or two pages.
10. They do not thoroughly examine a personal struggle and they do not tell how it was overcome or if you are still dealing with it.
11. They greatly lack descriptors and do not use at least three of the five senses and do not answer at least two of the questions Where? When?, Who?, and How?
12. They do not have a thorough definitive conclusion telling what you learned from your struggle and/or how it has influenced your current decisions and actions.

Essays that meet the following criteria will receive a D and 6 points:

9. They are not neat and are much less than 500 words or two pages.
10. They roughly examine a personal struggle and they do not tell how it was overcome or if you are still dealing with it.
11. They totally lack descriptors and do not use the five senses and do not answer at least one of the questions Where? When?, Who?, and How?
12. They do not have any definitive conclusion telling what you learned from your struggle and/or how it has influenced your current decisions and actions.

Essays that meet the following criteria will receive an F and 5 points:

9. They lack neatness and are fewer than 250 words or one page.
10. They do not examine a personal struggle.
11. They do not use descriptors or expound on any of the questions Where? When?, How?, and Who? Or address any of the five senses.
12. They lack any conclusion.

Day 2 (Tuesday): Unit introduction

3 minutes: Attendance, housekeeping

5 minutes: Word of the day “menagerie”

15 minutes: Present the rationale for the unit to the class. Discuss it as a class to be sure that they comprehend the objective of the unit and that they are going to engage with the readings from the unit.

7 minutes: Introduction to tomorrow’s lesson. Tomorrow we will begin reading The Glass Menagerie. It is a drama that has some very interesting characters in it. It deals with a family who has been abandoned by the father. The mother is stuck in the past and refuses to grow-up. The son is an unhappy factory worker who is a poet on the side. And the daughter has a leg that is in a brace; she is very

self-conscious about it to the point that she refuses to go to school because of the way people stare. Please take a look at act one tonight.

Day 3 (Wednesday): Read The Glass Menagerie

3 minutes: Attendance, housekeeping

5 minutes: Word of the day “cellular”

32 minutes: Assign parts from The Glass Menagerie to the students to read aloud in class today. Teacher will read stage directions. Read scenes one through four in class.

10 minutes: Discuss what we have read today. Where does the play take place? What time period? What do you think of the characters so far?

Day 4 (Thursday): Read The Glass Menagerie

3 minutes: Attendance, housekeeping

5 minutes: Word of the day “conglomerations”

10 minutes: Assign the parts of Laura, Tom, and a narrator to three students. Have them physically act-out, with the script, scene four from yesterday. This will get the students involved in the plot of the play again and refresh their memory of what we read yesterday.

20 minutes: Assign parts From The Glass Menagerie to the students to read aloud in class today. Have each student stand-up as they read. Teacher will read stage directions. Read scenes five through seven.

10 minutes: Discuss what we read today. What have we learned about the characters that we did not know yesterday? How do we see the characters’ relationships changing?

2 minutes: Remind students of vocabulary quiz tomorrow on “ struggle, menagerie, cellular, and conglomerations.”

Day 5 (Friday): Read and review The Glass Menagerie

3 minutes: Attendance, housekeeping

10 minutes: Give vocabulary quiz. Call out the words and have the students spell them and define them correctly. One point for each correct spelling and one point for each correct definition. The quiz is worth 10 points of a daily grade (two points automatically given). 1. menagerie 2. conglomerations 3. struggle 4. cellular

10 minutes: Pull four students aside and assign a character from the play to each one. Have them pantomime actions alone and with each other and have the class guess Which students is which character.

17 minutes: Assign parts From The Glass Menagerie to the students to read aloud in class today. Teacher will read stage directions. Read scene eight.

10 minutes: Review what we have read. Type of play? (Memory play) Setting? (St. Louis, begins post World War I, memory and scenes are pre World War I) Characters? (Amanda Wingfield - the mother, clinging to the past, wants her daughter to be married. Laura Wingfield – the daughter, lives in her world of illusion, she has a crippled leg, which has caused her to be self-conscious and not very social. Tom Wingfield – the son, the narrator of the play, it is his memory, a poet who works in a warehouse. Jim O’Connor – the gentleman caller, friend of

Tom's, was Amanda's hope to marry-off Laura.) Where is the father? (He left his family that is about all we know.)

Week 2

Day 6 (Monday): Read and review The Glass Menagerie

3 minutes: Attendance, housekeeping

5 minutes: Word of the day "illusion"

20 minutes: Assign first play review (Goal #2). Discuss and explain assignment. Give examples and handout hard copy of assignment and rubric to students (below).
First draft due Wednesday.

22 minutes: Let students begin their review so that the teacher is available to answer questions

Goal #2: You will write a review for one of the plays that we read. (I will bring in newspaper clippings of different play, movie, and book reviews as examples.) It will be an opinion paper that meets the following criteria:

- The paper will be no more than two pages and no less than one. It will be typed and double-spaced.
- The paper will answer these five questions:
 1. Did you like the play?
 2. What two aspects of the play did you like the best? Why, specifically, did you like them?
 3. Which character did you most identify with? Why?
 4. Which character would you like to perform as if you were part of this production? Why?
 5. Which scene do you feel provided the climax of the story?
- You will turn in a first draft that will be edited by one of your peers and me. This first draft will not be graded. You will take it back and make the appropriate corrections and then turn in a polished final draft that will be graded.

Rubric for Goal #2: (This goal is worth 24 points towards the final unit grade.)

Essays that meet the following criteria will receive a passing grade and 8 points:

6. They are neatly typed and have some grammatical errors that do not detract from the coherency of the text.
7. They do not exceed the two-page limit and are no less than one page.
8. They answer at least four of the five leading questions.
9. They answer each question with enough detail to show that the student has read the material.
10. They must turn the assignment in on time.

Essays that meet the following criteria will receive a failing grade and 4 points:

6. They are not typed and have many grammatical errors that detract from the coherency of the text.
7. They do not meet the minimal one page length requirement.
8. They answer less than four of the five leading questions.

9. They answer each question with little or detail thus neglecting to show that they have read the material.
10. They turn the assignment in excessively late.

Day 7 (Tuesday): Wrap-up The Glass Menagerie

- 3 minutes: Attendance, housekeeping
5 minutes: Word of the day “grim”
15 minutes: Get students into groups of three or four. Have them generate at least two questions that they would like to pose to the group about The Glass Menagerie.
5 minutes: Have a representative from each group write their questions on the board.
20 minutes: Have a class discussion that answers the questions posed by the groups.
2 minutes: Remind students that the rough draft of their play review is due tomorrow (Wednesday).

Day 8 (Wednesday): Editing rough drafts

- 3 minutes: Attendance, housekeeping
5 minutes: Word of the day “rejuvenated”
15 minutes: Swap papers with the person next to you. Read the paper you have been given. Now, reread the paper and take-out a colored pen and make corrections and constructive criticisms on the paper that you have just read. Now swap with someone else. Again read the paper you have been given. Now, reread the paper and see if you can find any additional corrections or constructive criticisms that need to be made. Hand the papers back to the students that they belong to.
5 minutes: Look at the paper you got back with the corrections made by two students in the class. See if you see any other mistakes.
20 minutes: Get in groups of two and read each other’s papers. Try to answer any questions your partner has. Read the papers aloud (quietly) to each other. I will be coming around to the groups and skimming your papers myself for errors and answering questions.
2 minutes: Remind students that the final drafts of their reviews are due on Friday.

Day 9 (Thursday): Begin A Raisin In The Sun

- 3 minutes: Attendance, housekeeping
5 minutes: Word of the day “deferred”
20 minutes: Read and discuss Langston Hughes’ poem “Harlem.” Theme? (oppression, facing struggles) Intended audience? (not just African Americans, but all oppressed people) Analogies? (ex. “dry-up like a Raisin in the sun”, “stink like rotten meat.”) Explain and discuss connection to A Raisin In The Sun.
20 minutes: Assign parts to students. Have teacher read stage directions. Begin reading scene one of A Raisin in The Sun.
2 minutes: Remind students that the final draft of their paper is due tomorrow and that they have a vocabulary quiz tomorrow. Have them read the remainder of scene one as homework. (Probably only ten or so pages will be left from today’s reading.)

Day 10 (Friday): Discuss Act 1 of A Raisin In The Sun

- 5 minutes: Attendance, housekeeping, turn in final draft of review paper

- 10 minutes: Give vocabulary quiz. Call out the words and have the students spell them and define them correctly. One point for each correct spelling and one point for each correct definition. The quiz is worth 10 points of a daily grade (two points automatically given). 1. rejuvenated 2. deferred 3. illusion 4. grim
- 10 minutes: Discuss characters in A Raisin In The Sun and their relationships with each other. Setting? (Chicago's Southside, most probably mid-1950's) What has happened so far?
- 25 minutes: Have students get into groups of four or five (five groups total). There will be a piece of poster board, for each of the five characters that we have encountered so far, spaced out around the room. Each group will be given a different colored marker. Each group will begin at one of the character stations. They will be given five minutes to write descriptive words or phrases about that character. (Ex. What is the relationship with other characters? Adjectives describing them. Etc.) After five minutes they will be alerted to move to the next character station to again write descriptive words and phrases about that character. This will continue every five minutes until all groups have written about every character.
- 2 minutes: Each group will bring the poster that they wrote on last to the front of the room. They will hang it so that while we finish the play they will have reference charts to refer to when they have questions about a character. (We will add to these and build on these as we read.)

Week 3

Day 11 (Monday): Read A Raisin In the Sun

- 3 minutes: Attendance, housekeeping
- 5 minutes: Word of the day "pride"
- 30 minutes: Assign parts and read act 1, scene 2 of A Raisin In the Sun. Teacher reads stage directions and setting.
- 10 minutes: Discuss what we have read today. Who is the new character and what part does he play? What has happened so far? Where do you think it is going?
- 2 minutes: Assign act 2, scene 1 to students to read for homework.

Day 12 (Tuesday): Read A Raisin In the Sun

- 3 minutes: Attendance, housekeeping
- 5 minutes: Word of the day "assimilation"
- 42 minutes: Separate students into groups of seven. (If there is an odd number there can be some groups of six.) Have them each take-on a part that is found in act 2 scenes 2 and 3 (person number seven reads the stage directions). They will read scenes 2 and 3, just as they have been doing in class, quietly in their small groups.

Day 13 (Wednesday): Discuss Act 2 of A Raisin In the Sun

- 3 minutes: Attendance, housekeeping
- 5 minutes: Word of the day "eccentric"
- 10 minutes: Discuss act 2. What has happened? Who has now come into the story? What do you think will happen next?

- 25 minutes: Have students get into groups of four or five (five groups total). There will be a piece of poster board, for each of the five new characters that we have encountered since we last did this activity, spaced out around the room. Each group will be given a different colored marker. Each group will begin at one of the character stations. They will be given five minutes to write descriptive words or phrases about that character. (Ex. What is the relationship with other characters? Adjectives describing them. Etc.) After five minutes they will be alerted to move to the next character station to again write descriptive words and phrases about that character. This will continue every five minutes until all groups have written about every character.
- 2 minutes: Each group will bring the poster that they wrote on last to the front of the room. They will hang it so that while we finish the play they will have reference charts to refer to when they have questions about a character.

Day 14 (Thursday): Finish reading A Raisin In the Sun

- 3 minutes: Attendance, housekeeping
- 5 minutes: Word of the day “heritage”
- 30 minutes: Assign parts and read act 3 aloud-in class.
- 10 minutes: Discuss act three. Did it end the way you thought it would? Have the characters acted the way you thought they would? What do you think of the play? What were some of the main struggles the characters were faced with?
- 2 minutes: Remind students of vocabulary quiz tomorrow on “pride, assimilation, eccentric, and heritage.”

Day 15 (Friday): Wrap-up A Raisin In the Sun, Characterization project

- 3 minutes: Attendance, housekeeping
- 10 minutes: Give vocabulary quiz. Call out the words and have the students spell them and define them correctly. One point for each correct spelling and one point for each correct definition. The quiz is worth 10 points of a daily grade (two points automatically given). 1. assimilation 2. heritage 3. pride 4. eccentric
- 30 minutes: Have the ten character charts spaced around the room. Divide class into ten even groups. Each group will have a different color marker. They will have three minutes to add one thing to the character board. They will be alerted at the end of three minutes to move to the next board. Each group will write one new comment on each character board.
- 2 minutes: Each group will bring the poster that they wrote on last to the front of the room. We will display the boards so everyone will have a chance to look over them.
- 5 minutes: Explain characterization project. (Goal #3) Handout hard copy of assignment. (below) This assignment is due on Monday.

Goal #3: Throughout this unit we have discussed characterization and the meaning and definition of a character in a play. We have explored details of how to discover “who” they are and how they present themselves through their words, their actions, context clues, and how other characters perceive them. Describe who you are as if you were a character in a play. The criteria for this project are as follows:

- You may depict yourself through written word (such as short story or poem), a brief dramatic performance, visual art (such as a collage or sculpture) and other forms of media that you may propose to me for approval.
- You may work in pairs or alone. It is your choice.
- Make sure you include answers to the questions:
 1. Who are you?
 2. What do you look like?
 3. Where are you from?
 4. What are at least three qualities you possess (talents, personality traits, etc.)?
 5. What are at least two of your favorite things (piano, football, your dog, etc.)?
- Be creative and have fun!

Rubric for goal #3: (This goal is worth 24 points of the final unit grade.)

The projects will be evaluated using the form below. Based on the form:

A project awarded 24-21 points will receive an A.

A project awarded 18 points will receive a B.

A project awarded 15 points will receive a C.

A project awarded 12 points will receive a D.

A project awarded 9 points will receive an F.

Characterization Project Evaluation Form

6. (3pts.) Do they state show or write their name? _____
7. (3pts.) Do they state, show or write what they look like? _____
8. (3pts.) Do they state, show or write where they are from? _____
9. (9pts.) Do they state, show or write at least three qualities that they possess?
_____, _____, _____
10. (6pts.) Do they state, show or write at least two of their favorite things? _____,

Week 4

Day 16 (Monday): Characterization projects due

3 minutes: Attendance, housekeeping

5 minutes: Word of the day “exaggerate”

40 minutes: Turn in and present characterization projects.

2 minutes: Remind students that we will begin reading The Boys Next Door tomorrow.
They may want to begin reading act one.

Day 17 (Tuesday): Begin reading The Boys Next Door

3 minutes: Attendance, housekeeping

5 minutes: Word of the day “replenish”

30 minutes: Assign parts and read aloud act 1 of The Boys Next Door.

10 minutes: Discuss act 1. What do you think so far? How does this play seem similar to the other two plays that we have read? How does it seem dissimilar? Who are the characters? What are their relationships to each other? What struggles do they

face?

2 minutes: Assign act 2 to be read for homework by tomorrow.

Day 18 (Wednesday): Finish The Boys Next Door

3 minutes: Attendance, housekeeping

5 minutes: Word of the day “heckle”

5 minutes: Tell each student that they are to write down three to five questions they had about the play.

20 minutes: The students will be divided into groups of three or four. They will take turns asking their questions and letting the rest of the group help them to come-up with answers. If the group is stuck on a question that no one can answer they are to skip it, but write it down on a separate sheet of paper. At the end of the allotted time they will all return to their seats and turn in their “unanswered questions” paper.

17 minutes: The teacher will read the unanswered questions aloud to the class and give the class an opportunity to answer them. Hopefully all questions that students had about The Boys Next Door will have been addressed. We will open the floor for any final discussion on The Boys Next Door.

Day 19 (Thursday): Final Unit Project Assignment

3 minutes: Attendance, housekeeping

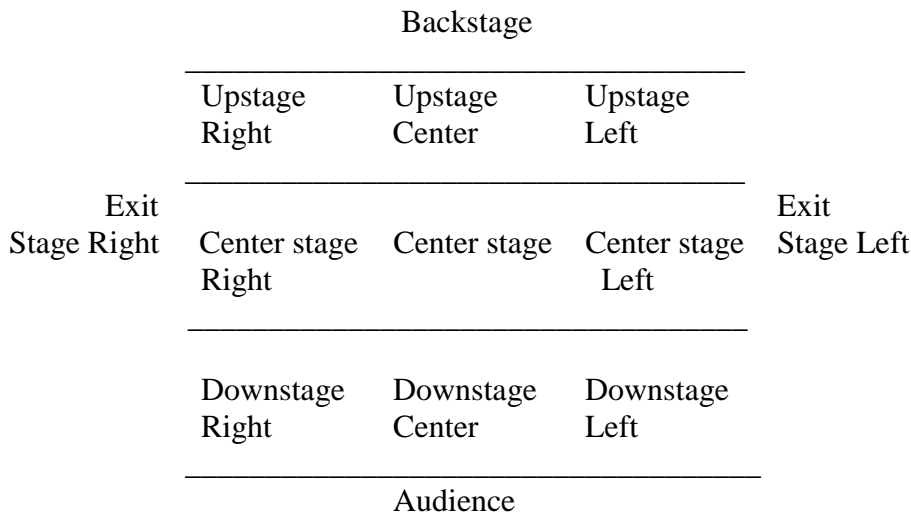
5 minutes: Word of the day “smother”

10 minutes: Explain set design assignment. (Goal #4) Handout hard copy of assignment. (below) It is due Wednesday (day 23). Make sure to make an extra copy for your group to keep.

Goal #4: In the plays that we have studied we have discussed the importance of setting. For this project you will verbally and visually construct a scene of your choice from one of the three plays that we have studied. You will create a form of a set design that depicts the location of props, furniture and characters within your chosen scene. The requirements are as follows:

- You will work in groups of no more than five and no less than three. (Choose your scenes accordingly. It will be necessary for you to have the same number in your group that is in your scene for a later project.)
- A set design written in essay form that fulfills the following:
 1. It is typed and double-spaced.
 2. It explains what scene and what play the set design is from.
 3. It explains what the location is.
 4. It explains where the furniture and props are placed within the scene.
 5. It explains the location of the character within the scene.
 6. It explains the placement using the directions on the written model below.
- A visual set design drawn to match the essay above that fulfills the following:
 1. It is neat and on a blank piece of paper that is at least 10” x 7”
 2. It uses the basic model below as a guide.

3. It places furniture, props, and characters in the correct places on the design.
 4. The design and the essays and the script “mesh”. (meaning they all go together, they can intertwine and all be correct)
- You will use a proscenium stage as your model with the picture below as your guide.



Rubric for goal #4: (This goal is worth 20 points of the final unit grade.)

A set design that meets the following criteria will receive an A and 20 points:

6. Must be turned in on time.
7. Design is drawn and written according to the script.
8. The written explanation of where props, furniture, and characters are is thorough and follows the model given.
9. Set is drawn on blank paper and is neat.
10. Essay is typed and double-spaced.

A set design that meets the following criteria will receive a B and 16 points:

6. It is turned in a day late.
7. Design is drawn and written mostly according to the script.
8. The written explanation of where props, furniture, and characters are is not as thorough as it could be and does not always follow the given model.
9. Set is drawn on blank paper, but lacks neatness.
10. Essay is typed and double-spaced.

A set design that meets the following criteria will receive a C and 12 points:

6. It is turned in two days late.
7. Design is drawn and written but lacks some coherence with the script.
8. The written explanation of where props, furniture, and characters are is not thorough at all.
9. Set is drawn on lined paper and lacks neatness.
10. Essay is not typed.

A set design that meets the following criteria will receive a D and 8 points:

6. It is turned in three days late.
7. Design is drawn and written but lacks coherence with the script.
8. The written design lacks an explanation of where props, furniture, and characters are and is not thorough at all.
9. Set is drawn on lined paper and lacks neatness.
10. Essay is not typed.

A set design that meets the following criteria will receive an F and 4 points:

6. It is turned in more than three days late.
7. Design is drawn and written but lacks coherence with the script.
8. The written design lacks explanation of two or more of the elements of where props, furniture, and characters are and is not thorough at all.
9. Set is drawn on lined paper and is sloppy.
10. Essay is not typed.

10 minutes: Description of theatrical staging. Begin by handing out hard copies of examples of stages (attached) and of stage directions (with goal and rubric). A detailed explanation of stage directions will be given and demonstrated.

10 minutes: Description of a proscenium stage. What it is, the proscenium arch, purpose of asbestos curtain (in case of fire backstage it protects the audience), explain diagram on handout. Explain its uses and why it is the most common type of stage.

10 minutes: Description of different types of stages: open stage, thrust stage, and an arena or round stage. Open stage has no proscenium and makes the action closer to the audience. A thrust stage has the audience on three sides making it a more intimate setting and allowing for easier audience contact. An arena or round stage has the audience surrounding the acting space. Exists are often in the floor or imaginary. Use handouts to aid in explanation and as visual examples.

2 minutes: Remind students of vocabulary quiz tomorrow over “exaggerate, replenish, heckle, and smother”

Day 20 (Friday): Begin set design projects

3 minutes: Attendance, housekeeping

10 minutes: This will be the last vocabulary quiz for the unit. Give vocabulary quiz. Call out the words and have the students spell them and define them correctly. One point for each correct spelling and one point for each correct definition. The quiz is worth 10 points of a daily grade (two points automatically given). 1. heckle 2. replenish 3. exaggerate 4. smother

35 minutes: Have students get into their final project groups and begin written work for their set design using the basic stage directions. They will be given the rest of the class period to work on their set designs.

2 minutes: remind students that this project is due on Wednesday, so they need to be working on it outside of class as well.

Week 5

Day 21 (Monday): Work on set design projects

3 minutes: Attendance, housekeeping

45 minutes: Students should get into their set design groups. The teacher will handout poster board and markers so they can begin the visual stage plan to go along with their written plan. Give them the rest of class to work on their projects.

2 minutes: Remind students that project is due on Wednesday.

Day 22 (Tuesday): Work on set design projects

3 minutes: Attendance, housekeeping

45 minutes: Students should get into their set design groups. Give them time in the computer-lab to type their written designs. Give them the rest of class to work on their projects.

2 minutes: Remind students that their project is due tomorrow.

Day 23 (Wednesday): Set design projects due

3 minutes: Attendance, housekeeping, turn in set design projects

(Make sure that students have a copy to keep for the next project)

15 minutes: Explain scene-acting project. (Goal #5) Provide hardcopy of goal and rubric. (below) Performances begin on Tuesday. Each group will draw a number to see which day they perform.

Goal #5: Using the same scene and group that you used in goal #4 you will now perform the scene. You will have class time to prepare and rehearse and you will be performing for the rest of the class. Your scenes must include:

- No more than five and no fewer than three to a group.
- The use of the same group and scene that you have already designed a set for.
- Knowledge of where and what sort of props and furniture you will need. They can be pantomimed or actually present in your scene.
- An obvious attempt to follow stage directions.
- A working knowledge of the lines. (Scripts may be used, but one must *know* their lines.)
- An individual development of character (and the ability to almost always stay in character).
- The scene (or part of a scene) can be no more than 10 minutes and no less than 8 minutes

Rubric for goal #5: (This goal is worth 20 points of the final unit grade.)

A performance project that meets the following criteria will receive an A and 20 points:

5. The students have their lines nearly memorized or they do not need to refer to their script extensively.
6. Staging has been rehearsed and everyone has a working knowledge of where they are supposed to be when. The movement flows.
7. The students develop their character and make an effort not to break their character.
8. The students include or attempt to include appropriate accent for their character.

A performance project that meets the following criteria will receive a B and 16 points:

5. The students do not have their lines nearly memorized or need to refer to their script extensively.
6. Staging has been rehearsed and everyone has a working knowledge of where they are supposed to be when, but the movement does not flow very well.
7. The students develop their character fairly well and make some effort not to break their character.
8. The students attempt to include the appropriate accent for their character.

A performance project that meets the following criteria will receive a C and 12 points:

5. The students do not have their lines nearly memorized or need to refer to their script extensively and they still trip over their lines.
6. Staging has been rehearsed and but everyone does not have a working knowledge of where they are supposed to be when, therefore, the movement does not flow very well.
7. The students do not develop their character very well but they do make some effort not to break their character.
8. The students do not attempt to include the appropriate accent for their character.

A performance project that meets the following criteria will receive a D and 8 points:

6. The students do not have their lines memorized and only refer to their script while they still trip over their lines.
7. Staging has not been rehearsed and everyone does not have a working knowledge of where they are supposed to be when. The movement is choppy and unorganized.
8. The students barely develop their character, always breaking it.
9. The students do not attempt to include the appropriate accent for their character.

A performance project that meets the following criteria will receive an F and 4 points:

1. The students do not have their lines memorized and only refer to their script while they still stumble over their lines.
2. Staging has obviously not been rehearsed and everyone has no working knowledge of where they are supposed to be when. The movement is choppy and unorganized.
3. The students do not develop their character at all.
10. The students do not attempt to include the appropriate accent for their character.

5 minutes: Have the students get into their groups. Have a representative from each group come forward to draw a number from the hat. (1s perform on Tuesday, 2s perform on Wednesday, and 3s perform on Thursday)

27 minutes: Give students the remainder of the time to begin assigning parts and learning lines.

Day 24 (Thursday): Work on performance projects

3 minutes: Attendance, housekeeping

45 minutes: Have students get into their groups and work on their performance projects.

2 minutes: Remind students to be rehearsing their lines so that they will be familiar with them.

Day 25 (Friday): Work on performance projects

3 minutes: Attendance, housekeeping

45 minutes: Have students get into their groups and work on their performance projects.
2 minutes: Remind students that no matter what day their project is due, Monday will be the last day they are allowed to work on them in class.

Week 6

Day 25 (Monday): Last day to rehearse performance projects

3 minutes: Attendance, housekeeping

45 minutes: Have students get into their groups and work on their performance projects.

2 minutes: Remind the 1s that they perform tomorrow, and remind the other groups to be prepared as if they were going to perform tomorrow.

Day 27 (Tuesday): Performance project presentations

3 minutes: Attendance, housekeeping

45 minutes: Group 1s perform their scenes for the class.

2 minutes: Remind the 2s that they perform tomorrow, and remind the other groups to be prepared as if they were going to perform tomorrow.

Day 28 (Wednesday): Performance project presentations

3 minutes: Attendance, housekeeping

45 minutes: Group 2s perform their scenes for the class.

2 minutes: Remind the 3s that they perform tomorrow.

Day 29 (Thursday): Performance project presentations

3 minutes: Attendance, housekeeping

45 minutes: Group 3s perform their scenes for the class.

2 minutes: Tell students for homework to be thinking about what they have gained from this unit.

Day 30 (Friday): Wrap-up of unit

3 minutes: Attendance, housekeeping

40 minutes: Tell the students to take out a piece of notebook paper and fold it into fourths. Open it up and label the top right-hand square “me” and the top left-hand square “them.” Label the bottom right-hand square “good” and the bottom left-hand square “not-so-good.” Next have the students write in the “me” square a struggle they have faced that was similar to a struggle one of the characters that we read about faced. In the “them” square have them write the character and the struggle that the character faced that was similar to their struggle in the “me” square. In the “good” square they are to write their favorite aspect of this unit and what made it their favorite. In the “not-so –good” square they should write what aspect of this unit they disliked and why. They are to turn these papers in at the end of class.

7 minutes: Begin introduction to next unit of instruction.

