

Activity 6

Standard:

6.4.3.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Students will write a brief “journal” entry assuming the voice of a principal character from the play. Each journal entry will summarize three major points of action in the play's plot, using specific examples from the play itself, and reveal character thoughts and feelings connected to plot sequencing and character relationships.

Activity 7

Standards:

7.4.6.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.

7.5.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.9.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

Students will use the Character Analysis form to examine different principal characters from the play to examine and evaluate character actions and varying points of view. Discussion of the analysis and evaluation to compare and contrast characters and student ideas may take place in pairs, small groups, and/or whole-class. (Character Analysis form provided).

Activity 8

Standards:

8.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

8.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Using at least three characters from the play, students will write a short story (length at the teacher's discretion) that involves a new event/adventure with a clearly sequenced plot, a variety of literary and narrative techniques, and precise/descriptive language to develop setting and character traits. Students may share their stories through small group or large group readings out loud or through silent reading.

Activity 9-10

Standards:

9.5.2.2 Determine a central idea of a text and analyze its development over the course of the text,

including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

9.5.3.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

9.9.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, including those by and about Minnesota American Indians, building on others' ideas and expressing their own clearly and persuasively.

Students will actively participate in an analytical and evaluative discussion in small groups, or large groups using the list of grade-level appropriate response prompts, in addition to questions/topic prompts they have constructed themselves. Teachers may evaluate student performance in the discussion through formative assessment based previously established classroom rules/expectations for discussion. (Discussion sheet provided.)

Activity 11-12

Standards:

11.5.2.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

11.5.3.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and
develop over the course of the text.

11.9.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, including those by and about Minnesota American Indians, building on others' ideas and expressing their own clearly and persuasively.

Students will actively participate in an analytical and evaluative discussion in small or large groups using the list of grade-level appropriate response prompts, in addition to the questions/topic prompts they have constructed themselves. Teachers may evaluate student performance in the discussion through formative assessment based previously established classroom rules/expectations for discussion. (Discussion sheet provided.)

Name _____

Date _____

G.R.E.A.T. Theatre "Character Analysis" Form

Directions: Choose one of the principal characters from the play and use the form to examine the character.

Character's Name: _____

Adjective describing character's physical traits: _____

Explain why you chose this adjective and use specific examples from the play to support your decision: _____

Adjective describing character's personality: _____

Explain why you chose this adjective and use specific examples from the play to support your decision: _____

-List two major actions the character takes in the play, the motivation behind each action, and evaluate whether or not the action was justified (reasonable/appropriate).

Major Action #1: _____

Motivation: _____

Justified? Why or why not? _____

Major Action #2: _____

Motivation: _____

Justified? Why or why not? _____

G.R.E.A. T. Theatre

Post-Performance Discussion

(Grades 9-10)

Directions: Use specific examples and sound reasoning to support all responses to discussion prompts.

1. In your own words, summarize the story of the play.
2. What is a possible theme or central message from the play? What specific events or elements of the play helped develop the idea/theme? How can you apply the idea/theme to your own life or the world you live in?
3. In what ways did you see literary elements (foreshadowing, conflict/suspense, rising action, climax, and/or resolution) drive the plot of the play? Did the plot sequencing flow naturally and produce a sense of unity throughout, or did some scenes/subplots seem disconnected or unnecessary? Explain your answer.
4. Which characters were the most convincing in their roles and why? Which characters were the least convincing in their roles and why?
5. Out of all of the actors/actresses, who gave the most outstanding performance? Take a poll at the conclusion of this question's discussion.
6. In what ways did the collective movement and vocal performances of the cast affect your experience as a viewer? Did the movement/vocals enhance or detract from the experience of seeing a story unfold before your eyes? Explain.
7. In what ways did the music in the play attempt to set the tone and create varying moods for you as a viewer? How effective was the music at setting these tones and inspiring certain feelings/moods?
8. How did the stage and lighting help create the setting where the action of the play took place? How did the stage and lights attempt to establish tones and evoke emotional responses for you? Give an appraisal of the stage and lighting design: What worked well? What did not work as well? What would have made it better?
9. What was the time period when the play was supposed to take place in? How well did the costumes represent this time period? How effectively and in what ways did the costumes reveal character traits?
10. On a scale of 1-5 (5 being highly effective and 1 being poor), how effective were the cast, director(s), and crew at relaying the story of the play? Take a poll after discussing this question to determine a score for the show overall.

G.R.E.A. T. Theatre

Post-Performance Discussion

(Grades 11-12)

Directions: Use specific examples and sound reasoning to support all responses to discussion prompts.

1. What are 2-3 possible themes or central messages from the play? What specific events or elements of the play helped develop each idea/theme? How can you apply the ideas/themes to your own life or the world you live in?
2. In what ways did you see literary elements (foreshadowing, causality, conflict/suspense, rising action, climax, and/or resolution) drive the plot of the play? Did the plot sequencing flow naturally and produce a sense of unity throughout, or did some scenes/subplots seem disconnected or unnecessary? Explain your answer.
3. Who are the protagonist(s) and the antagonist(s) in the play? How do you know? What purpose(s) do the static (unchanging), flat (one-dimensional), or stock (stereotyped) characters serve in the play? Which character(s) experience an epiphany (major realization/change that alters the way the character sees him/herself and/or the world) in the play? What is the epiphany and how does it contribute to the structural design of the play's plot and central messages?
4. Which actors/actresses were the most convincing in their roles and why? Which actors/actresses were the least convincing in their roles and why?
5. Out of all of the actors/actresses, who gave the most outstanding performance? Take a poll at the conclusion of this question's discussion.
6. In what ways did the collective movement and vocal performances of the cast affect your experience as a viewer? Did the movement/vocals enhance or detract from the experience of seeing a story unfold before your eyes? Explain.
7. In what ways did the music in the play attempt to set the tone and create varying moods for you as a viewer? How effective was the music at setting these tones and inspiring certain feelings/moods?
8. How did the stage and lighting help create the setting where the action of the play took place? How did the stage and lights attempt to establish tones and evoke emotional responses for you? Give an appraisal of the stage and lighting design: What worked well? What did not work as well? What would have made it better?
9. What was the time period when the play was supposed to take place in? How well did the costumes reflect this time period? How effectively and in what ways did the costumes reveal character traits?
10. On a scale of 1-5 (5 being highly effective and 1 being poor), how effective were the cast, director(s), and crew at relaying the story of the play? Take a poll after discussing this question to determine a score for the show overall.

Name _____

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Explain why you chose this adjective and use specific examples from the play to support your decision: _____

Adjective describing character's personality: _____

Explain why you chose this adjective and use specific examples from the play to support your decision: _____

-List two major actions the character takes in the play, the motivation behind each action, and evaluate whether or not the action was justified (reasonable/appropriate).

Major Action #1: _____

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Motivation: _____

Justified? Why or why not? _____

G.R.E.A. T. Theatre

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(Grades 9-10)

Directions: Use specific examples and sound reasoning to support all responses to discussion prompts.

1. In your own words, summarize the story of the play.
2. What is a possible theme or central message from the play? What specific events or elements of the play helped develop the idea/theme? How can you apply the idea/theme to your own life or the world you live in?
3. In what ways did you see literary elements (foreshadowing, conflict/suspense, rising action, climax, and/or resolution) drive the plot of the play? Did the plot sequencing flow naturally and produce a sense of unity throughout, or did some scenes/subplots seem disconnected or unnecessary? Explain your answer.
4. Which characters were the most convincing in their roles and why? Which characters were the least convincing in their roles and why?
5. Out of all of the actors/actresses, who gave the most outstanding performance? Take a poll at the conclusion of this question's discussion.
6. In what ways did the collective movement and vocal performances of the cast affect your experience as a viewer? Did the movement/vocals enhance or detract from the experience of seeing a story unfold before your eyes? Explain.
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