

# **TRUMBULL PUBLIC SCHOOLS**

**Trumbull, Connecticut**

**MODERN DRAMA**

**Grade 12**

**English Department**

**2017**

**Curriculum Writing Team**

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**Modern Drama**  
**Grade 12**  
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

## CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

Modern Drama is a senior-year, Advanced College Prep level, elective English course of one semester in length. The course is designed to capitalize on students' previous success with and enthusiasm for reading and analyzing plays as works of literature. While critical reading of the plays will take place in class, the course is not a drama performance course; rather, communal reading will serve to promote close-text reading and collaborative analysis of each playscript, mirroring the collaborative process of theatre arts professionals. Students will deepen their cultural literacy and appreciation for the "modern" era of drama, beginning with the works of Henrik Ibsen (considered the father of modern drama) and continuing through new plays entering the public consciousness right now.

L.M. Elliott has noted that "plays . . . are the cry of the human spirit trying to understand itself and make sense of our world." Recognizing this, Modern Drama will approach the study of exemplary works of theatre as the opportunity for students to "grapple with works of exceptional craft and thought [that] offer profound insights into the human condition and serve as models for students' own thinking" (CCS RL.11-12.9). In Modern Drama, 12<sup>th</sup>-grade students will critically read and analyze award-winning, internationally-recognized plays as complex literary texts. In grades 9-11 students have had the opportunity to read and study plays as part of a wide survey of genres. As part of THS's senior elective program, this class offers students who found particular interest in or success with the study of plays to pursue their zeal in a specialized course (as the Department's other courses do). This class will offer a collaborative seminar/workshop environment in which students can acquire and hone reading, writing, speaking, viewing, and listening skills and learn from one another while applying their analyses of dramatic texts to the thematic study of social, political, and psychological topics. The students will leave the course with a better understanding of the analysis of literary texts, advanced practice in the close reading of language and dramatic texts, and a greater capacity for writing, collaborative analysis, and critical viewing. Additionally, the course aims to cultivate individuals who will become life-long theater-goers and supporters of the arts by connecting them intimately to a foundation of seminal, often-produced, works.

## COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

- |                               |   |
|-------------------------------|---|
| CCSS.ELA-Literacy.RL.11-12.1  | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  |
| CCSS.ELA-Literacy.RL.11-12.2  | Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.   |
| CCSS.ELA-Literacy.RL.11-12.3  | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).   |
| CCSS.ELA-Literacy.RL.11-12.4  | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful. |
| CCSS.ELA-Literacy.RL.11-12.5  | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.                           |
| CCSS.ELA-Literacy.RL.11-12.6  | Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).   |
| CCSS.ELA-Literacy.RL.11-12.7  | Analyze multiple interpretations of a story, drama or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.   |
| CCSS.ELA-Literacy.RL.11-12.10 | By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.   |
| CCSS.ELA-Literacy.RI.11-12.1  | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as   |

	inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-Literacy.RI.11-12.3	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.
CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.
CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information

into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCSS.ELA-Literacy.SL.11-12.1	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, building on others' ideas and expressing their own ideas clearly and persuasively.
CCSS.ELA-Literacy.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence , conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
CCSS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-Literacy.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
CCSS.ELA-Literacy.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.11-12.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

CCSS.ELA-Literacy.L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

The following standards derive from the 2016 International Society for Technology in Education Standards.

ISTE Empowered Learner (Standard 1) Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

ISTE Digital Citizen (Standard 2) Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

ISTE Knowledge Constructor (Standard 3) Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

ISTE Creative Communicator (Standard 6) Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

ISTE Global Collaborator (Standard 7) Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

## **COURSE ENDURING UNDERSTANDINGS**

Students will understand that . . .

- theatre is an art form that has been used by humans for centuries to explore and make sense of their world.
- close-text reading can reveal truths essential in comprehending and interpreting a text.
- playwrights employ dramatic conventions and rhetorical strategies to create innovative works of theatre.
- theatre is an evolving art form with a diverse and extensive history that has been built upon for centuries.

## **COURSE ESSENTIAL QUESTIONS**

- How do playwrights reflect the worlds they are depicting in their works?
- How have plays influence society and societal issues throughout the modern era?
- How does close-text reading of a playscript reveal truths in a playwright's work?

## **COURSE KNOWLEDGE & SKILLS**

Students will understand . . .

- foundational theatre terminology and literary terminology.
- modern theatre history.
- major social issues of the late 20<sup>th</sup> and early 21<sup>st</sup> centuries

Students will be able to . . .

- critically read a text to determine and analyze a playwright's intent, characters' tone, and imagery/symbolism.
- research a variety of topics including theatre history and resources, theatre criticism, and contemporary social issues.
- use technology to research, collaborate with classmates, and prepare a presentation for classmates.
- independently select playscripts and reference materials for reading and research.
- participate meaningfully in shared inquiry.

# COURSE SYLLABUS

**Course Name**

Modern Drama

**Level**

Advanced College-Preparatory

**Prerequisites**

Successful completion of grades 9, 10, and 11 English.

**Materials Required**

None

**General Description of the Course**

Playwrights use drama to offer a window into human nature and significant issues of the day. In this course, students will read and analyze major works in modern drama in order to explore contemporary society and gain a life-long appreciation for important works of theatre. In addition to reading plays, students will also read criticism and conduct research on the works, the playwrights, and the issues and historical periods being portrayed. Students of all levels who have enjoyed studying plays in their grades 9-11 English classes will find this course engaging.

**Assured Assessments**

Formative Assessments:

- Modern theatre digital timeline (Unit 1)
- Ongoing journaling, collaborative writing, and dialogue emulating playwright (Unit 2)
- Shared Inquiry Discussion based on Miller and Sorkin (Unit 3)
- Comparison and contrast of critical reviews of *A Raisin in the Sun* and *Clybourne Park* (Unit 4)
- Ongoing journaling and collaborative writing based on literature circles reading (Unit 5)

Summative Assessments:

- Research and group presentation of leading theatre productions and innovations (Unit 1)
- Critical essay based on intersection between *A Doll's House* and *The Heidi Chronicles* (Unit 2)
- Presentation of comparative analysis based on *All My Sons* and *A Few Good Men* (Unit 3)
- Original 10-minute play addressing contemporary social issue (Unit 4)
- Inquiry project based on one of course's Essential Questions (Unit 5)

**Core Texts**

Hansberry, Lorraine. *A Raisin in the Sun*. New York: Vintage, 2004. Print.

- Ibsen, Henrik. *A Doll's House*. London: Penguin, 2016. Print.
- Miller, Arthur. *All My Sons*. London: Penguin, 2000. Print.
- Norris, Bruce. *Clybourne Park*. New York: Dramatists Play Service, 2012. Print.
- Sorkin, Aaron. *A Few Good Men*. New York: French, 2012. Print.
- Wasserstein, Wendy. *The Heidi Chronicles*. New York: Dramatists Play Service, 1998. Print.
- selected essays from *Staging Social Justice: Collaborating to Create Activist Theatre*. Eds. Norma Bowles and Daniel-Raymond Nadon. Carbondale, IL: Southern IL UP, 2013. Print.
- selected essays from *Theatre and Human Rights after 1945: Things Unspeakable*. Eds. Mary Luckhurst and Emilie Morin. London: Palgrave, 2014. Print.
- selections from Ball, David. *Backwards and Forwards: A Technical Manual for Reading Plays*. Carbondale, IL: Southern IL UP, 1998. Print.
- selections from Pritner, Cal, and Scott E. Walters. *Introduction to Play Analysis*. New York: McGraw-Hill, 2005. Print.
- selections from Rush, David. *A Student Guide to Play Analysis*. Carbondale, IL: Southern IL UP, 2005. Print.

# UNIT 1

## Introduction to Modern Drama

### Unit Goals

At the completion of this unit, students will:

- |                              |   |
|------------------------------|---|
| CCSS.ELA-Literacy.RI.11-12.3 | Analyze a complex set of ideas or sequence of events in theatre history and explain how specific individuals, ideas, or events have interacted and developed.   |
| CCSS.ELA-Literacy.RI.11-12.7 | Integrate and evaluate multiple sources of theatre history and terminology presented in different media or formats (e.g., visually, quantitatively) as well as in words.  |
| CCSS.ELA-Literacy.W.11-12.2  | Write informative/explanatory texts to examine and convey complex ideas about theatre history clearly and accurately through the effective selection, organization, and analysis of content.  |
| CCSS.ELA-Literacy.W.11-12.6  | Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  |
| CCSS.ELA-Literacy.W.11-12.7  | Conduct short as well as more sustained research projects about theatre history to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.                        |
| CCSS.ELA-Literacy.W.11-12.8  | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| CCSS.ELA-Literacy.W.11-12.9  | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
| CCSS.ELA-Literacy.W.11-12.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.   |

CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about theatre history and modern drama, building on others’ ideas and expressing their own ideas clearly and persuasively.
CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence about theatre history and modern drama, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
CCSS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in both formative and summative presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-Literacy.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases for theatre history, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ISTE Empowered Learner (Standard 1)	Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Knowledge Constructor (Standard 3)	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
ISTE Creative Communicator (Standard 6)	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

**Unit Essential Questions**

- What defines the “modern era” of drama?

- What are the elements of theatre history that have led to the evolution of “modern drama”?

### **Scope and Sequence**

- Modernism
- Realism
- Experimental theatre
- Absurdism
- Post-modernism

### **Assured Assessments**

#### **Formative Assessment:**

Students will research trends and movements in modern-era theatre and collaborate to create a modern theatre digital timeline using digital presentation tools (e.g., Prezi, PowerPoint, VoiceThread, etc.).

Assessment tool: Formative Assessment Rubric

Value: formative assessment grade

#### **Summative Assessment:**

Students will identify an area of personal interest for subject matter or form (e.g., poverty, war, ethics, or living-room drama, one-man-show, episodic theatre, etc.) and research leading theatre productions and innovations within the area. Students will share findings via jigsaw group presentations.

Assessment tool: Summative Assessment Rubric

Value: major quarter grade

### **Resources**

#### Core

- selections from Ball, David. *Backwards and Forwards: A Technical Manual for Reading Plays*. Carbondale, IL: Southern IL UP, 1998. Print.
- selections from Pritner, Cal, and Scott E. Walters. *Introduction to Play Analysis*. New York: McGraw-Hill, 2005. Print.
- selections from Rush, David. *A Student Guide to Play Analysis*. Carbondale, IL: Southern IL UP, 2005. Print.

#### Supplemental

- selected videos from National Theatre Discover YouTube channel:  
<https://www.youtube.com/channel/UCUDq1XzCY0NIOYVJvEMQjqw>

### **Time Allotment**

- Approximately 2 weeks

## UNIT 2

### Gender Roles in Modern Drama

#### Unit Goals

At the completion of this unit, students will:

- |                               |   |
|-------------------------------|---|
| CCSS.ELA-Literacy.RL.11-12.1  | Cite strong and thorough textual evidence to support analysis of a point of intersection between <i>A Doll's House</i> and <i>The Heidi Chronicles</i> .  |
| CCSS.ELA-Literacy.RL.11-12.2  | Determine two or more themes or central ideas of <i>A Doll's House</i> and <i>The Heidi Chronicles</i> and analyze their development over the course of the texts.  |
| CCSS.ELA-Literacy.RL.11-12.3  | Analyze the impact of the playwrights' choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed) in order to compare and contrast <i>A Doll's House</i> and <i>The Heidi Chronicles</i> on a point of intersection. |
| CCSS.ELA-Literacy.RL.11-12.5  | Analyze how each playwright's choices concerning how to structure specific parts of a play (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.   |
| CCSS.ELA-Literacy.RL.11-12.6  | Analyze each playwright's use of perspective and/or point of view (e.g., satire, sarcasm, irony, or understatement) as it is used to convey statements on gender and identity.  |
| CCSS.ELA-Literacy.RL.11-12.10 | By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.   |
| CCSS.ELA-Literacy.W.11-12.1   | Write arguments to support claims in an analysis of a point of intersection between <i>A Doll's House</i> and <i>The Heidi Chronicles</i> , using valid reasoning and relevant and sufficient evidence.   |
| CCSS.ELA-Literacy.W.11-12.2   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   |

CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.11-12.5	Within a classroom workshop setting, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-Literacy.W.11-12.9	Draw evidence from <i>A Doll's House</i> and <i>The Heidi Chronicles</i> to support analysis, reflection, and research.
CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions about theatre history and modern drama (one-on-one, in groups, and teacher-led) with diverse partners about gender identity experiences in the world and in texts, building on others' ideas and expressing their own ideas clearly and persuasively.
CCSS.ELA-Literacy.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.11-12.4c	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ISTE Digital Citizen (Standard 2)	In maintaining an online journal and recording their observations, students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and

they act and model in ways that are safe, legal, and ethical.

### Unit Essential Questions

- Why/how has gender become a significant element of the modern drama experience?
- In what ways has the treatment of gender identity evolved over the course of the modern era?
- What are the implications of gender identity in this modern age of “blind casting”?

### Scope and Sequence

- Gender roles
- Gender equality
- Women’s Rights Movement
- Gender-blind casting
- Well-made play
- The play of ideas

### Assured Assessments

#### Formative Assessment:

Students will keep a journal that alternately reflects on their own world experiences with gender identity and characters’ experiences with gender identity. After several exchanges, students can collaboratively work to determine how a playwright depicts gender identity in plays. Finally, students will take an element from their own journals and write a page of dialogue emulating Ibsen or Wasserstein.

Assessment tool: Formative Assessment Rubric

Value: formative assessment grade

#### Summative Assessment:

Students will make objective observations about *A Doll’s House* and *The Heidi Chronicles*, refine observations to a statement of intersection and conclusion, and develop a critical essay thereon.

Assessment tool: Summative Assessment Rubric

Value: major quarter grade

### Resources

#### Core

- Ibsen, Henrik. *A Doll’s House*. London: Penguin, 2016. Print.
- Wasserstein, Wendy. *The Heidi Chronicles*. New York: Dramatists Play Service, 1998. Print.

#### Supplemental

- Dana, Max. “Theater: Classical Dramatic Structure.” <http://www.math.brown.edu/~banchoff/Yale/project04/th-class.html>. Web.
- “Henrik Ibsen.” <http://academic.brooklyn.cuny.edu/english/melani/cs6/ibsen.html>. Web.

- Johnson, Bill. “*The Heidi Chronicles*: Developing Complex Characters Who Grow and Change.” <http://www.storyispromise.com/heidi.htm>. Web.

**Time Allotment**

- Approximately 4 weeks

## UNIT 3

### Ethics and Honor in Modern Drama

#### Unit Goals

At the completion of this unit, students will:

- |                               |   |
|-------------------------------|---|
| CCSS.ELA-Literacy.RL.11-12.1  | Cite strong and thorough textual evidence to support analysis of what <i>All My Sons</i> and <i>A Few Good Men</i> say explicitly as well as inferences drawn from the texts, including determining where the texts leave matters uncertain.  |
| CCSS.ELA-Literacy.RL.11-12.2  | Determine two or more themes or central ideas of <i>All My Sons</i> and <i>A Few Good Men</i> and analyze their development over the course of the texts, discerning specifically how Sorkin was influenced by Miller and how both were influenced by earlier playwrights.                        |
| CCSS.ELA-Literacy.RL.11-12.3  | Analyze the impact of each playwright's choices regarding how to develop and relate elements of a drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).   |
| CCSS.ELA-Literacy.RL.11-12.5  | Analyze how each playwright's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.             |
| CCSS.ELA-Literacy.RL.11-12.6  | Analyze cases in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and determine each playwright's choices based on characterization as well as era of playwrighting.            |
| CCSS.ELA-Literacy.RL.11-12.10 | By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.   |
| CCSS.ELA-Literacy.RI.11-12.1  | In reading and digesting sources on Miller's and Sorkin's works and influences, cite strong and thorough textual evidence to support analysis of what the resource text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |

CCSS.ELA-Literacy.RI.11-12.3	In determining Miller’s and Sorkin’s influences, 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.
CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to determine Miller’s and Sorkin’s influences.
CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.
CCSS.ELA-Literacy.W.11-12.1	Write arguments to support claims in an analysis of a selected topic in <i>All My Sons</i> and <i>A Few Good Men</i> , using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory texts to examine and convey complex analysis of <i>All My Sons</i> and <i>A Few Good Men</i> clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience, making deliberate and appropriate choices based on publishing format.
CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products on <i>All My Sons</i> and <i>A Few Good Men</i> in response to ongoing feedback, including new arguments or information.
CCSS.ELA-Literacy.W.11-12.7	In examining Miller’s and Sorkin’s influences, conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.W.11-12.8	In examining Miller’s and Sorkin’s influences, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas,

	avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.W.11-12.9	Draw evidence from <i>All My Sons</i> and <i>A Few Good Men</i> to support analysis, reflection, and research.
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a Shared Inquiry Discussion with diverse partners on Miller’s and Sorkin’s influences, building on others’ ideas and expressing their own ideas clearly and persuasively.
CCSS.ELA-Literacy.SL.11-12.2	Integrate multiple sources of information – both researched and derived from close-text analysis – presented in diverse formats and media in order to make informed decisions, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-Literacy.SL.11-12.4	In publishing individual analysis of <i>All My Sons</i> and <i>A Few Good Men</i> , present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
CCSS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentation on <i>All My Sons</i> and <i>A Few Good Men</i> to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-Literacy.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate, e.g., knowing how to effectively participate in a Shared Inquiry Discussion vs. knowing how to make a formal presentation to teacher and peers.
CCSS.ELA-Literacy.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college

and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ISTE Empowered Learner  
(Standard 1)

Through choosing their own modes of publishing their analyses of *All My Sons* and *A Few Good Men*, students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

ISTE Knowledge Constructor  
(Standard 3)

In researching Miller's and Sorkin's influences, students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

ISTE Creative Communicator  
(Standard 6)

Making decisions for themselves, students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

### Unit Essential Questions

- How do elements of classical tragedy still influence modern drama (idealism/honor)?
- How/why do playwrights capture real-life events in individual stories?

### Scope and Sequence

- Idealism
- The American Dream
- Dialogue
- Dramatic arc
- Greek tragedy structure
- Ibsen's influence on Miller
- Miller's influence on Sorkin

### Assured Assessments

Formative Assessment:

Students will research and trace influences in Miller's and Sorkin's works, discovering overlaps, inspirations, and innovations. Students will participate in a Shared Inquiry Discussion to explore the role of early drama on both playwrights' works and the movement from Miller to Sorkin in mid to late 20<sup>th</sup>-century drama.

Assessment tool: Shared Inquiry Discussion Rubric

Value: formative assessment grade

### Summative Assessment:

Students will compose a comparative analysis of an element of *All My Sons* and *A Few Good Men*. After having studied the plays as a class, students will individually select and appropriately narrow an element in the plays for comparison. Students will choose the most appropriate and effective format for their final comparison (e.g., PowerPoint, written essay, digital presentation, etc).

Assessment tool: Summative Assessment Rubric

Value: major quarter grade

### Resources

#### Core

- Miller, Arthur. *All My Sons*. London: Penguin, 2000. Print.
- Sorkin, Aaron. *A Few Good Men*. New York: French, 2012. Print.

#### Supplemental

- “Arthur Miller.” <http://www.arthurmiller.org/>. Web.
- “Arthur Miller Biography.” <http://www.pbs.org/wnet/americanmasters/arthur-miller-none-without-sin/56/>. Web.
- Daniels, Jeff. “Aaron Sorkin.” <http://www.interviewmagazine.com/film/aaron-sorkin/#>. Web.

### Time Allotment

- Approximately 4 weeks

## UNIT 4

### Identity and Community in Modern Drama

#### Unit Goals

At the completion of this unit, students will:

- |                              |  |
|------------------------------|--|
| CCSS.ELA-Literacy.RL.11-12.2 | In order to emulate Hansberry and Norris, determine two or more themes or central ideas of <i>A Raisin in the Sun</i> and <i>Clybourne Park</i> and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.  |
| CCSS.ELA-Literacy.RL.11-12.3 | Analyze the impact of the playwrights' choices regarding how to develop and relate elements of <i>A Raisin in the Sun</i> and <i>Clybourne Park</i> (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).  |
| CCSS.ELA-Literacy.RL.11-12.4 | Determine the meaning of words and phrases as they are used in the texts, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful, in order to practice these skills in writing their own 10-minute plays.             |
| CCSS.ELA-Literacy.RL.11-12.5 | In order to emulate Hansberry and Norris, analyze how a playwright's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.   |
| CCSS.ELA-Literacy.RL.11-12.6 | Analyze cases in <i>A Raisin in the Sun</i> and <i>Clybourne Park</i> in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement); discuss how/why this might be necessary when writing about complex social issues and how it contributes to characterization, conflict, and theme. |
| CCSS.ELA-Literacy.RL.11-12.7 | After researching and reading critical reviews of <i>A Raisin in the Sun</i> and <i>Clybourne Park</i> , analyze multiple interpretations of the drama, evaluating how each version interprets the source text.  |

CCSS.ELA-Literacy.RI.11-12.1	Cite strong and thorough textual evidence from critical reviews to support analysis of what each text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-Literacy.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to determine the critical receptions of <i>A Raisin in the Sun</i> and <i>Clybourne Park</i> and/or to gather research information for original 10-minute plays.
CCSS.ELA-Literacy.RI.11-12.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band (e.g., critical reviews in <i>The New York Times</i> ) independently and proficiently.
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience of writing an original play.
CCSS.ELA-Literacy.W.11-12.5	Develop and strengthen creative writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update an original 10-minute play in response to ongoing feedback, including new arguments or information.
CCSS.ELA-Literacy.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem (e.g., to find a critical review of a play or to research a contemporary social issue); narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.W.11-12.8	In researching critical play reviews and contemporary social issues, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research, demonstrating an understanding that the craft of the playwright often requires intensive research.
CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>A Raisin in the Sun</i> and <i>Clybourne Park</i> , both to share ideas and reactions to critical reviews as well as to collaborate on creative texts, building on others' ideas and expressing their own ideas clearly and persuasively.
CCSS.ELA-Literacy.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, understanding when conventions may be broken for creative purposes.
CCSS.ELA-Literacy.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, understanding when conventions may be broken for creative purposes.
CCSS.ELA-Literacy.L.11-12.4c	In writing 10-minute plays, consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, including words specific to dialect, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ISTE Empowered Learner (Standard 1)	Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Digital Citizen (Standard 2)	In collaborating with other students, students recognize the rights, responsibilities, and opportunities of living,

learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

ISTE Knowledge Constructor  
(Standard 3)

In researching contemporary social issues for playwrighting, students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

ISTE Global Collaborator  
(Standard 7)

In researching contemporary social issues, students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

### Unit Essential Questions

- How do identity and community serve as major catalysts for conflict in modern drama?
- How do modern dramatists explore and convey identity and community?
- Why have identity and community surfaced as prominent elements of modern drama?  
What historical, political, sociological, and psychological influences have contributed to this movement?

### Scope and Sequence

- Fair Housing Act of 1968
- Gentrification
- Red-lining
- Assimilation
- Living-room drama
- Two-act and three-act structures

### Assured Assessments

Formative Assessment:

Students will compare and contrast critical reviews of the premiere off-Broadway and original Broadway productions of *A Raisin in the Sun* and *Clybourne Park*, illustrating similarities and differences and analyzing the social and theatrical implications of each.

Assessment tool: Formative Assessment Rubric

Value: formative assessment grade

Summative Assessment:

Working in collaborative teams, students will employ the elements they have observed and analyzed in Hansberry and Norris's works and put them into practice by composing their own short play addressing a contemporary social issue. Students will write an original 10-minute play that addresses a contemporary social issue of community and/or identity. The play will undergo all steps of the formal writing process.

Assessment tool: Summative Assessment Rubric

Value: major quarter grade

## Resources

### Core

- Hansberry, Lorraine. *A Raisin in the Sun*. New York: Vintage, 2004. Print.
- Norris, Bruce. *Clybourne Park*. New York: Dramatists Play Service, 2012. Print.

### Supplemental

- Atkinson, Brooks. March 12, 1959. <http://www.huntingtontheatre.org/articles/A-Raisin-in-the-Sun/Review-of-the-Original-1959-Broadway-production/>. Web.
- *Conversation: Bruce Norris' Pulitzer-winning Play* Clybourne Park. <https://www.youtube.com/watch?v=M43MBAwD34A>. Web.
- Kachka, Boris. “I’m a Racist.” *New York* Feb. 14, 2010. <http://nymag.com/arts/theater/features/63769/>. Web.
- *Lorraine Hansberry Talks with Studs Terkel on WFMT*. <https://www.popuparchive.com/collections/938/items/12539>. Web.
- Piepenburg, Bruce. “Integration, Gentrification, Conversation.” *New York Times* Aug. 3, 2011. <http://www.nytimes.com/2011/08/07/theater/clybourne-park-by-bruce-norris-a-gentrification-study.html>. Web.
- *A Raisin in the Sun Revisited: Lorraine Hansberry Interview*. <http://cptv.pbslearningmedia.org/resource/29de04b5-da2a-4bda-aa03-1239923d2817/a-raisin-in-the-sun-revisited-lorraine-hansberry-interview/>. Web.
- Wonder, Woodlawn. “Living in the Real Clybourne Park – A Neighborhood on the Brink.” <http://www.chicagonow.com/i-hate-my-developer/2011/10/living-in-the-real-clybourne-park-a-neighborhood-on-the-brink/>. Web.

### **Time Allotment**

- Approximately 4 weeks

## UNIT 5

### Social Justice in Modern Drama

#### Unit Goals

At the completion of this unit, students will:

- |                              |  |
|------------------------------|--|
| CCSS.ELA-Literacy.RL.11-12.1 | Cite strong and thorough textual evidence to support analysis of plays of social justice to assert what the texts say explicitly as well as inferences drawn from the texts, including determining where the texts leave matters uncertain.                                    |
| CCSS.ELA-Literacy.RL.11-12.2 | Determine two or more themes or central ideas of plays of social justice and analyze their development over the course of the texts, including how they interact and build on one another to produce complex accounts.   |
| CCSS.ELA-Literacy.RL.11-12.3 | Analyze the impact of a playwright's choices regarding how to develop and relate elements of drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed) in order to further an issue of social justice.                    |
| CCSS.ELA-Literacy.RL.11-12.5 | Analyze how a playwright's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its accomplishments in furthering a message of social justice. |
| CCSS.ELA-Literacy.RL.11-12.6 | Analyze how point of view is utilized and manipulated in a dramatic text to further a message of social justice.   |
| CCSS.ELA-Literacy.RI.11-12.1 | Cite strong and thorough textual evidence from research sources and informational articles and essays to support analysis of plays of social justice.  |
| CCSS.ELA-Literacy.RI.11-12.3 | Analyze complex research sources and informational articles and essays and synthesize ideas across sources.  |
| CCSS.ELA-Literacy.RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to present inquiry findings to an audience of peers.  |
| CCSS.ELA-Literacy.W.11-12.1  | Develop a complex, overarching argument to support claims in an analysis of social justice issues in plays,  |

	using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.11-12.2	Write informative/explanatory prompts for a presentation to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-Literacy.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience of a formal presentation.
CCSS.ELA-Literacy.W.11-12.5	Employ a writing process that utilizes planning, revising, editing, rewriting, and/or trying a new approach, focusing on addressing what is most significant for a formal presentation.
CCSS.ELA-Literacy.W.11-12.6	Use technology, including the Internet, to produce, publish, and update a presentation in response to ongoing feedback, including new arguments or information.
CCSS.ELA-Literacy.W.11-12.7	Conduct a sustained research project to answer an inquiry question (including a self-generated focus); narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the inquiry question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CCSS.ELA-Literacy.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research..
CCSS.ELA-Literacy.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision of assured summative assessment) and shorter time frames (e.g., a journal response written in a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCSS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and

	teacher-led) with diverse partners on topics of theatre and social justice, building on others' ideas and expressing their own ideas clearly and persuasively.
CCSS.ELA-Literacy.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions about how to structure a final presentation, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence through a formal presentation on plays of social justice, conveying a clear and distinct perspective, such that the audience can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
CCSS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in final presentation to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-Literacy.SL.11-12.6	Adapt speech to a variety of contexts and tasks (e.g., modulating between an information-based online journal response and a formal inquiry presentation for an audience of colleagues), demonstrating a command of formal English when indicated or appropriate.
CCSS.ELA-Literacy.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.11-12.6	Acquire and use accurately terminology specific to literary analysis and theatre in order to strike a balance between precision and accessibility; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ISTE Empowered Learner (Standard 1)	Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their exploration of plays of social justice.

ISTE Digital Citizen (Standard 2)	Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical, especially when communicating with peers online.
ISTE Knowledge Constructor (Standard 3)	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
ISTE Creative Communicator (Standard 6)	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
ISTE Global Collaborator (Standard 7)	Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

### **Unit Essential Questions**

- How do playwrights use their work to promote awareness of and activism for social justice?
- What elements are essential to an effective presentation to peers to ensure learning and engagement?

### **Scope and Sequence**

- Social justice
- Research process
- Intellectual property
- Copyright
- Plagiarism and source citation
- Electronic documents

### **Assured Assessments**

#### Formative Assessment:

Students will utilize journal entries to reflect on their literature circles reading. Students in like literature circles will respond to their plays twice weekly in a shared, online journal that responds to and reflects on the current play being read. Students may pose questions, make text-to-self or text-to-text connections, perform close-text reading of specific passages, etc. in order to provoke thought and provide avenues for further inquiry. These journal entries will serve as a resource and springboard for inquiry and the research focus for the final unit (and course) assessment.

Assessment tool: Formative Assessment Rubric

Value: formative assessment grade

### Summative Assessment:

Having read 2-4 plays of social justice in literature circles with classmates, each student will prepare and present an inquiry project addressing one or more of the course's Essential Questions. The final project will reflect a student's ability to engage in close-text reading and scholarly research and will showcase a student's ability to present to a group of colleagues using technology. The project will supplant a seated final examination.

Assessment tool: Final Project Rubric, including teacher-, peer-, and self-evaluation

Value: weighted as course final examination

### Resources

#### Core

- selected essays from *Staging Social Justice: Collaborating to Create Activist Theatre*. Eds. Norma Bowles and Daniel-Raymond Nadon. Carbondale, IL: Southern IL UP, 2013. Print.
- selected essays from *Theatre and Human Rights after 1945: Things Unspeakable*. Eds. Mary Luckhurst and Emilie Morin. London: Palgrave, 2014. Print.

#### Supplemental

- Ahktar, Ayad. *Disgraced*. New York: Back Bay, 2013. Print.
- Brooks, Laurie. *The Wrestling Season*. Woodstock, IL: Dramatic, 2000. Print.
- Ensler, Eve. *I Am an Emotional Creature: The Secret Life of Girls around the World*. New York: Villard, 2011. Print.
- Hudes, Quiara Alegría. *Water by the Spoonful*. New York: Theatre Communications Group, 2012. Print.
- Kramer, Larry. *The Normal Heart*. New York: French, 1985. Print.
- Mailer, John Buffalo. *Hello Herman*. New York: Dramatists Play Service, 2010. Print.
- Smith, Anna Deavere. *Fires in the Mirror*. New York: Anchor, 1993. Print.
- "14 Theatrical Plans to Change the World."  
<http://www.americantheatre.org/2014/12/11/14-theatrical-plans-to-change-the-world/>. Web.
- Kashtan, Miki. "Social Justice and Theater at a Time of Crisis."  
<https://www.psychologytoday.com/blog/acquired-spontaneity/201607/social-justice-and-theater-time-crisis>. Web.
- "Theater for Social Justice." <http://imaginingamerica.org/category/blog/theater-for-social-justice/>. Web.
- "Theatre and Social Justice: Everything Has to Come Out of Session."  
<http://howlround.com/theatre-and-social-justice-everything-has-to-come-out-of-session>. Web.
- Whitacre, Bruce E. "Theaters Contribute to Social Justice and Meaningful Change in Communities." [http://www.huffingtonpost.com/bruce-whitacre/theatres-contribute-to-me\\_b\\_4683196.html](http://www.huffingtonpost.com/bruce-whitacre/theatres-contribute-to-me_b_4683196.html). Web.

### Time Allotment

- Approximately 6 weeks (4 weeks for reading, discussion, and analysis; 2 weeks for student presentations and discussion)

## COURSE CREDIT

One-half credit in English  
One class period daily for a half year

## PREREQUISITES

Successful completion of grades 9, 10, and 11 English.

## CURRENT REFERENCES

- *Arthur Miller's All My Sons: Bloom's Modern Critical Interpretations*. Ed. Harold Bloom. New York: Infobase, 1987. Print.
- Ball, David. *Backwards and Forwards: A Technical Manual for Reading Plays*. Carbondale, IL: Southern Illinois UP, 1998. Print.
- Brown, Lenora Inez. *The Art of Active Dramaturgy: Transforming Critical Thought into Dramatic Action*. Cambridge, MA: Focus, 2010. Print.
- Hansberry, Lorraine. *A Raisin in the Sun: Multiple Critical Perspectives*. Smyrna, DE: Prestwick, 2007. Print.
- *Henrik Ibsen: Bloom's Modern Critical Views*. Ed. Harold Bloom. New York: Chelsea House, 2011. Print.
- <http://www.corestandards.org/ELA-Literacy/>
- <http://www.iste.org/standards/standards/for-students-2016>
- <http://www.nationalartsstandards.org/>
- Pritner, Cal, and Scott E. Walters. *Introduction to Play Analysis*. New York: McGraw-Hill, 2005. Print.
- Rush, David. *A Student Guide to Play Analysis*. Carbondale, IL: Southern IL UP, 2005. Print.
- Salamon, Julie. *Wendy and the Lost Boys: The Uncommon Life of Wendy Wasserstein*. London: Penguin, 2012. Print.
- Shepherd-Barr, Kirsten. *Modern Drama: A Very Short Introduction*. Oxford: Oxford UP, 2016. Print.

## ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric (attached)
- Trumbull High School School-Wide Writing Rubric (attached)
- Trumbull High School School-Wide Independent Learning and Thinking Rubric (attached)
- Modern Drama Formative Assessment Rubric (attached)
- Modern Drama Summative Assessment Rubric (attached)
- Modern Drama Online or In-Class Discussion Rubric (attached)
- Modern Drama Final Project Rubric (attached)

## SCHOOL-WIDE RUBRICS

### Rubric 1: Read Effectively

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> <li>Clearly identifying the purpose of the text</li> <li>Providing initial reaction richly supported by text</li> <li>Providing a perceptive interpretation</li> </ul>	Demonstrates understanding of text by: <ul style="list-style-type: none"> <li>Identifying the fundamental purpose of the text</li> <li>Providing initial reaction supported by text</li> <li>Providing a clear/straightforward interpretation of the text</li> </ul>	Demonstrates general understanding of text by: <ul style="list-style-type: none"> <li>Partially identifying the purpose of the text</li> <li>Providing initial reaction somewhat supported by text</li> <li>Providing a superficial interpretation of the text</li> </ul>	Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> <li>Not identifying the purpose of the text</li> <li>Providing initial reaction not supported by text</li> <li>Providing an interpretation not supported by the text</li> </ul>
Interpret X_____	Demonstrates exceptional interpretation of text by: <ul style="list-style-type: none"> <li>Extensively reshaping, reflecting, revising, and/or deepening initial understanding</li> <li>Constructing insightful and perceptive ideas about the text.</li> <li>Actively raising critical questions and exploring multiple interpretations of the text</li> </ul>	Demonstrates ability to interpret text by: <ul style="list-style-type: none"> <li>Reshaping, reflecting, revising, and/or deepening initial understanding</li> <li>Summarizing main ideas of text</li> <li>Actively interpreting text by raising questions and looking for answers in text</li> </ul>	Demonstrates general ability to interpret text by: <ul style="list-style-type: none"> <li>Guided reflection and/or revision of initial understanding</li> <li>Summarizing some of the main ideas of text</li> <li>Guided interpretation of text by locating answers to given questions in text</li> </ul>	Demonstrates limited ability to interpret text as evidenced by: <ul style="list-style-type: none"> <li>Struggle to implement guided reflection and/or revision of initial understanding</li> <li>Struggle to summarize any main ideas of text</li> <li>Struggle to answer questions by locating responses in text</li> </ul>
Connect X_____	Demonstrates perceptive connections <ul style="list-style-type: none"> <li>text-to-text</li> <li>text-to-self</li> <li>text-to-world</li> </ul>	Demonstrates specific connections <ul style="list-style-type: none"> <li>text-to-text</li> <li>text-to-self</li> <li>text-to-world</li> </ul>	Demonstrates general connections <ul style="list-style-type: none"> <li>text-to-text</li> <li>text-to-self</li> <li>text-to-world</li> </ul>	Struggles to make connections <ul style="list-style-type: none"> <li>text-to-text</li> <li>text-to-self</li> <li>text-to-world</li> </ul>
Evaluate X_____	Demonstrates insightful evaluation of text by one or more of the following: <ul style="list-style-type: none"> <li>Critical analysis to create a conclusion supported by the text</li> <li>Perceptive judgments about the quality of the text</li> <li>Synthesis of text</li> <li>Expression of a personal opinion</li> </ul>	Demonstrates an evaluation of text by one or more of the following: <ul style="list-style-type: none"> <li>Critical analysis to form a conclusion from the text</li> <li>Thoughtful judgments about the quality of the text</li> <li>Evaluation of text to express personal opinion(s)</li> </ul>	Demonstrates a general evaluation of text by one or more of the following: <ul style="list-style-type: none"> <li>Formulation of a superficial conclusion from the text</li> <li>Assessment of the quality of the text</li> <li>Use of text to express personal opinion(s)</li> </ul>	Demonstrates a struggle to evaluate the text by one or more of the following: <ul style="list-style-type: none"> <li>Formulation of a conclusion from the text</li> <li>Assessment of the quality of the text</li> <li>Use of text to express personal opinion(s)</li> </ul>

## Rubric 2: Write Effectively

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	<ul style="list-style-type: none"> <li>Establishes and maintains a clear purpose</li> <li>Demonstrates an insightful understanding of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and maintains a purpose</li> <li>Demonstrates an accurate awareness of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>Establishes a purpose</li> <li>Demonstrates an awareness of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>Does not establish a clear purpose</li> <li>Demonstrates limited/no awareness of audience and task</li> </ul>
Organization X_____	<ul style="list-style-type: none"> <li>Reflects sophisticated organization throughout</li> <li>Demonstrates logical progression of ideas</li> <li>Maintains a clear focus</li> <li>Utilizes effective transitions</li> </ul>	<ul style="list-style-type: none"> <li>Reflects organization throughout</li> <li>Demonstrates logical progression of ideas</li> <li>Maintains a focus</li> <li>Utilizes transitions</li> </ul>	<ul style="list-style-type: none"> <li>Reflects some organization throughout</li> <li>Demonstrates logical progression of ideas at times</li> <li>Maintains a vague focus</li> <li>May utilize some ineffective transitions</li> </ul>	<ul style="list-style-type: none"> <li>Reflects little/no organization</li> <li>Lacks logical progression of ideas</li> <li>Maintains little/no focus</li> <li>Utilizes ineffective or no transitions</li> </ul>
Content X_____	<ul style="list-style-type: none"> <li>Is accurate, explicit, and vivid</li> <li>Exhibits ideas that are highly developed and enhanced by specific details and examples</li> </ul>	<ul style="list-style-type: none"> <li>Is accurate and relevant</li> <li>Exhibits ideas that are developed and supported by details and examples</li> </ul>	<ul style="list-style-type: none"> <li>May contain some inaccuracies</li> <li>Exhibits ideas that are partially supported by details and examples</li> </ul>	<ul style="list-style-type: none"> <li>Is inaccurate and unclear</li> <li>Exhibits limited/no ideas supported by specific details and examples</li> </ul>
Use of Language X_____	<ul style="list-style-type: none"> <li>Demonstrates excellent use of language</li> <li>Demonstrates a highly effective use of standard writing that enhances communication</li> <li>Contains few or no errors. Errors do not detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates competent use of language</li> <li>Demonstrates effective use of standard writing conventions</li> <li>Contains few errors. Most errors do not detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates use of language</li> <li>Demonstrates use of standard writing conventions</li> <li>Contains errors that detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates limited competency in use of language</li> <li>Demonstrates limited use of standard writing conventions</li> <li>Contains errors that make it difficult to determine meaning</li> </ul>

**Rubric 5: Independent Learners And Thinkers**

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development X_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product X_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21 <sup>st</sup> Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21 <sup>st</sup> Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21 <sup>st</sup> Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21 <sup>st</sup> Century Skills.

## MODERN DRAMA FORMATIVE ASSESSMENT RUBRIC

Name \_\_\_\_\_

Task \_\_\_\_\_

- 1 = basic requirements not met
- 2 = content/skills mastery approaches goal
- 3 = content/skills mastery meets goal
- 4 = content/skills mastery exceeds goal

Student demonstrates intellectual curiosity and risk-taking and a commitment to multiple “right” answers or processes.

1      2      3      4

Student demonstrates mastery of lesson-/unit-specific content knowledge or skills.

1      2      3      4

Student demonstrates ability to collaborate and build skills through a Shared Inquiry process (as applicable).

1      2      3      4

Student demonstrates commitment to addressing assessment to completion, according to requirements, on time, and with demonstrated best effort.

1      2      3      4

## MODERN DRAMA SUMMATIVE ASSESSMENT RUBRIC

### Score 9

Highly articulate, effectively organized expression that addresses the task astutely. These products meet the score 8 criteria but are exceptional in their demonstration of mastery of language, use of relevant and specific references to evidence, and the development of an insightful, focused, and original thesis. Perceptions of the playscript and other sources are insightful and clearly expressed, using language appropriate to literary/theatre criticism (as appropriate). The student has original ideas and may also offer more than a single interpretation of a playscript or any of its parts. While the product may not be completely error-free, it demonstrates careful editing and revision and the student's control of the elements of composition and the craft of analytical or creative presentation.

### Score 8

Highly effective expression that takes a convincing and clear position or approach to the task. The student uses relevant and meaningful evidence from the playscript and other sources that is substantive and well explained. The argument moves the expression forward and demonstrates clear connection between the claims made and the evidence offered. Application of critical thinking skills controls the product. The product demonstrates the ability to use a broad range of elements of effective expression (specific to the task) and is highly-focused and not sprawling. There may be occasional mechanical errors (specific to the process).

### Score 7

Effective expression that advances a solid, clearly indicated thesis that responds to the task. Evidence from the playscript and other sources is provided and may be substantive, but development or articulation of analysis or application of dramaturgical process could be more convincing or clear. Analysis of the playscript and other sources is thoughtful, but may not be as thorough or precise as is needed. The student's elaboration may lack exemplary insight or persuasiveness. There is concrete evidence that the student can read and respond expressively and critically to text. The argument could benefit from more sophistication or stronger control. There may be occasional mechanical errors (specific to the process).

### Score 6

Effective expression that advances a solid thesis related to the task but may, at times, lack clarity or put forth an argument that is not fully developed. Evidence from the playscript or other sources is provided and efforts are made to use it to develop an argument; more thoroughness, clarity, or focus is needed. The language is clear and may be strong in places but may display lack of sophistication, lapses, inability to apply literary/theatre vocabulary effectively, and/or mechanical errors or that momentarily distract from the thinking or argument.

### Score 5

Expression that responds to the task appropriately but may offer what are, predominately, observations about the playscript or other sources without substantive conclusions drawn. The analysis may lean toward superficiality or a lack of conviction. A thesis is presented and supported but the support is vague or limited. The product may accurately express the student's thoughts but may contain an accumulation of errors (including imprecise vocabulary) that detracts from the voice and/or uncovers weaknesses in mechanics and vocabulary.

### Score 4-3

Expression that attempts to address the task but is impacted by a misreading of or lack of facility with the text. A thesis is present but logical, relevant support is meager or imprecise. An attempt at critical analysis is present but is vague and unconvincing and may rely largely on paraphrase and generalization. The writing is sufficiently clear to convey meaning but may suffer from a lack of coherence, weak diction, faulty sentence structure, and/or a variety of mechanical errors.

### Score 2-1

Product does not respond adequately to the task or assignment. The product may be largely plot summary of a text. Confused or incoherent critical analysis suggests the student's inability to comprehend the playscript or other sources and/or apply knowledge of literary/theatrical elements or devices. The product may demonstrate minimal ability to understand and apply conventions of composition and standard written English or lack attention to the editing and revision process.

### Score 0

No response or a response with no more than a reference to the task.

## MODERN DRAMA ONLINE OR IN-CLASS DISCUSSION RUBRIC

	<b>Ideas</b>	<b>Support</b>	<b>Interaction</b>
<b>Exemplary</b>  <b>4</b>	Original ideas are insightful, specific, and display divergent thinking and well-developed conclusions. Comments reflect higher-level thinking, focusing on analysis, evaluation, and application. Comments reflect willingness to take intellectual risks in discussion. Insights bring student and classmates to a higher understanding of the text and the prompt and evolve and deepen the group’s thinking by the end of the discussion.	Student traces and connects a highly convincing range of illustrative and specific quotes and references to various parts of the text and/or relevant outside sources or current/historical events. Student refers the group to specific pages and/or lines in the text, reads the quote or paraphrases when appropriate, and explains the relevance of the quote to the discussion and full analysis of its meaning.	Student takes actions that facilitate discussion. Student interacts by offering comments and questions that synthesize, steer, and challenge discussion in motivating and respectful ways. Student actively and independently contributes ideas with fluency and consistent academic language. Comments indicate that student sees the “big picture” of the discussion and monitors the track of the discussion.
<b>Proficient</b>  <b>3</b>	Original ideas are insightful, focused, and display critical thinking. Interpretation and analysis work toward drawing conclusions. Student incorporates and extends the thinking of others into ideas. Comments reflect that thinking on the initial ideas has developed by the end of the discussion.	Student provides a range of relevant specific quotes and references to the text and relevant outside current/historical events for examination. Student reads and/or paraphrases when appropriate, introduces the context of the quote, and discusses some relevant parts of the quote.	Student has an influential presence in the discussion. Student interacts by respectfully offering comments and questions that prompt further discussion. Student engages with others by building on ideas and involving others in discussion with academic language.
<b>Progressing</b>  <b>2</b>	Ideas are accurate and indicate thinking about the prompt and text; however, student may state the obvious or rehash prior class or discussion ideas without expanding on those ideas. Connections and/or plausible conclusions are present but need development. Student recognizes and is able to summarize or restate the ideas of others, but does not develop them further.	Student provides general references to the text and/or general outside current/historical events. Examples may simply repeat those already offered in class discussion and/or may be offered in isolation with no explanation of the relevance of the quote to the discussion. Student may offer support or specific evidence only when prompted.	Student contributes to the discussion. Comments and questions might stall or repeat discussion or only clarify. Student interacts with others by referencing others’ statements, but does not further discussion. Student works at contributing independently and may need to be prompted to speak by teacher and/or peers. Student may interrupt, distract, or monopolize conversation.
<b>Emerging</b>  <b>1</b>	Ideas predominantly consist of recall and may lack evidence of comprehension or contain inaccuracies or misunderstandings. Ideas are consistently undeveloped or superficial, and/or may be unrelated to discussion prompt. Thinking is incomplete and/or a statement of facts about the text.	Student provides inaccurate or vague references to the text or outside current/historical events. Student is not able to provide clear evidence when asked. Examples demonstrate a misunderstanding or a lack of understanding.	Student does not have a presence in the discussion. Student interacts only by briefly commenting on others’ ideas or asking Yes/No questions. Student may be disengaged, mainly silent, or respond inappropriately to the ideas of others.

## MODERN DRAMA FINAL PROJECT RUBRIC

	<b>Research</b> This is the section that will evaluate your ability to conduct research on a variety of topics and issues related to modern drama and contemporary social justice issues.	<b>Analysis</b> This is the section that will evaluate your ability to analyze playscripts as literary text and draw inferences and conclusions about them.	<b>Synthesis</b> This is the section that will evaluate your ability to take all your research and analysis and synthesize it to answer an inquiry question that addresses one or more of the course essential questions.	<b>Publishing</b> This is the section that will evaluate your ability to revise and edit your writing and to write for a specific and specialized audience as well as to formally present to a group of peers.
<b>Exceeds Goal</b>	<b>All attributes of “Meets Goal” plus:</b> Research is used effectively to inform the inquiry question and reflects a thoughtful, purposeful curation of information; the “so what” of the researched information is apparent.	<b>All attributes of “Meets Goal” plus:</b> Close text analysis is pervasive and evident through multiple and varied indicators; an implied “thesis” for the interpretation is apparent throughout the materials; the analysis demonstrates a keen ability to read a playscript as a literary text and entertain multiple interpretations.	<b>All attributes of “Meets Goal” plus:</b> Presentation is a seamless blend of literary analysis and research that moves toward a thesis that unequivocally answers the inquiry question (even if acknowledging that the social issues itself is not easily resolved). Multiple perspectives are considered and their relationship to one another is evident.	<b>All attributes of “Meets Goal” plus:</b> Materials maintain a consistent and effective “voice”; graphics and figures enhance the materials both in visual appeal and user-ease; layout of presentation materials enhances presentation’s effectiveness and serves to create interest and excitement; the presentation is polished and exceptionally well-prepared.
<b>Meets Goal</b>	Researched information is accurate and appropriately attributed to sources (e.g., direct quotes are cited in-text; paraphrased information is cited in Works Cited page); research is relevant to the inquiry question.	Analysis reflects clear comprehension of the text; analysis demonstrates ability to exercise close reading and subsequently develop well-supported interpretations.	Presentation provides a logical blend of researched material and playscript analysis that answers the inquiry question. Synthesis may be procedural rather than organically integrated.	The materials are well-edited for spelling, mechanics, grammar, etc. (few errors exist); formatting is clear and user-friendly; graphics are clear and legible; MLA formatting is employed correctly; presentation is appropriate and well-prepared.
<b>Approaches Goal</b>	Researched information may contain inaccuracies or, while interesting, may not be relevant to the inquiry question; research may not be adequately cited to avoid plagiarism.	Analysis may reveal a reading of the text but a lack of comprehension or a superficial reading of the text; analysis may not adequately demonstrate ability to close-read a text.	Information presented in packet may be drawn from a variety of sources but may not be integrated or may not be well-balanced between text analysis and research.	Editing errors may detract from the authority of the packet; graphics may be unclear or distracting; MLA formatting may be incorrect; presentation may be informal and/or not well-prepared.
<b>Does Not Meet Goal</b>	Researched information does not hail from reputable sources and/or is not cited; research does not appear in the project.	Analysis is supplanted by cursory summary and/or is rooted in gross inaccuracies.	Information is not synthesized to demonstrate student’s work with both literary text and research sources.	Project does not reflect that editing was a step in student’s publishing process and/or presentation is inappropriate or unprepared.