Writing Lab I

Unit 3 – Introduction to Drama/Playwriting
March-June
Course Philosophy

Students will be introduced to the writing process as they study and are introduced to the various writing disciplines and genres. Emphasis is placed on giving students the variety of reading and writing experiences necessary to the developing writer. Vocabulary development, exposure to writing models, writing outlines, elements of genres, composition, and publishing are presented. Students will practice writing like a reader and reading like a writer. The purpose of this class is to encourage students to develop the habits and attitudes of a professional writer in a professional writing community. The true art of writing includes not only the process of generating, but also the phases of reading, mentoring, experimenting, revising and editing. The final pieces created for this class will reflect the process of writing. Application and production will take place in the lab. Contributions to essay and writing contests, fairs, and school publications are required. The literary art magazine, Wings, emanates from this class.
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<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>NJSLS</th>
<th>Time Frame</th>
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<td>Unit 2 – December-March</td>
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<td>Unit 3 – March-June</td>
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Methods of Instruction

- Teacher coaching
- Individual and collaborative problem-solving & decision-making
- Individual instruction
- Small group instruction
- Peer review
- Guest speakers
- Writing to learn
- Independent practice
- Practice in critical reading
- Making thinking visible
- Critical analysis
- Note-taking
- Establishing metacognitive reflection and articulation as a regular pattern in learning
- Model (I Do), Guided Practice (We Do), Independent Practice (You Do)
Educational Technology

Standards


- **Technology Operations and Concepts**
  - Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.

- **Creativity and Innovation**
  - Design and pilot a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation.

- **Communication and Collaboration**
  - Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.

- **Research and Information Literacy**
  - Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.

- **Critical Thinking, Problem Solving, Decision Making**
  - Select and use specialized databases for advanced research to solve real-world problems.
### Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

**CRP1. Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**CRP2. Apply appropriate academic and technical skills.**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

**CRP3. Attend to personal health and financial well-being.**

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Career Ready Practices

**CRP4. Communicate clearly and effectively and with reason.**
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**CRP5. Consider the environmental, social and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Readiness Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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<thead>
<tr>
<th>Career Ready Practices</th>
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<tr>
<td><strong>CRP12. Work productively in teams while using cultural global competence.</strong> Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</td>
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# Differentiated Instruction

**Accommodate Based on Students’ Individual Needs: Strategies**

<table>
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<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Modified handouts with larger fonts, additional graphics</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
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<td>• Adjust length of assignment</td>
<td>• Extra response time</td>
<td>• Short manageable tasks</td>
<td>• Reference resources to promote independence</td>
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<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Have students verbalize steps</td>
<td>• Brief and concrete directions</td>
<td>• Visual and verbal reminders</td>
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<td>• Communication system between home and school</td>
<td>• Repeat, clarify, or reword directions</td>
<td>• Provide immediate feedback</td>
<td>• Graphic organizers</td>
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<tr>
<td>• Provide lecture notes/outline</td>
<td>• Mini-breaks between tasks</td>
<td>• Small group instruction</td>
<td><strong>Organization</strong></td>
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<tr>
<td><strong>Assistive Technology</strong></td>
<td>• Provide a warning for transitions</td>
<td>• Emphasize multi-sensory learning</td>
<td>• Individual daily planner</td>
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<td>• Computer/whiteboard</td>
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<td>• Display a written agenda</td>
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<td>• Tape recorder</td>
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<td>• Note-taking assistance</td>
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<td>• Spell-checker</td>
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<td><strong>Color code materials</strong></td>
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<td>• Audio-taped books</td>
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<td><strong>Tests/Quizzes/Grading</strong></td>
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<td>• Extended time</td>
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<td>• Study guides</td>
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<td>• Shortened tests</td>
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<td>• Read directions aloud</td>
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<tr>
<td><strong>Behavior/Attention</strong></td>
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<tr>
<td><strong>Recall</strong></td>
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### Interdisciplinary Connections

*Model interdisciplinary thinking to expose students to other disciplines.*

**Interdisciplinary Connections:**

- Visual Art: Students will generate short scenes and monologues in collaboration with the commercial/fine art students for use in *Wings*, the literary magazine.
- Economics: Students will read articles that highlight postwar (WW II) American values and the pursuit for the *American Dream*.
- Economics: Students will read articles and conduct research highlighting the economic desperation during the *Great Depression*. 
The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

**Seeking to build each learner’s capacity to do the following:**

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center

**Enrichment**

- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.
## Methods of Assessment

### Suggested Formative/Summative Classroom Assessments

- Short constructed response questions
- Multiple Choice questions
- Academic/Domain specific vocabulary
- Critiques
- Quizzes
- Journals
- Essays
- Quick writes
- Accountable talk
- Projects
- Observation
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools)
- Homework
- Concept Mapping
- Student Conferencing
- Proper tool and material use, which includes rubrics

### Portfolio Assessment (included materials):

- Short Stories
- Poetry
- Scenes
- Literary art publication materials
- Rubrics and student reflections
## Essential Focus Questions

- What are the parts of a play?
- How do you develop a character?
- How is a conflict established in a play?
- What is the central idea/theme of a story?
- How does self-reflection create growth as an independent reader?
- What strategies would you consider to generate ideas for plays?

## Outcomes

- Develop abilities to write creatively and expressively
- Practice the behavior of committed writers
- Develop knowledge of writing and appropriate vocabulary for discussing writing
- Recognize reading and listening as a constructive, meaningful process
- Learn the essential elements of a play
- Discuss literary fiction/nonfiction and its development
- Understand the stages of the writing process
- Formulate different writing strategies
- Draw from experiences to create a play
- Use a variety of writing techniques to develop a theme for a publication
# Student Learning Objectives

**NJSLS:**

**RL.9-10.1, R.L.9.10.2, R.l.p-10.3**

Learn about the elements of fiction, specifically drama. Explore characterization and identify the central theme in a play.

<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
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<tbody>
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<td></td>
<td>Students will learn and understand the definition of the following terms and apply them to their work:</td>
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<td>Act</td>
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<td>At Rise</td>
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<td>Balanced Situation</td>
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<td>Black Box</td>
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<td>Character</td>
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<td>Climax</td>
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<td>Complication</td>
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<td>Conflict</td>
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<td>Dialogue</td>
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<td>Diction</td>
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<td>Disturbance</td>
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<td>Downstage</td>
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- Students will identify and analyze a theme/central idea.
- Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
- Students will understand the difference between narrative writing and dialogue.
- Students will identify parts of a plot (including introduction, rising action, climax, falling actions, resolution, and conflict).
- Students will apply different strategies to comprehend, interpret, and evaluate text.
- Students will understand the importance of character development in a play.
<table>
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<tr>
<td><strong>NJSLS:</strong></td>
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</table>
- Student will create a variety of characters.  
- Students will identify an appropriate conflict in original scenes/plays.  
- Students will apply knowledge of language structure, figurative language, and genre to create original work.  
- Students will use sensory language to create a vivid picture.  
- Students will demonstrate an understanding of the concepts of a beginning, middle, end, objectives, obstacles, and tactics.  
- Students will learn how to format plays. |
|                             |                               |
| **NJSLS:**                  |                               |
| W.9-10.4, W.9-10.5, W.9-10.6 | - Students will self-edit original monologues, scenes, and one-act plays for errors in content and structure.  
- Students will collaborate with others through peer editing.  
- Students will edit plays for relevant-irrelevant information. |
# RESOURCES FOR UNIT # 3


Texts:
- *Death of a Salesman* by Arthur Miller
- *The Glass Menagerie* by Tennessee Williams
- *Here We Are* by Dorothy Parker
- *Sorry, Wrong Number* by Louise Fletcher
- *Trifles* by Susan Glaspell
- *Twelve Angry Men* by Reginald Rose

Brigham Young University. [http://tedb.byu.edu/](http://tedb.byu.edu/)
Arizona State University, Herberger Institute for Design and the Arts. [http://artwork.asu.edu](http://artwork.asu.edu)
Young Playwrights’ Theatre. [http://www.youngplaywrightstheater.org](http://www.youngplaywrightstheater.org)
For each lesson, when the students answer questions, they should incorporate the “3C Method” in their responses:

1. Restate the question and state the **claim**.
2. **Cite** textual evidence to support the claim.
3. Explain the textual evidence and **connect** it to the claim.

### Writing Monologues

**Introduction**

Show the various pictures of people to the class and ask them to select the one they like the best by voting and narrowing the choices down as a class.

Share with the class how any person (like in the picture) can be a character on stage that we can learn about and care about through the skills of a playwright.

Have the class brainstorm on the board different aspects that make up a person. (Some answers could include: personality, mannerisms, physical appearance, dress, emotions, reactions to situations, social status, education, relationships, religious beliefs, passions, hobbies, outlook on life, etc.)

Introduce the idea of the character formula for playwriting: Character + Want + Obstacle = Action (plot)

Bring out the chosen picture (from the introduction) and together as a class develop that person (writing the answers on the board). Use the following questions for a character analysis:

- Who is this person? (age, occupation, background)
- What is his/her full name? What is his/her nickname?
- What is special about him/her? (way he/she talks, walks, dresses, personality – refer to the previous list of a person’s aspect)
- Where is he/she? How does he/she feel about being there? Why? (what does a facial expression say, emotional tone)
- What does the character want, need, or dream about? (something important)
- What is stopping him/her from getting it? (be specific)

Write the following three questions on the board:

- What does he/she need to tell?
- Who is he/she telling to?
- Why is this day different from any other day?
Share the following with the class:

**Their conflict is that they need to tell this something but don’t necessarily want to for some reason.**

*Share the quote: “Conflict (or the need to tell) is the tool to reveal character.”*

**Writing Assignment:**

Have the students write a first-person monologue from this character’s point-of-view as if he/she is just beginning to speak after the picture was taken. They can use the information brainstormed about the person as background for their characterization. The above three questions need to be answered at some point somehow in the monologue:

Checking for Understanding – Have a few students share their monologues with the class. Be sure to note in each character analysis what the character needed to tell.

Discussion – Relate the exercise to playwriting by discussing possibilities such as what the next scene in the character’s life might be, how the listener might react, who other characters around them are, where it takes place, etc.

**Assessment**

*Using the appropriate rubric, students will be assessed through their character monologue writing.*

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**Writing a One-Minute Play**

Think….SIMPLICITY. START SMALL.

The one-minute play challenge is about the **economic use of**- TIME, RESOURCES, and TEXT. The job of a writer is to create powerful moments in time.

The one-minute play, although short, is not small. You can identify ACTION, CONFLICT, WHAT CHARACTERS WANT, the STORY that HAPPENS, and HOW the CHARACTERS CHANGE.

You are able to “experience” the span of a minute (it's longer than you think!)
WRITING CHALLENGE

Using your play format, write a one-minute play (make sure you time your play). Be sure to include the following elements: ACTION, CONFLICT, WHAT CHARACTERS WANT (OBJECTIVE), the STORY that HAPPENS, and HOW the CHARACTERS CHANGE.

Assessment

*Using the appropriate rubric, students will be assessed through their use of the above elements.*

Writing a One-Act Play

Students that they will have the opportunity to become playwrights and create their own scene or one-act play and see it produced in an informal setting. They will be able to choose whether they write a totally original work or base it on a story, myth, fairytale, legend, or historical event. A rubric for the written aspect of this lesson will be used, as well as a self-evaluation form.

- Review story writing, introduction, conflict, climax, resolution, use of flashbacks, linear plot, foreshadowing, character development, plots and subplots. Discuss what aspects of plays, movies, stories, or books that they have enjoyed seeing or reading, were enjoyable to them as readers or viewers. How can they incorporate these enjoyable aspects into their own creations?
- This lesson should be done only after the students have had experience reading a variety of scenes and plays and understand the concept of dramatic structure. They should also have experience performing reader's theatre, as that is the performance style in which the scenes will need to be done.

Assessment

- *The teacher will assess each student using a rubric that the student's were given at the beginning of the project.*
- *Students will do a self evaluation using the same rubric plus additional questions concerning the student's reactions and feelings at hearing and seeing his/her written work interpreted by other students.*