

**Unit 5: Theater's Greatest Hits**  
**Theater, Grades 7 and 8**  
14 Class Meetings

*Created May 2021, Updated May 2022*

**Essential Questions**

- How do plays change through time?

**Enduring Understandings with Unit Goals**

**EU 1:** Theater is an art form that has evolved through time.

- Analyze musicals from different time periods.

**EU 2:** Theater storytelling reflects the culture of the time.

- Assess how popular culture has influenced theater.

**Standards**

**National Core Arts Standards:**

**Theatre**

**TH:Cr1.1.8 c.** Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

**TH:Cr2.1.8 a.** Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.

**TH:Cr3.1.8 a.** Use repetition and analysis in order to revise devised or scripted drama/theatre work.

**TH:Cr3.1.8 b.** Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.

**TH:Pr4.1.8 a.** Explore different pacing to better communicate the story in a drama/theatre work.

**TH:Pr4.1.8 b.** Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.

**TH:Pr5.1.8 a.** Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.

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**TH:Pr6.1.8 a.** Perform a rehearsed drama/theatre work for an audience.

**TH:Re7.1.8 a.** Apply criteria to the evaluation of artistic choices in a drama/theatre work.

**TH:Re8.1.8 a.** Recognize and share artistic choices when participating in or observing a drama/theatre work.

**TH:Re8.1.8 b.** Analyze how cultural perspectives influence the evaluation of a drama/theatre work.

**TH:Re8.1.8 c.** Apply personal aesthetics, preferences, and beliefs to evaluate a drama/theatre work.

**TH:Re9.1.8 a.** Respond to a drama/ theatre work using supporting evidence, personal aesthetics, and artistic criteria.

**TH:Re9.1.8 c.** Formulate a deeper understanding and appreciation of a drama/ theatre work by considering its specific purpose or intended audience.

**TH:Cn10.1.8 a.** Examine a community issue through multiple perspectives in a drama/theatre work.

**TH:Cn11.1.8 a.** Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.

**TH:Cn11.2.8 b.** Identify and use artifacts from a time period and place to develop performance and design choices in a drama/theatre work.

**ISAAC Vision of the Graduate Competencies**

**Competency 1:** Write effectively for a variety of purposes.

**Competency 2:** Speak to diverse audiences in an accountable manner.

**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.

**Competency 4:** Analyze and solve problems independently and collaboratively.

**Competency 5:** Be responsible, creative, and empathetic members of the community.

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**Unit Content Overview**

**1. Learn plays from different time periods.**

- A Mid-summer Night's Dream, The Importance of Being Earnest, Our Town, A Raisin in the Sun
- Research what was going on in history at the time of this play.
- Read a scene from this play.
- **Key Terms:**
  - Shakespeare
  - Oscar Wilde
  - Farce
  - Thornton Wilder
  - Lorraine Hansbury
  - Comedy
  - Tragedy

**2. Create a Slide show presentation on a play or playwright of choice.**

- Choose a play covered or a different one.
- Complete a graphic organizer for the slide show.
- Create and present the slide show
- **Key Terms and Vocabulary:**
  - Style
  - Culture
  - Modern
  - Playwright

**Interdisciplinary Connection:**

- Music: Style of music
- ELA: Capitalization, Punctuation, Spelling, Grammar, Clear themes and message
- Dance: choreography, dance styles
- Social Studies: Events of the time-culture.

**Daily Learning Objectives with *Do Now Activities***

**Students will be able to...**

- Assess the timeline of the 4 plays.
  - *Gallery walk to look at a timeline.*
- Connect to the writing of William Shakespeare.
  - *Write on a sticky note one word you think of when you hear "Shakespeare" and post it.*
- Investigate *A Mid-Summer Night's Dream*.
  - *Why is Shakespearean Language so different?*
- Distinguish *The Importance of Being Earnest* from *A Mid-Summer Night's Dream* \*\*
  - *Take an index card (number and word are on card) and sit in a circle.*
- Assess *Our Town*\*\*
  - *Read an excerpt on Thornton Wilder*

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- Compare and contrast *A Raisin in the Sun* to the 3 other plays we've studied. \*
  - *In your theater journal respond to the prompt. From the title, "A Raisin in the Sun", What do you think this play is about?*
- Choose one play or playwright to create your slideshow.
  - *Gallery walk of each play we have studied in this unit.*
- Create a slide show presentation on the play of choice. \*
  - *Write down one goal to get accomplished on your project in your theater journal.*
- Present your slide show presentation and facilitate a read through of a scene from the show. \*
  - *Practice your presentation.*

**Instructional Strategies/Differentiated Instruction**

- Whole group instruction
- Visuals of instructions for assignments
- Plan for the Day (Visual and Aural)
- Scaffolding (Building on theater skills)
- Repetition
- Imagery
- Silent Cues
- Visual learning, Aural Learning, Kinesthetic learning
- Sentence starters
- Student-led instruction
- Teacher modeling
- Written feedback
- Think-pair-share and small-group discussions
- Accountable talk
- Homework
- Small group instruction
- Virtual tools
- Conferencing
- Theater Journals
  - Musical Theater Participation Scoring Guide

**EL Differentiated Instruction**

- Word walls with visuals of theater vocabulary
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit modeling
- Key Vocabulary
- Graphic organizers

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- Strategic grouping
- Non-verbal Assessment

**Assessments**

**FORMATIVE ASSESSMENTS:**

- Do Now
- Student discussions and responses
- Theater Journal Entries
- Accountable Talk Discussions
- Exit slip with What was going on In history at the time of the play ? (EU 2)
- Scene participation (EU 1)
- History/Play worksheet (EU 1 & 2)
- Shakespeare/ Mid-summer Night's dream Quiz (EU 1 & 2)
- Quiz on all plays and time periods (EU 1& 2)
- Warm-up participation (EU 1)
  - Future Rubric Assessment in 2021-2022

**SUMMATIVE ASSESSMENTS:**

- Completing History/ Play Worksheet (EU 1 and EU 2)
- Performance Task- "*The Play's the Thing*" (EU 1 & EU 2)

**Unit Task**

**Unit Task Name:** Performance Task- "*The Play's the Thing*" Slide show and presentation

**Description:** In this task students will create a slide show on a play or playwright and how the play was influenced by the current events of the time period as well as the impact this specific play had on theater. (EU 1&2) They will present their slideshow with an oral presentation and then lead the class by engaging them in a reading of a scene from the play. (EU 1 & 2)

**Evaluation:** Summative Assessment and Responsibility Rubric.

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**Unit Resources**

- Video Resources of plays
- Theater Images to post
- Laptops
- Visual vocabulary cards
- Smart Board
- Google Slides/ Power Point Presentations
- Music- Warm-Up/ Do NOWmusic
- Student scripts
- Worksheets: History and timeline
- Speakers
- Paper
- Pencils/ Pens
- Markers
- Theater Journals
- Sticky notes
- Mirror Markers
- Chart Paper
- Tape