Dramatic Literature:

Grade Level:	12
Length:	1/2 Year
Period(s) Per Day:	1

ESSENTIAL UNDERSTANDING:

Introduction to Drama will expose students to the understanding, appreciation, and criticism of drama; extensive readings and several critical analyses will be required. Students' abilities as readers and viewers of drama will be expanded. Students will also experience drama's ability to express complex feelings and concerns of humanity as shown in individuals, families, and society.

Course Objectives and Expectations:

1.) Reading one play every two to three weeks)

2.) Class discussion

3.) Essay writing (one major essay per play along with numerous other short writing assignments)

4.) Small group activities

Student Objectives:

Upon completion of Dramatic Literature, students will:

1.) Acquire the critical and technical vocabulary enabling them to describe and analyze, and formulate an argument about, literary productions.

2.) Assess how formal qualities of literary productions determine the nature of the experience offered and affect the response of the audience.

3.) Evaluate the strengths and weaknesses of varying points of view.

4.) Identify the types of human behavior and the motivation that brings about behavior both in literature and life.

5.) Generate new ideas, hypotheses, opinions, theories, questions...and develop strategies for seeking and synthesizing information to support an argument.

6.) Monitor individual thinking or behavior in order to question, confirm, validate, or correct it.

7.) Write and understand expository and persuasive paragraphs and essays responding to various aspects of literature.

8.) Maintain high standards in written work: syntax, usage, mechanics, and spelling.

Pacing Guide:

Rough course outline:

Week 1

- Introduce theatre terms
- How to read drama
- Introduce Greek Theatre
- Begin *Oedipus Rex*

Week 2

- Complete reading and discussing *Oedipus Rex*
- *Oedipus Rex* test
- Discuss writing about drama and review MLA formatting
- *Oedipus Rex* essay

Week 3

- Introduce *Dr. Faustus*
- Read and discuss *Dr. Faustus*
- *Dr. Faustus* test
- *Dr. Faustus* essay

Week 4

- Complete *Dr. Faustus* essay
- Introduce Ibsen and modern drama
- Introduce *An Enemy of the People*
- Begin reading/discussing *An Enemy of the People*

Week 5

- Finish reading/discussing *An Enemy of the People*
- *An Enemy of the People* test

Week 6

- Introduce the film *Jaws*
- View *Jaws*
- Complete *Jaws* literary elements assignment
- Complete compare/contrast essay over *Jaws* and *An Enemy of the People*

Week 7

- Introduce *A Streetcar Named Desire*
- Read and discuss *A Streetcar Named Desire*
- *A Streetcar Named Desire* test

Week 8

- View and discuss film: *A Streetcar Named Desire*
- Write *A Streetcar Named Desire* essay

Week 9

- Discuss American Dream (note: *Fences* by August Wilson may be alternated with *Death of a Salesman*)
- Introduce Arthur Miller
- Introduce *Death of a Salesman*
- Read Act 1
- View film: *Death of a Salesman*, Act 1

Week 10

- Read/discuss *Death of a Salesman*, Act 2
- *Death of a Salesman* quiz
- View the second half of film; discuss

Week 11

- Complete *Death of a Salesman* test
- Complete *Death of a Salesman* essay

Week 12

- Introduce Neil Simon
- Introduce *Lost in Yonkers*
- Read/Discuss *Lost in Yonkers*
- Begin film, *Lost in Yonkers*

Week 13

- Complete film, *Lost in Yonkers*
- Write essay for *Lost in Yonkers*
- Introduce *Six Degrees of Separation*

Week 14

- Read/Discuss *Six Degrees of Separation*
- View/Discuss film, *Six Degrees of Separation*
- Write essay

Week 15
- Complete *Six Degrees of Separation* essay
- Introduce *Steel Magnolias*
- Begin reading/discussing *Steel Magnolias*

Week 16
- Finish reading/discussing *Steel Magnolias*
- View/discuss film, *Steel Magnolias*

Week 17
- Write *Steel Magnolias* essay
- Read an additional play from the list (*A Raisin in the Sun*, *The Women,* etc.)

Week 18
- Review the semester
- Semester test

Montana Content Standards

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.

RL.11-12.2 Determine two or more themes or central ideas of a text, including those by and about American Indians, 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.

RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, or oral or written history (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). Craft and Structure

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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare, works by American Indian authors, as well as other authors.)

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.
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), include works by and about American Indians. Integration of Knowledge and Ideas

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), or traditional American Indian oral histories, evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian works, including how two or more texts from the same period treat similar themes or topics. Range of Reading and Level of Text Complexity

RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.

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.

RI.11- 12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11- 12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, cultures, or events interact and develop over the course of the text. Craft and Structure

RI.11- 12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts legal and political relationship).

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.

RI.11- 12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1.c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.1.e Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9.a Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

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.

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 clearly and persuasively.

SL.11-12.1.d Respond thoughtfully to diverse perspectives, with specific attention to culture; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

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.

Resources

Dramas:

- *Oedipus Rex*
- *Doctor Faustus*
- *An Enemy of the People*
- *A Streetcar Named Desire*
- *Death of a Salesman*
- *Lost in Yonkers*
- *Six Degrees of Separation*
- *Steel Magnolias*
- *Fences*
- *Waiting for Godot*

Films:

- *Jaws*
- *A Streetcar Named Desire*
- *Death of a Salesman*
- *Lost in Yonkers*
- *Six Degrees of Separation*
- *Steel Magnolias*
- *Fences*
- *Waiting for Godot*
- *Jersey Boys*

Documentaries:

- *An Introduction to Greek Tragedy*
- *A & E Biography: Tennessee Williams*
- *Arthur Miller Biography*
- *Neil Simon Biography*
- *Christopher Marlowe Biography*