

Drama Unit	UEQ: How do authors reveal plot, characterization and theme through the use of dramatic elements?	
Approximate Timeline:	Identified Resources: A Raisin in the Sun by Lorraine Hansberry Death of a Salesman by Arthur Miller "Bilingual in a Cardboard Box" by Javier Pina "Asian American" by Tong Thao	12 Angry Men by Reginald Rose "Harlem" by Langston Hughes "Mother to Son" by Langston Hughes "Kitchenette Building" by Gwendolyn Brooks

Unit Focus Standards and Content

Common Core Standards	PA Focus Standards	Keystone Eligible Content	Student Task
RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	C.C.1.3.910.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. - the actions motives, dialogue, emotions/feelings, traits, and relationships between characters and other components of the text - the development of complex characters and their roles and functions in a text.	Found Poem Students will create a found poem using quotes that reveal the character's development throughout the text.
W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	C.C.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics. C.C.1.4.9-10.I	N/A	<i>Socratic Seminar and writing:</i> Determine whether or not the main character of the play is an honorable man or woman. Begin by answering the question, "What is honor?" Then,

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.		develop a thesis that supports your claim. Be sure to include at least three reasons or illustrative examples from the text to support your thesis. You teacher may give you the opportunity to share your initial thoughts on the classroom blog in order to get feedback from your classmates.
W.9-10.2 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. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and	C.C.1.4.9-10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. C.C.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aid in comprehension. C.C.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section. C.C.1.4.9-10.E Write with an awareness of the	N/A	Select a quotation from one of the characters in a play and write an informative/explanatory essay that explains what the quotation reveals about a major theme in the play. State your thesis clearly and include at least three pieces of evidence to support it. Your teacher may give you the opportunity to post your first draft on a shared online document and receive feedback from classmates before publication. (RL.9-10.1, RL.9-10.2, RL.9-10.3, W.9-10.2)

domain-specific vocabulary to manage the complexity of the topic. 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. 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).	stylistic aspects of composition. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.		
W.9-10.5 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.	CC.1.4.9-10.T 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 or audience.	N/A	
	CC.1.3.9-10.G Analyze the representation of a subject or key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.	How are drama and novels structurally similar/different?
	CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.	L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.	Which poem best supports the author's purpose in the play?
	CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.	L.F.2.5.3 Identify and analyze how stage directions, monologue,	What do stage directions allow directors and readers to do before they read a drama?

		dialogue, soliloquy , and dialect support dramatic script.	
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