

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

*Created May 2021, Updated May 2025*

**Essential Questions**

- How do we connect to classic works of theater?

**Enduring Understandings with Unit Goals**

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

- Assess theater from different time periods.
- Perform a modern version of a classic play.

**EU 2:** Theater storytelling reflects the culture of the time in which it was written.

- Assess classic works of theater and the connection to the time period of the play.
- Dissect and understand the language of the play.

**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. Assess theater from different time periods.**

- A work of Shakespeare's, *Our Town*
- Research what was going on in history at the time of this play.
- Read a scene from this play.
- **Key Terms:**
  - Shakespeare
  - Farce
  - Thornton Wilder
  - Comedy
  - Tragedy

**2. Perform a modern version of a classic play.**

- Read Through the Play.
- Dissect and understand the language of the play.
- Add blocking to the scenes.
- Perform the play for each other in class.
- **Key Terms and Vocabulary:**
  - Style
  - Culture
  - Modern
  - Playwright

**3. Create a time capsule for our theater class inspired by *Our Town*.**

- Lesson on *Our Town*
- Stage Manager's monologue
- Brainstorm ideas for our time capsule

**Interdisciplinary Connection:**

- ELA: Capitalization, punctuation, spelling, grammar, themes and message, verse
- Music: Rhythm of verse/ lyrics
- Social Studies: Events of the time and culture.

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

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

- Connect to the writing of William Shakespeare.
  - *Who was William Shakespeare?*
- Analyze the Language of Shakespeare
  - *Why is the language of Shakespeare so different?*
- Investigate the plot of a Shakespeare play.
  - *Why is Shakespearean language so different?*
- Investigate a modern version of a Shakespeare play.
  - *Who are the characters in our play?*
- Apply blocking to the play\*\*\*\*\*
  - *What is blocking?*
- Rehearse and revise the full show.
  - *Write down 3 goals for rehearsal today*
- Perform the play.
  - *Write down 3 goals for your Performance Task.*
- Assess the stage manager's monologue from *Our Town*.
  - *What does it mean to break the 4<sup>th</sup> wall?*
- Reflect on the school year
  - *Who makes history: great men and women or ordinary people?*

**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

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- Theater Journals

**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
- Strategic grouping
- Non-verbal Assessment

**Assessments**

**FORMATIVE ASSESSMENTS:**

- TWPS
- Daily Participation scoring sheet
- Student discussions and responses
- Theater Journal Entries
- Accountable Talk Discussions
- Exit slip (EU 2)
- Scene participation (EU 1)
- History/Play worksheet (EU 1 & 2)
- Warm-up participation (EU 1)
- Shakespeare Insult Worksheet (EU 2)

**SUMMATIVE ASSESSMENTS:**

- Performance Task- *“The Play’s the Thing”* (EU 1 & EU 2)

**Unit Task**

**Unit Task Name:** Performance Task- *“The Play’s the Thing”*

**Description:** In this task students will perform a modern version of a classic play. (EU 1) They will analyze the language of the play and the time period and customs in which the play takes place. (EU 2) They will perform the play for each other using all the theatrical skills we have learned throughout the year- (EU 1 & 2)

**Evaluation:** Summative Assessment.

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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 NOW music
- Student scripts
- Worksheets: History and timeline
- Speakers
- Paper
- Pencils/ Pens
- Markers
- Theater Journals
- Sticky notes
- Mirror Markers
- Chart Paper
- Tape