

CAST Model District Unit Template

Unit Title: Become a Playwright	Subject: Theatre	Grade Level/Course: 4
<p>Brief Description of Unit: Students will learn about the job of a playwright and how they influence each story. The students will have the opportunity to act as a playwright and alter a story they are familiar with. This will help them see how a playwright can alter any story in a variety of ways, which may have an impact on the way the audience perceives it. This opportunity will allow students to be creative with their ideas and lead a group.</p>		
<p>Standards:</p> <p>Creating: TH:Cr2-4.a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots. TH:Cr3.1.4.a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.</p> <p>Performing/Presenting: TH:Pr4.1.4.a. Modify the dialogue and action to change the story in a drama/theatre work. TH:Pr6.1.4.a. Share small-group drama/theatre work, with peers as audience.</p> <p>Responding: TH:Re7.1.4.a. Identify artistic choices made in a drama/theatre work through participation and observation. TH:Re9.1.4.c. Observe how a character's choices impact an audience's perspective in a drama/theatre work.</p>		
<p>Enduring Understanding(s): -Students will understand that the choices made by the playwright regarding the different parts of a story, character, setting and perspective all have an influence on how a story is understood by an audience.</p>	<p>Essential Questions: -How can altering certain elements impact the tone of the story?</p>	
<p>Knowledge: -The 5 W's (who, what, where, why, when) -Perspective or point of view -Sequence of Story -Setting -Characters</p>	<p>Skills: -Take direction from a leader and act out their story -Lead a group -Make artistic choices beyond what is written in a well-known story -Critique peer performances</p>	

CAST Model District Unit Template

Learning Objectives:

- Students will be able to make artistic choices to alter well-known stories.
- Students will be able to take direction from a playwright and act out their choices.
- Students will be able to apply knowledge of the different parts of the story.
- Students will be able to analyze the affects of creative choices as a playwright, an actor and a member of the audience.

Learning Plan/Instructional Strategies:

- 1- What is a Playwright? Introduce the Three Little Pigs story to the class and discuss the 5 W's and perspective that the playwright/author has already chosen. Students will reenact the story, as they know it.
- 2- Teacher introduces 3-4 different stories that the students will choose to edit in future lessons. The class will break into small groups and recap the storyline by retelling the story. Students should be able to answer questions regarding the 5 W's and perspective of their stories.
- 3- In small groups, one playwright must "Rewrite the Ending (What)" and use the other members of their group to act out their choices.
- 4- In small groups, a new Playwright is chosen to "Rewrite the Beginning (What) and use the other members of their group to act out their choices.
- 5- In small groups, a new Playwright is chosen to change the "Who" in the story by adding/deleting or adjusting the characters in the story. The playwright will use the other members of their group to act out their choices.
- 6- In small groups, a new Playwright is chosen to change the "Where" in the story and use the other members of their group to act out their choices.
- 7- In small groups, a new Playwright is chosen to alter the "perspective or point of view" of the story and use the other members of their group to act out their choices.
- 8- Introduce The True Story of the Three Little Pigs book to the class and individually students must answer summative written assessment answering what elements of the story has been changed and what affect it had.

Resources:

Large open space for performance, audience and rehearsing

Repertoire/Media & Materials:

- Three Little Pigs
- The True Story of the Three Little Pigs by Jon Scieszka
- Possible other stories to use: Little Red Ridinghood, 3 Billy Goats Gruff, Tortoise and the Hare, Goldilocks and the 3 Bears

Academic Vocabulary:

- Point of view
- Perspective
- Playwright
- Characters
- Plot
- Sequence

CAST Model District Unit Template

Differentiation/Modification:

- Students who need extra help when becoming the playwright can be offered an “assistant” to bounce ideas off of and to work with to ensure their ideas are clear.
- Assign lower achieving students an easier playwright role to ensure their success, such as changing the “Who” or the “Where”.
- Assign higher achieving students a more challenging playwright role, such as perspective or rewriting the “What”.
- If there is added time during the final lesson, students may have the opportunity to act out one final change of a story so the audience can guess what they have altered.
- Teacher can offer students with accommodations and modifications for their disability the option of an oral summative assessment.

Assessments: Must link to unit standards and objectives. What evidence will be used to demonstrate students have met the standards and achieved the learning objectives?
Summative Assessment** (use Attached template)

Formative Assessment Description:

- Each performance after each lesson will be observed as part of the formative assessment. Teacher can have checklist to take note of which students have met the learning objective.
- Student Self Reflection based on the role they had in the lesson. An Exit Slip for the Playwright will ask student to reflect on their artistic choice and what aspects went well/what they would change if they could do it again. The Exit Slip for the performer will ask student to reflect on their playwrights artistic choice and how their group was able to comprehend it.
- Student Peer Reflection (oral): Which groups change had the most impact and why?

Summative Assessment Description: Students will listen to the story “The True Story of the Three Little Pigs” then will answer the following questions:

- 1- What element of the original story of The Three Little Pigs was altered by this playwright?
- 2- What clues lead you to this decision?
- 3- How did this change affect your opinion on the story?

Notes:

Become a Playwright - Summative Assessment

Student Name: _____

- | | | | |
|--|-----------------------|-----------------------|-----------------------|
| 1. Did student give correct element of story? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Did student appropriately justify their answer? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Did student answer all 3 questions fully? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Become a Playwright - Summative Assessment

Student Name: _____

- | | | | |
|--|-----------------------|-----------------------|-----------------------|
| 1. Did student give correct element of story? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Did student appropriately justify their answer? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Did student answer all 3 questions fully? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Become a Playwright - Summative Assessment

Student Name: _____

- | | | | |
|--|-----------------------|-----------------------|-----------------------|
| 1. Did student give correct element of story? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Did student appropriately justify their answer? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Did student answer all 3 questions fully? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |