LMS ELA 7 Unit 5- Theater

Content Area: **ELA**
Course(s):
Time Period: **MP4**
Length: **10 Days**
Status: **Published**

Unit Overview

Reading Genre Focus: Theater

Theme: Theater Exploration/Communities and Prejudice

Anchor Text: *The Monsters Are Due On Maple Street*

Writing Genre Focus: Reader Response

Targeted ELA Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

1.4.8.Cr	Creating
1.4.8.Cr1	Generating and conceptualizing ideas.
	Theatre artists rely on intuition, curiosity and critical inquiry.
	What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
	Imagine, Envision
1.4.8.Cr1a	Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
1.4.8.Cr1b	Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.
1.4.8.Cr1c	Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.
L.KL.7.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

1.4.8.Cr2	Organizing and developing ideas.
L.VL.7.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, including technical meanings, choosing flexibly from a range of strategies.
1.4.8.Cr2a	Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
1.4.8.Cr2b	Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.
1.4.8.Cr3	Refining and completing products.
L.VI.7.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
1.4.8.Cr3a	Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
1.4.8.Cr3b	Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.
1.4.8.Cr3c	Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
1.4.8.Pr4	Selecting, analyzing and interpreting work.
RL.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RL.CI.7.2	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
1.4.8.Pr4a	Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.
1.4.8.Pr4b	Use a variety of technical elements to create a design for a rehearsal or theatre production.
RL.IT.7.3	Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
1.4.8.Pr5	Developing and refining techniques and models or steps needed to create products.
RI.IT.7.3	Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
RI.TS.7.4	Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
RI.PP.7.5	Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
1.4.8.Pr5a	Examine how character relationships assist in telling the story of devised or scripted theatre work.
1.4.8.Pr5b	Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.
RI.MF.7.6	Compare and contrast texts to analyze the unique qualities of different mediums,

	including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
1.4.8.Pr6	Conveying meaning through art.
1.4.8.Pr6a	Perform a rehearsed theatrical work for an audience.
1.4.8.Re	Responding
1.4.8.Re7a	Describe and record personal reactions to artistic choices in a theatrical work.
1.4.8.Re7b	Compare recorded personal and peer reactions to artistic choices in a theatrical work.
1.4.8.Re8	Interpreting intent and meaning.
1.4.8.Re8a	Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.
1.4.8.Re8b	Justify the aesthetic choices created through the use of production elements in a theatrical work.
1.4.8.Re8c	Assess the impact of a theatrical work on a specific audience.
1.4.8.Re9	Applying criteria to evaluate products.
1.4.8.Re9a	Analyze how personal experiences affect artistic choices in a theatrical work.
1.4.8.Re9b	Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.
W.WP.7.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
1.4.8.Re9c	Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.
1.4.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.4.8.Cn10a	Examine a community issue through multiple perspectives in a theatrical work.
1.4.8.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
SL.II.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
1.4.8.Cn11a	Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.
SL.UM.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
1.4.8.Cn11b	Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.
SL.AS.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Weekly Structure

Day One		Day Two		Day Three		Day Four		D
Reading Focus		Reading Focus		Reading Focus		Writing Focus		Wr
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activ
Do Now	10 minutes	Do Now	10 minutes	Do Now	10 minutes	Do Now	10 minutes	Do N
Reading Mini-Lesson	15 minutes	Reading Mini-Lesson	15 minutes	Reading Mini-Lesson	15 minutes	Writing Mini-Lesson	15 minutes	Writi Mini-Le
Small Group Instruction	30 minutes	Small Group Instruction	30 minutes	Small Group Instruction	30 minutes	Small Group Instruction/ Individual Conferences	30 minutes	Small G Instruc Indivi Confere
Closure	5 minutes	Closure	5 minutes	Closure	5 minutes	Closure	5 minutes	Closu

*Note: If a week is shortened, adjust this schedule to keep the 3:2 ratio (3 days of reading focus and 2 days of writing focus

Rationale

The theme of this unit centers on theater exploration. Students will engage with a radio drama of district-approved materials to explore the medium of theater. Thematically, students will discuss concepts related to the formation of prejudices, mob mentalities, "witch hunts," and how people for perspectives about others. Themes related to communities, especially small towns, will also be explored.

Student mastery will be assessed through student engagement with the medium of theater through comprehension of plot, characters, and theme; creative engagement with the theater medium including voice, characterization, and line delivery; understanding of various theater mediums, and knowledge of theater concepts and techniques.

Enduring Understandings

Overarching Understanding

Theater is a medium used to create powerful audience experiences and engage with themes in a collaborative way resulting in a cohesive, moving performance.

Content Specific	Skills Specific
• People develop prejudices based on long-	• Theatrical characterization through voice,

standing beliefs, and these can last for many years in a person's experience • Communities are built on tolerance and a sense of common humanity, but without these virtues they can fall apart quickly in the face of stress or a threat • Theater is a medium that can tell a story in a way that engages differently than prose	tone, posture, and other physical actions results in a convincing performance • Analyzing the messages of theater allows you to experience the playwright's artistic intention in the same way that author's purpose does in other formats

Essential Questions

Overarching Understanding

How can theater convey a message and bring about a powerful audience emotional response?

Content Specific	Skills Specific
• How do individuals experience and respond to community stress? • In what ways do theater types operate and deliver a performance? • How can we be active participants in a theater experience?	• How can we develop our own theatrical abilities through acting, producing, or writing? • What strategies are effective in delivering a moving theatrical performance? • What is my role as an audience member?

Key Resources

Newsela text:

- The Monsters Are Due On Maple Street

Other texts from district-approved resources.

Additional instructional resources:

- Comprehension microskills
- Tier I instructional practices
- Engagement toolkit

Lexia Aspire Resources:

- Word Recognition - phonemic awareness, decoding, fluency
- Language Comprehension - vocabulary, morphology, academic language, syntax
- Writing & reading comprehension - background knowledge, inference, main idea, making predictions, visualization, expository, narrative, argumentative, figurative language, sensory language, transition words, dialogue, counterclaims, editing

Supplementary Resources

Original Twilight Zone episode

Original Radio Play

Warmup Activities for Actors

Character Organizer

Character Warm-Up: What Do We Know?

Actor Prepares Freeze Frame

Director's Staging Questions of The Monsters Are Due on Maple Street: Act 1

Maple Street: A Visitor's Guide

Unpacking a Rigorous Scene

Visual Characterization

Writing Task: Ask the Maple Street Mentor

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Understanding and using vocabulary in context. Identifying and analyzing key ideas and details in texts. Analyzing text structure and its impact on meaning. Writing clear and coherent arguments with relevant evidence. Background knowledge related to radio as a medium	Using varied sentence structures for clarity. Identifying genres Synthesizing information from multiple texts. Conducting research and synthesizing information from multiple sources.

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

9.4.2.DC.5	Explain what a digital footprint is and how it is created.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

L.SS.7.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.KL.7.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
RL.CI.7.2	Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	Media artists present, share and distribute media artworks through various social, cultural and political contexts.
	How do time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing or distributing media artworks?
1.2.8.Re7a	Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.
1.2.8.Cn10b	Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.