

*Elizabethtown Area
School District*

Great American Plays of the 20th Century
Name of Course

Course Number: 137

Length of Course: 18 weeks

Grade Level: 9-12

Total Clock Hours: 120

Length of Period:

Date Written: 08-30-05

Periods per Week/Cycle: 5

Written By: Steve Hedge
Michael Fedor

Credits (if app.): 1

Course Description:

This course will examine plays from the 20th century American theater. The course focuses on the prominent themes and issues within various plays and their connections to not only our American society at the time in which these plays were first performed, but also to today's society to explore what these works still have to say to us. Students who choose this course must actively participate in discussions and the dramatization of selected plays within the classroom setting.

Offered Odd Years Only

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I. Overall Course/Grade Level Standards

Students will KNOW and be able TO DO the following as a result of taking this course.

- A. Read plays aloud with good, clear articulation.
- B. Read lines from a play with some emotion which comes from understanding and interpreting not only the character's feelings, but also the playwright's.
- C. Determine/analyze themes and social issues that are present within selected plays.
- D. Make connections/comparisons between each play's theme, production or the societal issues of the time period in which the play was written and to today's time.
- E. Analyze the structure of one, two, three, and five act plays.
- F. Differentiate between fact-based plays and fiction.
- G. Critique plays based on the elements of fiction and theater.
- H. Present oral and/or written assignments in an appropriate form and manner.
- I.
- J.
- K.

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**II. Content
Major Areas of Study**

List all units of study below:

Unit	Estimated Time	Materials
1. The Structure of Drama (plot and act patterns, character-centered and situation-centered action, traditions)	Approx. 1 week	Handouts and texts
2. Varieties of Drama (tragedy, comedy, musical, historical, drama)	Approx. 1 week on each	Handouts and texts
3. History of the American Theatre	Approx. 1 week	Handouts and texts
4. Vocabulary – taught in context and interspersed throughout course	Throughout course	
5.		
6.		
7.		
8.		
9.		
10.		
11.		

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Name of Course: Great American Plays of the 20th Century Name of Unit: Dramatic Structure

Essential Question for the Unit: How are American plays structured?

Unit Objectives/Key Questions	Priority	Aligned to Course Standard	Aligned to PA Standard
A. What are the patterns which plots of American plays follow?	E	E	1.3.11.B
B. How are the acts of American plays generally structured?	E	E	1.3.11.B
C. What are the qualities of the character-centered play?	E	E	1.3.11.B
D. What are the qualities of a situation-centered play?	E	E	1.3.11.B
E. What are the traditions of American theater?	E	E	1.3.11.B
F.			
G,			
H.			
I.			
J.			

<p><i>Evita or (Les Miserables)</i></p> <ol style="list-style-type: none"> Who is the author/composer of this work? When does it take place? Who are the cast of characters? What is the setting? What are the social issues presented in the play? When was it popular/produced? What are the major elements of the plot? <p><i>Fiddler on the Roof</i></p> <ol style="list-style-type: none"> Who is the author/composer of this work? When does it take place? Who are the cast of characters? What is the setting? What are the social issues presented in the play? When was it popular/produced? What are the major elements of the plot? 			<p>1.1.11.E-F 1.1.11.G 1.1.11.H 1.6.11.A 1.6.11.D 1.3.11.F 1.3.11.E</p>
<p>D. What is historical theater?</p> <ol style="list-style-type: none"> What tones/emotions do we associate with historical theater? What is the subject matter of a historical play or musical? What are some popular topics for historical theater? <p><i>Inherit the Wind</i></p> <ol style="list-style-type: none"> Who is the author/composer of this work? When does it take place? Who are the cast of characters? What is the setting? What are the social issues presented in the play? When was it popular/produced? What are the major elements of the plot? 	E	A-H	<p>1.3.11.B 1.3.11.C</p> <p>1.1.11.E-F 1.1.11.G 1.1.11.H 1.6.11.A 1.6.11.D 1.3.11.F 1.3.11.E</p>
<p>E. What is drama?</p> <ol style="list-style-type: none"> How is American drama unlike traditional tragedy? What tones/emotions do we associate with dramas? What challenges do dramas pose for actors? <p><i>A Raisin in the Sun and Our Town</i></p> <ol style="list-style-type: none"> Who is the author/composer of this work? When does it take place? Who are the cast of characters? What is the setting? What are the social issues presented in the play? When was it popular/produced? What are the major elements of the plot? 	E	A-H	<p>1.3.11.B 1.3.11.C</p> <p>1.1.11.E-F 1.1.11.G 1.1.11.H 1.6.11.A 1.6.11.D 1.3.11.F 1.3.11.E</p>

<p>F. What is courtroom drama?</p> <ol style="list-style-type: none"> 1. When did it become popular? 2. Who are the stock characters? 3. What is the main problem or conflict in these plays? <p><i>Twelve Angry Men</i></p> <ol style="list-style-type: none"> 1. Who is the author/composer of this work? 2. When does it take place? 3. Who are the cast of characters? 4. What is the setting? 5. What are the social issues presented in the play? 6. When was it popular/produced? 7. What are the major elements of the plot? 	I	A-H	<p>1.3.11.B 1.3.11.C</p> <p>1.1.11.E-F 1.1.11.G 1.1.11.H 1.6.11.A 1.6.11.D 1.3.11.F 1.3.11.E</p>
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Name of Course: Great American Plays of the 20th Century Name of Unit: American Theater History

Essential Question for the Unit: How has American theater grown, changed, and matured over time?

Unit Objectives/Key Questions			
A. What were some of the early American plays like?	E	D	1.6.11.A, D
B. Where does American theater find its roots? How does American theater reflect American culture?	E	D	1.6.11.A, D
C. How did new technology allow more people to enjoy theater?	I	D	1.6.11.A, D
D. What role does New York City play today in American theater?	C	H	1.6.11.A, D

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III. Course Assessments

Check types of assessments to be used in the teaching of the course.
(Provide examples of each type.)

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| <input checked="" type="checkbox"/> Objective Tests/Quizzes
<input checked="" type="checkbox"/> Constructed Responses
<input checked="" type="checkbox"/> Essays
<input checked="" type="checkbox"/> Reports
<input checked="" type="checkbox"/> Projects
<input type="checkbox"/> Portfolios
<input checked="" type="checkbox"/> Presentations
<input checked="" type="checkbox"/> Performance tasks

<hr style="width: 100%;"/> | <input checked="" type="checkbox"/> Response Journals
<input type="checkbox"/> Logs
<input type="checkbox"/> Computer Simulations
<input type="checkbox"/> Research Papers
<input checked="" type="checkbox"/> Class Participation
<input type="checkbox"/> Notetaking
<input checked="" type="checkbox"/> Daily Assignments
<input type="checkbox"/> Writing Samples

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Provide copies of common assessments that will be utilized for all students taking this course. Overall course/grade level standards will be measured by a common course assessment. Unit objectives will be measured on an ongoing basis as needed by the classroom teacher to assess learning and plan for instruction. List common assessments below and recommended date/time frame for administration (at least quarterly).

Name of Common Assessment	When given?
1. Oral Interpretation Project	At the end of each play
2.	
3.	
4.	
5.	
6.	

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IV. Expected levels of achievement

Current grading scale:

100 – 92 A
91 – 83 B
82 – 74 C
73 – 65 D
64 – 0 F

PA Proficiency Levels
Advanced
Proficient
Basic
Below Basic

Attach rubrics, checklists, or other documentation noting how levels of proficiency will be determined for common assessments. The following scoring documents have been developed for this course: