



**THEATREWORKS'
STUDENT MATINEES
2008-09
AND
THE CALIFORNIA STATE STANDARDS**

Prepared for *The Workshop*
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ENGLISH-LANGUAGE ARTS

By attending a student matinee, students are engaging in activities with regard to Language Arts that carry over into the classroom. These experiences with live theatre relate specifically to standards in the strands of **Reading and Listening & Speaking**.

Below are the standards that are met or addressed simply in the act of participating in a TheatreWorks student matinee, which includes the pre-performance workshop and post-performance discussion with actors. If the instructor bringing students uses part or all of the Study Guide in preparation to bringing students to live theatre, or as follow-up, even more standards within the strands of **Writing and Written Conventions** could be addressed.

Please Note—

In this document, "**The performance**" is considered a "**text**" that is "**read**" by a matinee participant, in much the same way that a printed text is read.

Standards that are addressed by each individual matinee performance for TheatreWorks 2008-09 season are shown in a separate section below.

STANDARDS MET

Grade 6—

Reading:

- 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.
- 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.

Grade 7—

Reading:

- 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).

Grade 9-10—

Reading:

- 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).
- 3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

Listening and Speaking:

1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

Grade 11-12—

Reading:

3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

3.5c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

3.7c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

STANDARDS ADDRESSED:

Grade 6—

Reading:

3.3 Analyze the influence of setting on the problem and its resolution.

3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

Listening and Speaking:

1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).

1.2 Identify the tone, mood, and emotion conveyed in the oral communication.

Grade 7—

Reading:

3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

Listening and Speaking:

1.2 Determine the speaker's attitude toward the subject.

1.3 Respond to persuasive messages with questions, challenges, or affirmations.

Grade 8—

Reading:

3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.

3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.

3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the

mood, tone, and meaning of the text.

3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.

3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)

Listening and Speaking:

1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).

1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

Grade 11-12—

Listening and Speaking:

1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.

1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions

1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

HISTORY/SOCIAL SCIENCE

By attending a student matinee, students are engaging in activities with regard to History and Social Sciences that carry over into the classroom, relating specifically to standards in the areas of **Research & Evidence**, **Historical Interpretation**, and particular content standards. Below are the standards that are met or addressed simply by participating in a TheatreWorks student matinee, which includes the pre-performance workshop and post-performance discussion with actors. If the instructor bringing students uses part or all of the Study Guide in preparation to attending the matinee or as follow-up, then even more standards may be addressed.

Owing to the manner in which this content area is addressed by the State Framework, it's more appropriate to group "Met" and "Addressed" standards together.

Similarly, standards that are addressed by each individual matinee performance for the 2008-09 season are shown in a separate section below.

STANDARDS MET/ADDRESSED:

Historical and Social Sciences Analysis Skills

Grades 6 – 8

Research, Evidence, and Point of View:

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

Historical Interpretation

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.

Grades 9 – 12

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.

THEATRE ARTS

TheatreWorks' Student Matinees handily meet and address numerous standards in the Visual and Performing Arts disciplines, especially in Theatre Arts but also frequently in Music. This is particularly beneficial for K-8 students who may not have much classroom exposure to the performing arts, and/or who may not have access to elective choices in theatre or music. Thus the TheatreWorks programs help to supplement or meet school goals in providing standards-based arts experiences for all students.

Below are highlights from each grade level to illustrate standards in Theatre Arts being met and/or addressed when a student attends a TheatreWorks Student Matinee.

Grade 4 –

1.0 Artistic Perception:

1.1 Use the vocabulary of theatre, such as plot, conflict, climax, resolution, tone, objectives, motivation, and stock characters, to describe theatrical experiences.

1.2 Identify a character's objectives and motivations to explain that character's behavior.

4.0 Aesthetic Valuing:

4.1 Develop and apply appropriate criteria or rubrics for critiquing performances as to characterization, diction, pacing, gesture, and movement.

4.3 Describe students responses to a work of theatre and explain what the scriptwriter did to elicit those responses

Grade 5 –

1.0 Artistic Perception:

1.1 Use the vocabulary of theatre, such as *sense memory*, *script*, *cue*, *monologue*, *dialogue*, *protagonist*, and *antagonist*, to describe theatrical experiences.

1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.

3.0 Historical and Cultural Context:

3.3 Analyze ways in which theatre, television, and film play a part in our daily lives.

3.4 Identify types of early American theatre, such as melodrama and musical theatre

Grade 6 –

1.0 Artistic Perception:

1.2 Identify how production values can manipulate mood to persuade and disseminate propaganda.

4.0 Aesthetic Valuing:

4.1 Develop and apply appropriate criteria for evaluating sets, lighting, costumes, makeup, and props.

4.2 Identify examples of how theatre, television, and film can influence or be influenced by politics and culture.

Grade 7 –

1.0 Artistic Perception:

1.2 Identify dramatic elements within a script, such as foreshadowing, crisis, rising action, catharsis, and denouement, using the vocabulary of theatre.

3.0 Historical and Cultural Context:

3.2 Compare and contrast various theatre styles throughout history, such as those of Ancient Greece, Elizabethan theatre, Kabuki theatre, Kathakali dance theatre, and commedia dell'arte.

4.0 Aesthetic Valuing:

4.2 Explain how cultural influences affect the content or meaning of works of theatre.

Grade 8 –

1.0 Artistic Perception:

1.3 Analyze the use of figurative language and imagery in dramatic texts.

3.0 Historical and Cultural Context

3.1 Describe the ways in which American history has been reflected in theatre (e.g., the ways in which the Industrial Revolution and slavery were portrayed in the minstrel show, the melodrama, and the musical).

4.0 Aesthetic Valuing

4.2 Compare and contrast how works of theatre from different cultures or time periods convey the same or similar content or plot

Grades 9-12 Proficient –

3.0 Historical and Cultural Context:

3.1 Identify and compare how film, theatre, television, and electronic media productions influence values and behaviors.

4.0 Aesthetic Valuing:

4.1 Compare a traditional interpretation of a play with a nontraditional interpretation and defend the merits of the different interpretations.

4.2 Report on how a specific actor used drama to convey meaning in his or her performances.

Grades 9-12 Advanced –

4.0 Aesthetic Valuing:

4.1 Use complex evaluation criteria and terminology to compare and contrast a variety of genres of dramatic literature.

4.2 Draw conclusions about the effectiveness of informal and formal productions, films/videos, or electronic media on the basis of intent, structure, and quality of the work.

4.2 Report on how a specific actor used drama to convey meaning in his or her performances.

RADIO GOLF

by August Wilson

ENGLISH/LANGUAGE ARTS STANDARDS MET/ADDRESSED:

Grade 7

Reading:

3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.

Grade 8

Reading:

3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author.

Listening and Speaking:

1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).

Grades 9 - 10

Reading:

3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy

3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).

3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)

Listening and Speaking:

1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

Grade 11-12

Reading:

2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

3.3 Analyze the ways in which irony, tone, mood, the author's style, and the

"sound" of language achieve specific rhetorical or aesthetic purposes or both.

3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)

Listening and Speaking:

1.8 Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity

HISTORY/SOCIAL SCIENCE STANDARDS MET/ADDRESSED:

Grade 8

United States History and Geography: Growth and Conflict

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.

4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

8.11 Students analyze the character and lasting consequences of Reconstruction.

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.

2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).

3. Understand the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and "Jim Crow" laws.

Grade 11

United States History and Geography: Continuity and Change in the Twentieth Century

11.10 Students analyze the development of federal civil rights and voting rights.

6. Analyze the passage and effects of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.

11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.

6. Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.

Grade 12

Principles of American Democracy

12.8 Students evaluate and take and defend positions on the influence of the media on American political life.

1. Discuss the meaning and importance of a free and responsible press.
2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.
3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

**AIN'T NOTHIN BUT THE BLUES a Musical Revue
by Bevel, Gaithers, Myler, Taylor & Wheetman**

ENGLISH/LANGUAGE ARTS STANDARDS MET/ADDRESSED:

Grade 6

Listening and Speaking:

1.2 Identify the tone, mood, and emotion conveyed in the oral communication.

Grades 9 - 10

Listening and Speaking:

1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.

Grades 11 - 12

Listening and Speaking:

1.8 Use effective and interesting language, including: a. Informal expressions for effect b. Standard American English for clarity

1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions

HISTORY/SOCIAL SCIENCE STANDARDS MET/ADDRESSED:

Grade 5

United States History and Geography: Making a New Nation

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.

Grade 7

World History and Geography: Medieval and Early Modern Times

7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

5. Describe the importance of written and oral traditions in the transmission of African history and culture.

Grade 8

United States History and Geography: Growth and Conflict

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

2. Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

THEATRE ARTS STANDARDS MET/ADDRESSED:

Grade 8

3.0 Historical and Cultural Context

3.1 Describe the ways in which American history has been reflected in theatre (e.g., the ways in which the Industrial Revolution and slavery were portrayed in the minstrel show, the melodrama, and the musical).

TWENTIETH CENTURY **by Ken Ludwig**

ENGLISH/LANGUAGE ARTS STANDARDS MET/ADDRESSED:

Grade 6

Reading:

- 3.3 Analyze the influence of setting on the problem and its resolution
- 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

Grade 7

Reading:

- 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).

GradeS 9 - 10

Reading:

- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

GradeS 11 - 12

Reading:

- 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- 3.5 Analyze recognized works of American literature representing a variety of genres and traditions:
 - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

HISTORY/SOCIAL SCIENCE STANDARDS MET/ADDRESSED:

Grade 11

United States History and Geography: Continuity and Change in the Twentieth Century

- 11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.**
- 6. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
- 7. Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape.

DISTRACTED
by Lisa Loomer

ENGLISH/LANGUAGE ARTS STANDARDS MET/ADDRESSED:

Grade 6

Reading:

- 3.5 Identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography).
- 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.
- 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

Grades 9 - 10

Reading:

- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).

Grades 11 - 12

Reading:

- 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both
- 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)
- 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

Listening and Speaking:

- 1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions

HISTORY/SOCIAL SCIENCE STANDARDS MET/ADDRESSED:

Grade 11

- 11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.