

Content Standard 5 - Researching and Interpreting

Grade 2

- 5.2.1 Communicate awareness of life around you creating dramatic activities that will demonstrate life at home and school.
- 5.2.2 Research, in pairs or small groups, a given topic (e.g. Thanksgiving). Share this information with class through a dramatic presentation.
- 5.2.3 Dramatize a story, which is based on classroom curriculum. (e.g., the Amisted, the most recent space shuttle, discovery of rabies vaccine.)
- 5.2.4 Create improvisations based on a classroom curriculum (e.g., two animals being studied meeting in the forest.)

Grade 4

- 5.4.1 Portray a series of characters or create improvisations based on classroom curriculum (e.g., authors read, explorers studied, topics discussed).
- 5.4.2 Discover related ideas in stories from different cultures and apply them to dramatic activities (e.g., heroes from Greek, Egyptian, Native American cultures).
- 5.4.3 Using a variety of media and technology, discover similar or related ideas in stories from different cultures. (e.g., video, internet, magazines, books)

Grade 6

- 5.6.1 Create and perform a play in the style of a period or culture other than their own. (e.g., Hunchback of Notre Dame set in 1990's New York.)
- 5.6.2 Research poetry from a variety of periods and cultures. and produce a poetry night involving set design, acting and directing.
- 5.6.3 Use a variety of media and technology to research a period of history or culture other than their own; then write a play to dramatize what was learned.

Grade 8

- 5.8.1 Apply research to dramatic performance. (e.g., Write and perform a monologue from the perspective of the subject of a newspaper article or write a scene based on an historical event for live theater or video presentation.)
- 5.8.2 Research and design a poster for a production of A Midsummer Night's Dream or Romeo & Juliet at the original Globe Theatre.
- 5.8.3 Create a puppet character or mask for the dramatization of a folk tale (e.g. Arabian Nights).
- 5.8.4 Use the internet to determine costumes, setting or speech patterns that are historically correct for a given play.

Grade 10

- 5.10.1 Using research, identify historical, cultural and symbolic clues to meaning in dramatic text. (e.g. Report on the impact of political/socio-economic conditions on a specific scene in a play.)
- 5.10.2 Students make artistic choices based on research. (e.g., Design a set, costumes, poster, etc., in the style of a famous designer.)
- 5.10.3 Watch and critique a non-traditional or non-western play.
- 5.10.4 Create a website dedicated to a specific play or playwright in which you establish the historical, social, philosophical context (eg. *The Crucible* during the McCarthy era) .
- 5.10.5 Create a website dedicated to a specific theatrical genre (absurd, restoration comedy, commedia del'arte, etc.)

Grade 12

- 5.12.1 As dramaturg, instruct a cast on historical/sociological contexts of a play in order to enhance characterization, set/costume development, etc.
- 5.12.2 Instruct an English or history class in the historical or linguistic roots of a given play (Arthur Miller's language choices in The Crucible).
- 5.12.3 Create a CD-ROM for teaching a play or a novel. (e.g., incorporate music, costumes, setting dialect, etc.)
- 5.12.4 Create a video examining a "nontraditional" or nonwestern theater experience (performance art, theater of the deaf or Kabuki).