

## Content Standard 8

### Grade 2

8.2.1 Identify and compare how various cultures are portrayed in drama.

- e.g. •After reading a story from a different culture or historical period, act out situations in the story that are most different from your own life. (a)  
•Share a small object from home that reflects your cultural heritage. (a)

8.2.2 Identify various reasons for attending the theater; (e.g., after viewing an upper grade level performance, students describe their observations. Ie. costumes, a part they enjoyed, what was their least favorite part, scenery, etc.) Discuss whether they would like to attend another performance and why. (b)

### Grade 4

8.4.1 Identify and compare portrayal of cultures in the drama.

- e.g. •Create improvisations using objects (selected by the student or teacher) which reflect cultural heritage. (a)  
•Discuss the moral and social implications of a story you have just read. (a)

8.4.2 Identify and compare the various cultural reasons for creating drama and attending the theater.

- e.g. •Choose two or more archetypal stories from different cultural traditions. Discuss the similarities and differences between them. (a/b)  
•After viewing a play or film about another period or culture, discuss what you enjoyed about the piece. (b)

### **Grade 6**

8.6.1 Describe and compare universal characters.

- Choose two or more archetypal stories from different cultural traditions. Discuss the similarities and differences between them. Create improvisations based on stories. (a/b)

- Using an object from home that relates to your family's heritage, write and perform a monologue, in which the student becomes the object. (a/b)

8.6.2 Explain how culture effects content.

- View a performance from a non-western culture, and discuss significant cultural aspects of the performance. (a/b/c)

- Create drama based on a history-related story. (a/c)

8.6.3 Analyze the emotional and social impact of dramatic events in personal and/or community life. (e.g., Make a video collage of students discussing important events in their lives.) (a/c)

### **Grade 8**

8.8.1 Discuss how culture effects the content and design of the drama. e.g., Prepare a scrapbook for a show opening in New York City which traces the history of the production from its inception. (a)

8.8.2 Describe how theater reflects culture.

e.g. •Divide into groups, and devise a timeline reflecting important periods in theater history. (a)

- Prepare an oral report on a current/past issue in the theater. (a/c)

8.8.3 Explain the role of theater in personal life. (e.g. Prepare a brief argument in defense of a theater class that is about to be cut or that you wish to have added to the curriculum). (b)

8.8.4 Explain how culture effects content and design of performance. (e.g., Write a script for a scene depicting a holiday in a religion studied but which is not their own). (b/c)

### Grade 10

- 8.10.1 Compare how similar themes are presented in different cultures and periods. (e.g., Explain why a specific play could not succeed in a particular period of history, a particular community, a particular culture, etc.) (a)
- 8.10.2 Identify and compare theater in different periods and cultures;( e.g., list ways in which two different cultural approaches to the theater, including the electronic media, are alike and different ie. story telling, drama, movies, television, etc. (a)
- 8.10.3 Analyze theater's influence on society; (e.g.evaluate the effectiveness of *The Crucible* as a critique of the McCarthy era). (d/e)
- 8.10.4 Analyze the effect of cultural experience on dramatic work. (e.g., the rise and fall and rise again of Athol Fugard).

### Grade 12

- 8.12.1 Analyze the effect of personal cultural experiences on personal dramatic work. (e.g., Write a monologue to deliver in the person of someone historically and/or culturally very different from themselves. Incorporate cultural perspective into the monologue). (a/e)
- 8.12.2 Identify and compare theater in various cultures or historical periods.
- e.g.     •Compare and contrast theater movements in the 1960's to current trends. (a/c)
- Compare the social impact of television, film and live theatre today. (a/d)
- Prepare a report comparing two authors/playwrights from different historical or cultural places describing how each is influenced by his/her historical cultural perspective. (b)
- Rationalize the need/present an action plan for inclusion of drama in a public school curriculum. (d)