This playwriting unit offers lessons for students to complete a 10- to 15-minute play, instructed by professional playwright Lindsay Price.

The unit includes class writing time as well as students writing on their own; in setting it up this way, the unit can be interspersed between other lessons.

Students are challenged to apply themselves to write on their own - as all writers must do. Class time also focuses on giving and receiving feedback.

1 - Week One
In Week One, students learn about the criteria for the culminating project, complete some exercises to give students strategies for warm-ups and fighting writer’s block, as well as complete a practice session for both a monologue and a scene.

2 - Week Two
In Week Two, students work on their first draft. Each class period involves writing, reading aloud from the draft, and giving/receiving feedback. The draft is due at the end of the week.

3 - Week Three
In Week Three, students continue to write read their work aloud and receive feedback. The feedback for this week will focus on character and conflict. They will also complete post-first draft questions and character profiles. The second draft is due at the end of the week.

4 - Week Four
Week Four is about practice, performance, and unit reflection. It’s important to include performance in the unit because the ultimate goal of all plays is that they be performed (rather than read). Students have the opportunity to rehearse in groups, present to the class, and then reflect on their experience with the unit.
Standards Connections

Alberta, Canada

Speech Drama 20
15 - demonstrate expressive reading of literature
17 - identify script indicators of a character's vocal quality

Playwriting - Drama 20
1 - demonstrate understanding of the basic structure of a play
3 - demonstrate understanding of script format
4 - generate and collect ideas that have dramatic possibilities
5 - write a scenario
7 - demonstrate understanding if and write exposition
8 - use effective diction
9 - define character objectives
10 - define conflict
11 - construct a conflict between two characters (protagonist and antagonist)
12 - construct a scene with two contrasting characters
13 - give and accept constructive criticism

Junior Goal II Objectives
become familiar with dramatic terminology and script format

Junior Goal III Objectives
develop the ability to analyze and assess the process and the art

Junior Orientation
demonstrate a willingness to take calculated and reasonable risks
show awareness of story sequence

Junior Goal I Objectives
extend the ability to think imaginatively and creatively
extend the ability to explore, control and express emotions
develop the willingness to make a decision, act upon it and accept the results
develop the ability to offer and accept constructive criticism

Theatre Studies Level III - Advanced (The script)
7 - define the elements of script, dialogue, directions, characters and settings
9 - read a script aloud
10 - demonstrate understanding of the concept of dramatic convention
11 - demonstrate understanding of plot structure
12 - analyze a script to identify character, setting and plot

Senior Goal I Objectives
demonstrate the ability to considered decisions, act upon them and accept the results
demonstrate the ability to initiate, organize and present a project within a given set of guidelines
develop a sense of inquiry and commitment to learning
develop the ability to contribute effectively and constructively to the group process
extend understanding of, acceptance of and empathy for others
demonstrate respect for others-their rights, ideas, abilities and differences

Senior Goal II Objectives
be capable of creating and expressing a believable character from scripted and non-scripted material
explore various approaches to analyzing a script for purposes of study and/or presentation

gain knowledge of disciplines that enhance dramatic process and product

Orientation Drama 10
demonstrate willingness to challenge and extend oneself: physically, emotionally, intellectually and artistically
share ideas confidently
concentrate on the task at hand
demonstrate effective use and management of time
positively support the work of others

British Columbia, Canada

Drama 10
compare their own thoughts, feelings, and beliefs with those of others
demonstrate the unique ability of drama to unify a diverse group
demonstrate trust in self and others through class activities and individual and ensemble performances
defend choices made in problem solving
define and use criteria to assess and evaluate the work of self and others
make reasoned choices with the boundaries of the dramatic situation
negotiate and compromise to solve group problems
choose appropriate physical and vocal expressions to enhance drama
choose appropriate vocal techniques to communicate a particular meaning
make movement choices to create a specific effect
apply vocal and physical techniques to create role and character
concentrate on role while sustaining and developing situations
consistently use precise language to reflect on experiences both in and out of role
select appropriate dramatic forms for representing particular ideas and experiences
suspend disbelief to create drama
use a dramatic work as a metaphor

California VAPA Standards (2001)
GRADE SEVEN - 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS
5.1 - Connections and Applications - Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as creating a musical based on a piece of literature.
GRADE SEVEN - 1.0 ARTISTIC PERCEPTION
1.1 - Development of the Vocabulary of Theatre - Use the vocabulary of theatre, such as playwright, rehearsal, dress rehearsal, run-through, and cold reading, to describe theatrical experiences.
GRADE SIX - 2.0 CREATIVE EXPRESSION
2.3 - Creation/Invention in Theatre - Write and perform scenes or one-act plays that include monologue, dialogue, action, and setting together with a range of character types.
GRADE SIX - 1.0 ARTISTIC PERCEPTION
1.1 - Development of the Vocabulary of Theatre - Use the
vocabulary of theatre, such as action/reaction, vocal projection, subtext, theme, mood, design, production values, and stage crew, to describe theatrical experiences.

**GRADES 9-12 ADVANCED - 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

5.4 - Careers and Career-Related Skills - Develop advanced or entry-level competencies for a career in an artistic or technical field in the theatrical arts.

**GRADES 9-12 ADVANCED - 2.0 CREATIVE EXPRESSION**

2.2 - Creation/Invention in Theatre - Improvise or write dialogues and scenes, applying basic dramatic structure (exposition, complication, crises, climax, and resolution) and including complex characters with unique dialogue that motivates the action.

**GRADE 9-12 PROFICIENT - 2.0 CREATIVE EXPRESSION**

2.2 - Creation/Invention in Theatre - Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.

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**California VAPA Standards (2019)**

Acc.TH:Re9 Apply criteria to evaluate artistic work.

Acc.TH:Re9.a - Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria

6.TH:Re8 Interpret intent and meaning in artistic work.

6.TH:Re8.a - Explain how artists make choices based on personal experience in a drama/theatre work.

6.TH:Re8.b - Identify cultural contexts that may influence the evaluation of a drama/theatre work.

6.TH:Re8.c - Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.

8.TH:Re7 Perceive and analyze artistic work.

8.TH:Re7.a - Apply appropriate criteria to the evaluation of artistic choices in a drama/theatre work.

Acc.TH:Cn10 Synthesize and relate knowledge and personal experiences to make art.

Acc.TH:Cn10.a - Choose and interpret a drama/theatre work to reflect or question personal beliefs.

Prof.TH:Cn10 Synthesize and relate knowledge and personal experiences to make art.

Prof.TH:Cn10.a - Investigate how cultural contexts, community ideas, and personal beliefs impact a drama/theatre work.

8.TH:Cn10 Synthesize and relate knowledge and personal experiences to make art.

8.TH:Cn10.a - Examine a community issue through multiple perspectives in a drama/theatre work.

7.TH:Cn10 Synthesize and relate knowledge and personal experiences to make art.

7.TH:Cn10.a - Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.

Prof.TH:Cr2 Organize and develop artistic ideas and work.

Prof.TH:Cr2.a - Investigate the collaborative nature of the actor, director, playwright, and designers and their interdependent roles in a drama/theatre work.

8.TH:Cr3 Refine and complete artistic work.

8.TH:Cr3.a - Practice collaboration, analysis and reflection to refine a devised or scripted drama/theatre work.

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**Common Core**

**Reading: Literature**

CCSS.ELA-LITERACY.RL.9-10.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**Language**

CCSS.ELA-LITERACY.W.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Writing**

CCSS.ELA-LITERACY.W.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**Florida Sunshine State Standards**

**Critical Thinking & Reflection**

TH.912.C.1.5 - Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.

TH.912.C.1.7 - Justify personal perceptions of a director's vision and/or playwright's intent.

TH.912.C.2.2 - Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience.

**Innovation, Technology & the Future**

TH.912.F.1.1 - Synthesize research, analysis, and imagination to create believable characters and settings.

**Georgia Performance Standards**
presentations to human experiences, c. Incorporates multi-disciplinary aspects into theatre productions, d. Uses recurring cultural motifs and social themes as a basis for theatre presentations

GRADE 7
TAMS7.1 - Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media, a. Identifies and compares elements of drama present in various forms of media, b. Outlines dramatic structure used in various forms of theatrical media, c. Compares common themes present in various forms of theatrical media, d. Creates a list of traits exhibited by archetypal characters, e. Analyzes the connections between theatre and real life, f. Compares different forms of media production

TAMS7.2 - Developing scripts through improvisation and other theatrical methods, a. Identifies different techniques of storytelling, b. Creates ideas for stories, c. Applies improvisation techniques to tell a story, d. Demonstrates storytelling in dialogue form, e. Utilizes the elements and structure of drama in the scriptwriting process

Georgia Performance Standards 2017 - Theatre Arts
Grade 7 - Creating
TA7.CR.1 - Organize, design, and refine theatrical work., a. Identify and review effective communication skills, b. Compare and contrast character types and relationships by analyzing character motivations, objectives, and goals., c. Compare the physical, emotional, vocal, and social dimensions of a character, d. Investigate the role and responsibility of the cast and crew., e. Identify and model ensemble skills in the rehearsal process., f. Utilize staging and blocking choices to enhance the performance., g. Compare, contrast, and design elements of technical theatre., h. Utilize theatre vocabulary throughout the rehearsal process.

TA7.CR.2 - Develop scripts through theatrical techniques., a. Create ideas for stories, b. Analyze the theme and structure of a play., c. Use the dramatic writing process to generate a script., d. Utilize dramatic conventions in the scriptwriting process (e.g. stage directions, dialogue, scenes).

Grade 7 - Connecting
TA7.CN.1 - Explore how theatre connects to life experience, careers, and other content, a. Compare and contrast theatre with other art forms, b. Articulate relationships between theatre and life., c. Utilize a multi-disciplinary approach to create original theatre., d. Describe the careers and professional responsibilities associated with theatre production (e.g. director, stage manager, designer, technician, playwright, actor).

Grade 8 - Creating
TA8.CR.1 - Organize, design, and refine theatrical work., a. Differentiate the physical, emotional, vocal, and social dimensions of a variety of characters, b. Compare the relationships and interactions between characters by analyzing character motivation (objectives, obstacles, strategy, action, stakes, outcome), c. Incorporate dramatic elements through improvisation, d. Connect theatre vocabulary to the application of theatre performance., e. Identify and demonstrate both ensemble and leadership skills in the rehearsal process., f. Evaluate the effectiveness of artistic and technical elements used in a theatre production., g. Design and create scenery, props, costumes, lighting, and sound., h. Assume different roles and responsibilities in the rehearsal process.

TA8.CR.2 - Develop scripts through theatrical techniques., a. Classify different points of view in a story., b. Identify, analyze, and articulate the structure of a script., c. Utilize improvisation techniques to generate script ideas., d. Use the dramatic writing process to generate a script.

Grade 6 - Creating
TA6.CR.1 - Organize, design, and refine theatrical work., a. Identify artistic choices, utilize theatre vocabulary, and demonstrate non-verbal communication skills in the rehearsal process., b. Interpret a character’s motivation by understanding the relationship between their background and their behavior., c. Identify the variety of relationships between characters., d. Identify, define, and classify character traits., e. Recognize and demonstrate the roles, responsibilities, and skills associated with collaborative performance., f. Use resources to identify and create technical elements of theatre.

TA6.CR.2 - Develop scripts through theatrical techniques., a. Identify the elements of a story., b. Identify the theme and structure of a play., c. Articulate creative ideas in oral and written forms., d. Use the dramatic writing process to generate a script., e. Demonstrate the conventions of dialogue and stage directions.

Grades 9-12 - ACTING LEVELS I-IV - Creating
TAHSA.CR.1 - Organize, design, and refine theatrical work., a. Use script analysis in the development and presentation of formal and informal theatre performances., b. Examine various theories of dramatic structure., c. Engage in and apply meaningful cultural, literary, and historical research to create acting choices or directorial concepts.

TAHSA.CR.2 - Develop scripts through theatrical techniques., a. Examine theatre practices regarding the development, structure, layout, and format of scripts., b. Use improvisation, personal experiences, heritage, imagination, literature, and history to develop scripts., c. Perform formal and informal monologues and scenes based on published and original scripts.

Grades 9-12 - ADVANCED DRAMA LEVELS I-IV - Creating
TAHSAD.CR.2 - Develop scripts through theatrical techniques., a. Utilize theatrical conventions to produce scripts based on personal experiences, imagination, literature, and history.

National Core Arts Standards
TH:Re9.1: Apply criteria to evaluate artistic work - Grade HS Accomplished
TH:Re9.1.HSII.a - Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.

TH:Re8.1: Interpret intent and meaning in artistic work - Grade 6
TH:Re8.1.6.a - Explain how artists make choices based on personal experience in a drama/theatre work.

TH:Re8.1.6.b - Identify cultural perspectives that may influence the evaluation of a drama/theatre work.

TH:Re8.1.6.c - Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.

TH:Re7.1: Perceive and analyze artistic work - Grade 8
TH:Re7.1.8.a - Apply criteria to the evaluation of artistic choices in a drama/theatre work.

TH:Cn10.1: Synthesize and relate knowledge and personal experiences to make art - Grade HS Accomplished
TH:Cn10.1.HSII.a - Choose and interpret a drama/theatre work to reflect or question personal beliefs.
TH:Cn10.1: Synthesize and relate knowledge and personal experiences to make art - Grade HS Proficient
TH:Cn10.1.HSI.a - Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

TH:Cn10.1: Synthesize and relate knowledge and personal experiences to make art - Grade 8
TH:Cn10.1.8.a - Examine a community issue through multiple perspectives in a drama/theatre work.

TH:Cn10.1: Synthesize and relate knowledge and personal experiences to make art - Grade 7
TH:Cn10.1.7.a - Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.

TH:Cr1.1: Generate and conceptualize artistic ideas and work - Grade HS Proficient
TH:Cr1.1.HSI.b - Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

TH:Cr3.1: Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade 8
TH:Cr3.1.8.a - Use repetition and analysis in order to revise devised or scripted drama/theatre work.

TH:Cr3.1: Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade 6
TH:Cr3.1.6.a - Articulate and examine choices to refine a devised or scripted drama/theatre work.

TH:Cr2.1: Organize and develop artistic ideas and work - Grade HS Proficient
TH:Cr2.1.HSI.b - Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

TH:Cr2.1: Organize and develop artistic ideas and work - Grade 7
TH:Cr2.1.7.a - Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.

TH:Cr2.1: Organize and develop artistic ideas and work - Grade 6
TH:Cr2.1.6.a - Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.

TH:Cr1.1: Generate and conceptualize artistic ideas and work - Grade 8
TH:Cr1.1.8.c - Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

TH:Cr1.1: Generate and conceptualize artistic ideas and work - Grade 7
TH:Cr1.1.7.c - Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.

TH:Cr1.1: Generate and conceptualize artistic ideas and work - Grade 6
TH:Cr1.1.6.c - Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

TH:Cn10.1 - Create original works, such as monologues, scenes, or performance pieces.

TH:Cr1.1 - Analyze full-length plays in terms of plot structure, pacing, given circumstances, and character development.

PA.1.2 - Distinguish the evolution of written texts to theatrical performances.

Ontario, Canada
Grades 9 & 10 - Foundations - Context and Influences
C.2.1 - identify ways in which dramatic expression and performance reflect communities and cultures, past and present (e.g., the prominence of socially and/or politically powerful characters in the drama of pre-industrial societies; the use of boy actors for female roles in Shakespearean theatre; the emphasis on religious themes in the drama of many cultures in different eras)

Grades 9 & 10 - Foundations - Concepts and Terminology
C.1.1 - identify the drama forms, elements, conventions, and techniques used in their own and others' drama works, and explain how the various components are used, or can be used, to achieve specific effects, with a focus on ensemble drama works (e.g., how a comic drama form can be used to convey a serious message, how setting and time period can be used to sharpen the focus on a moral dilemma, how characters can be used to vary the mood within a drama)

C.1.2 - demonstrate an understanding of and use correct terminology to refer to the forms, elements, conventions, and techniques of drama, with a focus on ensemble drama works (e.g., chorus, protagonist, ingénue, supporting role, act, scene, climax, resolution, improvisation, mask, freeze-frame image)

Grades 9 & 10 - Reflecting, Responding and Analyzing - Drama and Society
B.2.1 - identify different types of drama and explain their function in diverse communities and cultures from the past and present (e.g., the function of television, film, or video game dramas with predictable plot lines and stock or stereotypical characters in today's society; the function of theatre in ancient Greece, liturgical drama in medieval Europe, Shakespearean drama in Elizabethan England, and/or "social problem" dramas today)

B.2.2 - explain how dramatic exploration helps develop awareness of different roles and identities people have in society (e.g., explain what they learned through role playing characters from different socio-economic groups)

B.2.4 - identify ways in which dramatic exploration contributes to their understanding of diverse cultures and traditions (e.g., identify insights they gained through exploring the role of ritual in Greek theatre and/or Aboriginal ceremonies)

Grades 9 & 10 - Creating and Presenting - Elements and Conventions
A.2.1 - select and combine the elements of drama to achieve a variety of purposes in ensemble presentations (e.g., use the elements of character, time, and place in a drama about making a difficult choice; use the elements of time and place to clarify the focus in a drama about a historical event)

A.2.2 - use a variety of conventions to create a distinct voice that reflects a particular global, social, or personal perspective (e.g., use voices in the head, role on the wall, and hot seating to create a complex character from another region or country)

Grades 9 & 10 - Creating and Presenting - The Creative Process
A.1.1 - develop interpretations of issues from contemporary or historical sources (e.g., photographs, videos, music, newspaper/magazine articles, an eyewitness account of a historical event) as the basis for drama

North Carolina Essential Standards
Proficient High School Standards - Communication
P.C.1.3 - Create original works, such as monologues, scenes, or performance pieces.

Proficient High School Standards - Analysis
P.A.1.1 - Analyze full-length plays in terms of plot structure, pacing, given circumstances, and character development.
A.1.2 - select and use appropriate forms to present identified issues from a variety of perspectives (e.g., use a radio play, improvisation, or series of tableaux to present two opposing views about a political, social, or environmental issue)

A.1.3 - use role play and characterization to explore personal and social issues (e.g., with a partner, create or assume a role that explores an issue such as bullying; create a scenario that reveals details about a character's motivation)

**Texas Essential Knowledge and Skills for Theatre Arts**

**HS 117.315 LI - Creative Expression: performance**

C.2.F - create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms.

**HS 117.316 LII - Creative Expression: performance**

C.2.F - create, write, devise, and refine original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms.

**HS 117.317 LIII - Creative Expression: performance**

C.2.C - analyze characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions.

C.2.E - write dialogue that reveals character motivation, advances plot, provides exposition, and reveals theme.