

## Creative Writing Unit 4 - Writing in Dramatic Mode

Unit Focus
<p>Shakespeare once wrote, "All the world's a stage," and so students will learn the distinct elements that make drama, drama. Dramatic vocabulary will be introduced, identified, and evaluated in mentor texts. Then, students will write their own plays in a selected format and, in the spirit of creative writing, edit and revise their piece collaboratively. At the end of the unit, students will also complete a portfolio with their work from the course. They will present this portfolio to an authentic audience.</p>

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS			
ESTABLISHED GOALS	TRANSFER		
<p><b>Common Core Standards</b>  <i>English Language Arts : 12</i>  <i>919558 Reading Literature</i></p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</li> <li>• CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> <li>• CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  <i>919579 Writing</i>  <i>CCSS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i></li> <li>• CCSS.ELA-LITERACY.W.11-12.3.A Engage and orient the reader by setting out a problem, situation, or</li> </ul>	T1 Effectively use a medium to communicate important findings, ideas, feelings etc. for a given purpose		
	T2 Generate and capture ideas (e.g., from mentor authors, personal experiences) to explore in writing.		
	T3 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages.		
	MEANING		
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	U1 Thinkers engage in discourse to suspend judgment, consider multiple perspectives, and become independent thinkers	Q1 How do authors use characters and conflicts to create dynamic scenes?	
U2 Playwrights benefit from hearing their work read aloud.	Q2 What can I learn by examining dramas closely?		
U3 A playwright must understand drama-specific language and moves to entertain an audience.	Q3 How can revision and peer input improve my writing?		
	Q4 What options should i consider to engage my reader/audience?		
ACQUISITION OF KNOWLEDGE AND SKILL			
KNOWLEDGE	SKILLS		
K1 The elements of drama that differentiate it from other genres: structure (acts, scenes), dialogue, stage directions, drama-specific vocabulary	S1 Writing a dramatic scene		
K2 The four goals of playwriting practice: setting, stage directions,	S2 Choosing the best work and appropriate method by which to present it.		

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- CCSS.ELA-LITERACY.W.11-12.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- CCSS.ELA-LITERACY.W.11-12.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- CCSS.ELA-LITERACY.W.11-12.3.E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**Student Growth and Development 21st Century Capacities Matrix**

*Collaboration/Communication*

- Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.

*Self-Direction*

- Decision Making: Students will be able to propose ethical, responsible decisions based on data/evidence and context.

scene with dialogue (to show a situation), character conflict

K3 Drama-specific vocabulary: monologue, aside, soliloquy, climax, resolution, characterization

S3 Avoid common drama mistakes

S4 Creating a product for a specific audience