1

Reading homework.

Intro to drama.
In class modeling.  

Start reading 1.1 together.  
Close reading and annotating along with students.



2

Reading homework.  Informal writing.

1.1 and reading response submitted online.
Exploratory writing.

Identifying four expository moments of tension.
3

Reading homework. Informal writing.

1.2-1.3 and reading response submitted online.
Small groups to coach thinking and teach argument.

Experts on 1.2 and experts on 1.3.
Groups write 200-word responses to my questions and post responses to forum.
For example-- why does character X do Y and support your response.  Does character Z make a good decision and support your response.
4

Post responses to online forum responses.
Dialogic thinking / peer review.

Groups respond to responses that were posted for homework.
Formalizing discipline skills.

Worksheets.  Do individually.
Characterization and Theme.  Interpretation and textual evidence.
Ink Drawings
Ink Drawings
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Ink Drawings
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Ink Drawings
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Ink Drawings
Ink Drawings
Ink Drawings


5

Reading homework.  Informal writing.

1.4 (Finish Act 1) and reading response submitted online.
Exploratory writing and modeling.

Free writing from reading response homework

Think Piece.  Role playing / creative analysis by pretending to be a character
and writing in the 1st person. (Cory expressing himself to Jesse. )
Write along with students.
6

Reading homework.  Informal writing.

2.1 and reading response submitted online.
Exploratory writing and modeling.

Free writing from reading response homework

Think Piece.  Role playing / creative analysis by pretending to be a character
and writing in the 1st person. (Rose expressing himself to Lucille.)
Write along with students.
7

8

Real world / present day relevance and application.
Thematic issues that have come up in the play.
Racism in the workplace
Gender roles and power dynamics in the home.
Compare / contrast scene from 1985 and 2010 Broadway versions and 2016 film and the cultural changes that have led to different interpretations.

Writing to a different audience in different genre.
Skit updating a scene to 2023.

Ideas-- Rose goes to a women's shelter.  Write a letter of application to social services in Rose's voice.
Troy goes to therapy session to dig into his past and his father issues.

9

Reading homework.  Informal writing.

2.2 and reading response submitted online.
Exploratory writing.

Initial moments of tension resolved and new ones set up.
Academic writing.  Thesis driven proposition. (support, refute, modify.)

Start analytical paragraph.
Ink Drawings
Ink Drawings
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Ink Drawings


10

Analytical paragraph.

In class modeling.  

Read 2.3 in class (short scene). 
Close reading and annotating along with students.
Small groups to coach thinking and teach argument. 
Practicing skills in the discipline.
Review the play so far.

Groups write quotation analyses from entirety of the play so far and post on forum.
Ink Drawings
Ink Drawings
Ink Drawings
Ink Drawings


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|  |  |  |  |  |  |
|  | 11  Post responses to online forum responses. Reading homework.  Informal writing.  2.4 and reading response submitted online.   Ink Drawings Ink Drawings Ink Drawings |  |  |  |  |
|  |  | Dialogic thinking / peer review.  Groups respond to responses that were posted for homework.  Ink Drawings |  |  |
|  |  |  | Deal with 2.4 somehow. |
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|  | 12  Reading homework.  Informal writing.  2.5 (Finish play) and reading response submitted online.  Ink Drawings Ink Drawings |  |  |  |  |
|  |  |  |  | Deal with 2.5 somehow. |
|  |  | Return the analytical paragraph assignments. Some sort of revision activity. Ink Drawings |  |
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To figure out.
Writing an essay on the play. 
Rethink the writing process. 
Replace brainstorming and outline with Idea Map and Tree Diagram. 
Two sentences: Question and thesis (282).
Some sort of metacognitive / reflective response to essay. 
Ink Drawings
Ink Drawings
Ink Drawings
Ink Drawings
