



# Script Analysis

## High School Advanced

*Students will analyze a script and write a monologue*

**Lesson Objective(s):**

**Student Friendly Standard Learning Statement(s)**

- I am learning to understand different cultural and historic criteria that can be applied to artistic choices.
- I am learning to compare and debate how a theatrical work and contemporary issues may impact the audience.

**Arts Standard(s):**

**Artistic Process - Responding**  
**Anchor Standard 9** - apply criteria to evaluate artist work

- (TH.RE.9.HS3a) - Research and synthesize cultural and historical information related to a theatrical work to support or evaluate artistic choices.
- (TH.RE.9.HS3c) - Compare and debate the connection between a theatrical work and contemporary issues that may impact an audience.

**Essential Question(s):**

*How do theatre artists comprehend the essence of drama processes and theatre experiences?*

**Vocabulary:**

**NCCAS:**  
**Scripted Drama**-A piece of writing for the theatre that includes a description of the setting, a list of the characters, the dialogue, and the action of the characters  
**Monologue**-a long speech by one actor in a play or movie, or as part of a theatrical or broadcast program  
**Theme**-The aspect of the human condition under investigation in the drama; it can be drawn from unifying topics or questions across content areas  
**Motivation**-Reasons why a character behaves or reacts in a particular way in a scene or play  
**Inner thoughts**-The underlying and implied meaning or intentions in the character's dialogue or actions (also known as subtext)  
**Objective**-A goal or particular need or want that a character has within a scene or play  
**Believability**-Theatrical choices thought to be "true" based upon an understanding of any given fictional moment, interpretation of text, and/or human interaction  
**Character traits**-Observable embodied actions that illustrate a character's personality, values, beliefs, and history

**Lesson Procedure: (Approx. Duration)**

2 Weeks or shorter  
 Before the lesson starts, pick a script the class can read as a class.

1. Start with journaling:
  - a. Ask students what it means to give the best performance of their life and what it takes.
  - b. What would be your process of getting to this best performance. This should lead into a discussion on research.

	<p>2. Students are going to learn how to research information about a character and the world they live in so that they can write a monologue that tells us about who they are portraying based on the information they got from the script and research.</p> <p>3. As students read the script as a class, they are to pick one of the characters from the script to focus on.</p> <p>4. Journal entry: as they are reading students can respond to questions.</p> <ol style="list-style-type: none"> <li>What does the author say about your character</li> <li>What are your first thoughts about your character</li> <li>What would other characters say about your character</li> <li>Does the script give you an idea of how they dress, talk, walk, etc. based on the script information?</li> </ol> <p>4. Begin researching: (may do in journal) Find information about the location where the character lives, the time period of the play, and country, state, or city they live. What are the styles of the homes for that area? What did people do for fun? Is there anything significant about this location? What was their life like as a child? What guidelines or restrictions did their parents make for them? (Think of your own questions that you could answer about your character.)</p> <p>5. Start putting together your monologue in First Person. Based on the items you found in the script and researched.</p> <p>Remember: you are going beyond the script to develop your character. *Students will need a few days to collect all of their information before they start writing the monologue.</p> <p>6. Once complete, students will perform for one another and respond to each other's performances.</p>
<b>Assessments:</b>	<p><b>Checking for understanding: Journals</b>  <b>End of Lesson: Final student performances. Students can respond to other students' performance in their journals and relate it back to the script they read.</b></p>
<b>Related Standards/ Competencies:</b>	<p><i>(NOTE: These may include standards from other artistic or academic disciplines, or supplemental/supporting standards to scaffold the lesson. This may include standards from lower skill or grade level).</i></p>
<b>Resources:</b>	