



Dear Principal,

The Towne Street Theatre is honored to invite your students to an incomparable educational experience! Our most recent theatrical production, “In Response” is a look at history, language, and the power of citizenry. We encourage the involvement of English, Social Studies and Theater classes, as we offer a trip to America’s past and present. We have provided a powerful instructional alignment to meet the needs of students and your academic program. Please see the attached press release for more details about the show, as well as the below information.

If you would like to book IN RESPONSE anytime of the year or bring your students to Stella Adler Theatre in Hollywood to see it in April as a field trip or Enrichment Activity – please contact Florence Avognon at favognon@hotmail.com or Nancy Davis at nancyd@townestreet.org or call us at 213-712-6944. For more information about Towne Street Theatre please visit our website at www.TowneStreetla.org.

Lessons and Activities (Social Studies)

The theatrical production, “In Response”, supports several overarching themes and learning objectives, including:

- Power of Words and Images — Students understand the strong influence of words and images in shaping their emotions, thoughts and actions.
- Dynamics of Discrimination — Students analyze the human dynamics of bias, exclusion and oppression and examine the consequences of social and political injustice by looking at contemporary and historical examples, particularly the Holocaust.
- Pursuit of Democracy and Diversity — Students seek multiple perspectives about concepts and events and apply those perspectives to a broader understanding of human rights and social justice issues throughout history.
- Personal Responsibility — Students recognize that individuals are responsible for the choices they make, and those choices can improve communication and relationships within their families, schools and communities.

Standards-Aligned Lessons

These lessons support the California Reading-Language Arts and History-Social Science Frameworks and are aligned to the California Content Standards for English-Language Arts and History-Social Science, grades 3-12.

Since the lessons support the content standards, most are appropriate for classroom use at any time. Specific suggestions are given for those that might best be introduced either before (pre-visit) or after (post-visit) the visit to the theatre.

Lessons and Activities (English Language Arts)

The theatrical production, “In Response”, supports several overarching themes and learning objectives, including:

- Power of Words and Images — Students understand the strong influence of words and images in shaping their emotions, thoughts and actions.

- Dynamics of Discrimination — Students analyze the human dynamics of bias, exclusion and oppression and examine the consequences of social and political injustice by looking at contemporary and historical examples, particularly the Holocaust.
- Pursuit of Democracy and Diversity — Students seek multiple perspectives about concepts and events and apply those perspectives to a broader understanding of human rights and social justice issues throughout history.
- Personal Responsibility — Students recognize that individuals are responsible for the choices they make, and those choices can improve communication and relationships within their families, schools and communities.

Standards-Aligned Lessons

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Anchor Standard, “Presentation of Knowledge and Ideas

Seventh Grade

CCSS.ELA-LITERACY.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS.ELA-LITERACY.SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 herefor specific expectations.)

Ninth Grade

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Eleventh-Twelfth Grade

CCSS.ELA-LITERACY.SL.11-12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3here for specific expectations.)

Since the lessons support the content standards, most are appropriate for classroom use at any time. Specific suggestions are given for those that might best be introduced either before (pre-visit) or after (post-visit) the visit to the theatre

Lessons and Activities (Theatre)

Grades Nine Through Twelve-Proficient

Visual and Performing Arts: Theatre Content Standards.

Note: The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of Theatre after the student has attained the level of achievement in Theatre required of all students in grade eight.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

Development of the Vocabulary of Theatre

- 1.1 Use the vocabulary of theatre, such as acting values, style, genre, design, and theme, to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

- 1.2 Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

Development of Theatrical Skills

- 2.1 Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.

Creation/Invention in Theatre

- 2.2 Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.
- 2.3 Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

Role and Cultural Significance of Theatre

- 3.1 Identify and compare how film, theatre, television, and electronic media productions influence values and behaviors.
- 3.2 Describe the ways in which playwrights reflect and influence their culture in such works as *Raisin in the Sun*, *Antigone*, and the *Mahabharata*.

History of Theatre

- 3.3 Identify key figures, works, and trends in world theatrical history from various cultures and time periods.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

Critical Assessment of Theatre

- 4.1 Compare a traditional interpretation of a play with a nontraditional interpretation and defend the merits of the different interpretations.

Derivation of Meaning from Works of Theatre

- 4.2 Report on how a specific actor used drama to convey meaning in his or her performances.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.