

## **Unit 8: Ping Chong's, *Undesirable Elements* and Interview-Based Theatre**

Content Area: **Interview-Based Theatre**

Time Period: **March**

Length: **2 weeks**

### **Unit Overview:**

What does this unit focus on?

Ping Chong's methods in *Undesirable Elements*, "creating community-specific, interview-based theatre pieces that examine issues of culture and identity of individuals who are outsiders within their mainstream community."

What are the key skills/procedures that will be taught?

- 1) The exercises in the *Undesirable Elements Workbook*: an autobiographical questionnaire, interviews, audio interviews, Email-interviews.
- 2) The skills involved in THEATRICALIZING THE TEXT.
- 3) Research and Interview skills to collect historical data from parents, grandparents, others

What is the culmination of this unit?

An in-class production of a performance piece centered on a particular THEME that emerges as students engage with the UE method.

(For example: THEME = SMART PHONES)

Rubric provided for Written Piece and Performance piece.

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### **Essential Questions: (Number may vary)**

1. How does working on Interview-Based Theatre influence the quality of a person's lifelong learning, personal expression, and contributions to community and global citizenship?
2. What elements of theatre: narrative structures, technical theatrical elements, and thematic intent, are involved in creating the *Undesirable Elements* scripts?
3. What cultural implications might the audience decipher with this presentation?

4. What archetypal subject matter appears in Undesirable Elements?  
 5. How does this presentation of Undesirable Elements reflect and/or affect the role of technology in a global society?
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**Content Standards: (Number may vary. Add/delete rows as needed)**

Standard #	Description (copy/paste standard)
1.2.12.A.2	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
1.3.12.C.1	Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.
1.4.12.A.1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
1.4.12.B.1	Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.
1.4.12.B.3	Art and art-making reflect and affect the role of technology in a global society.

**Skills and Topics:**

- **River of Life for individual/group:** A) Individual River: Create the river of your life starting with your birth date as the river's source, and drawing the river's progression to today's date. Identify 5 major life events that have had an affect, positive or negative on you and the year in which they happened. Mark them on the River.
- B) Group River: Pick one of those 5 events and years that you feel comfortable sharing out loud with the class, and position yourself on stage in the approximate chronological order of when that event occurred in relation to the years and events of your other classmates. 1998 will mark the source of our river.

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- **Questionnaire for each individual:** Fill out questionnaire with specificity and detail. Interview your parents or grandparents for information that you don't know. Call or email them.
  - Partner up and exchange questionnaires, become an expert on your partner. Think of areas you would like to know more about based on your partners written word.
  - **Interviews:** Interview your partner and record it.
  - Listen to the audio of the interview with your partner and edit it until you find a structure for your script.
  - **Collecting History/Reflecting Culture:** Study the different ways that Ping Chong and Company have used in the creation of *Undesirable Elements* : Naming, What do you think of?, Lists, Theatricalizing History
  - Decide which of these methods would enhance the creativity of the scene that you created with your partners
  - **Commonalities:** Share the final scripts with the class. Discuss common themes and discoveries. Any intellectual inquiries?
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### **Major Assessments/Performance Tasks:**

- River of life Exercise on paper: 5 main events in your life
- River of Life Exercise as group in chronological order
- Completed individual questionnaires
- Partners: A) Read each other's questionnaires. B) Partners interview one another in 20 minute segments C) Write a script in 20 minutes
- Group Scripts
- Final Presentations

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### **Resources and Technology:**

- *Undesirable Elements* by Ping Chong
- *Undesirable Elements* Workbook by Ping Chong
- <http://www.pingchong.org/undesirable-elements/>
- Clips of UE performances on You Tube
- Written Scripts of UE performances on different themes