

Undesirable Elements: Del Mar High

Teacher: Ariel Dukellis, with credit to Ping Chong + Company

Course:

International Baccalaureate Language A: English Language and Literature, Year 2 (Seniors)

Objectives:

Students will be able to...

- Writing 2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - 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).
- Speaking and Listening 5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- Language 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Essential Questions:

How can literature and theater be used to build empathy?

What is the power of your own individual story?

Summative Assessment:

Student groups will write and perform a brief Undesirable Elements-inspired piece based on themes from the course and their own life experiences.

Summative Assessment: Undesirable Elements: Del Mar High

Throughout English Language and Literature, we have explored how people's use of language influences and is influenced by the cultural contexts in which it is used. To conclude the course, we will return to our own stories and backgrounds and combine them to present an original theater piece exploring and celebrating our diversity and unity as a Del Mar Community.

You will be assessed on your timely participation and collaboration skills, as well as different ELA Standards aligned to your specific role for the project.

Step 1: All students learn about Ping Chong + Company's "Undesirable Elements" approach to interview-based theater and complete a background survey reflecting on their own experiences. *Surveys due **May 8**. The more detail you can add, the better. Ask family and friends to help you.*

Step 2: Students select roles and work together to design the performance piece:

- Performers (4-6 per group): Your task is to complete your survey and an interview with a Writer, to proofread the scenes written for you, and to perform your story for a live audience. You will also assist with multimedia elements for the performance.
- Writers (4-6 per group): You will use a structured reading and interview process to turn the Performers' surveys and personal stories into at least 3 individual scenes. You will also assist with multimedia elements for the performance.
- Directors (4-6 per group): Your task is to read through the performer's surveys to identify themes and select Performers. You will then guide and assist the Writers in their interviews and compile individual Writers' scenes into one cohesive, chronological script.

*Interviews completed **May 10**, scenes due **May 14**, and script due **May 16**.*

Step 3: Rehearsals

*Rehearsals will be held from the **16th** through the **24th**.*

Step 4: Final Performance in the Performing Arts Center

*Performance during class on **Tuesday, May 29**. Performance will be open to DMHS community.*

Step 5: Reflection

The final day of class, you will complete a written reflection on how well you fulfilled your role for the performance, as well as what you learned about yourself and others by completing this project.

Timeline:

Wednesday, May 2:

1. Debrief IB Exam
2. Introduce Undesirable Elements theater approach
 - a. Distribute task sheet
 - b. Watch Ping Chong TED Talk
 - i. https://www.youtube.com/watch?v=CT1dGwzsh_A (Start at 5:23?)
 - ii. “Secret Histories” <https://www.youtube.com/watch?v=mhsHaVuFWbs>
 - c. Return “Personal River” Assignment from start of year, students begin on Survey (due 5/08)
 - i. Activity: I am From brainstorm, shareout
 - d. Read Introduction to *Undesirable Elements* (photocopy)

Friday, May 4:

1. Continue UE orientation
 - a. Watch example, look for characteristic elements
 - i. “Beyond Sacred” <https://www.youtube.com/watch?v=CM5uTapXLM4> (1 hour)
 - b. Scan UE text of choice, add to list (20 min)
 - i. Share out - what elements will we need in order to make a Ping Chong-worthy script?
 - ii. Handout of techniques
 1. Ex. choral elements, hand claps, naming, repetition, voices
 - c. Students continue to work on surveys
 - i. Reassure - ok if your story is not one of hardship, not “interesting” - you’d be surprised what you will remember, what trends may come out thanks to an outside perspective.

Ariel Dukellis 8/5/17 1:38 AM

Comment [1]: Move to Day 1 HW depending on resources?

Tuesday, May 8:

1. Norms reminder - circle of trust
2. Role Assignments
 - a. Collect surveys, separate groups, identify directors
 - b. Directors glance through surveys of those willing to perform, look for themes, identify those to be interviewed (4-6)
 - c. Directors outline themes, assign writers a survey each
 - d. Other (Something UE-related for students to do as directors read through surveys)

Thursday, May 10:

1. Interview Day
 - a. Share model - Mrs. Dukellis' survey, edits, piece
 - b. Writers interview performers
2. Directors, Writers meet briefly
 - a. Update themes, look for overall trends
3. Writers work on scenes (at least 3 per person)
4. Other (Something UE-related for students to do as writers write)

Monday, May 14:

1. Review norms - remove/adjust respectfully
2. Partners meet, debrief interviews
3. Directors, with assistance from Writers, compile scenes (add historical time markers, ensemble elements)
4. Performers begin work on multimedia elements based on scenes

Wednesday, May 16:

1. Revised script due
2. 1st runthrough
 - a. Performers read, Directors take notes and tweak script as needed, Writers take notes on multimedia elements
 - b. All practice, revise, work on multimedia

Friday, May 18:

1. Work/practice day (Bulk out)

Tuesday, May 22:

1. Work/practice day (Bulk out)
2. [IB-style final exam?]

Thursday, May 24:

1. Dress rehearsal in the theater with tech, multimedia

Tuesday, May 29:

1. Final Performance in performing arts center (open to other classes, community)

Thursday, May 31:

1. In-class debrief and wrapup
 - a. Written reflection on roles, personal growth, themes