

BCPS Field Trip Request ID # 8416

Trip Request By

Trip Name

Trip Date

Approx. Pick-up Time

Return Date

Approx. Return Time

Class/Group

Student Count

Chaperone Count

Number of Vans/Buses

Common Carrier

Cost to Students

How will you pay for students who cannot afford the fee?

Place of Departure

Name:

Address:

City:

State: KY

Destination

Name:

Address:

City:

State: KY

Lesson Plans

AH-7-1.3.1 - Students will analyze the use of elements of drama in dramatic works. Elements of drama: Literary elements Script, Plot structures (exposition, rising action, climax or turning point, falling action, resolution), Suspense, Theme, Setting, Language (word choice/style used to create character, dialect, point of view), Monologue, Dialogue, Empathy Technical elements - Scenery (set), Sound, Lights, Make-up, Props, Costumes, Design Performance elements - Acting (e.g. character motivation and analysis), Speaking (e.g., breath control, projection, vocal expression, diction), Nonverbal expression (e.g., gestures, body alignment, facial expression, character blocking and movement, stage directions - stage left, stage right, center stage, upstage, downstage)

TH:Cr2.1.7 Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.

I can analyze dramatic works using the literary elements of drama.

Vocabulary: character traits, dialogue, monologue, theme, suspense, conflict

Instructional Method

Field trip, direct instruction, inquiry, discourse

Strategies/Activities

Instruction

Flashback :

Bram Stoker. Dracula From Chapter 1, "Jonathan Harker's Journal"

All day long we seemed to dawdle through a country which was full of beauty of every kind. Sometimes we saw little towns or castles on the top of steep hills such as we see in old missals; sometimes we ran by rivers and streams which seemed from the wide stony margin on each side of them to be subject to great floods. It takes a lot of water, and running strong, to sweep the outside edge of a river clear.

At every station there were groups of people, sometimes crowds, and in all sorts of attire. Some of them were just like the peasants at home or those I saw coming through France and Germany, with short jackets, and round hats, and home-made trousers; but others were very picturesque.

The women looked pretty, except when you got near them, but they were very clumsy about the waist. They had all full white sleeves of some kind or other, and most of them had big belts with a lot of strips of something fluttering from them like the dresses in a ballet, but of course there were petticoats under them. The strangest figures we saw were the Slovaks, who were more barbarian than the rest, with their big cow-boy hats, great baggy dirty-white trousers, white linen shirts, and enormous heavy leather belts, nearly a foot wide, all studded over with brass nails. They wore high boots, with their trousers tucked into them, and had long black hair and heavy black moustaches. They are very picturesque, but do not look prepossessing. On the stage they would be set down at once as some old Oriental band of brigands. They are, however, I am told, very harmless and rather wanting in natural self-assertion.

It was on the dark side of twilight when we got to Bistritz, which is a very interesting old place. Being practically on the frontier--for the Borgo Pass leads from it into Bukovina--it has had a very stormy existence, and it certainly shows marks of it. Fifty years ago a series of great fires took place, which made terrible havoc on five separate occasions. At the very beginning of the seventeenth century it underwent a siege of three weeks and lost 13,000 people, the casualties of war proper being assisted by famine and disease.

Count Dracula had directed me to go to the Golden Krone Hotel, which I found, to my great delight, to be thoroughly old-fashioned, for of course I wanted to see all I could of the ways of the country.

1. What mood does the narrator create through his description of the country people, including the women?
2. Based upon the passage what does the word dawdle mean?
3. Why were the Slovaks more barbarian than the rest?

The story "Dracula" will be discussed in class along with the historical reference to Vlad the Impaler.

Following the viewing of the play students will compare and contrast the character of Dracula they saw on stage with the character Vlad the Impaler and discuss in small groups how the character they saw on stage matches their impression from what we studied in class and how they feel that director choice impacted the character.

Using that information as well as their evidence they have previously gathered and the viewing of the character Dracula in the play, students will complete a 3 choice processing sheet.

Box one:

1. How would you describe the character Dracula you saw on stage both physically and emotionally?
2. What area of the stage do you feel had the most action? How did the format of the stage impact the play?
3. Based on the character Dracula, describe in paragraph form the similarities you notices between him and Vlad.

Box two:

1. What are elements for drama helped to create suspense? Cite three examples from the play
2. Provide two examples of the nonverbal communication that occurred between characters. How did that impact the plot?
3. Based upon the plot of the play, do you feel that it is a valid argument that the character Dracula was based upon Vlad? Explain

Box three:

1. What example of dialogue or monologue do you feel had the most impact in the fight scene at the end of the play? Explain how it impacted the scene.
2. Why do you think the director depicted Dracula the way he did (costume and make up)? Do you agree with these decisions or are there changes you would have made?
3. What do you feel would be Bram Stoker's justification for taking a character in history and modernizing him into a vampire?

Exit Slip: How does the use of director's choice impact the production of a play?

Assessments

Notes, participation, three choice processing sheet, exit slip

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