

## DO NOW

Read the background information on page 111. What would be the modern equivalent of the “crossed lines” problem of communication?

# WORDS TO KNOW

**Drama:** a form of literature meant to be performed by actors for an audience.

**Cast of Characters:** a listing of all the characters in a drama

**Stage directions:** unspoken instructions about how to perform a drama.

**Dialogue:** words spoken by characters.

**Plot:** Series of events in a narrative.

**Exposition:** First section of a plot where we learn about the characters, setting, and climate.

**Conflict:** a struggle between opposing forces.

**Setting:** time and place of the events in a narrative.

**Suspense:** A feeling of growing tension.

**Rising action:** the section of the plot between the introduction of the conflict and the climax.

# CAST FOR LINES 1-304

Narrator:

Mrs. Stevenson:

Operator:

George:

1<sup>st</sup> Man:

Miss Curtis:

Chief Operator:

# STAGE DIRECTIONS

What do you notice about the stage directions?

Based on the stage directions, what is lit and what is in darkness on the stage?

## LINES 28-29

What can you tell about Mrs. Stevenson's character from the description on lines 28-29?

## LINES 80-89

In which we are introduced to our conflict!

What do we and Mrs. Stevenson learn at the same time?

## LINES 110-125

What details help you to visualize what the audience would be seeing on stage?

## LINES 176-182

What details help to tell us how Mrs. Stevenson is feeling?

Why would she be feeling that way?

## LINES 235-266

This section is considered the “rising action.” Why is this an appropriate term?



# ADVERB CLAUSE LESSON

# COMPREHENSION

**ANALYZE FORM – DRAMA: Re-read the stage directions to open the scene (lines 1-27, p. 112). What items in the scene are lit and what items are in darkness as the scene begins? (RL.1.1)**

**ANALYZE FORM – DRAMA: Readers of a play can use stage directions to visualize the characters and imagine how they sound. Re-read lines 28-29 (p. 112). Give ideas about Mrs. Stevenson's character based on this description. (RL.2.5)**

**ANALYZE FORM – DRAMA: Like other forms of literature, a play has a series of events called a plot. The first part of the **plot**, called the exposition, gives audiences the basic information about the **conflict** – the struggle between opposing forces – that will drive the rest of the plot. Re-read lines 80-96 (p. 113). What do the audience and Mrs. Stevenson learn at the same time? (RL.1.3, RL.2.5)**

**ANALYZE FORM – DRAMA: Lighting and dialogue help audiences understand that different characters onstage are each in a different **setting** – the time and place events happen. Re-read lines 110-125 (p. 113). Find details that describe what the audience sees onstage. (RL.1.1)**

# WRITING

A: Write two sentences describing how Mrs. Stevenson feels when she hears the conversation and why she feels this way. (Lines 61-113)

B: Write one paragraph that describes the setting in Mrs. Stevenson's bedroom and analyzes what kind of person she is. Cite text evidence! (lines 1-27)

C/D: Re-read lines 176-182 and note the stage directions that reveal how Mrs. Stevenson feels. Why might she feel this way? Cite evidence to support your answer.

# LANGUAGE

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A: Identify the subordinating conjunctions in each sentence.

B/C: Identify the adverb clause in each sentence.

D: Identify the adverb clause in each sentence and the verb, adverb, or adjective it modifies.

# PROJECT

Begin planning your adverb clause project. Today you should write the first 4-5 sentences in your story.

## EXIT TICKET

How does your understanding of stage directions help you to understand what occurs in a dramatic work?