

Lesson: Creating Drama through Characterization/
Understanding Character Development and how it relates to Drama/Story

Written by Olga Bezrukova for L.A. Opera

Duration: 3 lessons/ 50 minutes each

Grade Levels: 9-12

Subjects: English, Literature

Standards:

California State Board of Education Language Arts Content Standards

- Grade 9/10; 1.0 Word analysis, fluency, and systematic vocabulary development: Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately
- Grade 9/10; 2.0 Reading Comprehension (focus on informational materials): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced
- Grade 9/10; 2.3 Generate relevant questions about readings that can be researched
- Grade 9/10; 3.0 Literary response analysis: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes
- Grade 9/10; 3.3 Analyze interactions between main and subordinate characters in literary text (e.g. internal and external conflicts, motivations, relationships, and influences) and how they affect the plot
- Grade 9/10; 3.4 Determine characters traits by what they say about themselves in narration, dialogue, dramatic monologue, soliloquy
- Grade 9/10; 3.5 Compare works that express a universal theme, and provide evidence to support the ideas

California State Board of Education: Theater Grades Nine Through Twelve-Proficient

- 2.0 Creating, Performing, and participating in Theatre.
- 2.1 Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.
- 2.2 Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.

Lesson 1

Written by Olga Bezrukova for L.A. Opera

Classroom Teacher Prep/Materials:

1. Libretto (one is available on Opera Guide website at: <http://www.opera-guide.ch/libretto.php?id=29&uilang=de&lang=en>)
2. DVD of Fidelio
3. Copies of Worksheet A and B

Lesson Plan Description/Procedure:

1. (Students will have read previously downloaded/distributed copies of libretto.)
2. Hand out Worksheet A and B
3. Watch DVD
4. While they are watching the DVD, ask the students to select a character of their choosing they found interesting and complete Worksheet
5. Ask the students to analyze the story and complete Worksheets B.

Note: This lesson can be done as a class field trip going to a production of "Fidelio"

Goals and Objectives:

1. Introduce students to the story of "*Fidelio*."
2. Let students analyze a selected character.
3. Discuss the similarities and differences within character analysis.
4. Discuss the story line.

Assessment:

1. Students will be exposed to the story of "*Fidelio*."
2. Students will be able to complete a character analysis map.
3. Students will be able to identify the storyline and the climax.
4. Students will be able to compare elements of the story and characters to other dramatic works they have experienced/read.

Lesson 2

Written by Olga Bezrukova for L.A. Opera

Duration: 50 minutes.

Classroom Teacher Prep/Materials:

1. After completing lesson 1
2. Copies of selected scenes/libretto (one is available on Opera Guide website at: <http://www.opera-guide.ch/libretto.php?id=29&uilang=de&lang=en>)
3. Copies of Worksheet C and D

Lesson Plan Description/Procedure:

1. (Students will have read previously downloaded/distributed copies of libretto.)
2. Discuss Worksheet A and B from previous lesson.
3. Depending on the class size, either read/act out selected scene(s) in groups or as a class.
4. Hand out Worksheet C, let students work in groups or individually to analyze character development.
5. Discuss the Worksheet C in class.
6. Hand out Worksheet D and allow students to brainstorm ideas and write a draft.
7. As a homework assignment, ask the students to revise their drafts incorporating elements of narrative, exposition, persuasion and description.
8. Let students know that they will be reading/acting their letters in front of a class.

Goals and Objectives:

1. Discuss the similarities and differences within the character analysis.
2. Discuss the character analysis and how these elements add to the story/drama.
3. Students will be able use their character analysis skills while they are reading/acting out scenes.
4. Through analysis and comparison, introduce students to how character similarities/differences add to the drama of the story.
5. Allow students to express themselves orally and in writing using the information that has been discussed in class.
6. Give students an opportunity to revise their work.

Assessment:

1. Students will be using their abilities of expression through acting, discussion and writing.
2. Students will be able to complete Worksheet C-- Creating Drama/Character Analysis.
3. Students will be able to see how drama is created through character development.
4. Students will be able to do a rough draft of The Letter (Worksheet D).
5. Students will be able to work in groups and on individual basis.
6. Students will be able to revise their drafts.
7. Students are able to write a letter from a perspective of a character using the previous discussion utilizing narrative, exposition, persuasion and description.

Lesson 3

Written by Olga Bezrukov for L.A. Opera

Duration: 50 minutes

Classroom Teacher Prep/Materials:

1. After completing lessons 1 and 2.

Lesson Plan Description/Procedure:

1. Put students in groups of two, pairing Florestan with Leonore selections.
2. Allow students to practice reading/acting in groups.
3. Take volunteers to read/act out their letters.

Goals and Objectives:

8. Students will be able to read/act their revised works/monologues.
9. Students will be able to use their prior knowledge of character development and story line.
10. Students will be able to use correct tense and to write in a comprehensive manner using prior discussions and understanding of character and story line.
11. Students will be able to discuss the character analysis and how these elements add to the story/drama.
12. Students will be able use their character analysis skills while they are reading/acting out scenes.

13. Through analysis and comparison, introduce students to how character similarities/differences add to the drama of the story.
14. Allow students to express themselves orally and in writing using the information that has been discussed in class.
15. Give students an opportunity to revise their work.

Assessment:

1. Students will be using their abilities of expression through acting, discussion and writing.
2. Students will be able to relate how the character development adds to the drama of the story.
3. Students will be able to find similarities of character development in other works studied previously.
4. Students will be able to write a letter from a perspective of a character using the previous discussion utilizing narrative, exposition, persuasion and description.
5. Students will be able to use correct tense in their writing.
6. Students will be able to demonstrate correct diction and understanding of characters in their interpretation.
7. Students will be able to read/recite parts of their letters as a monologue, as well as a dialogue when they are paired up.
8. Students will be able to critique their peers using their character and story knowledge.

Worksheet A- Character Map

Students Name: _____

Physical characteristics: What does the character look like?

Actions: What is the character doing?

Character's Name

What defines this character/what does the character believe in/thinking?

What is this character saying?

Worksheet B- Storyline

Identify the beginning, middle and end of the story. Make sure to identify the climax.

Beginning	
Middle	
End	

Identify the climax in the story/When did it happen?

Do elements (drama) of *Fidelio* remind you of any other stories? Are there recurring themes in history or ideas we can relate to in our society?

Worksheet C-- Creating Drama/Character Analysis

In the opera Fidelio, we find opposing characteristics that add to the drama of the story. Compare and contrast the similarities of Leonore vs. Marcellina, and Florestan vs. Don Pizarro. Extra: Discuss additional characteristics that you can hear in the music that give us a perception of each personality. How do these characteristics add to the drama of the story?

Leonore (also Fidelio)	vs.	Marcellina
<i>Differences</i>	<i>Similarities</i>	<i>Differences</i>

Florestan	vs.	Don Pizarro
<i>Differences</i>	<i>Similarities</i>	<i>Differences</i>

Worksheet D-- The Last Letter
Students Name: _____

Noting the differences between the characters, pick either the character of Leonore or Florestan and write a letter in first person. Try to incorporate narrative, exposition, persuasion, and description in your writing. Incorporate your ideas of each character and his/her emotions. Try to keep in mind the period you are writing in.

1) Leonore is about to embark on a journey to find Florestan. She does not know if she will find him or what will happen to her while she is on her journey. *To whom will she address the letter? Will Florestan come back while she is away? What will happen if her cover fails and she is discovered?*

2) Florestan has been kept in jail as a political prisoner. He does not know what will happen to him, so he decides to write a letter. *To whom will he address the letter? Will he write his farewell to Leonore? Does he plan to write to seek help? Does he have any secrets? Does he want to write about his beliefs?*