



Lesson: Comparing Characters' Mindset

STANDARDS: New York: Strand # 2: Developing Theater Literacy

- Analyze, critique and review performance from a range of styles and genres in live venues, film and video by identifying production and dramatic elements, including:
 - plot
 - time, place, setting
 - characters and relationships among characters
 - major themes
 - moral and ethical conflicts
 - dramatic structures such as narrative, dialogue and monologue
- Compare and contrast examples of dramatic literature from different periods and/or cultures.
- Analyze, critique and review performance from a range of styles and genres in live venues, film and video by identifying production and dramatic elements.
- Demonstrate the ability to analyze the critiques and reviews of others.

Literacy: Comparing Characters' Mindset

Motivation: Watch Mr. Elizondo's performance of *I Ought To Be in Pictures*. Also watch "Communication" in "Inside Hector's Head." Mr. Elizondo sees similarities between this performance and his performance of *Antigone*. What similarities do you see? What differences are there?

Group Activity: As a class, create a [Venn Diagram](#) comparing and contrasting the two scenes. What choices did Hector make as an actor in both scenes? Have students improvise being [Creon](#), [Haemon](#), Libby, and Herb. What would Herb say to Creon? What would [Haemon](#) say to Libby? Now pretend each student is not the character, but the actor playing the character. What advice would these characters give to each other?

Independent Activity: Find other plays in which there are parallel conflicts written in different time periods. Write dialogues between two characters who you think would relate to each other. How would the time periods and settings change their interactions? If possible, perform pieces.