



Lesson: Comparing Playwrights
9th and 10th grade

STANDARDS: California

2.2 Write responses to literature:

- a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
- b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
- d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

Social Studies: Comparing Playwrights and their Place in History

Motivation: Ask students about performances they have enjoyed. These can be [plays](#), [musicals](#), [concerts](#), [TV shows](#), or [movies](#). Are any of these movies set in the past? Are any set in the future? If so, are they believable? Why or why not?

Group Activity: Watch *Hector's Performance* in [Antigone](#), [Othello](#), or [Cyrano DeBergerac](#) in "Theater" With *Hector Elizondo*. Ask students if the story in [I Ought to be in Pictures](#), still feels authentic today. If they were going to restage it today, what would they change? Have students also watch Hector's performances in multiple plays and compare them.

Independent Activity: Have students pick characters that lived during time periods and in countries *that are different from* the countries and time periods where these plays were written. Students should form committees and make suggestions to the playwrights about ways to adapt their plays to the audiences of the cultures students represent. Would people be offended by certain aspects of the play? Would they prefer certain plot changes? What should the costumes look like? How should they speak? What issues are still important to these committees, and which issues are not as important? Students should use historical research to back up their claims. If time permits, students should rewrite the plays according to their own suggestions.