

Competitive Drama I-IV

Annotated Bibliography

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Daily Objective

- Apply knowledge of/review Dramatic Structure
- Analyze the importance of the piece of literature by creating an Introduction

Bell Ringer/Let's Get Started: Take your pick & summarize!

Out of the three pieces you found yesterday, pick one you think is best for Dramatic Interpretation. Why do you like this one the most?

Lesson/Activity: Dramatic Structure

Map out this process from *what you know* about the story based on internet summary, articles, and book previews.

- *Note: Keep in mind, some aspects of your dramatic structure may be left blank if you don't know how the story resolves, for example.*

Practice: Analysis & Introduction

Put persuasion to work by answering the following questions: Why is it a good choice for this event? How is it new and fresh information in the circuit? What is happening in our world right now that your audience would need to hear this story?

Additional tip: Think Introduction! If you were to write an introduction for this piece, what would look like?

Additional Resources:

- [Click here for a review of dramatic structure](#)
- [Click here to test your knowledge of dramatic structure](#)
- *See example on next page of Dramatic Structure & Introduction*

DI Example:

Greenridge, Kirsten. *Baltimore*. Playscripts, Inc., 2016.

1. Dramatic Structure

Exposition: Shelby Wilson, an African-American resident adviser for a group of freshmen at a college in New England. Shelby is focused on rebuilding her résumé after losing her job in the athletics department.

Inciting Action: Fiona, another resident, draws a racially charged cartoon of another resident, Alyssa.

Rising Action: Alyssa, between conversations with the Dean and other residents, must decide what is a proportional response to what is, maybe not-so-clearly to everyone else, a hate crime.

Concerns: The plot seems scarce in its climax but we won't know until we read the whole thing.

2. Analysis & Introduction

Racism on college campuses and in our schools are present whether or not we experience it or take part in it. Not four years ago, the University of Missouri had two top leaders resign after not handling racial disparities on campus tactfully. Enrollment dropped detrimentally and nearly \$50 million was lost, leading to nearly 200 staff members being let go. How do we handle racism in schools and in our classrooms? What are we doing wrong right now? It's time to talk, to speak up, and to address race and racism in our world. There is no better place to speak this truth and bring awareness to the issue than on our own campuses and in our own classrooms.