

Arts Assessment For Learning

THEATER — 3RD GRADE

CHECKLISTS: PLAYWRITING-TRAGEDY

Student's Self-Assessment and Teacher Assessment Tools

The Student's Self-Assessment and the Teacher Assessment Tools are checklists and reflections on *Role Reversal* and *Tragic Ending*, one of the three playwriting techniques (tragedy) included in the action plan. The first section in both documents relates to the style and playwriting conventions, and character development. The second section offers guided questions for the young playwritings to reflect on their learning and writing process, as well as suggests next steps or recommendations for revision.

NAME: _____ DATE: _____

- I'm revising scene # _____
- Learning target: Role Reversal and Tragic Ending

Student's Self-Assessment Tool: Checklist and Reflection on Playwriting Techniques

My First Tragedy: The Queen of O

I. Level One: Revision

Style and Conventions

- ___ Did I write in dialogue form?
- ___ Did I include informational text?
- ___ Did I use parenthesis when including informational text?
- ___ Did I use end punctuation?
- ___ Did I use capital letters in the right places?

Characters

- ___ Do my characters express their emotions through what they say?
- ___ Do my characters have clear objectives? (Do they know what they want?)
- ___ Is there tension between the characters?

Arts Assessment For Learning

II. Level Two: Reflection on achieving specific learning targets

Task(s): Write a scene with a tragic ending using the ROLE REVERSAL technique

A. Did I use the role reversal technique?

YES Explain how. _____

NO Explain how can you use this technique when revising the scene. _____

B. Did I write a scene with a tragic ending?

YES Explain how your scene ends. _____

NO Explain how you can end the scene tragically (unhappy). _____

Arts Assessment For Learning

NAME: _____ DATE: _____

- I'm revising scene # _____
- Learning target: Role Reversal and Tragic Ending

Teacher's Assessment Tool: Checklist and Recommendations

My First Tragedy: The Queen of O

I. Level One: Revision

Style and Conventions

- ___ Did you write in dialogue form?
- ___ Did you use informational text?
- ___ Did you use parenthesis when including informational text?
- ___ Did you use end punctuation?
- ___ Did you use capital letters in the right places?

Characters

- ___ Do the characters express their emotions through what they say?
- ___ Do the characters have clear objectives? (Do they know what they want?)
- ___ Is there tension between the characters?

II. Level Two: Recommendations to achieve specific learning targets

Task(s): Write a scene with a tragic ending using the ROLE REVERSAL playwriting technique

A. Did you use the role reversal technique?

YES Good! Now this... _____

YES

BUT _____

Arts Assessment For Learning

NO

Try this! Follow these recommendations to use the role reversal technique:

□ **ROLE REVERSAL**

TIP: Role reversal means that two characters change the way they feel about each other, from good to bad or from bad to good. They do not become each other. They just change their feelings and actions.

ACTION 1: Choose two characters, for example, Elizabeth and Mary Stuart, and imagine they have changed the way they feel and act toward each other.

ACTION 2: Think of an event in the play when you can use the role reversal technique. When does it happen? How does it happen?

B. Did you write a scene with a tragic ending?

YES Good! Now this... _____

YES

BUT, _____

NO

Arts Assessment For Learning

Try this! Follow this recommendation to write a scene with a tragic ending:

□ **ON UNHAPPINESS**

TIP: A tragic ending means that at that time at least one character, usually the protagonist, suffers a lot and feels very unhappy because something bad happened.

ACTION: Let the character say how unhappy he or she feels, or how much he or she is suffering, and why he or she feels that way.

More tips to write a scene with a tragic ending

□ **ON UNHAPPINESS**

TIP: A tragic ending means that at that time at least one character, usually the protagonist, suffers a lot and feels very unhappy.

ACTION: Let the character say how unhappy he or she feels, or how much he or she is suffering, and why he or she feels that way.

□ **ON IRREPARABLE MISTAKES**

TIP: An irreparable mistake is a mistake that cannot be repaired. Many times tragic endings are caused by an event in which the protagonist makes a terrible mistake, something that cannot be undone. As a result, he or she feels that there is no way back.

ACTION: Think of an irreparable mistake a character may make.

□ **ON EXPERIENCING DEATH**

TIP: In most scenes with tragic endings, characters suffer because of their own death or that of a loved one.

ACTION: Create an event where a character dies.

□ **ON LOSING SOMETHING OR SOMEBODY**

TIP: Most scenes with tragic endings include events where something or somebody very important to a character has been lost.

ACTION: Let the character say how much he or she is suffering for having lost something or somebody.

JUSTIN: Now what? What do I do?

Mr. FIGUEROA: Give some thought to each ACTION and write a scene with a tragic ending using the role reversal technique. I know you can do it.