**Setting the Stage Assignment** Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_period:\_\_\_\_\_

**Who**: In groups of 4-6 people, or solo. No smaller, no greater.

**What:** 1. Create a set for “A Raisin in the Sun”

2. Write a rationale piece that includes WHY they think the setting plays a huge role on these characters.

3. Display in room

**Why**: Imagining a scene as it plays out in a script can be difficult. By recreating the set, students may get a better understanding of where this story takes place, and why setting is so important to these characters. Providing a rationale will enable their teacher to understand their thought process (show your work!) and allow students to cite strong and thorough textual evidence (RL 9-10.1).

**When**: Today only, in class

**Where**: On large sheets of paper (8.5 x 11 for solo), and written response on notebook paper.

**How/details**: Students should use the stage directions at the beginning of Act 1, Scene i, in order to help them illustrate their stage set-up. In addition, when they write their rationale, they should use direct quotations with page numbers to indicate WHY they chose the room to look the way it does.

**How Much**: This is worth ~2 quiz grades (180 points)

*Hints:*

* *This play takes place entirely in this one set design. The audience never sees any other setting, so it really matters here.*
* *You don’t have to (but you can) make your set look exactly the way it is described in the play; you’re the set designers! Do what feels right to you for your characters!*
* *Now don’t go so far out of the realm of possibilities (unicorns, magic, etc.) unless you are prepared to fully explain why you felt it was necessary to shift time/space/dimension for this play.*
* *Everything must have a place and a purpose. Whatever you choose to do, be sure to explain why and provide direct quotes to support your reasoning.*

Group Members (or solo) must turn in one of these sheets attached with their paper and picture. BE SURE ONE OF YOUR NAMES IS ALSO ON YOUR ARTWORK IN CASE IT GET MIXED WITH OTHER CLASSES.

Member 1:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Teacher box:

*Total: =\_\_\_\_\_\_\_\_\_\_\_%*

*Comments:*

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|  | Mastery 25-30 | Proficient 19-24 | Developing 13-18 | Insufficient 5-13 | Incomplete |
| Group/ solo Participation | All students worked together equally, managed their time properly, demonstrated respect, and listened to each other. | All students worked together equally, may have had some time problems but got it done, demonstrated respect, listened. | Most students worked together but some students were not participating/ encouraged to participate, struggling with time management, respect, or listening. | Group struggled to work together, use time wisely, respect each other, or provide active listening skills | Students did not participate. |
| Set Design | The final design is free of any stray marks, looks like students’ best work, obvious time and consideration was demonstrated. | The final design is neat, but could have used some more time to elaborate. | The final design is a little messy/rushed, and more time should have be spent. | The final design is poorly constructed, messy, and little time was put into it. | Incomplete |
|  | The final design represents a believable set for “A Raisin in the Sun”, it is obvious the students reference the text when constructing their layout | The final design represents a believable set for “A Raisin in the Sun”, you can see students attempted to relate it to the text. | The final design represents a somewhat believable set for “A Raisin in the Sun”, but doesn’t feel related to text. | The final design is not a believable set for “A Raisin in the Sun” and/or does not have any evidence of referencing the text when designing | Incomplete |
| Rationale Piece | Students clearly explain how and why they chose to set up the stage in the fashion that they did and they elaborate on their ideas. | Students explain how and why they chose to set up the stage in the fashion that they did. | Students somewhat explain how and why they chose to set up the stage in the fashion that they did. | Students poorly explain how and why they chose to set up the stage in the fashion that they did, hard to follow logic. | Incomplete |
|  | Students use at least 3 direct quotes from the text to support what they are saying about the stage and why. | Students use 2 direct quotes from the text to support what they are saying about the stage and why. | Students use 1 direct quotes from the text to support what they are saying about the stage and why. | Students do not use any direct quotes but still provide some evidence they read the text. | No evidence |
| Display | Students display their artwork in the classroom and/or present their ideas clearly. | Students are willing to display their artwork, and present their ideas. | Students are hesitant about displaying their artwork, and/or present their ideas. | Students refuse to display their artwork or present their ideas. | Incomplete |