High School Drama Sub Plans, 2 Weeks

Two complete week binders of high school drama, grades 9 to 12: written drama work any sub can run, with little or no acting. Every day has individual work and a team task, and every task has a "say this" script.

PREVIEW

What is included

- Week 1 binder (65 pages) and Week 2 binder (67 pages): 132 pages
- 26 front pages: binder cover, important information, note to the sub, the week plan filled in, schedule, set index, class list, how it went, Monday opener
- 20 solo blocks (10 drama sets, 10 calm blocks) and 10 team tasks for groups of four
- A "say this to the class" script for all 42 tasks: 2 or 3 sentences the sub reads out
- A core task and a ★ challenge in every drama set and team task
- 10 optional games, each on that day's drama lesson, a fun way to end the class
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

How it works

1. Leave both binders out. Each has its own filled-in plan with page numbers.
2. The sub reads the "say this" box out, then runs the day's drama set in every period; students work on their own. Everyone does the core task, early finishers go on to the ★ challenge.
3. The calm block fits any gap, the team task fills a block period or extra time, the game the last 15 minutes.
4. No prep and no tech: print and go.

The 10 days: a drama set, a team task and a game each day

1. **Day 1:** Drama: The Stage and Theater Vocabulary · Team task: Opening Night Countdown **Whiteboard Quiz Game**
2. **Day 2:** Drama: Reading a Script · Team task: The Spring Show Budget **Paper Password**
3. **Day 3:** Drama: Building a Character · Team task: The Model Box **Class Feud**
4. **Day 4:** Drama: Theater History and Genres · Team task: The Scene Change **Classroom Millionaire**
5. **Day 5:** Drama: Design and Production · Team task: Ten Minutes to Places **Mystery Box**
6. **Day 6:** Drama: Improvisation and Yes-And · Team task: Improv Game Night Planner **Whiteboard Quiz Game**
7. **Day 7:** Drama: Monologue Analysis · Team task: Monologue Audition Panel **Paper Password**
8. **Day 8:** Drama: Stage Directions and Blocking · Team task: Traffic Jam on Stage **Class Feud**
9. **Day 9:** Drama: Greek Theater · Team task: Festival Judges **Classroom Millionaire**
10. **Day 10:** Drama: Costume Design · Team task: Costume Shop Budget Rush **Mystery Box**

What this preview shows: the note to the substitute, the Week 1 plan, more front pages, one page of every daily part, a full drama set with its answer key, a calm block, a team task, the game types and one ink-saver page. Every product page is watermarked. The full product has 132 pages.

Note to the Substitute

Grades 9 to 12 · five days · every set runs from the printout alone

Thank you for covering my classes this week

Everything you need is in this binder. The weekly plan is filled in for you; the important information page and the class list are for the teacher (or you) to fill in. After them come the work sets, one per day: **Drama 1** is Monday's set, **Drama 2** is Tuesday's, and so on to **Drama 5** on Friday. Run the day's set in every period you teach that day. Each set is one period (45 to 55 minutes), stands alone, and has its own answer key at the back of the binder, so you never have to make anything up or know the subject. Every task starts with a short **Say this to the class** box under its title: read it out, and the class knows what to do and how to start.

Every student page has a core task first, then a ☆ challenge. Every student does the core task. Students who finish early go on to the ☆ challenge; it fills a few extra minutes, and nobody has to finish it.

After the subject sets come the shared blocks, one of each per day. The **calm block** is always allowed: for time left at the end, a loud class, or anyone who finishes early. The **team task** fills a period on its own. The **game** is optional: a fun way to end the class, or something for extra time. Fifteen minutes, from the script.

Each day has

- One Drama set (one period, core task + ☆ challenge on every page)
- A calm and quiet block: learn 8 drama terms, then a quiet self-test
- A team task for groups of four
- A paper game from the script

If the class is loud

- Set a voice level with a number, 0 to 3, and use it all week (the Day 1 opener explains it).
- Switch to the calm block. Nobody needs to move.
- Every student page has a ☆ challenge, so fast finishers always have something.
- If a set is not working, stop it and use the calm block or the team task. Every set starts cold.

At the end of each day

Please fill in that day's line on the "How it went" page. It takes two minutes and I read every word.

For the teacher who bought this kit: if it worked well for your class, leaving a review on TpT helps other teachers find it and gives you credits toward future purchases. Thank you!

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This Week's Plan

Filled in for you: run the day's set in every period you teach. Keep it as it is, or use the blank schedule on the next page for your own order.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Start of class	**Meet Your Sub** p. 11 · 15 min, every period	Attendance, voice level	Attendance, voice level	Attendance, voice level	Attendance, voice level
Main work, every period	**Drama 1** The Stage and Theater Vocabulary p. 14	**Drama 2** Reading a Script p. 22	**Drama 3** Building a Character p. 31	**Drama 4** Theater History and Genres p. 40	**Drama 5** Design and Production p. 49
Early finishers or a loud moment	**Learn and Test: Stage Terms** p. 17	**Learn and Test: Script Terms** p. 25	**Learn and Test: Acting Terms** p. 34	**Learn and Test: Genre Terms** p. 43	**Learn and Test: Design Terms** p. 52
Block period or extra time	**Opening Night Countdown** p. 19	**The Spring Show Budget** p. 27	**The Model Box** p. 36	**The Scene Change** p. 45	**Ten Minutes to Places** p. 54
Last 15 minutes (optional): a fun way to end the class, or for extra time	**Whiteboard Quiz Game** p. 20	**Paper Password** p. 29	**Class Feud** p. 38	**Classroom Millionaire** p. 47	**Mystery Box** p. 56

How to use this plan

- Page numbers point to the first page of each set. Copy one per student.
- The calm block is always allowed: time left at the end, a loud class, or anyone who finishes early.
- On Monday the opener takes the first 15 minutes, so stop the set where the bell falls; finish page 3 as early-finisher work on Tuesday or skip it.
- The game is optional: a fun way to end the class, or something for extra time.

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HS DRAMA SUB PLANS WEEK 1

High School Drama, 5 Days of Print and Go Work

Teacher _____

Room _____

Grade and classes _____

Week of _____

Everything a sub needs for five days is in this binder: a filled-in weekly plan, a blank schedule, the class list, and for every day one Drama set, a calm block, a team task and a paper game. Each set is one period, stands alone, and has its own answer key. Nothing needs subject knowledge, a login or a projector.

Important Information

The page the sub reads first. Fill it in once and keep it current.

People to call

Office _____

Teacher next door _____

Nurse _____

Principal / admin _____

Tech help _____

Emergency procedures

Fire: exit and meeting point _____

Lockdown _____

Severe weather _____

Medical _____

Where the first aid kit is _____

Helpful students

_____

_____

_____

Students who need extra support

_____

_____

_____

Where things are

Attendance / how to take it _____

Paper, pencils, supplies _____

Hall passes _____

Copier, if the sub may use it _____

Class routines

Start of class _____

Bathroom _____

Phones _____

End of class _____

Weekly Schedule (Blank)

Your own order: write the set for each period (Monday: Drama 1, Tuesday: Drama 2, and so on) and the class next to each period. Cross out or rename periods to match the school day.

PERIOD / CLASS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1 ____ · ____ Class: _____					
Period 2 ____ · ____ Class: _____					
Period 3 ____ · ____ Class: _____					
Period 4 ____ · ____ Class: _____					
Period 5 ____ · ____ Class: _____					
Period 6 ____ · ____ Class: _____					
Period 7 ____ · ____ Class: _____					

How to fill it in

- One set per period. Each set runs 45 to 55 minutes; if a period runs longer, the ★ challenges fill a few minutes, or add that day's team task.
- Same subject all day? Write the day's set in every period you teach. Planning, lunch and duty periods: cross them out.
- On Monday the opener (15 minutes) comes first in every period, then the set.
- The game is optional: put it in the last period as a fun way to end the class, or use it for extra time. The calm block goes in any gap.

Set naming

Sets are named by subject and day: **Drama 1** is Monday's set, **Drama 2** is Tuesday's, and so on to **Drama 5** on Friday. The set index lists every set with its minutes and page.

Class List and Dismissal

Names, what a sub must know, and how every student goes home. Copy one per class.

(B) bus (write the number) (W) walks (P) picked up (write who) (A) after-school program (O) other

★ in the notes: a student who finds the core task easy may start with the challenge

#	STUDENT NAME	NOTES (ALLERGIES, NEEDS, HELPFUL, LEAVES EARLY)	HOME	BUS # / PICKED UP BY / PROGRAM
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
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30				

How It Went

For the substitute. One line per day, two minutes at the end of each day. Check the boxes and go.

Monday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Tuesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Wednesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Thursday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Friday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Meet Your Sub

Day 1 opener. 15 minutes at the start of every period on Monday, before the set. One sheet to fill in before first period.

Opener

SAY THIS TO THE CLASS

"Hi everyone, I am covering drama for your teacher this week, and each day you get one printed drama set for this period. I will start with a short introduction and three of your questions, and then we go through the class agreement. Each page has a core task for everyone and a star challenge for when you finish."

Sub script (the same 15 minutes in every class)

1. **Before first period, fill in the introduction sheet** on the next page, once, for the whole day. Keep it short and honest. A high school class reads a sub in about ten seconds, so give them something real to read.
2. **Introduce yourself from the sheet** in two minutes. Then hold up the Ask the Sub list and take three questions from raised hands. Three, not ten. Say when you are done taking questions.
3. **Read the class agreement out loud** and ask this period to add one line of their own. Write that line on the board for the period. The line they wrote is the one they keep.
4. **Set the voice level with a number** from 0 to 3, using the box at the bottom of the sheet. Say which level today's set needs, and use the same numbers in every class all week.
5. **Start the set** with one sentence: this is today's drama work on paper, everyone does the core task first, the star challenge is for anyone who finishes, and the calm block is always allowed.

If the room is loud

- Skip the questions. Keep the agreement and the voice level, and say the number out loud.
- Start the set sooner. Work on the desk beats a speech about behavior every time.
- Name the level again after four minutes. A number is easier to follow than a lecture.

If there is time left at the end

- If the set ends ten minutes early, run Same Line, Three Ways in groups of four: six minutes of writing, four of reading out.
- Or hand out the day's calm block (learn 8 drama terms, then the self-test) and let the room go quiet early.
- Or have each student write one question they would ask the teacher when they get back.

Monday checklist (before first period)

- ☐ Read the Important Information page: office extension, exits, the nurse, the teacher next door.
- ☐ Check the class list for allergies, medical needs, early releases and students who carry a pass.
- ☐ Find today's set on the weekly schedule and count copies for every period, plus five spares.
- ☐ Fill in the About Your Sub sheet once and post it where the back row can read it.
- ☐ Write the voice levels 0 to 3 on the board and leave them there all week.
- ☐ Keep the answer keys inside the binder, not face up on the desk.

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ONE PAGE OF EVERY DAILY PART

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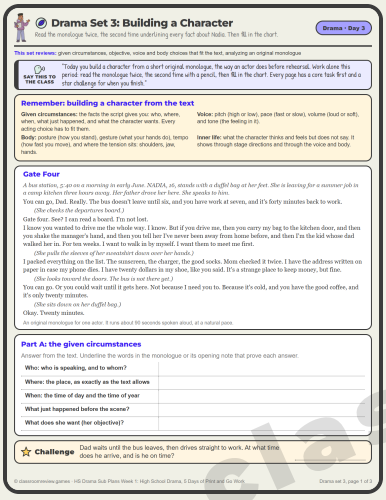
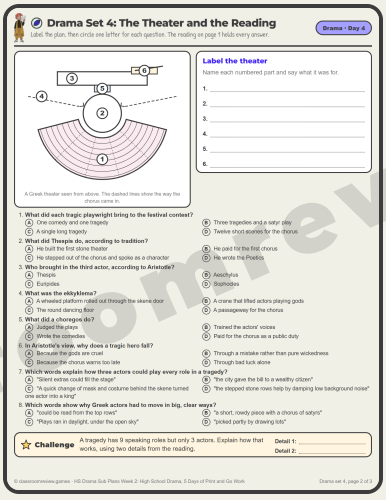
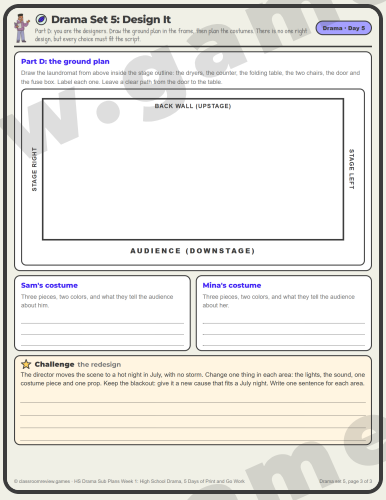


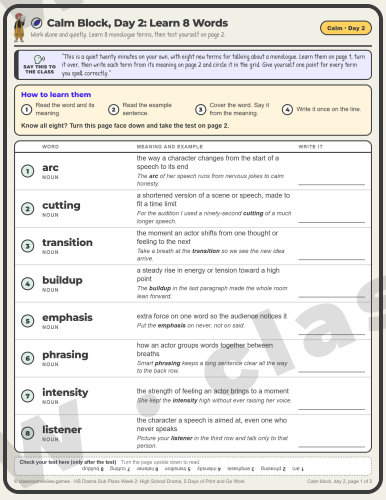
Drama set, Week 1 (solo)



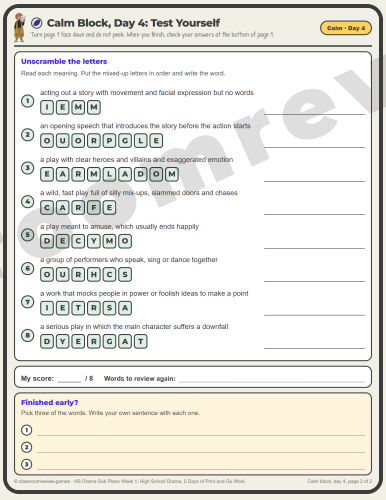
Drama set page 2, Week 2 (solo)



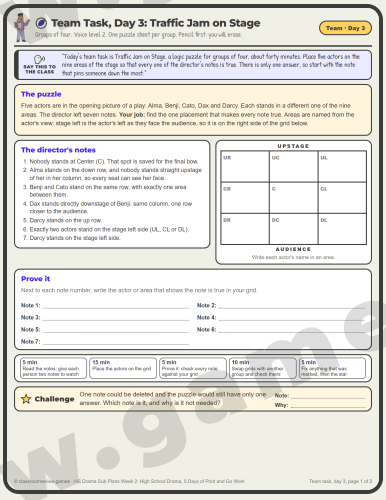
Design task + challenge (solo)



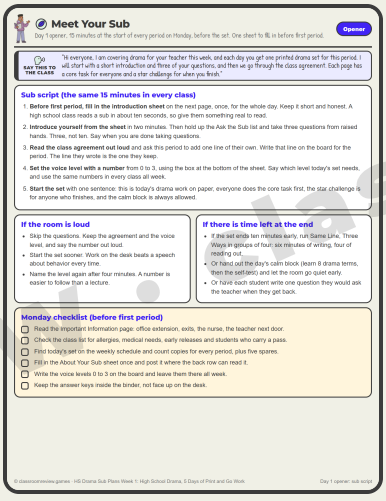
Calm block: learn 8 terms (solo)



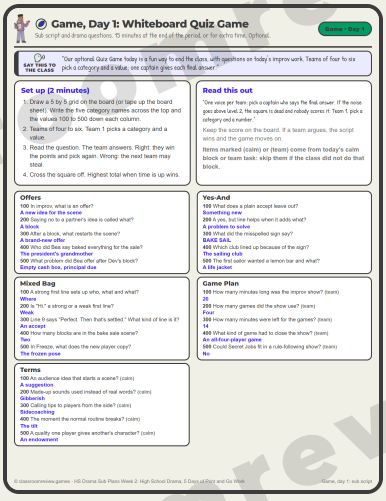
Calm block: test yourself (solo)



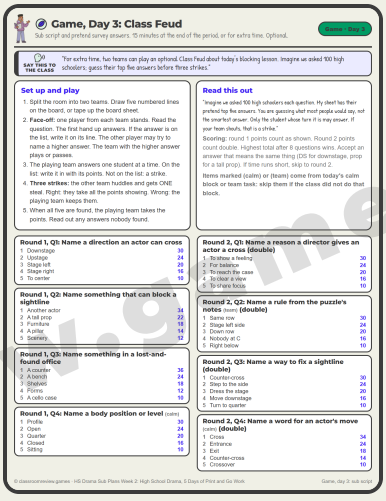
Team task, Week 2 (groups of four)



Monday opener (whole class)



Game: Quiz Game (whole class)



Game: Class Feud (whole class)

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Every day: a drama set, a calm block, a team task and an optional game

Drama Set 1: Improvisation and Yes-And

Written work. Read the Remember box, then label every line of the transcript. Reading it aloud with a partner is optional.

Drama · Day 1

This set reviews: improv rules: offer, accept, build and block, yes-and and yes-but, strong first lines that set up who, what and where

SAY THIS TO THE CLASS

"Today is improvisation, but all of it on paper: you study a made-up scene and see what makes it grow or stall. Work on your own, and start by reading the Remember box on page 1. Each page has a core task for everyone and a star challenge for when you finish."

Remember

- **Offer:** a new idea a player brings in, such as who we are, where we are, what is happening or a new problem.
- **Accept:** treat your partner's idea as true. **Build:** accept it AND add something new to it. This is called **yes, and**.
- **Block:** say no to a partner's idea or cancel it. A block stops the scene, and someone has to start over with a new offer.
- **Yes, but:** accept the idea, then add a problem. It helps if it gives the scene something to solve, and it blocks if it cancels the idea.
- A strong scene makes **who**, **what** and **where** clear in the first few lines.

Table by the Gym Doors

Class suggestion: a bake sale booth. Bea and Dev make up every line on the spot. Write one label in each box: **OFFER** (a brand-new idea: line 1, or a fresh start after a block), **ACCEPT** (agrees, adds nothing), **BUILD** (agrees and adds) or **BLOCK** (says no or cancels).

1	**BEA** Welcome to the Garden Club bake sale! Everything on this table was baked by our club president's grandmother.	
2	**DEV** Yes, and she baked all two hundred lemon bars last night by flashlight, because her power went out.	
3	**BEA** So that's why some of them came out shaped like stars.	
4	**DEV** Actually, nobody's grandmother baked these. They're from the grocery store. I can see the price stickers.	
5	**BEA** *(pauses, then points at an imaginary box)* Okay. New problem: the cash box is empty, and the principal is coming to buy a pie in five minutes.	
6	**DEV** Right. The principal is coming, and the box is empty.	
7	**BEA** Then we'll sell her the pie for exact change only, and she has to pay in quarters.	
8	**DEV** Yes, and I happen to have a jar of quarters from the laundry room in my backpack.	
9	**BEA** Perfect. Then that's settled.	
10	**DEV** Here she comes, and she's carrying a giant blue umbrella even though it's sunny.	
11	**BEA** That's not the principal. That's just a mailbox.	
12	**DEV** *(picks up an imaginary sign)* Okay, new idea. Our sign says BAKE SAIL, and the sailing club is lining up.	
13	**BEA** Yes, and the first sailor in line wants a lemon bar and a life jacket.	
14	**DEV** The sailor wants a lemon bar.	
15	**BEA** And she's paying in seashells, which the Garden Club can press into the flower beds.	
16	**DEV** Yes, and next year we'll call it the Bake Sail on purpose.	

Questions

1. **Line 1 is a strong first line. Who are Bea and Dev, and where are they?**

2. **Which line is the first block, and which idea does it cancel?**

3. **After line 4, how does Bea get the scene moving again?**

Challenge Count the lines you labeled OFFER. Which player made more offers? Prove it with line numbers.

Player: .....

Lines: .....

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Drama Set 1: Evidence, Fixes and First Lines

Use the transcript on page 1. Circle one letter for questions 4 and 5.

Drama · Day 1

More questions

4. **Which words show Dev BUILDING on the empty cash box instead of only accepting it?**

   (A) "The principal is coming, and the box is empty"

   (B) "I happen to have a jar of quarters from the laundry room in my backpack"

   (C) "she's carrying a giant blue umbrella even though it's sunny"

   (D) "the sailing club is lining up"

5. **Which line ACCEPTS an idea but adds nothing new, so the scene stalls for a moment?**

   (A) "Yes, and the first sailor in line wants a lemon bar and a life jacket."

   (B) "And she's paying in seashells, which the Garden Club can press into the flower beds."

   (C) "The sailor wants a lemon bar."

   (D) "Yes, and next year we'll call it the Bake Sail on purpose."

6. **An ACCEPT line such as line 6 is not a block. Why does it still slow the scene down?**

.....

.....

Fix the two blocks

Rewrite each blocking line as a yes, and line: accept the partner's idea and add one new detail to it.

Line 4, DEV said: Actually, nobody's grandmother baked these. They're from the grocery store. I can see the price stickers.

New line 4: .....

.....

Line 11, BEA said: That's not the principal. That's just a mailbox.

New line 11: .....

.....

Strong or weak first line?

A STRONG first line sets up who, what and where. A WEAK one leaves all of it to the partner. Write STRONG or WEAK in each box.

1	Captain, the engine room is flooding and the crew wants to know if we turn back.	**2**	So, what do you want to do?
3	Grandma, hold the ladder while I hang the last string of lights on your porch.	**4**	I don't know. You start.
5	Nurse, the waiting room is full and the clinic's only printer just jammed.	**6**	Ranger, three campers at this trailhead say they saw a bear cub on the path.
7	Hi.	**8**	Coach, the bus to the swim meet just left the school parking lot without us.
9	Okay. Well. Here we are, I guess.	**10**	Sis, Mom wants the moving truck packed by dark, and you're reading in the empty kitchen.

Pick one STRONG line. Who is talking to whom, what is happening, and where are they?

.....

Challenge Turn one of the two blocking lines into a yes, but line that still helps the scene: accept the idea, then add a problem the players can solve.

Line: .....

Yes, but: .....

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Drama Set 1: Plan a Game, Write a Scene

Plan one improv game on the structure card, then write your own yes, and scene. Acting it out is optional.

Drama · Day 1

Plan an improv game on paper

Choose ONE of these three games and fill in the structure card.

Freeze
Two players start a scene from a suggestion. Anyone watching may call out Freeze, name one player, take that player's exact pose and start a brand-new scene that gives the pose a new meaning. Nobody touches anyone.

One Word Story
Four to six players stand or sit in a line and tell a story one word each, in order, with a title from the audience. If the story stalls, the next player starts a new sentence.

Expert Interview
One player hosts a talk show. A second player is the world's leading expert on a topic the audience suggests and answers every question with total confidence, never saying "I don't know."

The game I chose: .....

How many players: .....

The safe suggestion the host asks for: .....

The one rule that makes it this game: .....

How a round ends: .....

One way to keep it kind and safe: .....

Write your own yes, and scene

Two players, A and B, eight lines. Line 1 is printed. Every line after it must BUILD: accept the last idea and add one new detail. No blocks.

1. A: Coach, the team bus just broke down at a gas station, and the game starts in forty minutes.

2. B: .....

3. A: .....

4. B: .....

5. A: .....

6. B: .....

7. A: .....

8. B: .....

Looking back: which line made your scene grow the most, and what did it add?

.....

.....

Challenge Rewrite your line 6 as a surprise offer: something nobody expected, like a new person arriving or a secret coming out. Then write a new line 7 in which the partner accepts it and builds on it.

New 6: .....

New 7: .....

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Answer Keys (1 of 9)

Teacher copy. Keep these pages out of the student sets.

Day 1 opener: Status Cards on Paper

1. B (the store manager) (the manager stands tall and points to the hook without looking up; the new hire holds her coat tight, eyes on the floor) **2. A** (the team captain) (the captain takes the form with one hand, leaning back; the freshman holds it out with both hands, standing very still) **3. B** (the student stage manager) (the stage manager points to the spot and waits, calm and steady; the actor glances at the floor, then steps where she points) **4. A** (a bus driver) (the driver sits back, arms folded, eyes straight ahead; the passenger hunches over the bag and avoids looking up) **5. A** (a grandmother folding dumplings) (she sits upright and takes the dumpling from his hands; he leans in close and watches her fingers) **6. B** (the lifeguard) (the lifeguard stays up on the chair and points down at the spot in front of her; the swimmer walks over slowly and looks up)

Card 3 is the twist: the famous actor has more status in general, but in this moment the stage manager runs the room. Accept A on card 3 only with a reason about the actor's fame and a direction that shows it. Accept any other stage direction that shows the expected status through posture, eye contact or space.

Drama Set 1: Improvisation and Yes-And

Labels: 1 OFFER, 2 BUILD, 3 BUILD, 4 BLOCK, 5 OFFER, 6 ACCEPT, 7 BUILD, 8 BUILD, 9 ACCEPT, 10 BUILD, 11 BLOCK, 12 OFFER, 13 BUILD, 14 ACCEPT, 15 BUILD, 16 BUILD. In all: 3 OFFER, 3 ACCEPT, 8 BUILD, 2 BLOCK. Lines 5 and 12 are offers because each starts fresh after a block; line 3 builds (the flashlight explains the star shapes).

Questions: 1. students selling at the Garden Club bake sale table (accept members or sellers of the club's bake sale, at the booth); 2. line 4: it cancels the idea from lines 1 to 3 that the club president's grandmother baked everything; 3. she makes a brand-new offer in line 5: the cash box is empty and the principal is coming to buy a pie; 4. B ("I happen to have a jar of quarters from the laundry room in my backpack"); 5. C ("The sailor wants a lemon bar."); 6. it agrees but adds nothing, so the partner has to do all the work of moving the story forward (accept: it gives the partner nothing new to build on).

Page 1 star challenge: Bea made more offers: 2 (lines 1 and 5) against Dev's 1 (line 12).

Fix the two blocks: answers vary. Line 4 must keep the grandmother as the baker and add a detail (for example: "Yes, and she wrote each price in frosting so nobody could lose the stickers"). Line 11 must keep the principal arriving with the umbrella and add a detail (for example: "Yes, and she's opening the umbrella to hide the pie she already bought"). **Page 2 star challenge:** answers vary; accept a line that keeps the partner's idea and adds a solvable problem (for example, line 4: "Yes, she baked them, but she forgot the sugar in half of them, so we need a taste test").

Strong or weak: 1 STRONG, 2 WEAK, 3 STRONG, 4 WEAK, 5 STRONG, 6 STRONG, 7 WEAK, 8 STRONG, 9 WEAK, 10 STRONG. Who, what and where: 1: captain and a crew member; on a ship; the engine room is flooding; 3: a grandchild and a grandmother; her porch; hanging lights; 5: a nurse and a coworker; a clinic; a jammed printer and a full waiting room; 6: a ranger and a hiker or camper; a trailhead; campers saw a bear cub; 8: a coach and a swimmer; the school parking lot; they missed the bus; 10: two siblings; an empty kitchen on moving day; packing the truck.

Structure card: answers vary. Freeze: two players to start, more waiting; suggestion a place or an activity; rule: the new player takes the frozen pose and starts a new scene; a round ends when someone calls Freeze. One Word Story: four to six players; suggestion a story title; rule: one word each, in order; ends when the story reaches an ending or the host calls time. Expert Interview: two players; suggestion a harmless topic (such as clouds or sneakers); rule: the expert never says I don't know; ends after about five questions. Kind and safe: no real people, no insults, no touching. **Scene:** accept eight lines that alternate A and B, every line from 2 on keeps the idea before it and adds one detail, and a reflection that names a line and what it added. **Page 3 star challenge:** a new line 6 that brings in something unexpected and a line 7 that treats it as true and adds to it.

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Calm Block, Day 1: Learn 8 Words

Work alone and quietly. Learn 8 improv terms, then test yourself on page 2.

Calm · Day 1

SAY THIS TO THE CLASS "For the next twenty minutes this is silent, solo work on eight new improv terms. Study the terms and examples on page 1, then flip that page over and match each meaning to its term on page 2. When you are done, check yourself with the upside down answers on page 1."

How to learn them

1. Read the word and its meaning.
2. Read the example sentence.
3. Cover the word. Say it from the meaning.
4. Write it once on the line.

Know all eight? Turn this page face down and take the test on page 2.

	WORD	MEANING AND EXAMPLE	WRITE IT
1	**endowment** NOUN	a quality one player gives another player's character during a scene *Her **endowment** made me the oldest sailor in the harbor, so I walked slowly.*	
2	**tilt** NOUN	the moment the normal routine breaks and the real story of the scene begins *The scene was calm until the **tilt**: a stranger walked in holding my lost wallet.*	
3	**heighten** VERB	to raise the stakes or make an idea bigger each time it comes back *Every time the phone rang, the players **heightened** the panic a little more.*	
4	**justify** VERB	to invent a reason that makes a strange choice make sense in the scene *When I sneezed by accident, my partner had to **justify** it as an allergy to robots.*	
5	**spontaneity** NOUN	acting in the moment, without planning ahead *Good improv runs on **spontaneity**, so try not to script your lines in your head.*	
6	**sidecoach** VERB	to call short tips to players from the side while a scene keeps going *Our teacher likes to **sidecoach** with quick calls such as louder or use the space.*	
7	**gibberish** NOUN	made-up sounds in place of real words, so tone and body carry the meaning *In the **gibberish** scene, we understood the whole argument from the voices alone.*	
8	**suggestion** NOUN	a word or idea from the audience that starts an improv scene *The audience's **suggestion** was a dentist's office, so the scene began there.*	

Check your test here (only after the test) Turn the page upside down to read.

1 tilt 2 justify 3 gibberish 4 suggestion 5 spontaneity 6 heighten 7 endowment 8 sidecoach

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Team Task, Day 2: Planning Sheet

Test at least three plans. Write the letter you chose in each area, then add up the cost and the points.

Team · Day 2

	PLAN 1	PLAN 2	PLAN 3
Performance rights	$360	$360	$360
Set: letter, cost and points			
Costumes: letter, cost and points			
Lighting: letter, cost and points			
Sound: letter, cost and points			
Publicity: letter, cost and points			
Total cost			
Production points			

Our final plan

Set _____ Costumes _____ Lighting _____ Sound _____ Publicity _____

Total _____ Points _____ Checked by _____

What did you give up?

Name one expensive option you left out. What would the audience miss, and why was it worth it?

_____

_____

_____

Why this plan?

In two sentences, tell the director why your plan gives the audience the best show for the money.

_____

_____

_____

☆ Challenge

Break even: tickets cost $8. How many tickets must the club sell to pay for your whole plan, rights included? With 150 seats a night for 3 nights, what percent of the seats is that?

Tickets: _____

Percent of seats: _____

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Game, Day 1: The Board

Tape this to the whiteboard or copy it. Cross squares off as they are played.

Game · Day 1

OFFERS	YES-AND	MIXED BAG	GAME PLAN	TERMS
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Scores

Team 1	**Team 2**	**Team 3**
Team 4	**Team 5**	**Team 6**

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Game, Day 2: Paper Password

Sub script and drama word list. 15 minutes at the end of the period, or for extra time. Optional.

Game · Day 2

SAY THIS TO THE CLASS "For extra time, play an optional game of Paper Password with a partner, on today's monologue words. One partner gives one-word clues, the other guesses, and you swap every round."

Set up (2 minutes)

1. Before class, cut each card page into its four round cards. Hand each pair ONLY the current round's card; pairs keep used cards for the totals.
2. Partner A is the clue giver in rounds 1 and 3, Partner B in rounds 2 and 4. The guesser never sees the card.
3. Each round lasts 2 minutes. The clue giver says ONE word. The guesser gets ONE guess. Wrong: give another one-word clue.
4. After five clues without a right guess, the word scores 0 and the pair moves on. Say "Go" and "Stop" for each round.

Read this out

"Your clue is one word only. You may not say the secret word or any part of it. If the word is snowman, you cannot say snow or man. No gestures, no spelling, no rhymes. Break a rule and that word scores zero."

Scoring: guessed on clue 1 = 5 points, clue 2 = 4, clue 3 = 3, clue 4 = 2, clue 5 = 1. The clue giver circles the number on the card. After round 4, pairs add their four round totals. Highest total wins; ask pairs to call out totals over 60.

Items marked (calm) or (team) come from today's calm block or team task: skip them if the class did not do that block.

Referee calls

Two words glued together ("hotdog") count as one clue only if they make a real single word. Plurals and "-ing" forms of the secret word are not allowed. If a pair disagrees about a clue, the word scores zero and they move on. Each example clue below is allowed, and a good first clue.

Timing (15 minutes)

0:00	2:00	4:30	7:00	9:30	12:00
Set up, rules	Round 1, Partner A	Round 2, Partner B	Round 3, Partner A	Round 4, Partner B	Add totals, winners

Round 1: Partner A gives clues

ENVELOPE	example clue: letter
ARC (calm)	example clue: journey
PRACTICE	example clue: drills
PANEL (team)	example clue: judges
COACH	example clue: whistle

Round 2: Partner B gives clues

TACTIC	example clue: method
CUTTING (calm)	example clue: shorter
OPERATIVE	example clue: stress
INTENSITY (calm)	example clue: power
LADDER	example clue: rungs

Round 3: Partner A gives clues

LISTENER (calm)	example clue: silent
CONTRAST	example clue: opposite
CASTING (team)	example clue: roles
EMPHASIS (calm)	example clue: force
SETTER	example clue: volleyball

Round 4: Partner B gives clues

PHRASING (calm)	example clue: breaths
PAINT	example clue: brush
BUILDUP (calm)	example clue: rising
QUITTER	example clue: surrender
HUMOR (team)	example clue: jokes

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Game, Day 4: Classroom Millionaire

Sub script and the 12 questions. 15 minutes at the end of the period, or for extra time. Optional.

Game · Day 4

SAY THIS TO THE CLASS "If there is time, we end with an optional Classroom Millionaire on today's Greek theater lesson. The class climbs twelve questions together, with a new student in the hot seat each time."

How it works

1. Tape up the ladder sheet. The whole class is one player. Pick a student for the hot seat (a new student for every question).
2. Read the question and the four options, then read the options again. The hot seat may listen to quiet advice, then says "final answer" and a letter.
3. Right: the class climbs one rung. Before hearing the next question, the class may vote to walk away and keep what it has.
4. Wrong: the climb ends. Rungs 4 and 8 are safe: the class keeps the last safe amount it passed.
5. Time left over? Play the questions again as a team quiz.

Three lifelines (one use each)

Ask the class: everyone shows 1, 2, 3 or 4 fingers at once for A, B, C or D. The hot seat looks, then decides.

50/50: read out the two wrong options listed under the question. Cross them off.

Phone a friend: the hot seat picks one classmate, who has 30 seconds to say what they think out loud.

"Only the hot seat's final answer counts. Shout an answer and the class loses a lifeline."

Items marked (calm) or (team) come from today's calm block or team task: skip them if the class did not do that block.

Rungs 1 to 4, rung 4 is safe

1. $100 The City Dionysia honored which god?
A. Zeus B. Dionysus C. Apollo D. Athena
Answer: B. Dionysus (50/50 removes C and D)

2. $250 What were the audience seats called?
A. Skene B. Theatron C. Orchestra D. Parodos
Answer: B. Theatron (50/50 removes A and D)

3. $500 Where did the chorus sing and dance?
A. Skene B. Mechane C. Orchestra D. Parodos
Answer: C. Orchestra (50/50 removes A and B)

4. $1,000 After Sophocles, how many actors spoke in a tragedy?
A. One B. Two C. Five D. Three
Answer: D. Three (50/50 removes A and B)

Rungs 5 to 8, rung 8 is safe

5. $2,500 Which word is another name for an actor? (calm)
A. Choregos B. Thespian C. Satyr D. Agon
Answer: B. Thespian (50/50 removes C and D)

6. $5,000 Which machine lifted actors playing gods?
A. Mechane B. Ekkyklema C. Skene D. Theatron
Answer: A. Mechane (50/50 removes C and D)

7. $10,000 Arrogant pride that leads to a fall is called? (calm)
A. Agon B. Exodos C. Hubris D. Stasimon
Answer: C. Hubris (50/50 removes A and D)

8. $25,000 Who paid for a chorus as a public duty?
A. Judges B. Thespis C. Chorus D. Choregos
Answer: D. Choregos (50/50 removes A and C)

Rungs 9 to 12

9. $50,000 Who added the second actor, says Aristotle?
A. Thespis B. Aeschylus C. Euripides D. Sophocles
Answer: B. Aeschylus (50/50 removes A and D)

10. $100,000 Which entry broke the three-actor rule? (team)
A. Entry 1 B. Entry 2 C. Entry 3 D. All three
Answer: A. Entry 1 (50/50 removes B and D)

11. $500,000 Old Comedy's chorus speech to the crowd? (calm)
A. Exodos B. Stasimon C. Dithyramb D. Parabasis
Answer: D. Parabasis (50/50 removes A and C)

12. $1 MILLION Aristotle's word for releasing pity and fear?
A. Hubris B. Catharsis C. Agon D. Mechane
Answer: B. Catharsis (50/50 removes A and D)

If the class misses

Wrong on rung 1 to 4	**class keeps $0**
Wrong on rung 5 to 8	**class keeps $1,000**
Wrong on rung 9 to 12	**class keeps $25,000**
Walk away after rung n	**class keeps rung n**

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Drama Set 2: Monologue Analysis

Written work. Read the monologue twice. On the second read, draw a slash (/) wherever Cora changes tactic: that is where a new beat starts.

Drama · Day 2

This set reviews: reading a monologue: speaker, listener, objective, beats and tactics, the turning point, operative words, pace and volume

SAY THIS TO THE CLASS

"Today you take apart a monologue the way an actor does before learning it, all in writing and on your own. Read the Remember box and the monologue on page 1 twice, the second time with a pencil. Reading it aloud quietly is optional, and the star challenge on each page is for when you finish."

Remember

- **Monologue:** a long speech by one character, spoken to a listener on stage (or to the audience).
- **Objective:** what the character wants from the listener, written as to + a verb, such as to win her trust.
- **Tactic:** how the character tries to get it at this moment (to joke, to plead, to warn). **Beat:** a section that ends when the tactic changes.
- **Turning point:** the moment the speech changes direction for good. **Operative word:** the word an actor stresses because it carries the meaning, often one half of a contrast.

Row C, Center

The school gym after practice. CORA, 17, stacks volleyballs into a cart. Her COACH, who never speaks, is checking a clipboard.

Coach? Do you have a minute? *(She tosses one more ball at the cart and misses.)* See, that's why I'm a setter and not a hitter. *(A short laugh. Nothing comes back.)*

Okay. So. You know the winter play? The drama club needed people to build the set, and Ms. Dunmore asked if I could hold a ladder one Saturday. Just one. *(She picks up a ball and turns it in her hands.)* I ended up staying nine hours. I painted a whole brick wall on a flat, and when the lights came up on it at the run-through, it looked real. Nobody in the seats knew that wall was me, and I loved that. They asked me to be assistant stage manager. Rehearsals are every day from three to six, which is exactly when we practice. So I can't do both.

(Fast, before Coach can answer.) And I know what you're thinking. You're thinking about the regional final, and how you moved me up to varsity as a sophomore when nobody else would. I kept thinking you'd call me a quitter. I practiced this speech in the car four times so you wouldn't.

(She stops. She sets the ball down.) No. I'm done saying sorry for this. I'm not running away from something. I'm running toward something. You taught me to read the whole court, not just the ball. That's what a stage manager does: she watches everything and calls it at the right moment. It isn't your fault. It's my choice. *(Quieter.)* Nobody sees the stage crew, but everybody sees what the crew builds.

(She picks up her bag.) Dina has been setting in practice since October. I'll stay late on Thursdays and work with her until the season ends, if you want me to. *(She holds out a folded envelope.)* Two tickets for opening night. Row C, center. You don't have to come. *(A pause.)* But I'd like you to see what I built.

Questions

1. **Who is speaking, and who is the listener? What do we know about the listener?**

2. **Write Cora's objective: to + a verb + what she wants from Coach.**

3. **Why is the stage direction (Fast, before Coach can answer.) there? What does it show about Cora?**

☆ Challenge Find the ONE word in the monologue that shows what Cora is most afraid of. Explain how it shows her fear.

Word: .....

How: .....

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Thank you! If this works for your class, a quick review helps other teachers find it, and earns you TpT credits.

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