

### **Dramatic Reading (20% of your total grade)**

**Objective:** Because a play's effectiveness depends in part on an ensemble effort, every student will participate in a group reading of one scene of *The Glass Menagerie*. While you are allowed to read from the text (i.e. you do *not* need to memorize your lines), this is not simply an assignment about reading out loud; rather, I want you to think about all the aspects of performance that go into communicating a piece of drama to an audience (in this case, your classmates). This includes: verbal articulation, emotional engagement, non-verbal engagement (i.e. action and stage directions), and staging itself (i.e. where people stand on the "stage"). It is important to recognize that this dramatic reading, like *all* of our close readings, does not have one right answer; this play has been staged many times across many time periods, with a wide array of casts and interpretations. However, whatever decisions you make about your performance will require explanation and analysis—that is, you must be able to explain to the class *why* you have made the choices you did.

**Evaluation:** Because this is a group assignment, each group member will receive the same grade. In the (hopefully unlikely) event that one group member is not pulling their weight, the rest of the group has the right to come to me to discuss their concerns. However, my hope is that everyone will put effort into this assignment. While I know that speaking in front of a room can be intimidating, this is meant to be a fun project in which you'll *want* to be engaged.

#### Dramatic Reading (50% of your grade for this assignment)

During the reading, the group will be evaluated in the following areas:

- Articulation (reading clearly and distinctly)
- Emotional engagement of reading (how much the ensemble "gets into" the reading through their voicing of the parts)
- Non-verbal engagement (how much the ensemble gets into the reading through their following of stage directions, etc.)
- Creativity of staging

#### Analysis of Play (50% of your grade for this assignment)

After the reading, the group will discuss the following:

- Background research on play
- Discussion of staging—why particular movement and, if applicable, setting choices were made
- Analysis of characters' words and actions (and thus motivations)
- Analysis of how group tried to portray the characters and themes through their dramatic readings
- Analysis of themes of the play

#### **Groups:**

Scene 3: Mary-Claire & Natalie

Scene 4: Samuel, Shyla, & Anna Lauren

Scene 5: Alexis, Kaitlyn, & Will

Scene 6: Mollybeth, Justin, Georgia, & Claude

Scene 7: Brooklyn, Alex, Grace, & Mhairi

Groups responsible for scenes 3-5 will present on Thursday, October 7<sup>th</sup> (presentations should be 15-20 minutes long, including the analysis). Groups responsible for scenes 6-7 will present on Tuesday, October 12<sup>th</sup> (presentations can be up to 30 minutes each).