

American Voices

Death of a Salesman / Raisin in the Sun: Student Assessment

Set Design Activity:

In pairs, students will design a set for either *Death of a Salesman* or *Raisin in the Sun*.

- 1) Decide with your partner which play you will design, either *Death of a Salesman* or *Raisin in the Sun*. Consider all the information about color, stage dimensions, and materials.
- 2) Turn in a ground plan (a floor plan with the set pieces, furniture, and other floor-attached objects including the flats and scrims). The ground plan should be to scale (1 square = 1 foot). *Please see graph attached.*
- 3) Turn in a front view drawing, in color, of what the stage will look like. Include wallpaper or design flats.
- 4) Turn in a completed set. ***It should be ½ inch to every foot.*** The stage dimensions are _____. Measure exactly!
- 5) You will, as partners, present your design to the class, including a description of what lights you will use and how they will affect the color of the set, the mood of the play, and the tone. After you have presented the set, you will have 2 minutes to answer questions.

When designing their set, students should consider:

- Set must appear “finished”.
- Set must contain various acting surfaces such as level, platforms, or furniture.
- Set should have one human figure, to show scale.
- Set must be durable (Pieces may not fall off if tilted.)
- Set must be for play required. It must reflect style, theme, and mood of play.
- Set need not be made of wood or expensive materials, however, no shoe boxes. (They are not to the scale of the school’s stage.)
- Presentation must be done with both partners involved. Questions will be asked of both partners.

Set Design Rubric:

- Go over rubric criteria with students to inform them on what they will be graded.
- Use rubric to assess individual and group achievement in the exercise.
- Encourage students to provide feedback to each other using the rubric (i.e. peer-to-peer assessment).

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	Responses at the Highest Level 85-100*	Responses at the Middle Level 65-84	Responses at the Lowest Level 0-64
GROUND & FRONT VIEW PLANS (Up to 20 points) SCORE _____	(16-20 points) <ul style="list-style-type: none"> - Ground plan is clearly to scale, neat, and shows multiple areas for actors to perform scenes - Front view is clearly in color, neat, and represents a full stage picture 	(11-15 points) <ul style="list-style-type: none"> - Ground plan is moderately to scale, neat, and shows multiple surfaces - Front view uses some color, is moderately neat, and/or moderately represents a full stage picture 	(0-10 points) <ul style="list-style-type: none"> - Ground plan is minimally or not to scale, neat, and shows multiple surfaces - Front view uses minimal color and does not represent a full stage picture
TECHNICAL ASPECTS (Up to 20 points) SCORE _____	(16-20 points) <ul style="list-style-type: none"> - Set clearly conforms to required measurements - Human figure(s) is clearly to scale and representative of play - Set pieces are clearly attached and do not move when tilted - Moving parts (i.e. opening doors) clearly attach in place when not in use 	(11-15 points) <ul style="list-style-type: none"> - Set moderately conforms to required measurements - Human figure is moderately to scale and/or somewhat representative of play - Set pieces are moderately attached and do not move when tilted - Moving parts moderately attach 	(0-10 points) <ul style="list-style-type: none"> - Set minimally or does not conform to the required measurements - Human figure is not to scale and/or representative of play - Set pieces do not seem to stay in place when tilted - Moving parts do not seem to be attached
ARTISTIC CHOICES (Up to 20 points) SCORE _____	(16-20 points) <ul style="list-style-type: none"> - Colors and use of line clearly reflect the mood and atmosphere of the play (or a scene) - Theme of play is clearly reinforced by the set - Set is clearly designed with a dynamic aesthetic /vision 	(11-15 points) <ul style="list-style-type: none"> - Colors and use of line moderately reflect the mood and atmosphere - Theme of play is moderately reinforced - Set is moderately designed with a dynamic aesthetic/vision 	(0-10 points) <ul style="list-style-type: none"> - Mood and atmosphere of the play is minimal or not present in design - Theme is minimally or not reinforced - Set has minimal or no dynamic aesthetic/vision
USE OF SPACE (Up to 20 points) SCORE _____	(16-20 points) <ul style="list-style-type: none"> - Set clearly includes multiple levels and areas for the actors to perform different scenes - Set is clearly "actor friendly" offering accessible multiple surfaces and flexibility in movement - Set can be viewed from multiple audience perspectives (i.e. sightlines) 	(11-15 points) <ul style="list-style-type: none"> - Set moderately includes levels and areas - Set is moderately "actor friendly" - Set is viewable with some obstructed sightlines 	(0-10 points) <ul style="list-style-type: none"> - Set has minimal or no levels and areas - Set is minimally or not practical for actors to move about on - Set obstructs most or all of audience's sightlines
PRESENTATION (Up to 20 points) SCORE _____	(16-20 points) <ul style="list-style-type: none"> - Both partners are clearly prepared, involved, and knowledgeable about their set - Partners' respond professionally during Q&A session 	(11-15 points) <ul style="list-style-type: none"> - Both partners are moderately prepared, involved, and knowledgeable - Partners' respond adequately 	(0-10 points) <ul style="list-style-type: none"> - Both partners are poorly prepared, involved, and/or knowledgeable about their set for the play being represented - Partners' respond poorly
TOTAL _____			

* Please note that the point distribution is a mere suggestion. Please adjust if needed.

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Set Design Teacher Notes:

In pairs, students will design a set for either *Death of a Salesman* or *Raisin in the Sun*. Give students the exact dimensions of your theatre space in which to create their set.

- **Model Set** - A scale model provided by the set designer to help all the technical departments to co-ordinate and plan a production.

Ground & Front View Plan: Ground plan layout is provided (1 square = 1 foot). For the Front View Plan, have students draw in color on white blank page.

- **Ground Plan:** a drawing of the overhead view of a set showing the exact location of all entrances, walls, and furniture
- **Front View:** a color drawing from the audience's point of view of a set showing the exact location of all entrances, walls, and furniture (it should correspond with the Ground Plan).

Set Measurements & Human Figure: Set should be built to scale based on the measurements of your particular stage (1/2 inch = 1 foot). The human figure should also be to scale made however the students choose.

Durability: Set pieces should be fixed to set. Do a "tilt-test" for each model set.

Mood & Atmosphere: In any stage set there should be a controlling color and line scheme that carries out the predominant mood and atmosphere of the production. The most effective color schemes are those that give a single impression, although other colors are used for contrast. Listed below are some colors with possible moods and atmospheres they can convey:

COLOR

Blue: calm, cold, formal, spiritual, depressing

Orange: exhilarating, cheerful, lively

Red: aggressive, passionate, bloody, angry

Yellow: cheerful, happy, youthful, cowardly

Pink: fanciful, romantic

Green: youthful, external, reborn

Soft green: restful, soothing

Purple: mournful, mystic, regal

Gray: neutral, depressing, negative, somber

Brown: earthly, common, poverty-stricken

Black: melancholic, tragic, gloomy, deathlike

White: truthful, pure, innocent, peaceful

LINE

Long vertical: dignity, elevation, hope

Horizontal: calm, evenness, tranquility

Diagonal: driving force, strife, uncertainty

Curved: ease wealth, expanse

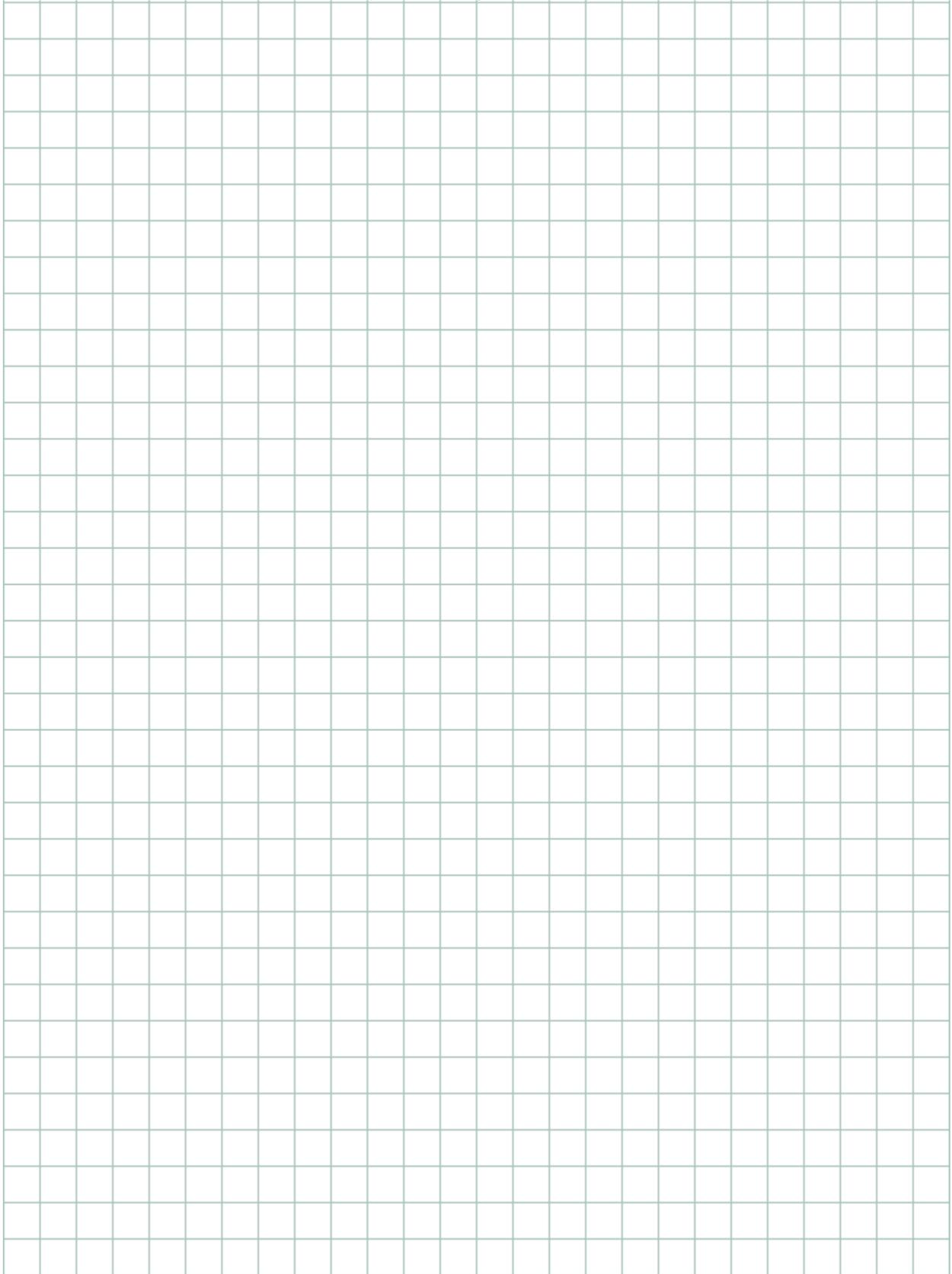
Crooked or jagged: chaos, shattered dreams, injustice, pain

Levels & Actor Playing Areas: In any stage set, interesting levels and playing areas that the actors perform on should be included. The most effective use of levels is those use high, medium, and low areas of stage (from floor to ceiling).

American Voices

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GROUND PLAN: 1 SQUARE = 1 FOOT (Use sideways if needed).



American Voices

Death of a Salesman / *Raisin in the Sun*: Lesson 5 Student Assessment

Essay Topic:

Write a comparison essay of *Death of a Salesman* and *Raisin in the Sun*. Compare the similarities and differences of attaining the “American Dream” in *Death of a Salesman* and *Raisin in the Sun*?

- How might have American blacks and whites defined the “American Dream” in the 1950’s?
- Was the “American Dream” attainable in the 1950’s for these groups? Was it sustainable?
- What factors impacted how people were able to attain the “American dream” (i.e. segregation, class system, status, racism, family, employment, etc.)?

Note to Teacher:

Encourage students to use resources from *American Voices* as references (“Harlem” by Langston Hughes, *Death of a Salesman* and *Raisin in the Sun* text, “We Shall Overcome” lyrics, 1950’s commercials, “The American Dreams” and “Levittown’s” Power Point presentations, etc...), as well as other source material they research themselves.

“American Dream” Contrast Essay Rubric:

- Go over rubric criteria with students to inform them on what they will be graded.
- Use rubric to assess achievement in the essay writing activity.

American Voices

Death of a Salesman / Raisin in the Sun: Lesson 5

“American Dream” Contrast Essay Rubric

	Responses at the Highest Level 85-100*	Responses at the Middle Level 65-84	Responses at the Lowest Level 0-64
<p>MEANING The extent to which the response exhibits understanding of the topic (Up to 50 points)</p> <p>SCORE _____</p>	<p>(43-50 points) Fully supports topic and opinions by use of lyrics, play’s text, or other cited resources</p> <ul style="list-style-type: none"> - Clear, focused comparison using 3 or more cited examples from the two plays regarding the meaning of the “American Dream” - Identifies and contrasts challenges of blacks and whites working toward the “American Dream” (i.e. racism, class, status, segregation, family and employment) - Uses 3 or more cited examples appropriately from “Harlem”, “We Shall Overcome”, 1950’s commercials, power point presentations, or other cited research 	<p>(33-42 points) Describes topic and opinions by use of lyrics, play’s text, or other cited resources</p> <ul style="list-style-type: none"> - Moderate comparison using 2 or fewer cited statistics from the two plays - Moderately identifies and contrasts challenges - Uses 2 or fewer cited examples 	<p>(0-32 points) Superficially describes topic and opinions by use of article, play’s text, or other resources</p> <ul style="list-style-type: none"> - Minimal or no comparison using no cited statistics from the two plays - Minimal or no identification or contrast of challenges - Uses poor or un-cited examples
<p><u>Development and Organization:</u> The extent to which the ideas are explained using specific and relevant information exhibiting direction and coherence (Up to 25 points)</p> <p>SCORE _____</p>	<p>(22-25 points) Develop ideas clearly and fully</p> <ul style="list-style-type: none"> - Maintains a consistent focus on the prompt - Exhibits a logical and coherent structure 	<p>(17-21 points) Develop ideas clearly</p> <ul style="list-style-type: none"> - Maintains basic focus and structure, but may have some inconsistencies or meandering - Somewhat exhibits a logical and coherent structure 	<p>(0-16 points) Develop ideas minimally</p> <ul style="list-style-type: none"> - Lacks clear focus and structure
<p><u>Use of English Language Arts Conventions:</u> Effective use of sentence structure, sentence variety, spelling, punctuation, paragraphing, capitalization and grammar. (Up to 25 points)</p> <p>SCORE _____</p>	<p>(22-25 points) Use precise language with awareness of purpose</p> <ul style="list-style-type: none"> - Varies structure and length of sentences for effect - Demonstrates control of writing conventions - Uses sophisticated vocabulary 	<p>(17-21 points) Use appropriate language with some awareness of purpose</p> <ul style="list-style-type: none"> - Occasionally varies structure and length of sentences - Demonstrates partial control of writing conventions with some errors which do not hinder comprehension - Uses appropriate grade level vocabulary 	<p>(0-16 points) Use simple language that is imprecise or unrelated</p> <ul style="list-style-type: none"> - Sentences lack variety and are constructed incorrectly - Demonstrates a lack of control of writing conventions including many errors that make comprehension difficult - Uses simple or below grade level vocabulary
<p>TOTAL _____</p>			

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