

## Scene Work: Tactics

**Focus of the Unit:** Students will learn to identify, experiment with and refine tactics that support their character's objective in their chosen scene.

Overarching Unit Objective(s)	Summative Assessment Strategy(ies)
<p>SWBAT identify, revise, solidify and perform appropriate tactics in their chosen scenes.</p>	<p><b>Performance Task:</b> Scene Chunk Presentations, Annotated Script</p> <p><b>Criteria:</b> Chunk of scene was identified. Three tactics were noticeably performed for each character, one emotional, one physical and one of their own choice. Total of nine tactics were identified on an annotated script.</p> <p><b>Documentation:</b> Tactics Checklist and comments on Annotated script.</p>

### A. Relevant Learning Standards:

- **Relevant State Standards:**

TH: Cr 3.1.HSI Refine and complete artistic ideas and work.

1. Theater artists refine their work and practice their craft through rehearsal and active participation.
  - b. Use physical and vocal choices to develop a performance that is believable, authentic, and relevant.

TH: Pr 5.1.HSI Develop and refine artistic techniques and work for presentation.

1. The Essence of Theatre is Storytelling
  - a. Apply various acting techniques to expand skills in a rehearsal.

- **Relevant Common Core Learning Standards:**

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **Relevant Strands (NYC Blueprint for Theatre):**

**B. Context for Learning:**

**Audience:** This is a unit designed for a 10<sup>th</sup> grade drama track class. The class meets four times a week. Three of those days the students meet for 45 minutes and on the fourth day they meet for 1 hour. The room is set up to represent a black box. There is a riser to represent a small stage in the back of the room and there are chairs for all students. There are no desks. The room is also equipped with a smart board and a theatre books/plays bookshelf. Students have access to laptops, markers, highlighters, pencils, pens, headsets and other art materials.

- **Modifications:**

IEPS: Daily check-ins, anchor charts hung around the room for reference, verbal and visual aids, repetition, small group instruction. Sentence starters for journal entries, redirection and extended time when necessary. Partial credit for late/incomplete work until completed.

**Previous Knowledge:** Scenes and pairings have already been selected for the whole class. Students have working knowledge of acting and scene basics such as objectives, obstacle, beats, main event, and crisis. Students have broken down their scenes into three chunks: beginning, middle and end. Students are already familiar with the West Side Story scene. This is one unit part of a larger scene study unit. Students will perform their scenes for an outside audience at the end of the larger unit, but not during this unit.

**Lesson Title: Introduction to Tactics**

Focus Question: What are tactics?

Lesson Objectives	Assessment Strategies
<b>Drama-Based Objective:</b> SWBAT define, identify and select tactics for their scenes.	<b>Performance Task:</b> Candy game, West Side Story Scene work, Scene Work  <b>Criteria:</b> Students identify and appropriately annotate three tactics in their script. One each for the beginning, middle and end of their scene.  <b>Documentation:</b> Annotated script

**Relevant Learning Standards:**

- **Relevant State Standards:**

TH: Cr 3.1.HSI Refine and complete artistic ideas and work.

2. Theater artists refine their work and practice their craft through rehearsal and active participation.
  - b. Use physical and vocal choices to develop a performance that is believable, authentic, and relevant.

TH: Pr 5.1.HSI Develop and refine artistic techniques and work for presentation.

2. The Essence of Theatre is Storytelling
  - a. Apply various acting techniques to expand skills in a rehearsal.

- **Relevant Common Core Learning Standards:**

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**Modifications:**

Visual prompts, anchor charts hung around the room for reference, one-on-one check-ins, modeling.

**Spatial Organization:** The room is a large open space with chairs lining the sides in a semi-circle. There is a small riser stage on the far end of the room. Chairs will be pushed back to the walls for warm up activities. There are designated areas of the space for each scene which are demarked with spike tape.

**Materials:** Written agenda on Smartboard, candy, "West Side Story" scene, partner scenes, tactics rubric, 125 action words handout.

## Procedures:

1. Candy Game/Hot Seat (10 mins)
  - Teacher shows a piece of candy. Teacher explains that the students have an opportunity to persuade them to give out the candy. One or two volunteers are invited up to convince the teacher that they deserve the candy. Their strategies must be very persuasive in order to gain the candy. Extension: if students clearly understand the process, the person that gains the candy may come up and give away a piece of candy when they are sufficiently convinced.
2. Introduction and Discussion on Tactics: (15 mins)
  - Teacher explains what tactics are using the Tactics Handout (Appendix B) and referring to the Candy game with examples of different tactics the students used to get candy. The definition will be written on chart paper and hung in the classroom for visual reference. Definition: *Tactics are the different strategies (actions) used to overcome the obstacle and to obtain the objective (reach the goal).*
  - Teacher invites students to name what tactics they observed. A list is created of tactics.
  - *What made the tactics successful or unsuccessful?*
    - Discussion about Stakes. *i.e.: stakes became higher once I said no. When the candy amount changed.*
  - Tactics Rubric is introduced. (Appendix A)
  - Teacher introduces the 125 words actions list. (Appendix D)
3. West Side Story Scene:
  - Teacher will share a few lines from "West Side Story". Whole group will identify a tactic for each character. An example of how to annotate the script with those two tactics is demonstrated. Once identified, volunteers will come up and present the tactics. *Using the rubric language was the tactic successful? How do we know?*
4. Scene Work:
  - With their scene partners, students will identify three tactics they would like to use for their scene: one for the beginning, middle and end. These three tactics should be annotated in their script and shared with the teacher. Students are encouraged to read through and practice acting their tactics once they are chosen.
5. Journal/Exit Card Reflection: (5 min)
  - Journal writing and end of class reflection. Questions posted on Smartboard: *What are tactics? What can tactics look or sound like? What are you still unsure about in terms of tactics?*

## Lesson Title: Playing Tactics

Focus Question: How do we activate our tactics?

Lesson Objectives	Assessment Strategies
<b>Drama-Based Objective:</b> SWBAT play and activate their tactics physically.	<b>Performance Task:</b> Chair Activity, Scene work, Popcorn Scene Shares  <b>Criteria:</b> Each student played one relevant tactic that was expressed physically. Connection between emotional and physical is present, authentic and believable.  <b>Documentation:</b> Pictures, Brief Notes

### Relevant Learning Standards:

- **Relevant State Standards:**

TH: Cr 3.1.HSI Refine and complete artistic ideas and work.

3. Theater artists refine their work and practice their craft through rehearsal and active participation.
  - b. Use physical and vocal choices to develop a performance that is believable, authentic, and relevant.

TH: Pr 5.1.HSI Develop and refine artistic techniques and work for presentation.

3. The Essence of Theatre is Storytelling
  - a. Apply various acting techniques to expand skills in a rehearsal.

- **Relevant Common Core Learning Standards:**

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

### Modifications:

Visual prompts, anchor charts hung around the room for reference, one-on-one check-ins, modeling.

**Spatial Organization:** The room is a large open space with chairs lining the sides in a semi-circle. There is a small riser stage on the far end of the room. Chairs will be pushed back to the walls for warm up activities. A chair will be placed in the middle of the room for the "Chair Activity". There are designated areas of the space for each scene which are demarked with spike tape.

**Materials:** Written agenda on Smartboard, "I Love Lucy" clip, chair, chart paper and marker, "West Side Story" scene, pair scenes.

**Procedures:**

1. "I Love Lucy" Chocolate Video & Tactics Review: (5 mins)
  - *Can someone remind us what tactics are?* Students are asked to think about tactics, as they relate to the "I Love Lucy" video. Students watch the video. *Did we see tactics used in the video? Which ones? Was there an emotional connection to the tactics? What were the stakes?*
2. Chair Obstacle Game: (10 mins)
  - A chair is placed at the front of the room. The objective for the group is to cross the room. One at a time, students must "overcome the obstacle". This can be done by any means, but once a tactic is used, another student cannot repeat it. Ex: If someone moves the chair backwards and walks in front of it, no one can use that tactic again. However, someone could move the chair backwards, turn the chair sideways, and then walk in front, as the tactic would have slightly changed.
  - Two students who serve as the class "Stage Managers" will write down the physical actions/tactics that each student is doing ex: push, pull, lift, twist, turn, bump, walk around etc. This list will be hung in the classroom for students to reference.
3. Discussion: (3 mins)
  - Students are invited to think about the emotional and physical connection between tactics in order to activate them. *How were the tactics different for the chair activity vs. "I love Lucy" video? What did we see emotionally vs. physically? What did it feel like for those who went towards the end of the activity?*
4. West Side Story Scene: (7 mins)
  - Using the tactics identified in previous lesson for the "West Side Story" scene, students are invited to present the tactics thinking about how to connect the emotional to the physical in order to activate their tactic (Ex: to block, to beg). Students invited to think about Rubric.
5. Scene Work: (10 mins)
  - Students work together to review the tactics they annotated/chose yesterday for their scenes. They must find a way to activate the tactic by connecting the emotional to the physical. Pairs must choose one tactic each to present to the class at the end of the period.
  - Note: Students whose partners are absent will be paired together to discuss what they've chosen. Either teacher in classroom will be paired with them in order to help facilitate who will partner with whom for the scene shares.
6. Popcorn Scene Shares: (10 mins)
  - One at a time select pairs present their chosen tactic to the whole class. Pairs not chosen will present their moments the following day. Each group will get verbal peer feedback immediately after the presentation. Students are reminded to use rubric language when giving feedback.

Extension/If Time Allows: Journal Entry Reflection (5 mins)

- End of class reflection and response in journal, questions posted on Smartboard. *Do you feel you have a clearer understanding of tactics? Why or Why not? How does activating your tactics ultimately help your character get closer to their objective?*

## Lesson Title: Solidifying Our Tactics

Lesson #3 of 5

Focus Question: How do we solidify our tactics?

Lesson Objectives	Assessment Strategies
<b>Drama-Based Objective:</b> SWBAT experiment with, revise, and solidify tactics in their scene.	<b>Performance Task:</b> Candy Game, Tactics Emotions Wheel Activity, Scene Work  <b>Criteria:</b> Scene partners participate in Emotions Wheel activity. Pair attempts to perform the tactics presented on the emotions wheel. Total of 9 tactics will be identified and annotated in script.  <b>Documentation:</b> Annotated Script, Brief Notes

### Relevant Learning Standards:

- **Relevant State Standards:**

TH: Cr 3.1.HSI Refine and complete artistic ideas and work.

4. Theater artists refine their work and practice their craft through rehearsal and active participation.
  - b. Use physical and vocal choices to develop a performance that is believable, authentic, and relevant.

TH: Pr 5.1.HSI Develop and refine artistic techniques and work for presentation.

4. The Essence of Theatre is Storytelling
  - a. Apply various acting techniques to expand skills in a rehearsal.

- **Relevant Common Core Learning Standards:**

CCSS.ELA-LITERACY.SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **Relevant Strands (NYC Blueprint for Theatre):**

### Modifications:

IEPS: Daily check-ins, anchor charts hung around the room for reference, verbal and visual aids, repetition, small group instruction. Sentence starters for journal entries. Redirection and extended time when necessary. Partial credit for late/incomplete work until completed.

**Spatial Organization:** The room is a large open space with chairs lining the sides in a semi-circle. There is a small riser stage on the far end of the room. Chairs will be pushed back to the

walls for warm up activities scene work. Scene partners are given a designated area in the classroom to rehearse. This will be their rehearsal spot for the remainder of the unit.

**Procedures:**

\*Note this class day meets for 1 hr.

1. Candy Game Revised (7 mins)
  - Students are each given a different piece of candy. Ideal if they are not given their first choice of candy. Their objective is to get the piece of candy that they actually want. They must go around the room and talk to their classmates using different tactics to convince the other person to trade candies with them. They should only be given the candy of their choice if they are truly convincing.
2. Discussion: (3 mins)
  - *How did you convince your classmates to trade candies with you? What did you need to do to be successful? How can you apply that to your scenes?*
3. Tactics Emotions Wheel Activity: (20 mins)
  - Whole group will be sitting in audience seats. One pair will be selected to present their scene. During the scene, the teacher will use the Emotions Wheel (Appendix C). As the students present their scene, the teacher will spin the wheel to show different tactics. Whatever tactic the wheel lands on the teacher will announce and the student must play, regardless of whether or not it makes sense for the scenario. The teacher will spin the wheel frequently. Whenever the tactic is changed, the person speaking must employ the new suggested tactic in the moment. At least two scenes will be modeled for the class, before the students can go off and try it on their own, with a third person.
4. Discussion: (5 mins)
  - *What new tactics did you perform that you wouldn't have thought to use? What worked? What didn't work?*
5. Scene Work: (20 mins)
  - Students review tactics that they chose in the previous sessions and identify if they'd like to keep the tactics as is or adjust. Teacher will go around helping each pair. Students will solidify their tactic choices for their scene and must include at least three tactics for beginning, middle and end. Students annotate a copy of their script to submit at the end of class.
6. Journal/Entry Reflection: (5 mins)
  - *How did the slide deck tactic activity change the way your character acted in the scene? Which new tactics did you discover through the activity? How do these tactics ultimately help your character get their objective?*



**Lesson Title: Rehearsing Our Scenes**

Lesson #4 of 5

Focus Question: How do we dramatize our scene using the tactics?

<b>Lesson Objectives</b>	<b>Assessment Strategies</b>
<b>Drama-Based Objective:</b> SWBAT dramatize their scene by applying their tactics.	<b>Performance Task:</b> Scene Rehearsals  <b>Criteria:</b> Students work well in pairs. Students rehearse their scenes and practice their different tactics.  <b>Documentation:</b> Journal Entry/Exit Card, Brief Notes

**Relevant Learning Standards:**

- **Relevant State Standards:**

TH: Cr 3.1.HSI Refine and complete artistic ideas and work.

1. Theater artists refine their work and practice their craft through rehearsal and active participation.
  - b. Use physical and vocal choices to develop a performance that is believable, authentic, and relevant.

TH: Pr 5.1.HSI Develop and refine artistic techniques and work for presentation.

1. The Essence of Theatre is Storytelling
  - a. Apply various acting techniques to expand skills in a rehearsal.

- **Relevant Common Core Learning Standards:**

[CCSS.ELA-LITERACY.RL.9-10.4](#)

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

[CCSS.ELA-LITERACY.SL.9-10.1](#)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- **Relevant Strands (NYC Blueprint for Theatre):**

**Modifications:**

IEPS: Daily check-ins, anchor charts hung around the room for reference, verbal and visual aids, repetition, small group instruction. Sentence starters for journal entries. Redirection and extended time when necessary. Partial credit for late/incomplete work until completed.

**Spatial Organization:** The room is a large open space with chairs lining the sides in a semi-circle. There is a small riser stage on the far end of the room. Chairs will be pushed back to the walls for warm up activities. Scene partners are given a designated area in the classroom to rehearse. This will be their rehearsal spot for the remainder of the unit.

**Procedures:**

1. Warm Up Game: Honey, won't you smile? (10 min)
  - Students stand in a circle. A is in the middle and will go up to someone else in the circle (B) and say "Honey, I know you love me, Won't you please smile?", while they say that they must try to make B smile. B must reply, "honey, I know you love me, but I just can't smile", without smiling. If B smiles then they must switch spots with A and enter the middle of the circle. If B does not smile, A will go to another person and repeat the line, hoping to make them smile. This continues until everyone goes. Students can play any tactics to get each other to smile, without touching. Eye contact is key.
2. Discussion on Rehearsal Practices: (10 mins)
  - *What makes for a good rehearsal? How can we decide if something is/isn't working?*
3. Rehearsal Time: (20 mins)
  - Students will be given time to rehearse their scene using all of the tactics that they've chosen. During this time, the instructor will go around and observe, suggest and support the students. Students will be advised to pick one chunk (beg, middle, end) that they would like to share with the group for the following session. This chunk must include at least three tactics each. Students have the opportunity to make changes to their tactics if they so choose.
4. Journal Entry/ Exit Card: (5 mins)
  - *How did the rehearsal go? What did you and your partner struggle with? Did you feel all of the tactics you chose helped to inform the scene? Did you revise any of your tactics? If so, why?*

**Lesson Title:** Tactic Scene Chunk Presentations

Lesson #5 of 5

Focus Question: How do we clearly utilize and present our tactics for an audience?

<b>Lesson Objectives</b>	<b>Assessment Strategies</b>
<b>Drama-Based Objective:</b> SWBAT perform a chosen chunk of their scene with identifiable tactics.	<b>Performance Task:</b> Scene Chunk Presentations  <b>Criteria:</b> Chunk of scene was identified. Three tactics were noticeably used for each character, one emotional, one physical and one of their own choosing.  <b>Documentation:</b> Tactics Checklist and comments on annotated script.

**Relevant Learning Standards:**

- **Relevant State Standards:**

TH: Cr 3.1.HSI Refine and complete artistic ideas and work.

2. Theater artists refine their work and practice their craft through rehearsal and active participation.
  - b. Use physical and vocal choices to develop a performance that is believable, authentic, and relevant.

TH: Pr 5.1.HSI Develop and refine artistic techniques and work for presentation.

2. The Essence of Theatre is Storytelling
  - a. Apply various acting techniques to expand skills in a rehearsal.

- **Relevant Common Core Learning Standards:**

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Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- **Relevant Strands (NYC Blueprint for Theatre):**

**Modifications:**

IEPS: Daily check-ins, anchor charts hung around the room for reference, verbal and visual aids, repetition, small group instruction. Sentence starters for journal entries. Redirection and extended time when necessary. Partial credit for late/incomplete work until completed.

**Spatial Organization:** Chairs are facing the small stage in an audience layout with several rows. Section at the front of the room will be left open in order to do the warm up.

**Procedures:**

1. Warm Up (2 mins)
  - Teacher facilitates a short vocal and physical warm up to prepare the students for their presentations.
2. Student Presentations: (30 mins)
  - Students present a chosen chunk of their scene (beg, mid or end). During that scene they perform a minimum of three tactics for each character. Students will be given a running order of scene presentations.
3. Student and Teacher Feedback (2 mins in between each scene).
  - In between each scene students will have an opportunity to share thoughts on the scene, i.e. what moments worked, what moments need improvement. This will also give an opportunity for students on deck to set up for their presentation. Teacher will make notes on their annotated script about the different moments for students to review. Teacher will follow a checklist for grading. (Appendix F)
4. Journal entry: (3 mins)
  - End of class reflection and response in journal posted on Smartboard.  
*How do you feel your scene went? What worked well? What was challenging? What would you do differently for the final showcase performance?*

## TACTICS RUBRIC

You will be assessed on your ability to:

- Express tactics physically.
- Show connections between the character’s emotional and physical state.
- Commit to the action with your whole person.
- Make bold/strong physical choices that amplify what is happening in the scene.

	<b>Expert 4</b>	<b>Master 3</b>	<b>Apprentice 2</b>	<b>Novice 1</b>
<b>Tactics</b>	<p>Tactics are fully committed to, embodied physically during the work and sustained throughout each beat.</p> <p>Connection between the emotional and physical is fully realized.</p> <p>Stakes have clear urgency and are heightened throughout the scene.</p>	<p>Tactics are played and embodied physically for each beat.</p> <p>Connection between the emotional and physical is noticeably expressed.</p> <p>Stakes have clear urgency.</p>	<p>Tactics are played and expressed physically during the work.</p> <p>Connection between the emotional and physical is present.</p> <p>Stakes have emerging urgency.</p>	<p>Tactics are hinted at or are inconsistently applied during the performance.</p>

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

## WHAT IS AN ACTING TACTIC?

**Tactics:** are the different strategies (actions) used to overcome the obstacle and to obtain the objective (reach the goal).

- Tactics are always written as present tense action verbs (ie. To shock, to bribe, to \_\_\_\_\_)
- In a well-marked script, actors work until each beat is assigned a tactic.
- Tactics are written onto the script in pencil and are placed directly above the beat.
- Strong tactics go beyond the obvious. Instead of 'to hit', 'to smack'. Instead of 'to talk', 'to bark'. Instead of 'to touch', 'to caress'. Actors know that the thesaurus is a great tool to help them uncover new and/or more detailed words that can help them to fully express what they want.
- Tactics have high stakes.

### Class Brainstorm

**As a class let's find the acting tactics in this scene. Write each tactic in pencil directly above the beat.**

**Maria:** (Holding out scissors) Por favor, Anita. / Make the neck lower!

**Anita:** Stop it, Maria.

**Maria:** One inch. How much can one little inch do?

**Anita:** Too much.

**Maria:** / (Exasperated) Anita, it is now to be a dress for dancing and no longer for kneeling in front of an altar.

**Anita:** With those boys you can start in dancing and end up kneeling.

**Maria:** Querida, one little inch; una poca poca –

**Anita:** Bernardo made me promise–

**Maria:** Ai! Bernardo! / One month have I been in this country– do I ever even touch excitement? I sew all day, I sit all night. For what did my fine brother bring me here?

**Anita:** To marry Chino.

**Maria:** When I look at Chino, nothing happens.

**Anita:** What do you expect to happen?

**Maria:** I don't know: something. What happens when you look at Bernardo?

**Anita:** It's when I don't look that it happens.

**Maria:** I think I will tell Mama and Papa about you and 'Nardo in the balcony of the movies.

**Anita:** I'll rip this to shreds!

**Maria:** No But if you perhaps could manage to lower the neck–

Anita: Next year.

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(OVER)

**Partner Work**

1. In your scene partnership pairs, identify at least three tactics in your scene for each character. One in the beginning, middle and end. Write each tactic above the beat in your scene with pencil. If your partner is not here today, mark only the beats in your lines.
2. When you have finished marking tactics in your scene, work on memorization.





## 125 Beat-Change Action Verbs

- To accuse
- To admire
- To admit
- To advise
- To admonish
- To adore
- To amuse
- To annoy
- To apologize
- To applaud
- To ask
- To attack
- To attain
- To bask
- To beg
- To belittle
- To beseech
- To bestow
- To boast
- To brag
- To brood
- To brush off
- To caress
- To cast-off
- To celebrate
- To challenge
- To charm
- To check out
- To coax
- To comfort
- To command
- To compliment
- To confess
- To confide
- To confront
- To congratulate
- To convince
- To defend
- To defy
- To demand
- To destroy
- To dis
- To describe
- To discard
- To discover
- To dismiss
- To distract
- To entertain
- To entice
- To erupt
- To escape
- To examine
- To explode
- To exult
- To fight
- To flatter
- To flaunt
- To flee
- To flirt
- To forbid
- To fume
- To gloat
- To grieve
- To hide
- To idolize
- To ignore
- To impress
- To incite
- To inspect
- To instruct
- To invade
- To invite
- To lure
- To mock
- To smother
- To mourn
- To parade
- To patronize
- To perform
- To pester
- To persuade
- To please
- To ponder
- To pounce
- To praise
- To preen
- To prepare
- To primp
- To protect
- To question
- To reject
- To rejoice
- To relate
- To remind
- To rescue
- To retreat
- To ridicule
- To savor
- To seize
- To scold
- To scrutinize
- To search
- To seduce
- To soothe
- To set up
- To shock
- To show off
- To smirk
- To sneak
- To soothe
- To stalk
- To startle
- To strut
- To surrender
- To taunt
- To teach
- To tease
- To tempt
- To test
- To threaten
- To trump
- To ward off
- To welcome
- To withdraw
- To worship



Appendix E

**West Side Story Scene**

SCENE THREE.

6:00 P.M. A bridal shop. A small section, enough to include a table with sewing machine, a chair or two. Anita, A Puerto Rican girl with loose hair and slightly flashy clothes, is finishing remaking what was a white communion dress into a party dress for an extremely lovely, extremely young girl: Maria. Anita is knowing, a sexual, sharp. Maria is an excited, enthusiastic, obedient child, with the temper, stubborn strength and awareness of a woman.

MARIA

[holding out scissors] Por favor, Anita. Make the neck lower!

ANITA

Stop it, Maria.

MARIA

One inch. How much can one little inch do?

ANITA

Too much.

MARIA

[exasperated] Anita, it is now to be a dress of dancing, no longer for kneeling in front of an altar.

ANITA

With those boys you can start in dancing and end up kneeling.

MARIA

Querida, one little inch; uno poca poca-

ANITA

Bernardo made me promise-

MARIA

Ai! Bernardo! One month have I been in this country-do I ever even touch excitement? I sew all day, I sit all night. For what did my fine brother bring me here?

ANITA

To marry Chino.

MARIA

When I look at Chino, nothing happens.

ANITA

What do you expect to happen?

MARIA

I don't know: something. What happens when you look at Bernardo?

ANITA

It's when I don't look at him that it happens.

MARIA

I think I will tell Mama and Papa about you and 'Nardo in the balcony of the movies.

ANITA

I will rip this to shreds!

MARIA

No. But you perhaps could manage to lower the neck-

ANITA

Next year.

MARIA

Next year I will be married and no one will care if it's down to here!

ANITA

Down to where?

MARIA

Down to here. *[Indicates her waist.]* I hate this dress!

ANITA

Then don't wear it and don't come to the dance.

MARIA

*[shocked]* Don't come! *[Grabs the dress.]* Could we not dye it red, at least?

ANITA

No, we could not. *[She starts to help Maria into the dress.]*

MARIA

White is for babies. I will be the only one there in a white-

ANITA

Well???

MARIA

Ahhhh-sí! It is a beautiful dress: I love you!  
*[Bernardo enters, followed by a shy, gentle sweet-faced boy: Chino.]*

BERNARDO

Are you ready?

MARIA

Come in, 'Nardo. Is it not beautiful?

BERNARDO

Yes. Very.

ANITA

I didn't quite hear...

BERNARDO

Very beautiful.

MARIA

Come in, Chino. Do not be afraid.

CHINO

But this is a shop for ladies.

BERNARDO

Our ladies!

MARIA

'Nardo, it is most important that I have a wonderful time at the dancing tonight.

BENARDO

Why?

MARIA

Because tonight is the real beginning of my life as a young lady of America!

### Tactics Checklist

*Teacher will use this Tick List during Tactic Presentations. A √+, will be given if the item exceeds standards. A √ will be given if the item meets standards. A √- will be given if the item was not present.*

Scene & Student Names	Annotated Script with 9 tactics	Chunk of scene identified (ex: beg, mid, end)	Physical tactic	Emotional tactic	Additional tactic	Additional Notes
Scene 1:						
Scene 2:						
Scene 3:						
Scene 4:						
Scene 5:						
Scene 6:						
Scene 7:						
Scene 8:						
Scene 9:						