

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

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## INTRODUCTION TO THE ELEMENTS OF DRAMA: *The Monsters Are Due on Maple Street*



Reading a play is very different from reading a short story or novel. In a play, there are no long descriptions of setting or characters. Instead, the entire action of the play is told through dialogue and stage directions. The dialogue reveals what the characters are like and what the plot is. The stage directions help you, as a reader, see the setting in your mind as well as what the characters look like and how they act.

### **Part I: Drama: Brain POP Notes**

*Directions: As you watch the Brain POP on the elements of drama, fill in the cloze notes.*

- Drama is like a story you read in a book, but instead of being read it is acted out in front of an audience. Some drama is made to be realistic, while others are not.
  - Examples of drama include: television dramas, \_\_\_\_\_, plays, and \_\_\_\_\_.
- People have been putting on plays for \_\_\_\_\_ years.
  - Around 600 BCE in \_\_\_\_\_, there were festivals honoring the god Dionysus. During the festivities, a group of people called a \_\_\_\_\_ got up to tell a story or recite a narrative poem.
  - Around 534 BCE, Thespis acted out the different parts of a song or poem using masks and speaking in voices. Soon, \_\_\_\_\_ playwrights introduced more characters the modern \_\_\_\_\_ was born.
  - The most popular plays were tragedies and \_\_\_\_\_.
    - In a comedy, there is a happy conclusion.
    - In a \_\_\_\_\_ tragedy, a monarch or other noble figure suffers some misfortune because of his or her own mistake in judgment. This is often referred to as a \_\_\_\_\_.
- The main goal of any play, or drama, is to get the audience to care about the characters and their problems.
  - When this is done successfully, the audience identifies with the characters.
    - At the end of a comedy, the audience should be happy. At the end of a tragedy, the audience should feel sadness and pity.
    - This intense emotional experience is called a \_\_\_\_\_.
      - William Shakespeare was an expert in catharsis. During his heyday, people from all levels of society would enjoy his plays at the \_\_\_\_\_ Theatre in London, England.



**Part II: The Elements of Drama**

Directions: Below are additional terms related to drama that you will need to know for your test on *The Monsters Are Due on Maple Street*.

1. ACT	An act is a group of two or more scenes that form a major division of the play.
2. SCENE	A scene is one part of the action, usually happening in a particular time and place.
3. CAST OF CHARACTERS	A cast of characters is a list that describes who is in the play and, often, how they are related to one another.
4. DIALOGUE	Dialogue is the conversation among characters in a play.
5. MONOLOGUE	A monologue, or soliloquy, is a speech by one character who is alone on the stage.
6. PLOT	Plot is the action or main events in a drama. Like in a novel or short story, the plot will revolve around one of the five types of conflict.
7. SETTING	Setting is where and when the play takes place. In a play, the setting is usually described in a note or stage direction at the opening of the play and each scene.
8. STAGE DIRECTIONS	Describe details of the setting and sound effects as well as direct characters how to speak their lines, move, act, and look.
9. THEME	A statements about life around which the playwright builds the play.

**Part III: Drama: Before, During, and After Reading**

**Before Reading**

⊙ SET A PURPOSE FOR READING BY ASKING YOURSELF THE FOLLOWING:

- What are the main characters like, and what is the relationship among them?
- What is the central conflict, and how is it resolved?
- What is the theme of the play?

⊙ PREVIEW THE PLAY BY USING THE FOLLOWING CHECKLIST:

- ✓ the title page, including the title and playwright
- ✓ the cast of characters
- ✓ the general setting

- ✓ the number of pages, acts, and scenes

- ✓ any background information, photos, or illustrations

⊙ PLAN A STRATEGY TO HELP YOU ORGANIZE THE PLOT OF THE PLAY AS YOU READ.

- For *The Monsters Are Due on Maple Street*, you will be using reading check questions and a plot diagram to help organize the events as they unfold.

**During Reading**

- ⊙ READ WITH A PURPOSE BY ASKING THE FOLLOWING BEFORE READING QUESTIONS AGAIN:

- What are the main characters like, and what is the relationship among them?
- What is the central conflict, and how is it resolved?
- What is the theme of the play?

**After Reading**

⊙ PAUSE AND REFLECT OF HOW WELL YOU UNDERSTOOD THE PLAY BY ASKING YOURSELF:

- Can I describe the main characters?
- Can I explain the central conflict in the play and summarize the plot?
- What is the main message, or theme, of the play?

**Part IV: Vocabulary Development**

▪ **DIRECTIONS:** Complete the following activities using the important vocabulary words for Rod Sterling’s The Monsters Are Due on Maple Street. You will be responsible for these terms on your final test. In this section, please define the following terms using page #665 in your literature book. Next to your definition, please include the page # that the term is found on in the drama.

- 1. flustered (adj.)- \_\_\_\_\_
- 2. sluggishly (adv.)- \_\_\_\_\_
- 3. assent (n.)- \_\_\_\_\_
- 4. persistently (adv.)- \_\_\_\_\_
- 5. defiant (adj.)- \_\_\_\_\_
- 6. metamorphosis (n.)- \_\_\_\_\_
- 7. scapegoat (n.)- \_\_\_\_\_

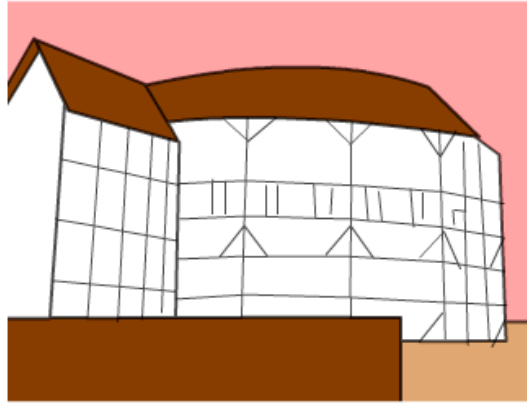
▪ **DIRECTIONS-** Using the definitions of the vocabulary words above and the context of the sentences, fill in the sentence with a word that fits best.

- 1. Caterpillars undergo a \_\_\_\_\_ in order to become butterflies.
- 2. One student became the \_\_\_\_\_ for all the others in the class.
- 3. The runner in the last place moved \_\_\_\_\_.
- 4. Soldiers are taught never to be \_\_\_\_\_ to their superiors.
- 5. The farm animals were \_\_\_\_\_ by the thunder.
- 6. There was \_\_\_\_\_ between the enemies that finally ended the fighting.
- 7. The workers \_\_\_\_\_ drilled into the thick stone.

▪ **DIRECTIONS-** Look at the following analogies. For each related pair of words in CAPITAL LETTERS, choose the pair that best expressed a similar relationship.

- |                          |                             |                          |                                |
|--------------------------|-----------------------------|--------------------------|--------------------------------|
| 1. SCAPEGOAT : BLAMED :: | 2. ASSENT : DISAGREEMENT :: | 3. SLUGGISHLY : TIRED :: | 4. METAMORPHOSIS : CHANGE ::   |
| A. teacher :: taught     | A. shout :: speak           | A. foolishly :: silly    | A. appearance :: disappearance |
| B. hero :: praised       | B. yes :: maybe             | B. quickly :: slowly     | B. arrival :: station          |
| C. enemy :: helped       | C. entrance :: exit         | C. loudly :: speaker     | C. weather :: cool             |
| D. player :: team        | D. today :: tomorrow        | D. instantly :: soon     | D. conversation :: talk        |

## AROUND THE WORLD



One of the most famous theaters in world history was the **Globe Theater**, which stood on the south bank of London's Thames River from 1599 until it burned down in 1613. It was at this theater that many of William Shakespeare's best-known plays—including "Hamlet," "King Lear," "Othello," and "Macbeth"—were first performed.

People from all walks of life would come to see plays at the Globe, which was shaped like a large, circular ring and could hold up to 3,000 people. Where you sat depended on how

much you paid, as well as your social standing. If you had enough money, you could even sit on the stage, right in front of the actors!

The 1.5-meter-high stage occupied one end of the ring and faced three circular levels of seats, with a thatched roof overhead—kind of like a modern stadium or arena. At the lowest level of the theater, right in front of the stage and in the center of the ring, was an open-air yard. Admission to this area only cost a penny, so the poorest customers, called **groundlings** or **stinklings**, would stand here, rain or shine (there were no benches, chairs, or even a roof for the groundlings). The groundlings were fierce critics—they would openly boo or hiss the actors while they performed, and they'd even throw rotten vegetables at performers they thought were doing a particularly bad job.

In 1997, a fully restored version of the Globe (called "Shakespeare's Globe") opened next to the original site. The design is incredibly faithful to the layout of the original theater—the only major differences are a maximum capacity of only 1,500 people (people were less protective of their personal space 400 years ago), and a modern sprinkler system designed to prevent the new Globe from meeting the fiery fate of the original!

*Source:*

[www.brainpop.com](http://www.brainpop.com)

### Part V: Reading Checks

*DIRECTIONS: As you read The Monsters Are Due on Maple Street, complete the following reading check questions. These may assist you in filling out the plot diagram.*

READING CHECK QUESTION	PAGE #	ANSWER
What is the fifth dimension?	667	
What strange event occurs just before Maple Street loses electricity?	669	
What does Tommy tell Steve, Don, and Charlie?	671	

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What happens to Goodman's car?	673	
What does Charlie accuse Goodman of?	675	
What does Don reveal about Steve to their neighbors?	677	
What happens to the dark figure that is walking down Maple Street?	679	
According to Charlie, who is the monster?	681	
Who is watching what is happening on Maple Street? Where are they watching?	683	

**WHO ARE THE REAL MONSTERS ON MAPLE STREET?**

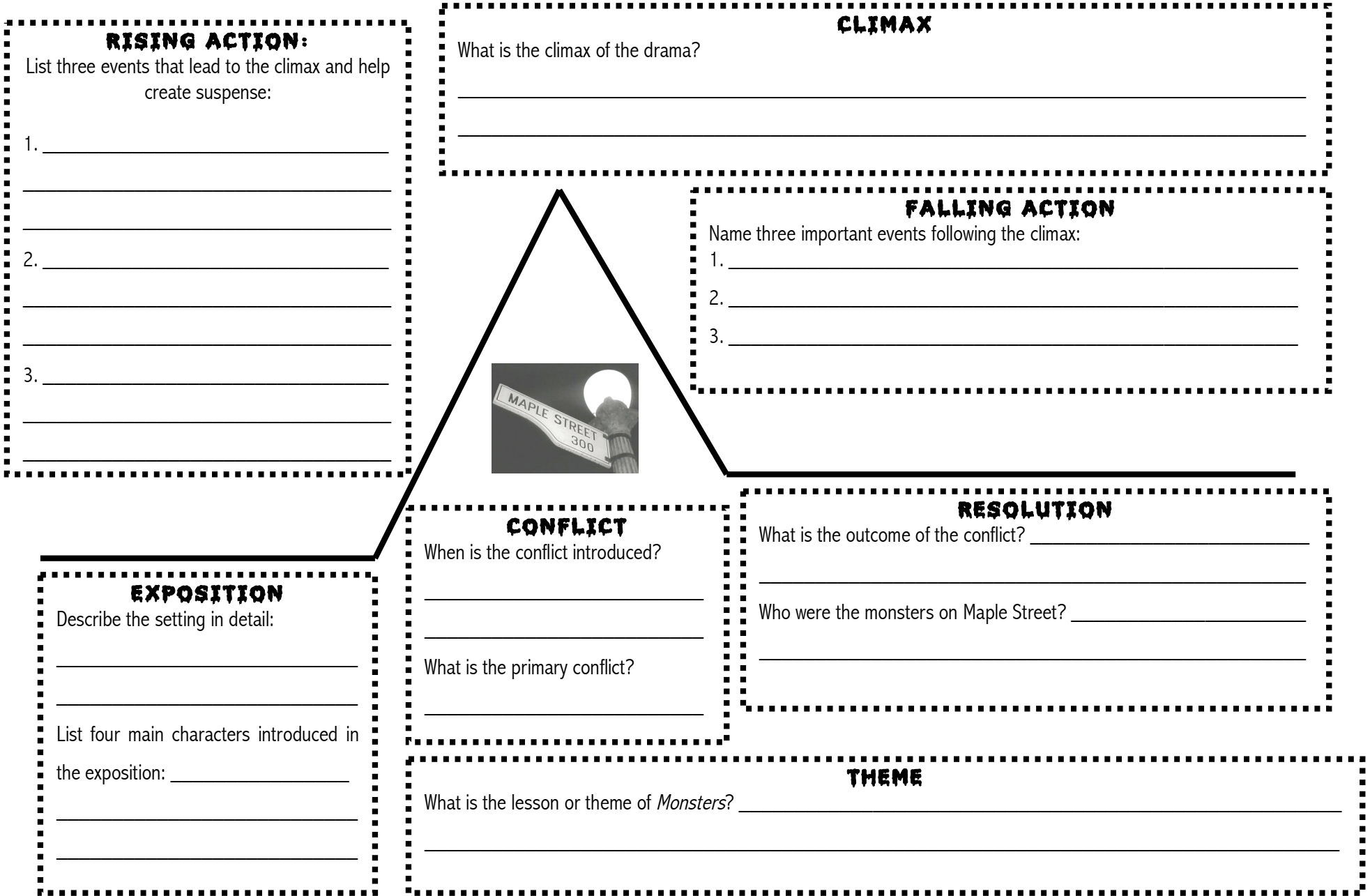
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### Part VI: The Plot Diagram

Directions: Fill in the following plot diagram as you read the drama *The Monsters Are Due on Maple Street*. Focus on the elements of fiction as you complete this graphic organizer.



***The Monsters Are Due on Maple Street: Illustrated Plot Diagram***  
Project Explanation and Presentation Rubric

MY ILLUSTRATED PLOT DIAGRAM IS DUE ON \_\_\_\_\_.

For this project, you will be using the drama *The Monsters Are Due on Maple Street* and your knowledge of the elements of plot to complete a visual plot diagram. However, instead of using words to explain your ideas, you will use pictures to represent the most important part of each element represented on the plot diagram completed in class.

**REQUIREMENTS:**

1. You must provide a pictorial representation for each of the plot diagram elements (exposition, rising action, conflict, falling action, resolution).
  - a. Pictures can be hand created, cut out of magazines, generated from the computer, or a combination of all three.
2. Color must be used effectively on the entire plot diagram.
3. Your plot diagram should be neat, creative, and show effort in completion.
4. The provided 11x17 inch white paper must be used as the foundation for your poster. Being creative with this paper is encouraged.
5. Your poster will be used as a visual aid for a mini-presentation where you will have to explain your understanding of the elements of plot based on the pictures you have selected.

<b>PRESENTATION AND VISUAL AID</b>	1	2	3
	Below Average	Average	Above Average
<b>PRESENTATION OF KNOWLEDGE AND IDEAS</b>			
▪ Posture (Stands still, no leaning, hands out of pockets)			
▪ Voice (Loud, clear, and confident)			
▪ Eye Contact (Looks at audience while explaining)			
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>			
▪ Explanation of characters and setting representation			
▪ Explanation of rising action representation			
▪ Explanation of climax representation			
▪ Explanation of falling action representation			
▪ Explanation of resolution representation			
<b>ARTISTIC AND VISUAL REPRESENTATION</b>			
▪ Poster neat and shows effort in completion.			
▪ Color is used effectively			

Total Point Earned: + \_\_\_\_\_/30