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# THE TOP TEN PLAYWRITING EXERCISES

## **Instructor**

LINDSAY PRICE

## **Materials**

Video modules, Handouts, Transcripts, MP3 Files, PDF of Powerpoint Slides, Completion Certificate

## **Course length**

11 modules  
3 hours, 1 minutes of video  
6 credit hours

## Course Description

The Top Ten Playwriting Exercises Course not only gives you ten great exercises to ease your students into the playwriting waters, it's also going to give you the confidence to teach playwriting to your students.

Each exercise comes with instruction, why the exercise is important, how to assess the exercise and something specific for you to try.

Many of the modules include assignments and rubrics so you will be fully prepared to comprehend, apply and teach every these exercises.

## About the Instructor

Lindsay Price has been a professional playwright for 20 years working specifically in the education market. She averages 500 productions a year in schools across Canada, the US and overseas and has over 60 published plays. Her work has advanced to the Showcase Level of the Sears Drama Festival, been performed at the International Thespian festival, and in 2013 she won the Ronald M. Ruble New Play award.

Lindsay is also an accomplished workshop instructor, dramaturg and adjudicator. She teaches regularly at the International Thespian Festival. She has taught at the Educational Theatre Association Conference as part of the Professional Development Institute, and was invited to teach at the World Congress of the International Drama and Education Association in Paris. She is a mainstage adjudicator for the Educational Theatre Association and has adjudicated one act festivals in Florida, Ontario, Virginia, and Indiana. She is an invited member of the Theatre Ontario Talent Bank in adjudication, creative writing, and play polishing. She is a member of the Playwrights Guild of Canada, The Dramatists Guild of America, The Educational Theatre Association, and Theatre Ontario.

## Course Curriculum

### Module 0: Introduction 11:17

Outline of the exercises and how they will be taught and used.

### Module 1: Automatic Writing 15:00

Analysis of automatic writing, or free writing, used as a warm up to get students writing by focusing on writing and not specifically content.

### Module 2: Observation 23:56

Observation is wonderful tool for finding play ideas because when you start looking at the world as a writer, when you become attentive and aware, everything becomes a play idea.

### Module 3: Point of View 12:20

This is an exercise to help students grow a concrete method for finding play ideas instead of just waiting for something to come along. It also addresses the rather unhelpful but often quoted suggestion: "Write what you know."

### Module 4: Prompts 21:31

Prompts give students a tool to do something different with their writing and in this module, you'll look at three types of prompts: the picture prompt, the headline prompt, and the dialogue prompt.

### Module 5: Character and Conflict 29:10

What is Character and Conflict? And how do Character and Conflict connect? You'll learn two exercises to assess and an exercise to complete for yourself.

### Module 6: Monologue 15:34

What is a monologue? What makes a good monologue? And why is important to practice the monologue?

### Module 7: Dialogue 18:05

Exploring and practicing dialogue by using the foundation scene.

### Module 8: Analyzing the Monologue 8:40

In order for students to get a full grasp on how they should use the elements of a monologue for their own writing, they should be able to identify those elements in an existing work.

### Module 9: Analyzing the Scene 9:44

What is the criteria for analyzing a scene and what do you do when something doesn't fit the criteria?

### Module 10: Questions 16:03

Why questions are your most useful rewrite tool and what kinds of questions to ask.

# Standards Connections

## National Core Arts Standards

### Generate and conceptualize artistic ideas and work - Grade 6

TH:Cr1.1.6.c - Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

### Generate and conceptualize artistic ideas and work - Grade 7

TH:Cr1.1.7.c - Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.

### Synthesize and relate knowledge and personal experiences to make art - Grade 7

TH:Cn10.1.7.a - Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.

### Generate and conceptualize artistic ideas and work - Grade 8

TH:Cr1.1.8.c - Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

### Perceive and analyze artistic work - Grade 8

TH:Re7.1.8.a - Apply criteria to the evaluation of artistic choices in a drama/theatre work.

### Synthesize and relate knowledge and personal experiences to make art - Grade 8

TH:Cn10.1.8.a - Examine a community issue through multiple perspectives in a drama/theatre work.

### Synthesize and relate knowledge and personal experiences to make art - Grade HS Proficient

TH:Cn10.1.HS1.a - Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

### Synthesize and relate knowledge and personal experiences to make art - Grade HS Accomplished

TH:Cn10.1.HSII.a - Choose and interpret a drama/theatre work to reflect or question personal beliefs.

### Organize and develop artistic ideas and work - Grade 6

TH:Cr2.1.6.a - Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.

### Interpret intent and meaning in artistic work - Grade 6

TH:Re8.1.6.a - Explain how artists make choices based on personal experience in a drama/theatre work.

TH:Re8.1.6.b - Identify cultural perspectives that may influence the evaluation of a drama/theatre work.

TH:Re8.1.6.c - Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.

### Organize and develop artistic ideas and work - Grade 7

TH:Cr2.1.7.a - Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.

### Organize and develop artistic ideas and work - Grade HS Proficient

TH:Cr2.1.HS1.b - Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

### Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade 6

TH:Cr3.1.6.a - Articulate and examine choices to refine a devised or scripted drama/theatre work.

### Refine new work through play, drama processes and theatre experiences using critical analysis and experimentation - Grade 8

TH:Cr3.1.8.a - Use repetition and analysis in order to revise devised or scripted drama/theatre work.

### Apply criteria to evaluate artistic work - Grade HS Accomplished

TH:Re9.1.HSII.a - Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.

## Common Core

### Reading: Literature

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.

### Language

CCSS.ELA-LITERACY.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### Writing

CCSS.ELA-LITERACY.W.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

## California VAPA Standards (2019)

### 6.TH:Cr1 Generate and conceptualize artistic ideas and work

6.TH:Cr1.b - Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

### 7.TH:Cr1 Generate and conceptualize artistic ideas and work

7.TH:Cr1.b - Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.

### 7.TH:Cn10 Synthesize and relate knowledge and personal experiences to make art.

7.TH:Cn10 - Incorporate multiple perspectives and diverse community ideas in a drama/theatre work.

### 8.TH:Cr1 Generate and conceptualize artistic ideas and work

8.TH:Cr1.b - Develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a drama/theatre work.

### 8.TH:Re7 Perceive and analyze artistic work.

8.TH:Re7 - Apply appropriate criteria to the evaluation of artistic choices in a drama/theatre work.

### 8.TH:Cn10 Synthesize and relate knowledge and personal experiences to make art.

8.TH:Cn10 - Examine a community issue through multiple perspectives in a drama/theatre work.

### Prof.TH:Cn10 Synthesize and relate knowledge and

### **personal experiences to make art.**

Prof.TH:Cn10 - Investigate how cultural contexts, community ideas, and personal beliefs impact a drama/theatre work.

### **Acc.TH:Cn10 Synthesize and relate knowledge and personal experiences to make art.**

Acc.TH:Cn10 - Choose and interpret a drama/theatre work to reflect or question personal beliefs.

### **6.TH:Cr2 Organize and develop artistic ideas and work.**

6.TH:Cr2.a - Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.

### **6.TH:Re8 Interpret intent and meaning in artistic work.**

6.TH:Re8.a - Explain how artists make choices based on personal experience in a drama/theatre work.

6.TH:Re8.b - Identify cultural contexts that may influence the evaluation of a drama/theatre work.

6.TH:Re8.c - Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/theatre work.

### **7.TH:Cr2 Organize and develop artistic ideas and work.**

7.TH:Cr2.a - Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, personal experience, and historical and cultural context.

### **Prof.TH:Cr2 Organize and develop artistic ideas and work.**

Prof.TH:Cr2.b - Investigate the collaborative nature of the actor, director, playwright, and designers and their interdependent roles in a drama/theatre work.

### **6.TH:Cr3 Refine and complete artistic work.**

6.TH:Cr3.a - Receive and incorporate feedback to refine a devised or scripted drama/theatre work.

### **8.TH:Cr3 Refine and complete artistic work.**

8.TH:Cr3.a - Practice collaboration, analysis and reflection to refine a devised or scripted drama/theatre work.

### **Acc.TH:Re9 Apply criteria to evaluate artistic work.**

Acc.TH:Re9.a - Analyze and assess a drama/theatre work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria

## **Florida Sunshine State Standards**

### **Critical Thinking & Reflection**

TH.912.C.1.5 - Make and defend conscious choices in the creation of a character that will fulfill anticipated audience response.

TH.912.C.1.7 - Justify personal perceptions of a director's vision and/or playwright's intent.

TH.912.C.2.2 - Construct imaginative, complex scripts and revise them in collaboration with actors to convey story and meaning to an audience.

### **Innovation, Technology & the Future**

TH.912.F.1.1 - Synthesize research, analysis, and imagination to create believable characters and settings.

## **Georgia Performance Standards - Theatre Arts**

### **Grade 6 - Creating**

TA6.CR.1 - Organize, design, and refine theatrical work., a. Identify artistic choices, utilize theatre vocabulary, and demonstrate non-verbal communication skills in the rehearsal process., b. Interpret a character's motivation by understanding the relationship between their background and their behavior., c. Identify the variety of relationships between characters., d. Identify, define, and classify character traits., e. Recognize and demonstrate the roles, responsibilities, and skills associated with collaborative performance., f. Use resources to identify and create technical elements of theatre.

TA6.CR.2 - Develop scripts through theatrical techniques., a. Identify the elements of a story., b. Identify the theme and structure of a play., c. Articulate creative ideas in oral and written forms., d. Use the dramatic writing process to generate a script., e. Demonstrate the conventions of dialogue and stage directions.

### **Grade 7 - Creating**

TA7.CR.1 - Organize, design, and refine theatrical work., a. Identify and rehearse effective communication skills., b. Compare and contrast character types and relationships by analyzing character motivations, objectives, and goals., c. Compare the physical, emotional, vocal, and social dimensions of a character., d. Investigate the role and responsibility of the cast and crew., e. Identify and model ensemble skills in the rehearsal process., f. Utilize staging and blocking choices to enhance the performance., g. Compare, contrast, and design elements of technical theatre., h. Utilize theatre vocabulary throughout the rehearsal process.

TA7.CR.2 - Develop scripts through theatrical techniques., a. Create ideas for stories., b. Analyze the theme and structure of a play., c. Use the dramatic writing process to generate a script., d. Utilize dramatic conventions in the scriptwriting process (e.g. stage directions, dialogue, scenes).

### **Grade 7 - Connecting**

TA7.CN.1 - Explore how theatre connects to life experience, careers, and other content., a. Compare and contrast theatre with other art forms., b. Articulate relationships between theatre and life., c. Utilize a multi-disciplinary approach to create original theatre., d. Describe the careers and professional responsibilities associated with theatre production (e.g. director, stage manager, designer, technician, playwright, actor).

### **Grade 8 - Creating**

TA8.CR.1 - Organize, design, and refine theatrical work., a. Differentiate the physical, emotional, vocal, and social dimensions of a variety of characters., b. Compare the relationships and interactions between characters by analyzing character motivation (objectives, obstacles, strategy, action, stakes, outcome), c. Incorporate dramatic elements through improvisation., d. Connect theatre vocabulary to the application of theatre performance., e. Identify and demonstrate both ensemble and leadership skills in the rehearsal process., f. Evaluate the effectiveness of artistic and technical elements used in a theatre production., g. Design and create scenery, props, costumes, lighting, and sound., h. Assume different roles and responsibilities in the rehearsal process.

TA8.CR.2 - Develop scripts through theatrical techniques., a. Classify different points of view in a story., b. Identify, analyze, and articulate the structure of a script., c. Utilize improvisation techniques to generate script ideas., d. Use the dramatic writing process to generate a script.

### **Grades 9-12 - ACTING LEVELS I-IV - Creating**

TAHSA.CR.1 - Organize, design, and refine theatrical work.,

a. Use script analysis in the development and presentation of formal and informal theatre performances., b. Examine various theories of dramatic structure., c. Engage in and apply meaningful cultural, literary, and historical research to create acting choices or directorial concepts.

TAHSA.CR.2 - Develop scripts through theatrical techniques., a. Examine theatre practices regarding the development, structure, layout, and format of scripts., b. Use improvisation, personal experiences, heritage, imagination, literature, and history to develop scripts., c. Perform formal and informal monologues and scenes based on published and original scripts.

### **Grades 9-12 - ADVANCED DRAMA LEVELS I-IV -Creating**

TAHSAD.CR.2 - Develop scripts through theatrical techniques., a. Utilize theatrical conventions to produce scripts based on personal experiences, imagination, literature, and history.

## **North Carolina Essential Standards**

### **Proficient High School Standards - Communication**

P.C.1.3 - Create original works, such as monologues, scenes, or performance pieces.

### **Proficient High School Standards - Analysis**

P.A.1.1 - Analyze full-length plays in terms of plot structure, pacing, given circumstances, and character development.

P.A.1.2 - Distinguish the evolution of written texts to theatrical performances.

## **Texas Essential Knowledge and Skills for Theatre Arts**

### **HS 117.315 LI - Creative Expression: performance**

C.2.F - create, write, and refine original monologues, improvisations, scenes, or vignettes that reflect dramatic structure to convey meaning to the audience through live performance or media forms.

### **HS 117.316 LII - Creative Expression: performance**

C.2.F - create, write, devise, and refine original monologues, improvisations, scenes, or vignettes to convey meaning to the audience through live performance or media forms.

### **HS 117.317 LIII - Creative Expression: performance**

C.2.C - analyze characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions.

C.2.E - write dialogue that reveals character motivation, advances plot, provides exposition, and reveals theme.

## **Alberta, Canada**

### **Speech Drama 20**

15 - demonstrate expressive reading of literature

17 - identify script indicators of a character's vocal quality

### **Playwriting - Drama 20**

1 - demonstrate understanding of the basic structure of a play

10 - define conflict

11 - construct a conflict between two characters (protagonist and antagonist)

12 - construct a scene with two contrasting characters

13 - give and accept constructive criticism

3 - demonstrate understanding of script format

4 - generate and collect ideas that have dramatic possibilities

5 - write a scenario

7 - demonstrate understanding if and write exposition

8 - use effective diction

9 - define character objectives

### **Junior Goal II Objectives**

become familiar with dramatic terminology and script format

### **Junior Goal III Objectives**

develop the ability to analyze and assess the process and the art

### **Junior Orientation**

demonstrate a willingness to take calculated and reasonable risks

show awareness of story sequence

### **Junior Goal I Objectives**

develop the ability to offer and accept constructive criticism

develop the willingness to make a decision, act upon it and accept the results

extend the ability to explore, control and express emotions

extend the ability to think imaginatively and creatively

### **Theatre Studies Level III - Advanced (The script)**

10 - demonstrate understanding of the concept of dramatic convention

11 - demonstrate understanding of plot structure

12 - analyze a script to identify character, setting and plot

7 - define the elements of script, dialogue, directions, characters and settings

9 - read a script aloud

### **Senior Goal I Objectives**

demonstrate respect for others-their rights, ideas, abilities and differences

demonstrate the ability to considered decisions, act upon them and accept the results

demonstrate the ability to contribute effectively and constructively to the group process

demonstrate the ability to initiate, organize and present a project within a given set of guidelines

develop a sense of inquiry and commitment to learning

extend understanding of, acceptance of and empathy for others

### **Senior Goal II Objectives**

be capable of creating and expressing a believable character from scripted and non-scripted material

explore various approaches to analyzing a script for purposes of study and/or presentation

gain knowledge of disciplines that enhance dramatic process and product

### **Orientation Drama 10**

concentrate on the task at hand

demonstrate effective use and management of time

demonstrate willingness to challenge and extend oneself: physically, emotionally, intellectually and artistically

positively support the work of others

share ideas confidently

## British Columbia (2018)

### GRADE 6 - ARTS - Exploring and creating

Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

### GRADE 6 - ARTS - Reasoning and reflecting

Reflect on works of art and creative processes to understand artists' intentions

Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

### GRADE 6 - ARTS - Communicating and documenting

Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences

Describe, interpret and respond to works of art and explore artists' intent

Express, feelings, ideas, and experiences through the arts

Interpret and communicate ideas using symbols and elements to express meaning through the arts

Take creative risks to express feelings, ideas, and experiences

### GRADE 7 - ARTS - Exploring and creating

Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

### GRADE 7 - ARTS - Reasoning and reflecting

Research, describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments in the arts

### GRADE 7 - ARTS - Communicating and documenting

Express, feelings, ideas, and experiences through the arts

Interpret and communicate ideas using symbols and elements to express meaning through the arts

Take creative risks to express feelings, ideas, and experiences

### GRADE 8 - ARTS - Exploring and creating

Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play

Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making

### GRADE 8 - ARTS - Reasoning and reflecting

Describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas

### GRADE 8 - ARTS - Communicating and documenting

Experience, document, choreograph, perform, and share

creative works in a variety of ways

Interpret and communicate ideas using symbols and elements to express meaning through the arts

Take creative risks to express feelings, ideas, and experiences

### GRADE 9 - DRAMA - Exploring and creating

Create dramatic works both collaboratively and as an individual, using ideas inspired by imagination, inquiry, and purposeful play

Select and combine dramatic elements and principles to intentionally create a particular mood, effect, and meaning

Take creative risks to experience and express thoughts, emotions, and meaning

### GRADE 9 - DRAMA - Reasoning and reflecting

Receive, offer, and apply constructive feedback

### GRADE 9 - DRAMA - Communicating and documenting

Compose, interpret, and expand ideas using symbolism, imagery, and elements

### GRADE 9 - DRAMA - Connecting and expanding

Demonstrate respect for themselves, others, and the audience

### GRADE 10 - DRAMA - Explore and Create

Create dramatic works with an intended audience in mind

Improvise and take creative risks to express meaning

Intentionally select and combine drama conventions

### GRADE 10 - DRAMA - Reason and reflect

Apply feedback to develop and refine ideas

### GRADE 10 - DRAMA - Communicate and document

Compose, interpret, and expand ideas using symbolism and imagery

### GRADE 10 - DRAMA - Connect and expand

Demonstrate respect for self, others, and the audience

### GRADE 11 - DRAMA - Explore and Create

Create dramatic works for an intended audience

Explore and create dramatic works to express ideas, meaning, and emotions

Improvise and take creative risks using imagination, exploration, and inquiry

Purposefully select and combine dramatic elements and conventions

### GRADE 11 - DRAMA - Reason and reflect

Demonstrate awareness of self, others, and audience

Receive and apply constructive feedback to develop and refine ideas

### GRADE 11 - DRAMA - Connect and expand

Demonstrate awareness of self, others, and audience

### GRADE 12 - DRAMA - Explore and Create

Develop dramatic works for an intended audience

Explore and create dramatic works to express ideas, meaning, and emotions

Improvise and take creative risks using imagination, exploration, and inquiry

Intentionally select and combine dramatic elements and conventions

### GRADE 12 - DRAMA - Reason and reflect

Receive, provide, and apply constructive feedback to refine

dramatic works

Use self-reflection and awareness of audience to refine ideas

### **GRADE 12 - DRAMA - Connect and expand**

Demonstrate respect for self, others, and audience

## **Ontario, Canada**

### **Grades 9 & 10 - Foundations - Context and Influences**

C.2.1 - identify ways in which dramatic expression and performance reflect communities and cultures, past and present (e.g., the prominence of socially and/or politically powerful characters in the drama of pre-industrial societies; the use of boy actors for female roles in Shakespearean theatre; the emphasis on religious themes in the drama of many cultures in different eras)

### **Grades 9 & 10 - Foundations - Concepts and Terminology**

C.1.1 - identify the drama forms, elements, conventions, and techniques used in their own and others' drama works, and explain how the various components are used, or can be used, to achieve specific effects, with a focus on ensemble drama works (e.g., how a comic drama form can be used to convey a serious message, how setting and time period can be used to sharpen the focus on a moral dilemma, how characters can be used to vary the mood within a drama)

C.1.2 - demonstrate an understanding of and use correct terminology to refer to the forms, elements, conventions, and techniques of drama, with a focus on ensemble drama works (e.g., chorus, protagonist, ingénue, supporting role, act, scene, climax, resolution, improvisation, mask, freeze-frame image)

### **Grades 9 & 10 - Reflecting, Responding and Analyzing - Drama and Society**

B.2.1 - identify different types of drama and explain their function in diverse communities and cultures from the past and present (e.g., the function of television, film, or video game dramas with predictable plot lines and stock or stereotypical characters in today's society; the function of theatre in ancient Greece, liturgical drama in medieval Europe, Shakespearean drama in Elizabethan England, and/or "social problem" dramas today)

B.2.2 - explain how dramatic exploration helps develop awareness of different roles and identities people have in society (e.g., explain what they learned through role playing characters from different socio-economic groups)

B.2.4 - identify ways in which dramatic exploration contributes to their understanding of diverse cultures and traditions (e.g., identify insights they gained through exploring the role of ritual in Greek theatre and/or Aboriginal ceremonies)

### **Grades 9 & 10 - Creating and Presenting - Elements and Conventions**

A.2.1 - select and combine the elements of drama to achieve a variety of purposes in ensemble presentations (e.g., use the elements of character, time, and place in a drama about making a difficult choice; use the elements of time and place to clarify the focus in a drama about a historical event)

A.2.2 - use a variety of conventions to create a distinct voice that reflects a particular global, social, or personal perspective (e.g., use voices in the head, role on the wall, and hot seating to create a complex character from another region or country)

### **Grades 9 & 10 - Creating and Presenting - The Creative Process**

A.1.1 - develop interpretations of issues from contemporary or historical sources (e.g., photographs, videos, music, newspaper/magazine articles, an eyewitness account of a historical event) as the basis for drama

A.1.2 - select and use appropriate forms to present identified issues from a variety of perspectives (e.g., use a radio play, improvisation, or series of tableaux to present two opposing views about a political, social, or environmental issue)

A.1.3 - use role play and characterization to explore personal and social issues (e.g., with a partner, create or assume a role that explores an issue such as bullying; create a scenario that reveals details about a character's motivation)