

Indiana State Academic Standards - *The Glass Menagerie*

Grades 7-12

Reading Comprehension

- 7.RC.1, 8.RC.1, 9-10.RC.1 and 11-12.RC.1 Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence.
- 7.RC.2 and 8.RC.2 Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.
- 7.RC.3, 9-10.RC.3 and 11-12.RC.3 Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.
- 7.RC.4 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- 8.RC.4 and 11-12.RC.4 Analyze and evaluate works of literary or cultural significance in history for the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics, and maintain relevance for current audiences.
- 7.RC.6 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events or how individuals influence ideas or events).
- 8.RC.5 and 9-10.RC.6 Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
- 11-12.RC.6 Analyze a complex set of ideas or sequence of events and explain how specific ideas, events, and individuals develop throughout the text.
- 7.RC.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping
- 9-10.RC.8 Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.
- 7.RC.10, 8.RC.8 and 9-10.RC.9 Use context to determine or clarify the meaning of words and phrases.
- 9-10.RC.12 and 11-12.RC.13 Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.

Communication and Collaboration

- 7.CC.1, 8.CC.1, 9-10.CC.1 and 11-12.CC.1 Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.
- 7.CC.2 and 8.CC.2 Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed
- 9-10.CC.2 and 11-12.CC.2 Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas.

- 7.CC.3 and 8.CC.3 Acknowledge new information expressed by others, and consider it in relation to one's own views.
- 9-10.CC.3 and 11-12.CC.3 Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- 7.CC.4 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally), and explain how the ideas clarify a topic, text, or issue under study
- 8.CC.4 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- 7.CC. 5, 8.CC.5, 9-10.6 and 11-12.CC.5 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence.

US History

- USH.2.1 Explain the causes and consequences of the Industrial Revolution.
- USH.3.2 Explain the origins, goals, achievements, and limitations of the Progressive Movement in addressing political, economic, and social reform.
- USH.3.4 Explain the importance of social and cultural movements within the Progressive Era, including significant individuals/groups such as Booker T. Washington, Ida B. Wells, W.E.B. DuBois, NAACP, muckrakers, and Upton Sinclair, and including movements such as the Harlem Renaissance, Women's Suffrage, labor movements, and socialist movement.
- USH.4.1 Identify new cultural movements of the 1920s, including the emergence of women in the public sphere and the workplace.
- USH.4.3 Identify technological developments during the 1920s and explain their impact on rural and urban Americans.
- USH.10.1 Cultivate historical thinking, including the ability to evaluate competing explanations for historical change.
- USH.10.3 Analyze multiple, unexpected, and complex causes and effects of events in the past.
- USH.10.4 Assess competing historical interpretations of a particular historical moment, event, or change.

Ethnic Studies

- ES.1.3 Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.
- ES.3.2 Students assess how social policies and economic forces offer privilege or systematic oppressions for racial/ethnic groups related to accessing social, political, and economic opportunities.

Psychology

- P.3.6 Explain how nature and nurture influence human development.
- P.4.3 Explain the concept of learned helplessness.
- P.4.4 Describe the processes of memory, including encoding, storage, and retrieval.

- P.4.5 Differentiate between the three different stages of memory, including sensory, short-term, and long-term.
- P.4.6 Identify the factors that interfere with memory.
- P.5.4 Identify environmental factors that lead to stress.
- P.5.6 Evaluate the influences of variables, such as culture, family and genetics, on personality development and identify the psychologists associated with each.
- P.7.1 Understand and identify social norms and how they differ across cultures.
- P.7.2 Explain how perceptions and attitudes develop, including attribution theory, fundamental attribution error, Actor- observer bias, self-serving bias, central vs. peripheral route of persuasion, and cognitive dissonance.
- P.7.5 Discuss the various types of conflict and the processes involved in conflict resolution.
- P.7.6 Explain how stereotypes, prejudice, and discrimination influence behavior.

Sociology

- S.2.3 Identify and apply elements of nature vs. nurture in explaining human social behavior.
- S.2.4 Identify American cultural values; explain how the U.S. is a heterogeneous society.
- S.2.9 Identify both rights and responsibilities the individual has to the group.
- S.3.5 Identify the goals of socialization (transmission of culture including values inculcation, self-control and social control, appropriate role behavior, skills attainment).
- S.3.6 Identify the major agents of socialization and evaluate the role each plays (family, play group, peer group, school, mass media, job, religion, total institutions, including re-socialization).
- S.4.7 Explore stratification and inequality in the United States including its causes and consequences; distinguish between inequality of opportunity and inequality of condition.
- S.4.8 Distinguish between the terms role, status, and esteem.
- S.4.9 Explain how roles and role expectations can lead to role conflict.
- S.5.1 Distinguish between biological (ascribed) status and socially assigned gender roles.
- S.5.2 Explore how gender role socialization occurs.
- S.5.3 Explore sexism in language.
- S.5.5 Explore how gender roles differ in different societies and how they change over time.
- S.6.5 Explain how the importance of primary and secondary groups have changed over time, particularly in relation to pre-industrial and industrial society.
- S.8.4 Examine how technological innovations and scientific discoveries have influenced major social institutions.
- S.8.5 Discuss how innovations in science and technology affect social interaction and culture.
- S.9.1 Identify characteristics of a social problem as opposed to an individual problem.
- S.10.1 Describe traditions, roles and expectations necessary for a community to continue.
- S.10.9 Determine a cause-and-effect relationship among historical events, themes, and concepts in United States and world history as they relate to sociology.
- S.10.10 Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.
- S.11.2 Identify formal and informal, as well as positive and negative forms of social control employed in our society

Health and Wellness

- HS.1.2 Cite evidence that demonstrates the interrelationships of emotional, intellectual, physical, and social health across the lifespan.
- HS.2.1 Analyze how the family influences the health of individuals across the lifespan.
- 6-8.2.2 and HS.2.2 Analyze and evaluate how the school and community can affect personal health practices and behaviors.
- 6-8.2.7 and HS.2.7 Analyze how the perceptions of norms influence health behaviors.
- 6-8.4.9 and HS.4.9 Examine the impact of communication on relationships.

Theatre

- TH:Cr2.1.I (a) Explore the function of history and culture in the development of an idea through a critical analysis of original ideas in a theatrical work.
- TH:Cr2.1.III (a) Analyze the role history, culture, and theatre traditions play in the process from the inception of an idea to the development of a theatrical work.
- TH:Pr4.1.I (a) Examine how character relationships assist in telling the story of a theatrical work.
- TH:Pr4.1.I (a) Examine how character relationships assist in telling the story of a theatrical work.
- TH:Re7.1.6 (a) Describe and record personal reactions to artistic choices in a theatrical work.
- TH:Re7.1.8 (a) Apply criteria to the evaluation of artistic choices in a theatrical work.
- TH:Re7.1.III (a) Use historical and cultural context to structure and justify personal responses to a theatrical work.
- TH:Re8.1.7 (a), TH:Re8.1.8 (a), and TH:Re8.1.I (a) Identify the artistic choices made based on personal experience in a theatrical work.
- TH:Re8.1.6 (b), TH:Re8.1.7 (b), TH:Re8.1.8 (b), and TH:Re8.1.I (b) Identify cultural perspectives that may influence the evaluation of a theatrical work.
- TH:Re8.1.6 (c), TH:Re8.1.7 (c), TH:Re8.1.8 (c) TH:Re8.1.I (b) Identify personal aesthetics, preferences, and beliefs through participation in or observation of a theatrical work.
- TH:Re8.1.II (a) Develop detailed supporting evidence and criteria to reinforce artistic choices, when participating in or observing a theatrical work.
- TH:Re8.1.II (c) Debate and distinguish multiple aesthetics, preferences, and beliefs through participation in and/or observation of a theatrical work.
- TH:Re8.1.III (b) Use new understandings of cultures and contexts to shape personal responses to theatrical work.
- TH:Re9.1.6 (a), TH:Re9.1.7 (a), TH:Re9.1.8 (a), and TH:Re9.1.I (a) Use supporting evidence and criteria to evaluate drama/theatrical work.
- TH:Re9.1.6 (b), TH:Re9.1.7 (b), TH:Re9.1.8 (b), and TH:Re9.1.I (b) Apply the production elements used in a theatrical work to assess the production's aesthetic choices.
- TH:Re9.1.6 (c) and TH:Re9.1.7 (c) Identify a specific audience or purpose for a theatrical work.
- TH:Re9.1.8 (c) and TH:Re9.1.II (c) Assess the impact of a theatrical work on a specific audience.
- TH:Re9.1.I (c) Formulate a deeper understanding and appreciation of a theatrical work by considering its specific purpose or intended audience.
- TH:Re9.1.II (b) Construct meaning in a theatrical work, considering personal aesthetics and knowledge of production elements while respecting others' interpretations.
- TH:Re9.1.III (a) Research and synthesize cultural and historical information related to a theatrical work to support or evaluate artistic choices.
- TH:Re9.1.III (b) Analyze and evaluate varied aesthetic interpretations of production elements for the same theatrical work.

- TH:Re9.1.III (c) Compare and debate the connection between a theatrical work and contemporary issues that may impact audiences.
- TH:Cn10.1.6 (a) Explain how the actions and motivations of characters in a theatre work impact perspectives of a community or culture.
- TH:Cn10.1.7 (a) and t TH:Cn10.1.I (a) Incorporate multiple perspectives and diverse community ideas in a theatrical work.
- TH:Cn10.1.8 (a) Examine a community issue through multiple perspectives in a theatrical work.
- TH:Cn12.1.6 (b) and TH:Cn12.1.7 (b) Investigate the time period and place of a theatre work to better understand performance and design choices.
- TH:Cn12.1.I (a) Research how other theatre artists apply creative processes to tell stories in a devised or scripted theatrical work, using research methods.
- TH:Cn12.1.I (b) Use basic research methods to better understand the social and cultural background of a theatrical work.