

Tower Scene Choices

Compare a written script with a real classroom performance.

CCSS.ELA-Literacy.RL.8.7 "Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the SOURCE SCRIPT. Underline a spoken line and box one stage direction. The scene is classroom fiction. Keep the PRODUCTION CARD covered while you are an audience member.

The Last Bell

SOURCE SCRIPT: The Last Bell

Cast: Mara, Janitor; one sound performer

Setting: A clock tower after a storm. A desk marks the window; a paper is a train ticket.

[Rain taps. Mara studies a note beside the window. The bell rope moves.]

MARA: Eli?

[The Janitor enters, holding a pretend flashlight.]

JANITOR: Your brother Eli asked me to deliver this train ticket.

[The Janitor hands Mara the ticket. Mara folds the note, takes the ticket and leaves. The bell sounds once.]

PRODUCTION CARD: for performers

Use the source script with these changes. Make no rain sound. Mara silently mimes pulling the rope herself instead of saying "Eli?". The Janitor enters with no flashlight and says the original line.

The Janitor places the ticket on the desk and leaves. Mara grips the note, looks toward the exit and pauses for five seconds before taking the ticket. Mara leaves; the bell sounds three times.

Perform actions rather than reading stage directions aloud. Use a clear speaking voice; mime props if needed. A performer says "ding" for each bell. Keep everyone at floor level; no real rope or stairs are needed.

WATCHING PLAN

Everyone first reads the SOURCE SCRIPT and answers the reading questions. Three volunteers perform the PRODUCTION CARD while classmates cover that card and watch. Afterward, three classmates repeat the scene so the first performers can watch too.

Every learner records what they actually saw and heard, compares it with the SOURCE SCRIPT, and evaluates a director or actor choice. If a moment was missed or differs from the card, replay it; use the live event as evidence. Explain possible effects, not certain hidden motives.

2 ANSWER WITH EVIDENCE Use the passage

1 In the source script, what makes Mara call "Eli?"?

2 How does Mara receive the ticket in the source script?

3 What two non-dialogue sound effects are specified in the source script?

3 YOUR TURN

Your own words

Watch the live adaptation before completing these records. You need three performers, a desk and two pieces of paper; all other props may be mimed. Everyone must watch, including the first performers.

1. Compare what you watched

Identify one detail kept from the source script and two departures you actually observed. For each departure, name the script detail and the live action or sound. Replay if needed.

2. Evaluate the production

Judge how faithful the live version is overall. Use two observed details. Explain how one director or actor choice could change the audience's understanding of Mara; distinguish your interpretation from observation.

PART 1 • READ AND MARK

Read the SOURCE SCRIPT. Underline a spoken line and box one stage direction. The scene is classroom fiction. Keep the PRODUCTION CARD covered while you are an audience member. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	In the source script, what makes Mara call "Eli?"?	The bell rope moves while she studies the note.
2	How does Mara receive the ticket in the source script?	The Janitor hands it to her. She takes it and leaves.
3	What two non-dialogue sound effects are specified in the source script?	Rain tapping and one bell sound at the end.

PART 3 • YOUR TURN (SAMPLE ANSWER)**Illustrative observation record**

The Janitor still delivered Eli's ticket. In the script the rope moves and Mara calls "Eli?"; I watched Mara pull an imaginary rope without speaking. The script has a direct handoff, but I saw the Janitor set the ticket on the desk and leave before Mara took it.

Illustrative evaluation

This version was partly faithful: it kept Eli's ticket arriving and Mara leaving, but changed her reaction and the handoff. I saw Mara pause and grip the note after the Janitor left. That pause could suggest uncertainty about leaving, although it does not prove what she feels. Pulling the rope herself could also make her seem more active.

These examples apply only if the class actually performed and observed these choices. Accept other accurate observations and supported interpretations.

TEACHER ASSESSMENT NOTES

Accept accurate analysis of the actual performance, including departures from the production card. Everyone watches before writing, and performers receive a second cast's replay. The source script, not the production card, is the baseline. Different fidelity judgments and possible effects are valid when grounded in observed choices. Do not grade a written description of an unwatched production as performance analysis.