



Prestwick House  
Activity Pack™

# Sample



Prestwick House

**Activity Pack**  
*Literature Made Fun!*

Click here  
to learn more  
about this  
**Activity Pack!**



Click here  
to find more  
**Classroom Resources**  
for this title!



 **Prestwick House**

*More from Prestwick House*

**Literature**

Literary Touchstone Classics  
Literature Teaching Units

**Grammar and Writing**

College and Career Readiness: Writing  
Grammar for Writing

**Vocabulary**

Vocabulary Power Plus  
Vocabulary from Latin and Greek Roots

**Reading**

Reading Informational Texts  
Reading Literature



 **Prestwick House**  
**Activity Pack**  
*Literature Made Fun!*



***Fences***  
BY AUGUST WILSON

  
**Prestwick House**

Copyright © 2005 by Prestwick House, Inc., P.O. Box 658, Clayton, DE 19938.  
1-800-932-4593 • [www.prestwickhouse.com](http://www.prestwickhouse.com)  
Permission to copy this unit for classroom use is extended to purchaser for his or her personal use. This material, in whole or part, may not be copied for resale.

ISBN 978-1-60389-228-5  
Item No. 301302

# Table of Contents

<b>Pre-Reading</b>	
Research.....	4
Creative Writing .....	6
Research.....	8
Analysis.....	10
<b>Introduction</b>	
Crossword Puzzle .....	12
Research.....	14
Creative Writing .....	18
Creating a Book .....	20
Research.....	22
Theatre.....	24
Setting .....	26
Setting .....	28
<b>The Play</b>	
Vocabulary .....	30
Analyze Race.....	34
<b>Act One, Scene One</b>	
Characterization .....	36
Research.....	38
Past Vs. Present.....	40
Applying the Play to Life .....	42
Research.....	44
Interview.....	46
Dialogue.....	48
Characterization .....	50
<b>Act One, Scene Two</b>	
Inference .....	52
Extending the Play to Real Life .....	54
Research.....	56
Drawing .....	58
Writing Dialogue .....	60
<b>Act One, Scene Three</b>	
Applying "Fences" to Life.....	62
Collage .....	64
Dialogue.....	66
Applying "Fences" to Real Life.....	68
Poetry.....	70
<b>Act One, Scene Four</b>	
Characterization .....	72
Newspaper Writing.....	74
Technical Writing.....	76
Letter Writing .....	78
Creative Writing .....	80

<b>Act Two, Scene One</b>	
Speech.....	82
Creative Writing .....	84
Debate .....	86
Drama .....	88
Writing.....	90
<b>Act Two, Scene Two</b>	
Summarizing.....	92
Applying Fences to Real Life .....	94
Characterization .....	96
Personification .....	98
<b>Act Two, Scene Three</b>	
Drama .....	100
Research.....	102
Poetry.....	104
Inference.....	106
<b>Act Two, Scene Four</b>	
Relating Fences to Real Life.....	108
Characterization .....	110
Relating Fences to Real Life.....	114
<b>Act Two, Scene Five</b>	
Adding to the Text .....	116
Applying Fences to Real Life .....	118
Applying Fences to Real Life .....	120
Characterization .....	122
<b>Wrap-Up</b>	
Analysis.....	124
Motif .....	126
Plot.....	128
Writing.....	130
<b>Appendix</b>	
Small Group Learning .....	132
Newspaper .....	138
Writing Poems .....	140
Directions for a Debate.....	142
Directions for Interviews.....	143

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

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

**Pre-reading****Creative Writing****Objective:** Defining plagiarism**Activity**

When Wilson was 15, he was accused of committing plagiarism in school. Although he didn't commit the act, Wilson left school and continued his education on his own.

Schools have very strict rules regarding academic dishonesty; plagiarism is just one form of cheating. Write a short paragraph on what plagiarism is, how it can be committed, and what the penalties are in your school.

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

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

## Introduction

### Creative Writing

**Objective:** Analyzing the impact of technology

#### Activity

In the introduction, Richards describes the time of the play as “the pretelevision, pre-airconditioned era when the back porch and the backyard were the platform for some of the most exciting tales of that time.”

It's hard to believe a time when there were no air conditioners or televisions. We live in the world of technological advancements where instant, wireless communication prevails. Imagine your life without Instant Messenger, your cellular phone, or E-mail, just to mention a few. In what ways have these technologies brought you closer to people? In what ways are these methods more impersonal? Write several paragraphs or make a chart to describe the pros and cons of technological communication and how it affects relationships, both positively and negatively.

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

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

**The Play**

**Analyze Race**

**Objective:** Comparing and contrasting social conditions based on race

**Activity**

Before the play starts, background information is provided by the author to give readers an understanding of the social situations of the time. There are vast differences between the lifestyles of the descendants of European immigrants and the descendants of African slaves. Using the information provided in *The Play*, fill in the chart below.

Situation	European	African
habitation location		
jobs/types of labor		
origin		
how city treats them		
buildings for business and homes		
their dream		

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

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

## Act One, Scene One

## Past Vs. Present

**Objective:** Creating a collage that examines beauty ideals

**Activity**

While Troy and Bono are talking in the yard, Bono alludes to Troy's relationship with Alberta. Bono asks why Troy has been spending time around her house and buying her drinks at the bar. During their conversation, the men discuss their physical attraction to her.

**BONO:** Where she come from anyway? She just kinda showed up one day.

**TROY:** Tallahassee. You can look at her and tell she one of them Florida gals. They got some big healthy women down there. Grow them right up out the ground. Got a little bit of Indian in her...

**BONO:** I don't know about that Indian part. But she damn sure big and healthy. Woman wear some big stockings. Got them great big old legs and hips as wide as the Mississippi River.

Break into pairs. With your partner, make a list of all the traits that are associated with Alberta's physical appearance. Next, make a list of the current beauty ideals that are visible on television and in magazines.

Make a collage that demonstrates the differences between past and present beauty ideals. Gather a combination of hand-drawn and computer-generated images and clippings from newspapers and magazines to make your poster colorful.

Next, write a few brief paragraphs on how these beauty ideals differ. Which one is more realistic? Why have views changed? What are the consequences of trying to adhere to the current ideals that we see and hear about?



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

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

## Act One, Scene Three

## Collage

Objective: Exploring your cultural heritage

## Activity

Troy and Cory are discussing the different racial groups that have succeeded in playing professional sports. Roberto Clemente, a Puerto Rican baseball player for the Pirates, is on the team but Troy says they “don’t even half-play him.”

The main characters of *Fences* are African-American. Other races, such as those of European, Japanese, and Hispanic descent are mentioned throughout the play.

What is your racial descent? In what ways is your cultural heritage a mix of different races? Make a collage that examines your own unique race and heritage. You may use hand-drawn or computer-generated images and clippings from magazines and newspapers to make your collage colorful and interesting. Be sure you have at least six items on your collage. Next, write a brief paragraph that explains why you chose the objects you did and how they symbolically represent you and your family.

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

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

**Act Two, Scene One****Debate****Objective:** Having a debate**Activity**

Gabriel is arrested for disruptive behavior, and Troy must bail him out of jail. This is not the first, and presumably not the last, time that this has happened. Troy is frustrated because he feels that the system is taking advantage of Gabe's situation. Troy will now have to go to court to "show just cause why he shouldn't be re-committed." Rose and Troy debate on whether Gabriel should, in fact, return for treatment.

Break into groups. The class will hold a debate as to whether or not Gabriel should be recommitted to the hospital. Think of the reasons that support your opinion and anticipate the reasons your opponents will give.