

Samole Prestwick House Activity Pack Control Prestwick House Activity Pack Prestwick House Activity Pack



about this Activity Pack!





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

















Fences BY AUGUST WILSON



Copyright © 2005 by Prestwick House, Inc., P.O. Box 658, Clayton, DE 19938. 1-800-932-4593 • 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.

Table of Contents

Pre-Reading	
Research	4
Creative Writing	6
Research	8
Analysis	10
Introduction	
Crossword Puzzle	12
Research	14
Creative Writing	
Creating a Book	20
Research	
Theatre	24
Setting	26
Setting	28
The Play	
Vocabulary	30
Analyze Race	
Act One, Scene One	
Characterization	36
Research	
Past Vs. Present	
Applying the Play to Life	
Research	
Interview	
Dialogue	
Characterization	
Act One, Scene Two	
Inference	52
Extending the Play to Real Life	
Research	
Drawing	
Writing Dialogue	
Act One, Scene Three	
Applying "Fences" to Life	62
Collage	
Dialogue	
Applying "Fences" to Real Life	
Poetry	
Act One, Scene Four	
Characterization	72
Newspaper Writing	
Technical Writing	
Letter Writing	
Creative Writing	

Act	Two, Scene One	
	Speech	82
	Creative Writing	84
	Debate	86
	Drama	
	Writing	90
Act	Two, Scene Two	
	Summarizing	
	Applying Fences to Real Life	
	Characterization	
	Personification	98
Act	Two, Scene Three	
	Drama	
	Research	
	Poetry	104
	Inference	106
Act	Two, Scene Four	
	Relating Fences to Real Life	
	Characterization	110
	Relating Fences to Real Life	114
Act	Two, Scene Five	
	Adding to the Text	116
	Applying Fences to Real Life	118
	Applying Fences to Real Life	120
	Characterization	122
Wra	ap-Up	
	Analysis	124
	Motif	126
	Plot	128
	Writing	130
Apı	pendix	
	Small Group Learning	132
	Newspaper.	138
	Writing Poems	
	Directions for a Debate	
	Directions for Interviews	
	Directions for filterviews	I I

Student's Page	
----------------	--

Fences

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.

D-4		
Date:		

Fences

Introduction

Creative Writing

Objective: Analyzing the impact of technology

Activity

Name: _

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: Compa	ring and contrasting social conditions bas	sed on race
Activity		
understanding of the	background information is provided by the social situations of the time. There are vastropean immigrants and the descendants of the chart below.	st differences between the lifestyles of
Situation	European	African
habitation location		
jobs/types of labor		
origin		
how city treats them		
buildings for business and homes		
their dream		

Student's Page

Fences

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?

Student's Page

Fences

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.

Stud	lent's	Page
------	--------	------

Fences

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.