

Name _____ Date _____ Pd _____ Score _____/150

Black American Playwrights: Q1 Benchmark

BUBBLE YOUR RESPONSES IN THE BUBBLE SHEET! DO NOT WRITE ON THE TEST!

PART 1: Multiple Choice (6 pts per question, 60 pts total)

Directions: Choose the answer that best answers the question.

1. Which of the following best describes the plot of *Dutchman*?
 - a. A black man and a white woman have a romantic relationship and are ostracized by society.
 - b. A black man and a white woman meet on a subway, and the woman harasses the man for his race.
 - c. A black man and a white woman meet on the subway, and after her mysterious death he is put on trial for murder.
 - d. A black man and a white woman are in a motel room, and the woman tells the man she is actually an angel and he will die tomorrow.

2. How does *Topdog/Underdog* end?
 - a. Lincoln kills Booth and takes his inheritance.
 - b. Booth kills Lincoln, protecting his inheritance.
 - c. Grace kills Booth and takes his inheritance.
 - d. Lincoln moves out, and Booth is alone, forced to use his inheritance to live.

3. In *Topdog/Underdog*, why is Lincoln essential to Booth's livelihood?
 - a. Lincoln brings all the money into the house because Booth is unemployed and an unskilled hustler.
 - b. Lincoln does all of the cooking and cleaning because Booth doesn't know how to.
 - c. Lincoln is the owner of the apartment, so without him Booth would have nowhere to live.
 - d. Lincoln used to be a doctor, so he can help Booth for free anytime he gets sick.

4. In *Clyde's*, what do all five characters have in common?
 - a. They have all survived a near-death experience.
 - b. They were all previously incarcerated.
 - c. They have all previously worked in a restaurant.
 - d. They are all black/African-American.

5. Which of the following descriptions of the character's incarceration is false?
 - a. Jason was arrested for almost killing someone by hitting him with a bat.
 - b. Letitia was arrested for stealing drugs from a pharmacy for her daughter.
 - c. Rafael was arrested for attempting to rob a bank with a BB gun while high on drugs.
 - d. Montrellous was arrested for smuggling and selling drugs.

6. In *School Girls; or, the African Mean Girls Play*, what event are all of the girls preparing for?
- The Homecoming Dance
 - The Senior Prom
 - The Miss Ghana Pageant auditions
 - The school musical auditions
7. In *School Girls; or, the African Mean Girls Play*, why does Eloise choose for Ericka to compete in the competition even though she is ineligible due to her not being born in Ghana?
- Eloise believes Ericka can win due to her light skin and natural beauty.
 - Eloise believes Ericka has a lot of money, and wants to try to con her out of it for “pageant fees.”
 - Eloise picks Ericka because Ericka’s father is a donor to the Miss Ghana pageant, making her a shoo-in to win.
 - Eloise is not aware that Ericka is not from Ghana, and simply chooses her because she is the prettiest and most talented.
8. By the end of *Milk Like Sugar*, which character has not been pregnant?
- Annie
 - Margie
 - Talisha
 - All three girls have been pregnant by the end of the play
9. In *The Mountaintop*, Camee says she is an angel. What does Camee say are her “wings”?
- Her ears
 - Her arms
 - Her breasts
 - She has wings, they’re just under her clothes where he can’t see
10. Which of the following best describes the plot of *The Mountaintop*?
- A biographical profile of the life of Dr. Martin Luther King, Jr. from his childhood all the way to his death.
 - A fictionalized take on the alleged affairs Dr. Martin Luther King, Jr. had with other women during his marriage.
 - A historical profile on major marches conducted by Dr. Martin Luther King, Jr. during the Civil Rights Movement.
 - A fictionalized take on the last day of Dr. Martin Luther King, Jr. discovering from an angel that he will be killed the next day.

PART 2: True or False (4 pts per question, 20 pts total)

Directions: For each question, determine whether the statement is true or false.

11. True or False? *The Mountaintop* and *Topdog/Underdog* are both plays with only two speaking characters.
 - a. True
 - b. False

12. True or False? In *School Girls; or, the African Mean Girls Play*, Eloise was actually born in America, not Ghana.
 - a. True
 - b. False

13. True or False? In *The Mountaintop*, Dr. King successfully convinces Camee to let him live for another week.
 - a. True
 - b. False

14. True or False? In *Dutchman*, Clay and Lula have their conversation on a bus.
 - a. True
 - b. False

15. True or False? In *Topdog/Underdog*, both Lincoln and Booth still have their \$500 inheritances, so their final match of 3-card monte is worth \$1,000.
 - a. True
 - b. False

PART 3: Matching (4 pts per question, 40 pts total)

Directions: Match the author to the title of the play they wrote.

16. ___ <i>Dutchman</i>	a. Suzan-Lori Parks
17. ___ <i>Topdog/Underdog</i>	b. Kirsten Greenidge
18. ___ <i>Clyde's</i>	c. Lynn Nottage
19. ___ <i>School Girls; or, the African Mean Girls Play</i>	d. Amiri Baraka
20. ___ <i>Milk Like Sugar</i>	e. Jocelyn Bioh

MATCHING (continued)

Directions: Match the major message/theme that best fits to each play.

21. ___ <i>Topdog/Underdog</i>	a. Lack of knowledge leads to misinformed, life-altering decisions, and the people and environment around you can easily influence you into making those decisions, even when you know better.
22. ___ <i>Clyde's</i>	b. The incarceration system is <i>hell</i> , and the process to redemption and forgiveness requires guidance from a selfless figure and support from those who love and respect you.
23. ___ <i>School Girls; or, the African Mean Girls Play</i>	c. It is easy to be threatened by someone you do not understand and to judge a book by its cover, especially when systems are always fighting you simply because of the darkness of your skin.
24. ___ <i>Milk Like Sugar</i>	d. It is up to you to change the world and figure out a way to pass the baton so those after you can continue to change the world.
25. ___ <i>The Mountaintop</i>	e. Brotherhood can make or break a relationship in the face of poverty, especially when addressing and assessing personal needs.

PART 4: Constructed Responses (30 pts)

Directions: Read the prompt provided. Then, answer the prompt to the best of your ability in complete sentences.

Your responses should be **one paragraph** that includes...

- ★ A claim (An introductory sentence/thesis)
- ★ Evidence (Quotes or summarizations)
- ★ Reasoning (Explanation of the quotes)
- ★ Conclusion statement.

Additionally, your responses must utilize appropriate vocabulary, professional writing style, and proper grammar, spelling, and mechanics. Please reference the rubric below for how your constructed response will be graded.

Component	1	2	3	4	5
CLAIM	Does not make a claim, or the claim is inaccurate. Does not answer all parts of the prompt.	Makes a claim that is accurate but not relevant to the prompt.	Makes a claim that is accurate but weak/vague/not specific in relation to the prompt. Answers some of the prompt.	Makes an accurate claim that answers the prompt.	Makes an accurate and complete claim that restates/refers to the prompt and answers all parts of the prompt.
EVIDENCE	Does not supply evidence to claim from the text.	Supplies evidence, but it is not directly related to the claim.	Supplies one short piece of evidence to support the claim.	Supplies at least one example from the text as evidence to support the claim.	Supplies 2 or more examples of evidence to support the claim.
REASONING	Does not support evidence with analysis.	Supports evidence with analysis, but does not directly relate to the claim.	Supports evidence with minimal analysis to support the claim.	Supports evidence with adequate analysis to support the claim.	Consistently supports evidence with analyses to support the claim.
CONCLUSION	Does not supply a concluding statement.	Provides a concluding statement that is irrelevant or does not support the claim.	Provides a concluding statement that partially relates to the claim.	Adequately provides a concluding statement that supports the claim.	Skillfully provides a concluding statement that supports the claim.
SYNTAX & VOCABULARY	Does not use appropriate professional language.	Rarely uses professional style and tone.	Establishes professional style and tone, but fails to maintain it.	Adequately establishes and maintains professional style and tone.	Consistently establishes and maintains professional style and tone.
MECHANICS	16+ spelling or grammatical errors.	10-15 spelling or grammatical errors.	6-10 spelling or grammatical errors.	3-5 spelling or grammatical errors.	0-2 spelling or grammatical errors.

Excerpt from Part Three of *School Girls; or, the African Mean Girls Play* by Jocelyn Bioh

(HEAD MISTRESS FRANCIS exits. PAULINA and ERICKA sit in silence for a long beat. PAULINA bursts into tears. ERICKA turns away and perhaps some tears are shed too.)

ERICKA: You crossed the line!

PAULINA: Well, I'm not sorry! Ms. Amponsah should know the truth. It is against the rules.

ERICKA: Please! This isn't about the pageant!

PAULINA: It's the truth!

ERICKA: If you don't like me, fine! But you had no right to—

PAULINA: --You stole all my friends!

ERICKA: That's how you treat your friends?

PAULINA: You came in here, acting like you've got everything—

ERICKA: --Lotion and makeup?!—

PAULINA: --Like you didn't have a care in the world!

ERICKA: Listen you don't know SHIT about my life okay?!—

PAULINA: --Oh really?—

ERICKA: --NOTHING! I wasn't rich. I didn't have friends.

PAULINA: Whatever.

ERICKA: You think those white kids wanted anything to do with me? You think there were any other black kids in Portsmouth?! I was always alone!... And my father... was here. With his cocoa factory... And his wife and children. Living this perfect life... Not even thinking about me... Ashamed of me... His white daughter.

PAULINA: Oh please.

ERICKA: And you think my life was easy? My mother is all I had-- ...And you try watching your mother die and talk to me about how easy that is... Did you ever stop to think that I might be jealous of you?! *(PAULINA sucks teeth loudly.)* That you know where you come from?... That you have a family? I'm sorry that you don't see how lucky you are.

PAULINA: Lucky? Are you serious? Lucky where?! That my mother has eight children, most of us with different fathers? Lucky that we are the poorest people in our village? Lucky to be the darkest one in my family? That even with our little bit of money, my mother gave me bleaching cream instead of food – 'cause that would "serve me better in life"?!... That's not luck Ericka, okay?! The only luck I had was getting a scholarship to Aburi. *(Small beat.)* And you... You're the daughter of one of the richest men in the country. You will always have something... Always... *(Small beat.)* ...Trust me—my mother would have gladly traded me in for you... Clearly... She was right.

ERICKA: No she wasn't.

PAULINA: No, she was... Listen, the world has already decided... You are better than me.

ERICKA: That's not true.

PAULINA: Ericka... Yes it is.

(They sit in silence. After a moment, HEADMISTRESS FRANCIS and ELOISE enter the cafeteria.)

Answer Sheet

1. B

2. B

3. A

4. B

5. D

6. C

7. A

8. C

9. C

10. D

11. A

12. B

13. B

14. B

15. B

16. D

17. A

18. C

19. E

20. B

21. E

22. B

23. C

24. A

25. D

26. Responses will vary

Name _____ Date _____ Pd _____ Score _____/150

Theatre Design: Q1 Benchmark

BUBBLE YOUR RESPONSES IN THE BUBBLE SHEET! DO NOT WRITE ON THE TEST!

PART 1: Multiple Choice (6 pts per question, 60 pts total)

Directions: Choose the answer that best answers the question.

1. Susan is designing costumes for *Wicked*. The main character, Elphaba, has a scene at the end of Act I where she flies over the audience and her cape expands to take up the entire stage and the actor will be connected to the fly system. To pull off this effect, which designer will Susan have to collaborate with most closely?
 - a. Prop designer
 - b. Set designer
 - c. Scenic charge
 - d. Choreographer

2. David is designing the set for *Hamilton*. Instead of focusing on making it realistic, David is creating a skeletal design concept. Which of the following elements might you expect from David's design?
 - a. The set will have many holes that the audience can see through.
 - b. The set will have barely anything on it at all, just the essentials.
 - c. The set will have different props hidden throughout the set that actors can easily grab when they need them.
 - d. The set will be completely around the audience, making them feel like they are a part of the action of the play.

3. Destiny is working on a production of *Shrek: The Musical* and has been given a lot of tasks. In addition to creating the prosthetics for Shrek to wear, she is responsible for cleaning and maintaining the use of microphones and sourcing all of the props used in the show. When the Playbill is printed, Destiny is listed as makeup artist and prop master. What else should Destiny be credited as?
 - a. Sound designer
 - b. A1 (audio engineer)
 - c. A2 (audio technician)
 - d. None of the above

4. Alex created a set design for his school's upcoming play. However, the director told Alex that he needs to include more set dressings in his design. Which of the following is something Alex would not need to consider adding?
 - a. Artwork on the walls
 - b. Furniture pieces
 - c. Books on the bookshelves
 - d. Knick-knacks

5. You have been asked to design costumes for a high concept production of *Into the Woods*. The show is about fairy tale characters that live in the same village. Which of the following designs would best fit the high concept design?
 - a. Cinderella in a ball gown that is accurate to the time period the fairy tale was written.
 - b. Little Red Riding Hood in a bright red hoodie, a crash helmet, and roller skates.
 - c. Jack from “Jack & the Beanstalk” made to look like Timmy Turner from *The Fairly Odd Parents*
 - d. Rapunzel dressed in a basic white dress with no details.

6. Imagine you are directing a production of *Clyde’s* by Lynn Nottage and you have decided to make your design concept representational. The play takes place in the kitchen of a greasy sandwich shop, and all of the workers are ex-convicts. Which of the following would you expect to see in your representational design?
 - a. The characters still wear prison jumpsuits even though they aren’t in prison so the audience can never forget that they are former criminals.
 - b. Whenever a character has an idea, the kitchen timer “dings” to highlight their thoughts.
 - c. The kitchen is dirty, rusty, and stained, and the supplies are disorganized, but all of the appliances still work and make appropriate noises of a functioning kitchen.
 - d. The audience chairs are set up in the kitchen, and the actors walk around the audience to get to the different areas of the kitchen.

7. Wes is doing the lighting design for *Stick Fly* by Lydia R. Diamond. The director is complaining to Wes that the actors look like they are sick. What element of Wes’s lighting design is likely the cause of this?
 - a. Wes only used front-lighting and did not add side-lighting.
 - b. Wes only used Fresnel lights for his front-lighting.
 - c. Wes utilized green gels in his front-lighting.
 - d. Wes’s transitions between light cues are too quick.

8. Desdemona was just cast in a production of *The Black Suits*. In the show, the character starts with brown hair but then dyes her hair blue. Which of the following would not be an appropriate solution for Desdemona?
 - a. Desdemona goes to the salon and pays herself for her hair to be dyed blue, then she will wear a wig for the scenes where her hair has to be brown.
 - b. Desdemona requests to wear a blue wig for the performance for the scenes she has to have blue hair and uses her natural brown hair for the other scenes.
 - c. Desdemona is given blue extensions to wear for the scenes where she has blue hair, which she simply attaches to her naturally brown hair.
 - d. Desdemona is given money from the theatre to have her hair professionally dyed blue, then she will wear a wig for the scenes where her hair has to be brown.

9. Alison is designing lights for *Mary Poppins*. The director tells her that they want to have a lit backdrop with a scrim. Alison tells the director this is not possible because the theatre is not equipped with the appropriate lighting instruments. What type of lighting instruments would Alison need to achieve the director's vision?
- Strip lights
 - Fresnel lights
 - Ellipsoidal lights
 - Flood lights
10. In Scene 4 of *In the Heights*, Vanessa walks into the bodega and asks for a Pepsi and packing tape. Usnavi gives the Pepsi and packing tape to Vanessa. Vanessa takes the Pepsi and packing tape off-stage. The Pepsi is never seen again, but the packing tape will be seen in Scene 6 used by Daniela. Which best describes the lives of these props?
- After Scene 4, the Pepsi is living, the packing tape is living.
 - After Scene 4, the Pepsi is living, the packing tape is dead.
 - After Scene 4, the Pepsi is dead, the packing tape is dead.
 - After Scene 4, the Pepsi is dead, the packing tape is living.

PART 2: True or False (4 pts per question, 20 pts total)

Directions: For each question, determine whether the statement is true or false.

11. True or False? It is impossible for a production to be representational and immersive.
- True
 - False
12. True or False? It is common for the sound designer to double as the sound engineer.
- True
 - False
13. True or False? An ellipsoidal light creates soft diffused light, ideal for blending colors.
- True
 - False
14. True or False? In the majority of cases, it is the responsibility of the actor to apply their own makeup for a show.
- True
 - False
15. True or False? A blueprint is the same exact thing as an elevation sketch, just without the color.
- True
 - False

PART 3: Matching (4 pts per question, 40 pts total)

Directions: For each set, match the appropriate definition or explanation with the correct concept or vocabulary word.

16. ___ Thrust	a. An extension in front of a proscenium arch stage that brings the action closer to the audience or can operate as an orchestra pit.
17. ___ Alley	b. A stage configuration where the stage is in the middle and the audience sits facing the stage from two opposite sides.
18. ___ Arena	c. A stage configuration where the audience sits facing the stage from three sides, thus creating a back wall with a backstage area.
19. ___ Apron	d. A stage configuration where the stage is in the middle completely surrounded by the audience.
20. ___ Proscenium Arch	e. The typical “stage” with the audience on one side of the stage all facing the same direction.

21. ___ Representational	a. A design concept where props are clearly visible on the stage even when not in use, allowing actors to grab them quickly when needed in plain sight of the audience.
22. ___ Forward Concept	b. A design concept where the design is unapologetically contrary to the setting and time period of the text in order to enhance the mood and/or theme of the play.
23. ___ High Concept	c. A design concept where the setting, time period, and/or mood are taken to an extreme in order to further enhance the theme of the play.
24. ___ Found Concept	d. A design concept that emulates a preexisting popular design aesthetic.
25. ___ In the Style of...	e. A design concept where the audience is meant to experience the entire play as realistically as possible.

PART 4: Constructed Responses (30 pts)

Directions: Read the prompts provided. Then, answer the prompts to the best of your ability in complete sentences.

Your responses should be **one paragraph** that includes...

- ★ A claim (tell me the design concept being used)
- ★ Evidence (identify what you see in the picture)
- ★ Reasoning (explain how what you see in the picture fits that design concept's definition)
- ★ Conclusion statement.

Additionally, your responses must utilize appropriate vocabulary, professional writing style, and proper grammar, spelling, and mechanics. Please reference the rubric below for how your constructed response will be graded.

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PROMPT: *Into the Woods* is a musical is about a baker and his wife that live in the same village as fairy tale characters (“Cinderella,” “Little Red Riding Hood,” “Jack & the Beanstalk,” and “Rapunzel”) and must collect objects to lift a curse placed on them by a witch. After they lift the spell, a giant comes to their village and terrorizes the land, resulting in many characters meeting a grim death. At the end, the lone survivors (The baker, Cinderella, Jack, Little Red, and the baker’s baby) come together and form their own found family. The main themes of the story are honesty, childhood innocence, the power of storytelling, and questioning what happens after happily ever after. **Look at the pictures below of Fiasco Theater’s production of *Into the Woods*.**

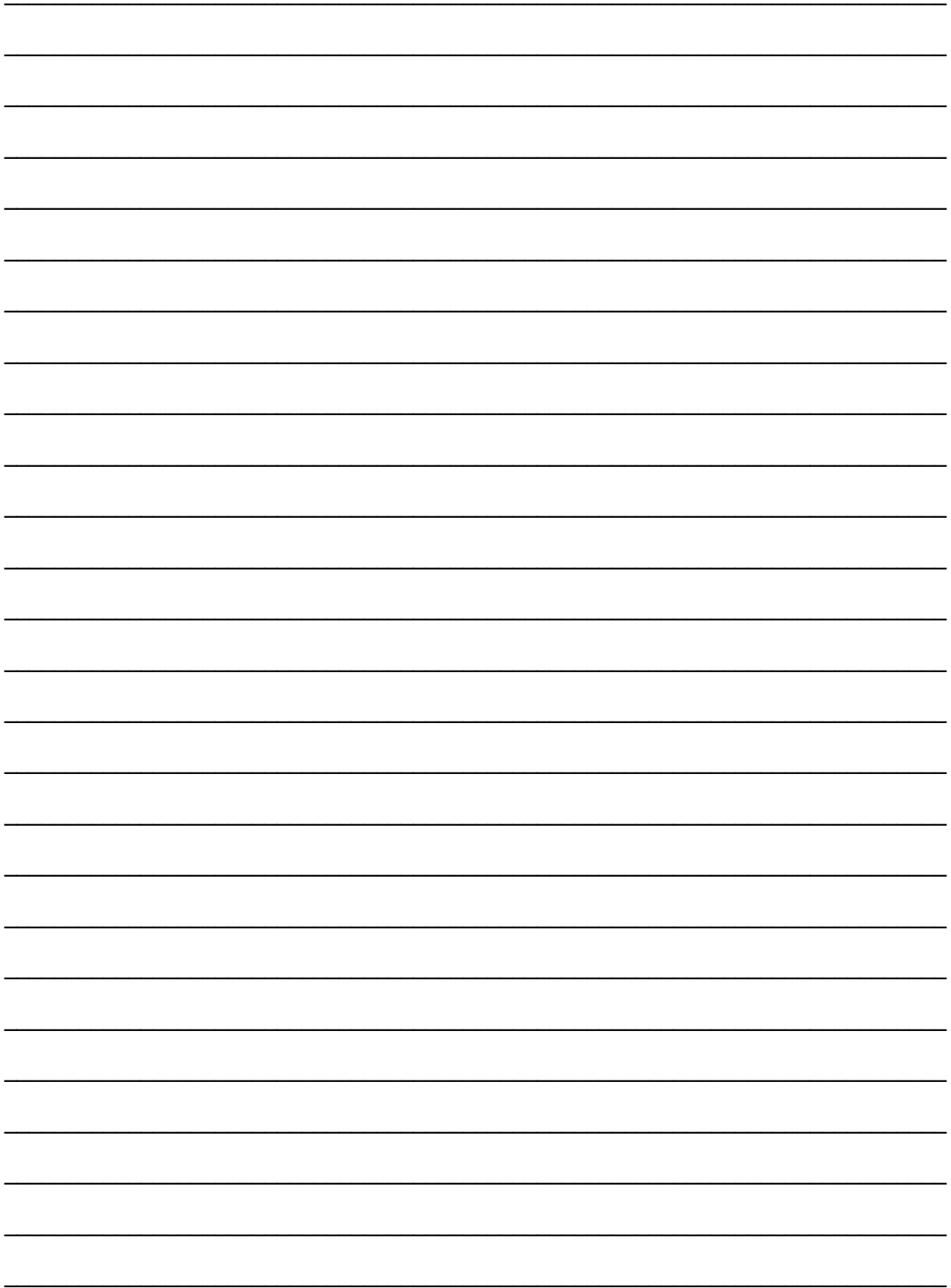
Based on the images provided, identify what you believe to be the design concept(s) utilized in this production. Describe specific details from the images to support your response, and explain how these details support the design concept and the narrative.



Cinderella’s Stepmother, Lucinda, Florida, and Cinderella // Rapunzel & The Baker’s Wife



On Piano: Little Red Riding Hood, Cinderella // Little Red Riding Hood & The Wolf



Answer Sheet

1. B

2. A

3. C

4. B

5. B

6. C

7. B

8. A

9. A

10. D

11. B

12. A

13. B

14. A

15. B

16. C

17. B

18. D

19. A

20. E

21. E

22. C

23. B

24. A

25. D

26. Responses will vary