***The Glass Menagerie* Exploring Themes | Post-Show Activity**		
Length	*Grade Level*	*Content Area*
1-2 class periods (45 – 90 minutes each)	Middle School & High School	ELA, Theatre

Objective	**Materials Needed**
Students will identify and analyze the themes present in *The Glass Menagerie*, using various modes of expression to showcase their understanding.	• Whiteboard and markers • Chart paper or poster boards • Art supplies • Access to digital tools • Story Map (included)

Activity Overview

NOTE: This activity has been aligned with TEKS and Universal Design for Learning. TEKS can be found at the end of this document. Check out the "Notes" section for ideas on how to expand activities or provide additional scaffolding.

1. Introduction | Themes in The Glass Menagerie
2. Group Discussion| Themes and Scenes
3. Group Work Time | Creative Expression
4. Presentations | Sharing and Feedback
5. Reflection | Making Connections

1. Introduction | Themes in *The Glass Menagerie*	**10 minutes**
Activity Steps a) Start with a brief discussion about the concept of themes in theatre. Explain how *The Glass Menagerie* addresses various themes such as family obligation, the desire to escape and feeling trapped, and the fragile connections of the characters. b) Ask students to brainstorm any themes they observed during the play. Write their ideas on the whiteboard.	*Notes* • A printable story map is included with this document. Encourage students to use this outline to organize their notes during the discussion and group work time. • Guide them to consider specific scenes.

2. Group Discussion | Themes and Scenes	**10-15 minutes**
Activity Steps a) Divide students into small groups and assign each group a specific theme from the play. Possible themes could include: - The struggle with loneliness and a desire for meaningful connection. - Family dynamics and obligations. - The conflict of dreams for the future and demands for now. b) Have each group discuss how their assigned theme was portrayed in the play by analyzing: - Key scenes that highlighted the theme. - Character interactions that exemplified the theme. - Any comedic elements that contributed to their understanding of the theme.	*Notes* • Bridge the language of the students (the way they phrased their ideas) with any academic or formal variations you wish to support. "Things get weird when people don't talk to each other" would be another way of saying "the chaos of communication and misunderstandings." Learn more about UDL guidelines for language and symbols here.
3. Group Work Time | Creative Expression	**25-30+ minutes**
Activity Steps • Each group will create a visual representation of their assigned theme. They can choose from various formats, including: - A poster that includes memorable quotes from the play, visuals, and explanations of the theme. - A collage using magazine cutouts, drawings, or digital images that symbolize the theme. - A short multimedia presentation that combines images, text, and audio to convey the theme.	*Notes* • Use a visible timer while the students are creating and give them verbal warnings. • Keep the list of themes visible if possible. • Encourage the use of their story map and discussion notes as needed.

4. Presentations | Sharing and Feedback	**15-20+ minutes**
Activity Steps a) Designate a stage area and have each person or group present their work, explaining their theme and how it was expressed in *The Glass Menagerie.* b) During presentations, use **"See / Think / Wonder"** to encourage reflection from the rest of the class: - What did you **see** in this visual? Objectively, without interpretation. Just visual details. - What do you **think** is happening in this visual? What do you see that makes you think that? - What do you **wonder**? What questions come up for you as you look at this stage picture? Use "I wonder" to start your answer.	*Notes* • If time allows, students can display their work in gallery walk format. • "See / Think / Wonder" is an Artful Thinking routine. You can learn more about it and similar exercises here.
Reflection | Making Connections	**5-10 minutes**
Activity Steps a) Think about what you knew or thought of the themes in *The Glass Menagerie* before your exploration. - Fill in the blanks: "I used to think _____. Now I think _____." b) How did the themes enhance your understanding or enjoyment of the play? c) Can you relate any of the themes to your own experiences or to current events?	*Notes* • Reflections can be written in journals or as exit tickets or shared in pairs or small groups before shared with the class.

TEKS			
TEKS – MS ELA	*TEKS – HS ELA*	*TEKS – MS Theatre*	*TEKS – HS Theatre*
(6.9) - Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their analysis. (7.5) - Students analyze, make inferences, and draw conclusions about persuasive texts and provide evidence from text to support their analysis. (8.6) - Students analyze and evaluate the effectiveness of text features, including print and digital sources, to gain information.	(9.6) - Students analyze and evaluate the effectiveness of the author's use of literary devices in various texts. (10.8) - Students analyze how authors use literary elements and literary devices to create meaning and effect in various genres. (11.10) - Students analyze and evaluate the effectiveness of a variety of texts, including plays, to interpret themes, character development, and author's purpose.	(117.4) - (1) Foundations: Inquiry and understanding in theatre. Students develop theatre skills through inquiry, research, and experimentation. (117.4) - (2) Creative expression: Performance. Students perform in a variety of contexts to communicate ideas, emotions, and themes. (117.4) - (3) Historical and cultural relevance. Students examine the historical and cultural context of theatrical works to understand their significance.	(117.5) - (1) Foundations: Inquiry and understanding in theatre. Students engage in critical analysis of theatrical works, understanding the role of various elements in performance. (117.5) - (2) Creative expression: Performance. Students refine performance skills through rehearsal, performance, and reflection on their work. (117.5) - (3) Historical and cultural relevance. Students analyze the impact of historical and cultural factors on theatrical works, including themes, styles, and conventions.

How to Use this Story Map

This graphic organizer provides a structured way to analyze key elements of the play. It highlights character dynamics, conflicts, themes, and the setting to help students critically engage with the material.

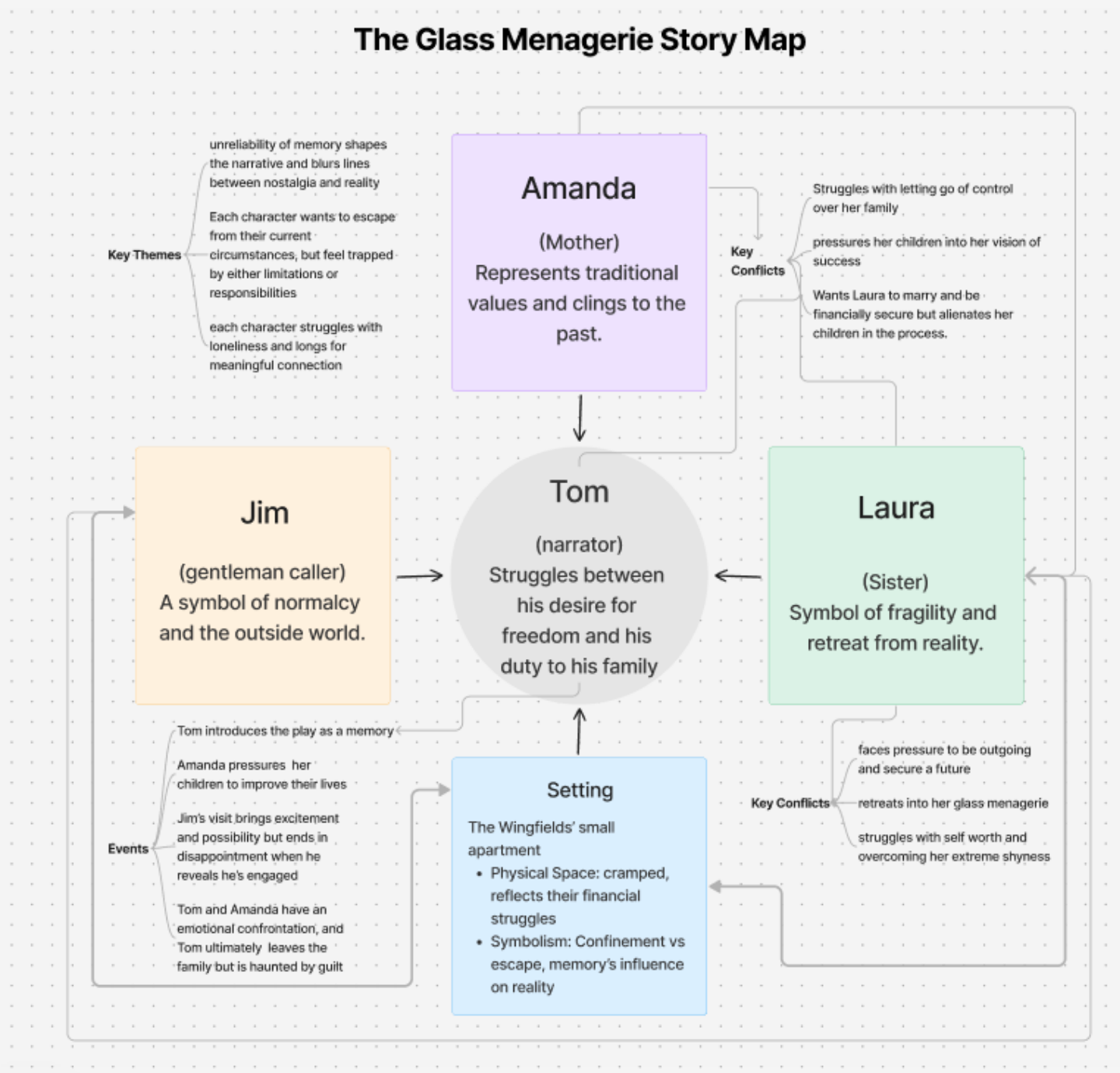
Purpose of the Story Map

- **Support Critical Thinking:** Encourage students to identify and analyze relationships, conflicts, and themes in the story.
- **Guide Discussions:** Use it as a visual aid to facilitate group or class discussions about the characters' roles, motivations, and the overarching themes.
- **Build Connections:** Help students link the setting and events to the play's key messages and resolutions.

Tips for Effective Use

- Use the organizer as a flexible framework; adapt it for different levels of analysis based on students' understanding.
- Encourage students to draw connections between the play's themes and real-world scenarios.

This tool is designed to spark engagement and deeper thinking, making the play's themes and character dynamics more accessible for students.



Notes & Personal Reflections