

Seared First Impressions   Pre-Show Curriculum		
Length	Grade Level	Content Area
1 class period (45 – 90 minutes)	Middle School & High School	ELA, Theatre
Objective		Materials Needed
Students will be able to analyze character descriptions from the play <i>Seared</i> and identify personal connections or points of interest within these characters.		<ul style="list-style-type: none"> <li>• Character descriptions from Alley Re-Sourced</li> <li>• Pencils or pens</li> <li>• Same Different Connect Engage handout (included)</li> </ul>
Activity Overview		
<p><i>NOTE: This activity has been aligned with TEKS and <a href="#">Universal Design for Learning</a>. 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.</i></p> <ol style="list-style-type: none"> <li>1. Introduction   <a href="#">Meet the Characters</a></li> <li>2. Guided Practice   <a href="#">SDCE with Mike</a></li> <li>3. Independent Practice   <a href="#">SDCE with Other Characters</a></li> <li>4. Presentation   <a href="#">Sharing and Feedback</a></li> <li>5. Reflection   <a href="#">What to Keep in Mind at the Show</a></li> </ol>		
1. Introduction   Meet the Characters		10 minutes
<p><i>Activity Steps</i></p> <ol style="list-style-type: none"> <li>a) Using Alley Re-Sourced, begin with a brief overview of <i>Seared</i> (if needed).</li> <li>b) Review the cast of characters and what information students can find in the “Who’s Who” section.                             <ul style="list-style-type: none"> <li>- On the “Who’s Who” section of the Re-Sourced guide, we can see a picture of the actor, the character(s) they play, basic traits of that character, and a summary of what’s going on with them in world of the play.</li> </ul> </li> </ol>		<p><i>Notes</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Digital Who’s Who on Alley Re-Sourced</a></li> <li>• A printable version of “Who’s Who” is included in this document.</li> </ul>

<p><b>2. Guided Practice   SDCE with Mike</b></p>	<p><b>10 minutes</b></p>
<p><i>Activity Steps</i></p> <p>a) We're going to use the information from the "Who's Who" section for a thinking routine called "Same Different Connect Engage."</p> <p>b) We'll use this activity to explore the characters we will meet in the show. What can we <b>extrapolate</b> from the character descriptions to answer the questions?</p> <p>c) We'll do one together first: Mike, the business partner of the star chef.</p> <ul style="list-style-type: none"> <li>- Read the character description for Mike. Discuss the traits and circumstances connected to the character.</li> <li>- <b>Same</b> In what ways might this person and you be similar?</li> <li>- <b>Different</b> In what ways might the person and you be different?</li> <li>- <b>Connect</b> In what ways might the person and you be connected as human beings?</li> <li>- <b>Engage</b> What would like to ask, say, or do with the person if you had the chance?</li> </ul>	<p><i>Notes</i></p> <ul style="list-style-type: none"> <li>• "Same Different Connect Engage" is an Artful Thinking routine. You can learn more about it and similar exercises <a href="#">here</a>.</li> <li>• A blank handout for this activity is included in this document.</li> <li>• Feel free to adjust this guided practice to suit your classroom. Some alterations might include:             <ul style="list-style-type: none"> <li>○ The students work in small groups, and you review their answers as a class.</li> <li>○ The teacher leads the students question by question, taking answers from volunteers.</li> <li>○ The teacher completes the activity ahead of time as a visual guide.</li> </ul> </li> </ul>
<p><b>3. Independent Practice   SDCE with Other Characters</b></p>	<p><b>15-20 minutes</b></p>
<p><i>Activity Steps</i></p> <p>a) Student should select at least one character to focus on for the activity.</p> <p>b) Collaboration and discussion can be helpful in generating ideas, but students should ultimately do their own activity to deepen the personal reflection.</p>	<p><i>Notes</i></p> <ul style="list-style-type: none"> <li>• If collaborating in groups, group students together who are reviewing the same character.</li> </ul>

<b>4. Presentation   Sharing and Feedback</b>	<b>5-10 minutes</b>
<p><i>Activity Steps</i></p> <p>a) Have students share their findings to the class.</p> <ul style="list-style-type: none"> <li>- For larger classes or shorter times, here are some options for sharing: <ul style="list-style-type: none"> <li>o One character at a time, take 1 student presenter for each question.</li> <li>o Take student presenters for each question regardless of which character they chose. Depending on student selection, not all characters may be covered.</li> </ul> </li> </ul>	<p><i>Notes</i></p> <ul style="list-style-type: none"> <li>• <b>Multiple Means of Expression:</b> Students can present their findings in various formats (written, oral, artistic), giving them the opportunity to express their understanding in ways that suit their strengths.</li> </ul>
<b>5. Reflection   What to Keep in Mind at the Show</b>	<b>5-10 minutes</b>
<p><i>Activity Steps</i></p> <p>a) What's one detail that stood out to you about the characters of the play?</p> <p>b) Think about what you knew or thought of the characters at the start of this lesson.</p> <ul style="list-style-type: none"> <li>- Fill in the blanks: "I used to think _____. Now I think _____."</li> </ul>	<p><i>Notes</i></p> <ul style="list-style-type: none"> <li>• Reflections can be written in journals or as exit tickets, or shared in pairs or small groups before shared with the class.</li> </ul> <p><b><u>BONUS – Reflections After the Show</u></b></p> <ul style="list-style-type: none"> <li>• Which character surprised you the most?</li> <li>• Which character was the most like what you expected?</li> </ul>

TEKS			
TEKS – MS ELA	TEKS – HS ELA	TEKS – MS Theatre	TEKS – HS Theatre
<p>Reading/Comprehension of Literary Text/Theme and Genre 110.18(b)(9): Analyze, make inferences, and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts, and provide evidence from the text to support their understanding.</p> <p>Reading/Comprehension of Literary Text/Fiction 110.18(b)(5): Analyze the interactions between characters, including their relationships and the changes they undergo.</p>	<p>Reading/Comprehension of Literary Text 110.31(b)(6): Make complex inferences about text and provide textual evidence to support understanding.</p> <p>Reading/Comprehension of Literary Text/Theme and Genre 110.31(b)(8): Evaluate how different perspectives influence the portrayal of characters, plot, and setting.</p>	<p>Theatre/Foundations: 117.5(b)(1)(A): Demonstrate an understanding of the elements of drama and theatre.</p> <p>117.5(b)(1)(B): Identify and describe the roles of theatre artists in the production process.</p>	<p>Theatre/Foundations: 117.6(b)(1)(A): Analyze the elements of theatre production, including acting, directing, and design.</p> <p>Theatre/Creating: 117.6(b)(2)(C): Collaborate effectively in the creative process, demonstrating respect for all participants.</p> <p>Theatre/Responding: 117.317(c)(5)(A): Reflect on character development and compare personal ideas to interpretations in theatre performances.</p>

## Who's Who

### The Cast and Character Descriptions of Alley Theatre's *SEARED*



**CHRISTOPHER SALAZAR\***

Harry

**HARRY** – "A big, imposing man in every sense, with a fiery personality and unmatched talent in the kitchen."

**Key Traits:**

- Stubborn and temperamental, fiercely protective of his creative vision.
- An artist who prioritizes the integrity of his food over profits or trends.
- Often clashes with others, particularly when he feels his autonomy is threatened.



**KORY LAQUESS PULLUM**

Rodney

**RODNEY** – "A skinny, good-natured man with quick wit and a practical outlook."

**Key Traits:**

- Works hard and remains upbeat despite the kitchen's chaos.
- Provides levity with humor and sharp observations.
- Loyal to Harry but also aware of the challenges of working under him.



**CHRIS HUTCHISON\***

Mike

**MIKE** – "Harry's business partner who is deeply invested in the restaurant's survival."

**Key Traits:**

- Handles the restaurant's financial and operational side.
- Desires growth and expansion, which often leads to clashes with Harry.
- Balances loyalty to Harry with his own frustrations about the partnership.

## Who's Who

### The Cast and Character Descriptions of Alley Theatre's *SEARED*



**ELIZABETH BUNCH\***

Emily

**EMILY** – "A confident, polished consultant with a knack for persuasion and ambition."

**Key Traits:**

- Hired to help the restaurant capitalize on its newfound buzz.
- Unafraid to take risks and push for change, even against resistance.
- Uses charm and determination to steer the team toward her vision.

\*Alley Resident Acting Company member.

# Same Different Connect Engage

*A routine to nurture empathetic perspective taking and bridge building.*

**Same** In what ways might this person and you be similar?

**Different** In what ways might the person and you be different?

**Connect** In what ways might the person and you be connected as human beings?

**Engage** What would you like to ask, say, or do with the person if you had the chance?

Share your experience with this thinking routine on social media using the hashtags [#PZThinkingRoutines](#) and [#SameDifferentConnectEngage](#).



This thinking routine was developed as part of the ID Global, Reimagining Migration project at Project Zero, Harvard Graduate School of Education.

Explore more Thinking Routines at [pz.harvard.edu/thinking-routines](https://pz.harvard.edu/thinking-routines)

# Same Different Connect Engage

## Different

In what ways might the person and you be different?

## Engage

What would you like to ask, say, or do with the person if you had the chance?

## Same

In what ways might this person and you be similar?

## Connect

In what ways might the person and you be connected as human beings?

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