Day Six

Objectives:
1. Students will orally define “character analysis.” (knowledge)
2. Students will identify Jack’s goal in The Importance of Being Earnest. (comprehension)
3. Students will verbally give an example of how a character's goal would affect the character's make-up for the show. (comprehension)
4. Students will orally recommend how make-up should be applied to the actress portraying Gwendolyn in The Importance of Being Earnest. (application)

Activity: Lecturing on character analysis - upbringing, social status, goals, conflicts, personality.
Discussion of the characters in The Importance of Being Earnest.

Lesson:
I. Review of Given Circumstances
   A. What is the period in The Importance of Being Earnest? (comprehension)
      (the Victorian age - late 1800’s)
   B. What is the setting of the play? (comprehension)
      (Tea room ofAlgernon’s house in London, and garden and living room of John Worthing’s home in Hertfordshire. In late 1800’s, during early afternoon of different days throughout the play.)
   C. What is the economic environment of the characters in the play? (analysis)
      (aristocratic, rich)

II. Character analysis
   A. Definition - analyzing the characteristics, goals and background of a character in relation to the play
   B. Importance of - analysis is important to understanding how the characters make-up should be done. If the make-up is not done according to the analysis, the actor/actress will not fit his or her character.
C. Goals - what the character wants to achieve
D. Conflicts - what is in the way of the character achieving his or her goals
E. Upbringing - how did their parents treat them, what kind of childhood they had, where did they grow up
F. Status - this includes economic and social, how much money he or she has, what role he or she plays in society, what the public thinks of them
G. Personality - happy, sad, aggressive, mean, caring, quiet, loud, etc.

II. Questions concerning The Importance of Being Earnest
A. What is Jack's goal in The Importance of Being Earnest? (analysis)
   1. to be an aristocrat
   2. to win the love of Gwendolyn

B. How would his goals influence the actor's make-up? (synthesis)
   His make-up would have to make him look dignified.

C. How would you do the make-up for Gwendolyn? (application)
   1. Age - young 21: her face would have to be smooth not showing aging
   2. Personality - happy, yet arrogant: nose would come to a point distinctively
   3. Background - rich family, Victorian: well kept, paler face, cheeks accented with rouge, lipstick would be a bright red.
   4. Status - aristocrat: hair up with a glamorous Victorian hat
   5. Goals - fond of John, feels that an Earnest could be the only kind of man for her: snobbish look, pointed nose - look as if it is always stuck in the air, defined chin line

III. Preview for application of character: Assignment
A. Students will write out a character analysis for a character of their choice from any play.
B. Using the diagram of the face, the students will draw the design for that character.
C. The students will apply the design for that character
Materials needed: Overheads of information (type up own), chalk board, chalk, diagrams of face for design assignment.


Day Seven

Objectives:
1. Students will write a character analysis for one character in their favorite play. (analysis)
2. Students will design the make-up for their chosen characters on a diagram of the face. (synthesis)
3. Students will discuss what techniques they used on their designs and justify their decisions to the class. (evaluation)
4. Students will apply their design to their own faces. (application)

Activity: Students will bring in a character analysis each for a character in a favorite play. Describe the name, play, character and his or her goals to the class. They will also have a design of the character prepared for the class. Present the design to the class, and the class will suggest changes. Using provided make-up, the students will apply the design to their faces. Discuss the techniques used and justify. Students will make suggestions for the classmates.
   Review character analysis.

Lesson:
I. Preview for application of character
   A. Students bring in character analysis for a character in favorite play
      1. Announce name of character and play to the class
      2. Describe the character; include:
         i. age         ii. personality     iii. upbringing     iv. status
         v. goals
   B. Have design ready for application

II. Design
   A. Present design to class
      1. look over techniques
      2. suggest changes
         i. does the make-up fit the caricaturists?
         ii. what changes would improve the design?
   B Application (this will take majority of period)
1. Using provided make-up kit, apply design to face
2. Discuss techniques used and justify
3. Make suggestions to classmates and make corrections

III. Review of character analysis
   A. Definition - analyzing the characteristics, goals and background of a character in relation to the play
   B. Importance - analysis is important to understanding how the characters' make-up should be done. If the make-up is not done according to the analysis, the actor/actress will not fit his or her character.
   C. How to use in applying makeup - goals, personality, background and status affect how the character looks. For example: a designer would not make a rich man unkempt and dirty, that would be the typical make-up for a lower class peasant for instance.

IV. Preview for analysis of character in The Importance of Being Earnest:
   Assignment
   A. Choose one of the characters from the play
   B. Write a character analysis for the character
   C. Be prepared to share with the class

Materials needed: Print outs of face to make design corrections on, make-up kits

Day Eight

Objectives:
1. Students will write out a character analysis for their chosen character in *The Importance of Being Earnest*. (analysis)
2. Students will orally explain how their character's up-bringing would affect the character's make-up. (analysis)
3. Students will construct a rough draft of a design for their characters in *The Importance of Being Earnest*. (synthesis)
4. Students will assess each design and make suggestions for improvement. (evaluation)

Activity: Students will have chosen one character each from *The Importance of Being Earnest*. Divide into groups by chosen character, sit in circles. Start off with a diagram of the face per student. Design the make-up for the area of the face that is named by the teacher. Pass your diagram to the person on your right. Repeat the process until the design is finished.

Compare designs for the characters. Discuss the differences. What could be improved? View make-up in the movie.

Review for test - corrective make-up, character analysis, designs

Lesson:
I. Review
   A. Corrective Make-up - enhance facial features
      1. thinner nose  2. defined cheeks
      3. making eyes stand out
      4. defining chin
      5. liners - lip liner, eye liner, mascara, lipstick
   B. Old Age - wrinkles
      1. definition - a wrinkle is a crease in the skin
      2. Creating -
         a. shadow drawn then blended up or out
         b. highlight drawn next to shadow then blend down or in
II. Preview for discussion

A. Character analysis for chosen character
   1. Age    2. Gender
   3. Personality  3. Background
   4. Status    5. Goals
   (information for three characters, John Worthing, Lady Bracknell
   and Gwendolyn are provided. Should be used as overheads.)

B. Will be drawing a rough design for character's make-up

III. Design for character

A. Activity
   1. Divide into groups by chosen character (each group sit in a
circle)
   2. Start off with a diagram of the face per student
   3. Design make-up for the area that is named
   4. Pass your diagram to the person on your right
   5. Repeat process until design is finished or last area is called
      (a. nose    b. mouth    c. chin    d. eyes
       e. forehead  f. cheeks    g. neck
       h. hair and accessories)

III. Analysis

A. How would the character's upbringing affect his or her make-up?
B. How would the time and setting of the play affect his or her make-up?
C. What personality traits does your character show?
D. Comparing designs for each character
   1. what could be changed?
   2. what effect does a group effort have on the design?
   3. which designs look most like what you would design
      individually?
E. Show movie of Importance of Being Earnest (if available)
to show how professional make-up was done.

IV. Review for test

A. Corrective make-up - making the facial features stand out under lights
   and improve appearance of the face.
LADY BRACKNELL

Age - Fifties
Gender - Female
Personality - hard, stubborn, proud, snobbish

Background - She was raised in an aristocratic family. She married an heir to great fortune.

Status - She is a Lady. She is of a very high level in London society.

Goals - wants to keep a man like John Worthing, Earnest, from marrying her daughter. She has to protect her daughter from inappropriate suitors.
JOHN WORTHING:

Age - late twenties to early thirties
Gender - male
Personality - persistent, serious, witty, lying

Background - as a baby, he was found in a leather handbag at the Victoria Railway Station and raised in the country.

Status - believes he is an aristocrat. In the end he is revealed to be the heir to the fortune of Algernon's family. He is Algernon's older brother. He is an aristocrat.

Goals - He wants to be named Earnest. His love interest Gwendolyn only wants a man named Earnest. He wants Gwendolyn as his wife.
GWENDOLYN

Age - 21
Gender - Female

Personality - happy, yet arrogant, proud, manipulative of John.

Background - rich family, Victorian. She was raised to be a lady, to become an heiress to greater fortune by marriage.

Status - Aristocrat. She is looked upon highly by society, especially men.

Goals - She is fond of John. She feels that a man named Earnest could only be right for her.
Day Nine

Objectives:

On a written test:
1. Students will write out an explanation of corrective make-up, old age make-up, and period make-up. (comprehension)
2. Students will define “character analysis.” (knowledge)
3. Students will explain how they would design the make-up for Lady Bracknell in The Importance of Being Earnest. (synthesis)
4. Students will identify the historical significance affecting the make-up in The Importance of Being Earnest. (analysis)

Activity: Students will take test of T/F, Multiple choice, matching and essay for corrective make-up, character analysis and designs.

Lesson:

I. Test

A. Corrective make-up
   1. definition - making the facial features stand out under lights and improve appearance of the face.
   2. significance -
      a. Enhance facial features
      b. Give color to the face
      c. Prevent actor/actress from looking washed

B. Character analysis
   1. definition - analyzing the characteristics, goals and background of a character in relation to the play
   2. How will this affect the design for a character's make-up

C. Design
   1. Lady Bracknell's make-up
   2. historical significance in design

II. Preview for final project

A. Final design for a chosen character in The Importance of Being Earnest (due next day)
B. Will be applying the design to face and sharing with class.
Materials needed: test
Using your knowledge of stage makeup, determine whether the following statements are true or false. Mark True with a T and False with an F.

___ 1. The hands are the most important tools in presentation of one's self.
___ 2. Makeup is the art of applying grease paints and powders to beautify or alter the appearance of the face to make it look like or suggest a typical or specific character.
___ 3. In *The Importance of Being Earnest*, Lady Bracknell is a young aristocratic beauty.
___ 4. When looking at the makeup for a character, the given circumstances for the play as a whole are not important.
___ 5. A period play in set in a time other than the present.
___ 6. The characters goals play an important role in deciding how to design the makeup for that character.
___ 7. Hair style is part of costuming rather than makeup.
___ 8. Time of day is included in the setting of a play.
___ 9. Highlights should be blended down after application.
___ 10. The gradual change between planes on a curved surface is called a curved edge.

Multiple Choice: Choose the best answer that will finish these incomplete statements or answer the questions the best. Circle the letter of your answer.

1. The moisturizer that aids in the application and removal of makeup is the

    a. highlight
    b. foundation
    c. base
    d. shadow
    e. texture
2. The smoothing together of two or more colors, used to eliminate abruptness of the colors is called _________.
   a. blending
   b. softening
   c. arching
   d. texturing
   e. lining

3. What type of makeup design would you use for Gwendolyn in The Importance of Being Earnest?
   a. old age
   b. extremely thin
   c. period
   d. corrective
   e. c and d

4. Which person would make a good example for extremely stout makeup?
   a. Cindy Crawford
   b. Christian Slater
   c. Roseann Barr
   d. Eddie Murphy
   e. Jerry Sienfield

5. Jack's goal in The Importance of Being Earnest is to ________________
   a. find his mother
   b. be an aristocrat
   c. save the world
   d. move to America
   e. be a politician

6. Lighter colors used to give an appearance of roundness or elevation to any part of the face are ____________.
   a. shadows
   b. highlights
c. lines

d. foundations

e. wrinkles

7. **Stubbornness** and **moodiness** are **examples** of a person’s

   a. personality
   b. setting
   c. upbringing
   d. age
   e. race

8. What would be a category determining a character’s appearance that would call for wrinkles?

   a. health
   b. genetics
   c. age
   d. personality
   e. a and c

9. The **most important source of information** when designing a makeup for a character is ___________

   a. review of the play
   b. class
   c. another artist’s design
   d. the play
   e. textbook

10. Gwendolyn is the niece of ____________

    a. John Worthing
    b. Algernon
    c. Lady Bracknell
    d. Cecily
    e. Frank Sinatra
Discussion:
List the categories asked for in the next question and discuss each.
1. What are three categories that determine a character's appearance?
Briefly discuss what each category would include.

Write a short paragraph that will explain the answers to each of these questions completely.
2. How would a character's upbringing affect the makeup for that character? Give a specific example.

3. What are the advantages of including all makeup information such as colors, hair design, etc. on worksheets for the actors?
2. Greek

3. Roman

Diagram: On the diagram of old age make-up, make modifications to make the design correct.
Test Key

True/False
1. F (Comprehension)
2. T (Knowledge)
3. F (Knowledge)
4. F (Comprehension)
5. T (Knowledge)
6. T (Comprehension)
7. F (Comprehension)
8. T (Knowledge)
9. T (Knowledge)
10. T (Comprehension)

Multiple Choice
1. C - Base (Knowledge)
2. A - Blending (Knowledge)
3. E - C and D (Evaluation)
4. C - Roseann Barr (Synthesis)
5. B - be an aristocrat (Analysis)
6. B - Highlights (Knowledge)
7. A - Personality (Analysis)
8. E - A and E (Analysis)
9. D - The Play (Evaluation)
10. C - Lady Bracknell (Application)

Discussion
1. (Application)
(There are actually six)
Genetics: Families will have the same traits, inherited physical features.
Health: Color of skin, hair loss (maybe possible), the character should look washed out
   if he or she is ill. If healthy, the color should be better on the character.
Disfigurements: Scars, warts, swollen eyes, other extreme differences given to the
   character.
Fashion: This is critical to the time frame of the character, what type of clothes the
   character would wear, the hairstyles, makeup styles, etc.
Age: If a person is youthful, his or her skin is smooth contrasting to an older person
   who's skin is thinner, angular and wrinkled.
Personality: Makeup can change personality. If the lines are more curved in the face,
   the personality is soft. If the lines are straight, the personality is harsh.

2. (Analysis)
   Upbringing determines what the character is used to. Mannerisms and attitudes are taught
   by parents or guardians. These can be show through the makeup. What class they are also
   influences the makeup. A rich person would look neater in the face than a poor person.

3. (Analysis)
   The actors will know exactly what makeup to use and how they should be applied in case
   there is a short time period in which they have to apply their own makeup. The actors will know
   what they should definitely look like after makeup is completed.
Day Ten

Objectives:
1. Students will use their knowledge of make-up design to design the make-up for a character in The Importance of Being Earnest on a print out of a face. (synthesis)
2. Using a theatrical make-up kit, the students will apply this design to the face of a classmate. (application)
3. Students will look at a design done by another student (of a character other than their own) and change the parts they do not agree with and tell why. (evaluation)
4. According to these suggestions, students will modify their designs and present the final project to the class. (synthesis)

Activity: Final Project - Have a design of a character from The Importance of Being Earnest ready for class. Apply design to your face. Classmates evaluate each other's designs and applications. Make improvements according to suggestions. Final presentation - announce character, show make-up under lighting and hand in design.

Lesson:
I. Character design
   A. Have design ready for class
   B. Apply design to face
      1. highlights
      2. shadows
      3. lines
      4. wrinkles
      5. hair
II. Classmate evaluation
   A. Pair off with a classmate (who is doing a different character)
   B. Discuss each design
   C. Suggest Improvements for each design
III. Final Adjustments
   A. Changes according to
      1. teacher suggestions
      2. classmate suggestions
B. Final Presentation
   1. announce character
   2. show makeup under lighting
   3. hand in design

IV. Evaluation
   A. Understanding of character analysis
      1. period  2. personality  3. status/upbringing
   B. Understanding of makeup techniques
      1. highlights  2. shadows
      3. lines  3. wrinkles
   C. Application techniques
      1. neatness  2. accuracy of application

Materials needed: print outs of face for designs, makeup kits, theatrical lighting

Day Eleven

Objectives:
1. Students will verbally identify different Hispanic cultures. (comprehension)
2. Students will orally give examples of how Hispanics are different than Caucasians in facial features. (analysis)
3. Students will verbally explain the importance for knowing how to do make-up for a Hispanic person. (comprehension)
4. Students will verbally list three facial characteristics for both males and females. (knowledge)

Activity: Lecturing and Discussion, Using pictures of Hispanics that they brought to class, students will describe what they would do to their faces to look closer to those in the pictures

Lesson:
I. Hispanics
   A. Different areas
   B. How are Hispanics different from Caucasians
      1. complexion - Hispanic is darker
      2. hair - Hispanic is darker
      3. facial features -
         a. nose - rounder on end
         b. eyes - open wider, bigger and dark color
         c. cheeks - defines cheekbones
         d. face - rounded face
         e. lips - full

II. Make-up for Hispanics
   A. Complexion
      1. use darker foundation
      2. darker shadows
      3. darker lines for definition
   B. Shape of features
      1. nose - not too thin
2. cheeks and chin - rounded
3. Eyes - big and opened
4. lips - full
   (if these areas are made too small, they more look too much like Caucasians. Of course not all Hispanics share these characteristics.)

III. Sheet of races
   A. Show students different races
   B. How are the faces similar? (analysis)
   C. How are they different? (analysis)

IV. Pictures brought into class, Hispanic culture of same gender
   A. What are some of the similarities between you and the picture?
      (analysis)
   B. What features do you need to change to look more like the picture?
      (synthesis)
   C. What hairstyles would you use for your person? (synthesis)
      (The answers to these questions will vary depending on each picture.)

V. Review
   A. What are three different Hispanic cultures? (comprehension)
      Cuban, Mexican, Puerto Rican
   B. What foundations would you use for a Hispanic character?
      (knowledge)
      - darker
   C. What features need to be changed for a Hispanic character?
      nose, cheeks and chin, eyes, lips
   D. Tomorrow - looking at history of Cuba
      1. Change in government
      2. Change in people

Materials needed: Sheet of races
Day Twelve

Objectives:
1. Students will orally describe the founded and colonialization of Cuba. (comprehension)
2. Students will verbally tell what year slavery ended in Cuba. (knowledge)
3. Students will orally name the ethnic groups in Cuba. (knowledge)
4. Students will verbally describe the religious practices of the Cubans. (comprehension)

Activity: Lecture on history of Cuba, review with discussion questions

Lesson:
I. Cuban history
   A. Pre-Columbian era - inhabited by Indian tribes, including the Taino, arriving from Central and South America.
   B. 1492
      1. Christopher Columbus
      2. Land claimed for Spain
   C. 1511 - Diego Belasquez begins Spanish settlement with first city Baracoa
   D. Late 1500's - Indian population die out due to
      1. war
      2. ill treatment
      3. disease
   E. 1655 - British seize Jamaica
   F. 1713 - Treaty of Utrecht allow English to engage in slave trade with Spanish colonies, including Cuba
   G. 1762-63 - British capture and relinquish Havana
   H. 1791-1804 - beginning of Cuba's slave-and-sugar economy
   I. 1810-24 - Spain's South American colonies revolt, leaving Cuba as its major colony
   J. 1868-78 - Ten Years' War for independence ends, and Cuba is defeated; the Pact of Zanjón
   K. 1866 - the practice of slavery ends in Cuba
L. 1895 - War of Independence begins; revolutionary leader Jose Marti is killed in battle
M. 1899-1901 - U.S. keeps provisional military government in Cuba.
N. 1902 - The Republic of Cuba is formed and Antonio Estrada Palma is elected president
O. 1925-33 - Gerardo Machado becomes Cuba's first military dictator
P. 1940-44 - Fulgencio Batista serves as president
Q. 1952 - Batista assumes complete power in a military revolt.
R. 1953 - On July 26, Fidel Castro and his followers attack Moncada barracks in Santiago De Cuba
    1. Plan to overthrow Batista fails,
    2. 1959 - Castro takes control of Cuba after 3 years guerrilla warfare
S. 1960 - Cuba and Soviet Union establish close diplomatic and economic ties.
T. 1963 - U.S. and U.S.S.R. come to the brink of nuclear war after Soviets install nuclear missiles in Cuba; Soviets finally agree to their withdrawal.
U. 1976 - New constitution based on Soviet model is enacted
V. 1980 - An estimated 125,000 Cubans flee Cuba from the port of Mariel after Castro temporarily allows emigration.
W. 1990 - Castro's closest Central American allies, Manuel Noriega of Panama and Daniel Ortega of Nicaragua, fall from power. Food rations are tightened in Cuba.

II. Cuban land and people
A. Major cities
   1. Capital - Havanna (population 2 million)
   2. Santiago de Cuba (population 365,000)
   3. Camaguey (population 265,000)
   4. Hoguiin (population 200,000)
B. Climate - 60* to 90* Fahrenheit
C. Population Density - 240 people per square mile
D. Official language - Spanish
E. Ethnic groups
1. Spanish  
2. mulatto  
3. black  
4. Chinese  

F. Religion  
1. Christianity - Roman Catholic  
2. Santeria and other Afro-Cuban religions  
3. freedom of worship restricted  

III. Government  
A. Form - Communist; lead by the head of the Communist party  
B. Government bodies  
   1. Executive; includes council of ministers  
   2. Legislative; indirect election  
   3. Judicial; accountable to other branches  
C. National Divisions  
   1. 14 provinces  
   2. 169 municipalities  
D. Political party - Communist Party of Cuba; Partido Comunista de Cuba, or PCC  
E. Eligibility to vote - Universal over 16, except those who have applied to emigrate  

IV. Review  
A. Who founded Cuba? (knowledge)  
   Columbus  
B. When did the Soviet Union an Cuba establish ties? (knowledge)  
   1960  
C. What events took place in Cuba between 1953 and 1959? (comprehension)  
   Castro attack on Moncada - 1953, July 26; overthrow of Batista plan fails; 3 year guerrilla war leads to Castro taking control of Cuba in 1959  
D. When did slavery end in Cuba? (knowledge)  
   1886  
E. What are the four ethnic groups found in Cuba? (knowledge)  
   Spanish, mulatto, black, and Chinese
F. In your own words, what are the religious practices in Cuba?
(comprehension)
Christianity - Roman Catholic; Santeria and other Afro-Cuban religions; freedom of worship is restricted

V. Assignment - read Dialogue of the Poet and the Supreme Leader by Julio Matas
A. Will be analyzing play in terms of
   1. history    2. setting
   3. styles of time and place
B. Will be analyzing characters in terms of
   1. age    2. gender
   3. personality    4. status

Materials needed: Chalk and Chalk board - write out information on the board

Day Thirteen

Objectives:
After reading Dialogue of the Poet and the Supreme Leader by Julio Matas:
1. Students will demonstrate their understanding of differences between Caucasian and Hispanic people by verbally explaining the differences in features and color. (comprehension)
2. Students will discuss how the history of Cuba would effect the make-up of the characters in Dialogue of the Poet and the Supreme Leader. (analysis)
3. Students will tell how they would do the make-up for The Father in Dialogue of the Poet and the Supreme Leader. (application)
4. Students will verbally identify the personal characteristics of The Father in Dialogue of the Poet and the Supreme Leader. (comprehension)

Activity: Students will discuss the material within the play through questioning and answers found in the lesson plan. The first discussion questions are a review of the history of Cuba. During the majority of the lesson, the teacher will lead a discussion on given circumstances within Dialogue of the Poet and the Supreme Leader.

Lesson:
I. Review
   A. In 1511, who began the first Spanish settlement? (knowledge)
      Diego Belasquez
   B. What were some reasons for the die out of Indian population? (comprehension)
      disease, ill treatment, war
   C. Why did the Soviet Union and the U.S. come close to a nuclear war in 1963? (comprehension)
      The Soviets had missiles planted in Cuba. They infringed upon United Nations laws.
II. Circumstances within the play
   What are circumstances within plays? (comprehension)
A. Historical factors

1. Setting - time - Revolution period in Cuba
   place - Cuba; a stage, poets home, a hospital, a prison

2. Background - Characters were brought up in a suppressed era
   They felt that their people deserved a better way of living,
   but did not want their creativity to be stifled.

3. Styles of the time - guerrilla warfare, clothing -eighties,
   comfortable for hot climate

B. Personal factors

1. Age - what is the age of the Father (knowledge)
   sixty

2. Gender - male or female

3. List the other personal factors that determine the make-up
   design of a character. (knowledge)
   Personality, Economic and social status

III. Dialogue of the Poet and the Supreme Leader

A. The Father

1. History - experienced the suppressed Cuba and the
   accomplishments and failures of a Revolution. Has come to
   see that the Revolution may have provided people with
   equal good, but it stifles creativity. He is turned in for
   supposedly having conflicting views with the Revolution.

2. Age - sixty

3. Gender - male

4. Personality - dignified, modest, reasoning

5. Economic and social status - higher class - worked with
   Secretary of Revolution; imprisoned for differing views

IV. Designs

A. How does the history of Cuba, up to the time of and during the play,
   influence the make-up of each character in Dialogue of the Poet
   and the Supreme Leader? (analysis)

B. How would you design the make-up for the Father in Dialogue of the
   Poet and the Supreme Leader? (giving a rough explanation)
   (synthesis)
C. What factors within the play influences the design for the Father? (analysis)
D. Who would do a different design for the Father? Explain (evaluation)

V. Closing
A. Review
   1. Historical factors - Cuba in time of Revolution
   2. Personal factors - personality, age, gender, life - living in Revolution, status - depends on opinion of Revolution ideas.
B. Preview for character analysis
   1. Look at the four main characters - The Poet, His Wife, His Father, The Supreme Leader
   2. Using information about character analysis, write up a character analysis for one of the four characters.

Materials needed: Overheads of face, overhead of information on the Father.

Father-

History - experienced the suppressed Cuba and the accomplishments and failures of a Revolution. Has come to see that the Revolution may have provided people with equal goods, but it stifles creativity. He is turned in for supposedly having conflicting views with the Revolution.
Age - sixty
Gender - male
Personality - dignified, modest, reasoning
Economic and social status - higher class at first, worked for Secretary of Revolution; imprisoned for differing views.
Day Fourteen

Objectives:
1. Students will define “character analysis.” (knowledge)
2. Students will verbally identify the Poet’s goals in Dialogue of the Poet and the Supreme Leader. (comprehension)
3. Students will verbally give an example of how the Wife’s goals would affect her make-up. (comprehension)
4. Students will verbally recommend how to do the make-up for the Supreme Leader. (application)


Lesson:
I. Review of Character Analysis
   A. What is character analysis? (knowledge)
      analyzing the characteristics, goals and background of a character in relation to the play.
   B. Why do you think character analysis is important to make-up design? (evaluation)
      analysis is important to understanding how the characters make-up should be done. If the make-up is not done according to the analysis, the actor/actress will not fit his or her character.
   C. What factors do you need to look at in character analysis. (knowledge)
      Goals, Conflicts, Upbringing, Status, Personality
II. Questions concerning Dialogue of the Poet and the Supreme Leader.

A. What are the Poet's goals? (analysis)
   1. to be free to express himself
   2. to see prosperity in Cuba

B. How would his goals influence the actor's make-up? (synthesis)
   His make-up would make him look intellectual, yet worn out. He is given resistance against his views by the leaders of the Revolution

C. How would you do the make-up for the Supreme Leader? (application)
   1. Age - thirties - peer of the Poet, who's age is 35: few wrinkles
   2. Personality - strong, demanding, stubborn: rough look, wider nose
   3. Background - Cuban, part of the guerrilla army: darker, rough lines
   4. Status - Supreme Leader: define cheeks, wider nose, rough lines
   5. Goals - wants poet to see that he has made a mistake, will free poet if he retracts his words against the Revolution: stern look, hard, rough lines and shadows, deepened eyes.

III. Preview for application of character: Assignment
   A. Students will write out a brief history and description of the life and people of Cuba
B. Students will write out a character analysis for a character of their choice from Dialogue of the Poet and the Supreme Leader.

C. Using diagram of the face, the students will draw the design for that character.

D. The Students will apply the design for that character in class.

Materials needed: Overheads of information on characters, chalk, chalk board, diagrams of face for design assignment.


Poet -

Goals - 1. to be free to express himself

2. to see prosperity in Cuba
Supreme Leader-

Age - thirties

Personality - strong, demanding, stubborn

Background - Cuban, part of the guerrilla army

Status - Supreme Leader, high class

Goals - wants poet to see that he has made a mistake; will free the poet if he retracts his statements
Day Fifteen

Objective:
1. Students will use their knowledge of make-up design and the history of Cuba to design the make-up for a character in Dialogue of the Poet and the Supreme Leader. (synthesis)
2. Using a theatrical make-up kit, for darker complexions, the students will apply this design to the face of a classmate. (application)
3. Students give suggestions and modify designs according to these suggestions on their designs. (evaluation)
4. Students will prove their knowledge of Cuban history by orally presenting a short paper on the history of Cuba. (comprehension)

Activity: Final Hispanic Project - Have design of a character from Dialogue of the Poet and the Supreme Leader ready for class. Pair off into groups of two. Apply design to a classmate's face. Classmates evaluate each other's designs and applications. Make improvements according to suggestions. Final presentation - announce character, make-up under lighting and hand in design. Read papers on Cuban history.

Lesson:
I. Character design
   A. Have design ready for class
   B. Apply design to a classmate's face
      1. foundation      2. shadows      3. highlights
      4. lines           5. wrinkles      6. hair

II. Classmate evaluation
   A. Groups join each other to form groups of four
   B. Discuss each design
   C. Suggest improvements
III. Final Adjustments
   A. changes according to teacher and classmates' suggestions
   B. Final Presentation
      1. announce character
      2. show make-up under lighting
      3. hand in design

IV. Read papers on Cuban history
   Look for accurate information (on lesson for day 12)

V. Evaluation
   A. Understanding of character analysis
      1. period 2. personality
      3. status/upbringing
   B. Understanding of make-up techniques
      1. highlights 2. shadows
      3. foundation 4. lines
      5. wrinkles

Materials needed: print outs of face for designs, make-up kits (darker complexion), theatrical lighting

Sources:
Unit Plan Bibliography


