

The Glass Menagerie 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>The Glass Menagerie</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 Jim</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>The Glass Menagerie</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 Jim</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: Gentleman Caller, Jim.</p> <ul style="list-style-type: none"> <li>- Read the character description for Jim. 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>

<p><b>4. Presentation   Sharing and Feedback</b></p>	<p><b>5-10 minutes</b></p>
<p><i>Activity Steps</i></p> <p>a) Have students share their findings with 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>
<p><b>5. Reflection   What to Keep in Mind at the Show</b></p>	<p><b>5-10 minutes</b></p>
<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 *The Glass Menagerie*



**SALLY WINGERT**  
Amanda Wingfield

**Amanda Wingfield** – A faded Southern belle with a tenacious charm and a sharp tongue, clinging to memories of her youth and societal ideals. Mother of Tom and Laura.

**Key Traits:**

- Overbearing and deeply devoted to her children, often to their frustration.
- Nostalgic for her past and determined to secure a bright future for her family.
- Struggles to adapt to the harsh realities of their financial struggles.



**DYLAN GODWIN\***  
Tom Wingfield

**Tom Wingfield** – A restless dreamer, working a monotonous job at a shoe warehouse while yearning for adventure and creative freedom.

**Key Traits:**

- Witty and introspective, with a strong sense of duty to his family despite his resentment.
- An aspiring poet trapped by the confines of his reality.
- Torn between his own desires and the expectations placed on him as the family's provider.



**MELISSA MOLANO\***  
Laura Wingfield

**Laura Wingfield** – A fragile and painfully shy young woman with a deep connection to her collection of delicate glass animals.

**Key Traits:**

- Gentle and introverted, often retreating into her private world.
- Insecure about her physical disability and social abilities.
- Yearns for acceptance but struggles to connect with the outside world.

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**LUIS QUINTERO**  
Jim O'Connor

**Jim O'Connor, aka The Gentleman Caller** – A charismatic and confident young man, working as a shipping clerk, with lingering dreams of achieving more. Tom's friend from work.

**Key Traits:**

- Practical and optimistic, serving as a foil to Tom's cynicism.
- Affable and kind-hearted, but somewhat oblivious to the impact of his words and actions.
- Represents both hope and disillusionment for Laura and the Wingfield family.

\*Alley Theatre 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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