The Phantom of the Opera - Note catcher

Overarching EQ: Can fiction reveal truth? How do we use stories to learn truths about human nature?
Topical EQ: To what extent do you agree that everyone wears a mask to hide parts of their true selves?

Task 1. Activate prior knowledge/Background on musical theater PowerPoint-

<table>
<thead>
<tr>
<th>I learned/noticed:</th>
<th>I wonder:</th>
</tr>
</thead>
</table>

1. Musical theater is very unique when compared to traditional movies, plays, and television. What makes musical theater stand out as different?
2: What explanation can you create to answer the following claim: “Musical theater changed throughout the decades as popular music changed” (give examples and describe music from each decade)

Task 2. Learn from the author- Andrew Lloyd Webber PowerPoint-

<table>
<thead>
<tr>
<th>Biographical Facts:</th>
<th>Awards/Distinctions (his plays, himself):</th>
</tr>
</thead>
<tbody>
<tr>
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3: During Webber’s appearance on American Idol, one of the songs from the Phantom (Music of the Night) is performed by David Cook. As you are viewing the video, please list groups of words, images, or ideas that stand out to you from the song lyrics below:

4. From your lyric notes, and listening to the tone of the music and the performance, what would you say is the theme for this famous song from Phantom?
## Task 3. Phantom characters background

<table>
<thead>
<tr>
<th>Character</th>
<th>Background Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Erik</strong></td>
<td>Early life:</td>
</tr>
<tr>
<td></td>
<td>After fleeing to Persia:</td>
</tr>
<tr>
<td></td>
<td>Current life:</td>
</tr>
<tr>
<td><strong>Christine Daae</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Raoul (Vicomte de Chagny)</strong></td>
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</tbody>
</table>
5: After learning about Erik, Christine, and Raoul, which other story have you experienced that contains one or more connections to our Phantom story? In what way(s) have you noticed a connection?

Task 4. During Film responses- see separate sheet

Task 5. Responding to discussion questions

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Task 6. Generating questions for class discussions: now that you have answered the teacher's discussion questions, let us research how to create our own critical thinking questions. Highlight the ideas on this page that you agree with most when it comes to classroom discussion questions.

1. Good Questions Create a Conversation

There is no wrong answer to the question, "What do you think?" Allowing people to discuss questions and process the answers themselves improves understanding and perspective. It's also a good idea to remember that your knowledge or opinion may help someone else, as well as their point of view may help you solidify your ideas.

2. Good Questions Focus on One Thing

Make sure your questions are focused and clear. Rather than asking a multi-layered question, it's best to ask just one simple question and wait for responses before asking the next thing. Well-focused questions may have many parts, but focus on addressing one idea at a time.

3. Good Questions Can Be Understood By Everyone

You want to keep the questions simple enough that everyone has a reasonable chance of knowing what you mean the first time you say it. Do not get bogged down in writing questions that are too long where you may have to repeat them more than once.

4. Good Questions Are Open-Ended

A person can answer "yes" or "no" without engaging his or her brain. On the other hand, an open-ended question compels people to think about the facts of a text, or the situation. We utilize this principle in everyday life. Over dinner, if I say to my children, "How was school today?" they will respond "Fine." And we're done. But if I say to them, "Tell me something interesting that happened today at school," they have to focus on a specific incident, and I can get them talking. The same thing applies in group discussions.

5. Good Questions Involve Emotions

There is more to analyzing stories than intelligence, and there is more to discussing the stories than what the teacher thinks. Discussion question designers need to involve people's emotions, and questions are a great way to do just that.

Some good examples would be:

- How do you respond to (when ______ happens in the story)?
- How do you feel about (when ______ happens/says ______ in the story)?
- How do you react to (when ______ happens/says ______ in the story)?

6. Good Questions Involve Critical Thinking

Read below regarding the stems used for critical thinking in a Socratic Seminar discussion. Each stem category requires the responder to use a different level of thinking to answer:
Task 7. Generating questions for class discussions: Use what you have learned about discussion questions and Socratic Seminar to write your own 5 or more discussion questions. Use one stem from 5+ categories:

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

Task 8. Socratic Seminar. As you participate in the discussion, hearing others build on your questions and answers, please make notes to yourself of arguments, thoughts, connections, and rebuttals.
Task 9. End of Part 1. Please re-read the topical Essential Question. Using thoughts and connections from the Note Catcher, your discussions with classmates, and understanding the characters in *Phantom*, respond to the following question:

*In what ways (and for what reasons) do the characters in The Phantom of the Opera wear a mask to hide parts of their true selves?*
## Socratic Seminar Question Stems

As you prepare your questions for the Socratic Seminar, consider using these question stems to help you develop critical thinking questions instead of just comprehension questions.

### Clarification
- I'm not sure I understand (character, action, event, description, purpose).
- Tell me more about (character, action, event).

### Cause and Effect
- Why do you think (event, reaction) happened?
- How could (event, reaction) have been prevented?
- Do you think (event, reaction) would happen that way again? Why?
- What are some reasons (character) (action)?
- Based on the information in the story, predict what will most likely happen if (character) (action).
- What will (character) do now that (event)?

### Compare / Contrast
- How are (character) and (character) alike? Different?
- What is (event) similar to in our own time?
- How does this (incident) remind you of (current event)?

### Benefits / Burdens
- What are some of the reasons (character’s decision, reaction) wouldn't (would) be a good idea?
- Based on the information in the story, what inference/ assumption can you make about (event/theme/character)?

### Point of View / Perspective
- How might (character) have felt during (event)?
- What do you think (character) was thinking during (event)?
- How does (character) feel about (character/event, etc)?
- How did (character’s experience) influence (character’s development, event)?

### Structure / Function
- What was the goal when (character) (action)?
- What were (character’s) choices of how to (respond to a situation)?
- What do you think of (character’s) approach to (problem, situation)?
- What better choices could (character) have made concerning (problem, situation)?
- How does (character’s action or trait) contribute to the conflict in the story?
- What is the author’s purpose for including (character, event, detail)?

### Different Situation
- Can you describe a situation in which (character’s action) would be acceptable/unacceptable?
- Suppose (event) had happened differently. How would that change the outcome of (event)?

### Evaluate
- What is wrong with (character’s) reasoning concerning (character, situation, event)?
- Does (character’s) treatment of (other character/s) seem fair?
- What conclusion can the viewer draw about (character/event, etc)?

### Support Questions/Responses
- Can you give us an example of . . . ?
- Where in the story . . . ?
- What would be a good reason for . . . ?
- What is some evidence for . . . ?
- I saw it a slightly different way . . .
- That's a good point. What about . . . ?
- I disagree a little. To me, . . .