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Prof. Swift, WRI 320

Student Proposed: A Play

30 Apr 2020

Audience: High School drama students of West Valley City Utah and Buena Vista Virginia and their families, as well as my advanced composition college professor.

This is a literary analysis in a play format on the theories of Dr. Jean Piaget and his four stages of cognitive development: sensorimotor (ages 0-2), preoperational (ages 2-7), concrete operational (ages 7-12) and the formal operational (ages 12-16).

Cognitive development is a holistic approach to how the brain develops from infancy to adulthood (Theory of Cognitive Development.) At the end of each scene there is a paragraph detailing the aspects of Piaget’s theory that were involved in the scene portrayed. At the end of the play I have a list of my citations and the references I used.

This is only the first half of a play, and though the play itself is longer, this half strictly focuses on the full complete amount of the research portion of the play.

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**JEAN’S PLAY**

By Emmalisa Horlacher

Estimated Run time: 30 min.

Dramatic Personae

JEAN PIAGET DEVELOM, the genetic experiment of Dr. Develom

DR CONNOR DEVELOM, a scientist philanthropist who created Jean

MRS. JANE SANDERS, a family friends of the Develoms.

MS. TERRA BRINT, Dr. Develom’s sponsor.

MRS. KATHY SMITH, another sponsor.

MICHAEL, Dr. Develom’s apprentice and member of scientist club

**ACT I. SCENE I.**

**Setting:** Morning. The Great Hall of the Develom mansion. The great hall is a large room full of experiments, papers, etc. It is well organized and clean though everything seems a bit too crowded with stuff. There is a mirror, a ball, and paper with writing pens and pencils.

*(Enter DR CONNOR DEVELOM. He checks on one of his experiments.)*

DR DEVELOM: Soon my dear, soon.

*(A knock at the door. Dr. Develom answers the door. Enter MRS. JANE SANDERS.)*

MRS. SANDERS: Dr. Develom, you answered!

DR DEVELOM: Mrs. Sanders, welcome to my home.

MRS. SANDERS: What’s this I hear about you hosting a party?

DR DEVELOM: It shall be a great event. I hope both you and Mr. Sanders will be able to make it.

MRS. SANDERS: It’s been five months Connor.

DR DEVELOM: I’m going to be unveiling my newest experiment—a creation really. A masterpiece.

MRS. SANDERS: Your disappearance after Emily’s death, I can understand. We were all hurting. Samuel and I tried to visit a few weeks after but you weren’t there. Then months go by and you still didn’t answer. Now, out of the middle of nowhere, you send a message inviting us to a party tonight?

DR DEVELOM: I’ve been busy these past few months. Do you think you’ll be able to make it? It’s only for the members of the club and a few sponsors.

MRS. SANDERS: We’ll be there. Just… how have you been? We’ve missed you.

DR DEVELOM: I will be better now. It’s good to see you. Tell Samuel I say hi.

MRS. SANDERS: I will.

*(Another knock at the door. Dr. Develom answers. Enter MS. BRINT and KATHY.)*

MS. BRINT: Dr. Develom, it’s good to see you’re alive. I’ve been looking forward for this day for a while. Who is this?

DR. DEVELOM: This is Mrs. Jane Sanders, a family friend. Jane, this is Ms. Terra Brint and Mrs. Kathy Smith, recent sponsors.

MS. BRINT: A pleasure.

KATHY: Indeed.

MRS. SANDERS: Likewise. I’ll see you later Dr. Develom.

*(Exit Mrs. Sanders.)*

MS. BRINT: Let’s get to it then. Show me what you’ve been telling me about.

*(Dr. Develom uncovers JEAN.)*

MS. BRINT: Oh my… this is it? This is the genetic experiment you’ve been working on. It looks so real.

DR. DEVELOM: She is real. In every sense of the word. I grew her from test tubes and human DNA. I call her Jean.

MS. BRINT: What can she do?

DR. DEVELOM : As of now nothing. That is why I invited you here today to watch her wake up. Currently, her mind(awareness) could be compared to that of a baby still in its mother's womb. (although she is like a newborn her mind differs as it was grown in such a way that all the neuro-pathways for speech, mobility, ect have already been developed. This will be her first time using and discovering the pathways. In essence,)

When she wakes up she will begin the process of mental growth from newborn to adulthood within the few hours between now and the party.

MS. BRINT: Incredible.

KATHY: Indeed.

DR. DEVELOM: Now, I will wake her.

*(Dr. Develom switches a button and Jean wakes up. She immediately starts wailing.)*

DR. DEVELOM: Shh, my dear, calm.

MS. BRINT: See how she calms. See how she breathes so heavy, she’s in quite a panic. She looks around like she’s never seen anything before. Incredible.

KATHY: Indeed!

DR. DEVELOM: Hello my dear Jean. I’m Dr. Connor Develom. I’m your creator. Welcome to the world.

MS. BRINT: See how she tests her ears and her mouth. She’s discovering taste and smell. Now see, she has discovered her hands.

DR. DEVELOM: These are your hands dear. And your ears. Your eyes. Your mouth, and tonge.

MS. BRINT: See how she marvels at touch and pressure. See how she experiments with it. Remarkable.

KATHY: Indeed.

DR. DEVELOM: Come here, Jean, to this mirror.

MS. BRINT: She’s learning to walk now. And fall. Trial and error, just as a child would. She’s so loud, such childish squeals. She’s resorted to crawling.

DR. DEVELOM: Yes my dear, come to me. Like this. Walk like this Jean. To me, come to me.

MS. BRINT: She walks! The girl walks!

DR. DEVELOM: Come here Jean, here to the mirror.

MS. BRINT: She gasps. She does not understand that what she sees is herself. Or does she. Did she just lick the mirror?

KATHY: Indeed.

DR. DEVELOM: No Jean, we don’t explore with our mouths. Use your hands Jean, your hands. Look here Jean, a round ball.

MS. BRINT: See how she plays with the ball. Dropping it. Kicking it. Now she explores everything. The walls, the ground, oh! She has seen us. Wave now, Kathy… she waves back. What a curiosity. Imitation. She is learning imitation. See how she imitates Dr. Develom.

DR. DEVELOM : I shall draw you these shapes and these symbols dear. Follow my direction. Circle, square, triangle. Do you see? Now create them with your hands. Follow me, circle, square, triangle.

*(Dr. Develom creates a circle, square and triangle using the forms of his hands. Jean copies what Dr. Develom shows her. Then Dr. Develom points to the pictures he drew and to Jean’s hands.)*

DR. DEVELOM: See, now? See how they are the same.

*(Dr. Develom starts pointing at things around the room that represent squares, and triangles.)*

DR. DEVELOM: Now look there, that is a square, looks like this on the paper see, and there, a triangle, like this symbol here.

*(Jean points at something that represents a circle.)*

DR. DEVELOM: Yes that one? Where do you point Jean? A circle? Yes! Yes!!!

MS. BRENT: How remarkable. How utterly remarkable.

KATHY: Indeed.

MS. BRINT: *(Very loudly)* Dr. Develom! What an extraordinary accomplishment this is!

JEAN: *(Copying when Dr. Develom said ‘shh my dear, calm’)* Shh, meemm, ahmm

MS. BRINT: Yes, I was loud wasn’t I dear?

KATHY: Indeed.

DR. DEVELOM: *(To Jean)* Repeat after me. Father.

JEAN: Babba

DR. DEVELOM: Father

JEAN: Fahbba

DR. DEVELOM: *(Slower)* Father

JEAN:Fahttur

DR. DEVELOM: You're coming along now. Father.

JEAN: Fatha

DR. DEVELOM: Fath**er**

JEAN: Father

DR. DEVELOM: Well done my girl! Now repeat after me. Triangle. Circle. Square.

JEAN: Twangal. Cirkal. Sware.

DR. DEVELOM: Triangle. Circle. Square.

JEAN: Triangle. Circle. Square.

DR. DEVELOM: Now, repeat. Hello, my name is Jean.

JEAN: Hello, my name…

DR. DEVELOM: Is Jean

JEAN: Is Jean.

DR. DEVELOM: Now put it together.

JEAN: Hello, my name is Jean.

MS. BRINT: I’m speechless.

JEAN: Speechless! I’m speechless!

DR. DEVELOM: Well done, Jean.

JEAN: Well done, Jean.

DR. DEVELOM: That’s enough.

JEAN: That’s-

DR. DEVELOM: Stop.

*(Jean is hurt and is about to start a tantrum.)*

MS. BRINT: She is an utterly remarkable creature that you have created here. Absolutely incredible what you have done.

DR. DEVELOM: There, there, Jean. Just because I’m stern doesn’t mean I don’t care. She’s not done yet. We’ve only just begun her learning stages. She is almost at a two-year-old’s learning ability now. Once she is able to know that things can exist outside her vision, then she will be on to the next stage. She should be ready by tonight. You can expect a fully functioning young woman by the time you arrive later this evening.

MS. BRINT: Incredible.

KATHY: Peeka-boo! Peeka-boo! Peeka… BOO!

JEAN: Stop! Stop, stop!!!

MS. BRINT: Oh she fell down. She’s pointing at you now Kathy my girl. I think she blames you. Well Dr. Develom, you can be sure I will be paying large sums for the science behind this girl here! Kathy and I must be going and getting our bank accounts in order you know.

KATHY: Indeed.

*(KATHY and MS. BRINT exit.)*

DR. DEVELOM: Jean my dear girl, you still point at them even though they are not in the room. You’ve done it haven’t you? You’ve discovered that things can exist outside your vision. Well done Jean.

JEAN: *(Points to self)* Jean?

*(Black out.)*

**Act I. Scene I analysis**

In this scene Jean represents Dr. Piaget’s theories on cognitive development in the sensorimotor. The sensorimotor stage is the time between the ages of zero and two (Zobairi). It is the rapid development stage as a child grows from being a newborn to a walking talking toddler. They gain the experience as they learn to focus on their senses and bodies. They learn to walk and say simple words. They learn to imitate, use objects, and to use symbols (Oakley). One of the main things is that the child learns that things can exist outside their own vision, which is shown when Jane watches Kathy and Ms. Brint exit. After they exit, Jane still knows and assumes they are there, highlighting that she has moved on from this stage of life.

**ACT I. SCENE II.**

**Setting:** Before noon. The Great Hall of the Develom mansion.

*(A knock at the door. Enter Dr. Develom. Dr. Develom answers the door.)*

DR. DEVELOM: Michael. I’m glad you could come today. How’s college been?

*(Enter MICHAEL.)*

MICHAEL: Thank you! It’s a breeze. So far they haven’t taught me anything that I didn’t already know since being your apprentice. I’m hoping to graduate early too. It has been so long since I’ve seen you. I think I forgot your face. You’re looking a lot better than I imagined, I imagined you to be hiding in a corner somewhere, bags under your eyes and drinking away your life. But you don’t look to be so and I’m glad of it.

DR. DEVELOM: You always were brutally honest. That’s what I like about you, Michael. I’ve been busy. I’ve been working on a new project.

MICHAEL: That’s what your message said and I dropped everything. What have you been working on this time? Brain mapping? Limb regeneration?

DR. DEVELOM: Today will be more about human development. This time I grew my experiment from test tubes and now I need to work on developing the next stages of the mind.

MICHAEL: Perfect. I’m ready to get started.

DR. DEVELOM: Jean dear, come meet my apprentice.

*(Enter Jean.)*

JEAN: Hello, my name is Jean.

MICHAEL: Hi, I’m Michael. Have I met you before? You look familiar. I’m terrible with faces, you see, just awful. I once forgot who my own mother was.

DR. DEVELOM: No, you haven’t met.

MICHAEL: Are you going to be helping us with the experiment today?

DR. DEVELOM: She is the experiment.

MICHAEL: … her!? This? How? Test tubes… Good heavens, Dr. Develom is that even ethical?

DR. DEVELOM: Of course it is. We’re scientists. What we do is for the greater good. Shall we get started?

MICHAEL: Alright I guess, just let me know what to do.

MR. DEVELOM: Jean dear, go sit over there. (*To Michael*) Jean’s brain develops at a speed faster than anything even I’ve seen. We are going to play a few games to help Jean’s mental development and prepare her for the visitors I have tonight. Tell me, college hasn’t made you so stuck up as to be unable to make a fool out of yourself has it?

MICHAEL: I’m afraid you really can’t take the fool out of me.

DR. DEVELOM: Good man. Now I’d like to start with a game of charades. I’ve already taught Jean a few words now, but I thought her seeing a representation of things would be more helpful. Michael, please, act out a duck.

*(Michael acts like a duck.)*

MICHAEL: Quack! Quack, quack.

*(Jean starts giggling.)*

DR. DEVELOM: Ducks have feathers, soft. Ducks say quack, like that. Ducks waddle.

JEAN: That’s a duck! Quack!

MICHAEL: Quack!

*(Jean laughs.)*

DR. DEVELOM: Now Michael, a fish if you would.

*(Michael acts like a fish and makes a fish face.)*

DR. DEVELOM: Fish live underwater and swim. Fish are scaly and have gills right there on their body.

MICHAEL: Blup, blup

DR. DEVELOM: Fish do not make sounds.

*(Jean copies a fish face.)*

JEAN: Fish! That’s a fish. Fish swim and have gills.

DR. DEVELOM: Very good Jean. Now Michael, show us how a hammer works.

*(Michael begins pantomiming fixing something with a hammer.)*

DR. DEVELOM: See now, in his hand there is a pretend hammer.

MICHAEL: Big nail!

*(Michael uses big movements.)*

MICHAEL: Little nail.

*(Michael uses little movements.)*

DR. DEVELOM: The different nails take a different amount of effort. See how he’s using a hammer to build something.

JEAN: What?

DR. DEVELOM: Yes Jean?

JEAN: What is that he build?

DR. DEVELOM: Let’s ask dear. Michael, what are you building?

MICHAEL: A house! A house for Jean to live in.

*(Jean giggles.)*

MICHAEL: Almost done. Done! Come over here Jean, see if you like it.

*(Jean runs over.)*

MICHAEL: Wait wait! You’ll run into the door that way. Let me get the door for you. There, now it is open. Walk through. Hm… I’m afraid the house might be too small for you Jean.

JEAN: Too small?

MICHAEL: Yup, I made it one, two, three, four, five feet wide when I should have made it ten!

JEAN: Oh…

MICHAEL: Don’t be sad, Jean. I’ll build you another one.

JEAN: I’m gonna get another house? Thank you! Father, I’m going to get another house!

DR. DEVELOM: I’m sure you are. That’s enough of that, Michael. We’re ready to move on. Wait just a moment if you will.

*(Dr. Develom exits.)*

MICHAEL: … So… how old are you?

*(Dr. Develom enters carrying a teddy bear, a doll, a carrot, a stick and an empty water bottle.)*

JEAN: Father, how old am I?

DR. DEVELOM: About three hours and 32 minutes.

JEAN: Wow… I’m old. How old are you?

MICHAEL: … even older than that.

JEAN: Wow, father, how old are you?

DR. DEVELOM: Many times more than even that dear. Here, these are for playing. Look here Jean. Hello, I’m Mr. Carrot.

*(Jean picks up a doll.)*

JEAN: Hello Mr. Carrot, I’m Ducky.

DR. DEVELOM: Michael, come over here, I need to assess and take notes. You take over as Mr. Carrot. I must teach Jean emotions. When I tell you to, introduce a certain emotion into the play.

MICHAEL: Hello, Ducky, did you know I’m a food.

*(Jean shakes the doll’s head.)*

*(From this moment on the characters will be in the world of play switching between puppet-characters. Jean and Michael will be picking up the different play things and using them and speaking for them. It will be indicated who is who. When a character enters a scene they have been picked up and are active. When a character exits the scene, they have been put down. Enter BEAR - MICHAEL and MR. CARROT - MICHAEL.)*

DR. DEVELOM: Let’s start with fear Michael.

*(Enter BEAR-MICHAEL.)*

BEAR - MICHAEL: Rawr!

MR. CARROT - MICHAEL: Ahhh!!! Nooo! It’s the end for me!!! I’m so afraid. Ah!!!

DUCKY - JEAN: *(To bear)* Stop!

MR. CARROT - MICHAEL: Good job Ducky. You’ve now frightened the evil bear!

DUCKY - JEAN: There, there Bear. Just because I’m stern it doesn’t mean I don’t care.

DR. DEVELOM: Fascinating

MR. CARROT - MICHAEL: That’s cute, Bear has started licking you.

DR. DEVELOM: Change to joy Michael.

*(Exit Mr. Carrot and Bear, enter STICK-MICHAEL.)*

STICK - MICHAEL: Freedom! Liberty! Ask me, ask me how I am.

DUCKY - JEAN: How are you?

STICK - MICHAEL: I am liberated from the bounds of the mother tree! I am joy, I am happiness. Come now, join me in a happy jig. We dance.

JEAN: We are dancing, we are dancing. Now Ducky is singing and singing.

DR. DEVELOM: Sadness

*(Michael breaks the stick.)*

STICK - MICHAEL: Ouch!

*(Exit Ducky.)*

JEAN : No!

STICK - MICHAEL: No! Why this cruel fate. Oh, I am so sad. I should not have tried to dance in such a manner. Pain! I am in such pain.

*(Enter the waterbottle named DR. AQUA - MICHAEL.)*

DR. AQUA - MICHAEL: Do not worry dear girl. I’m Dr. Aqua. I can patch him up.

*(Michael puts the stick in the water bottle.)*

DR. AQUA - MICHAEL: It won’t be long now. He’ll be fixed in no time. No need to be sad.

*(Enter MR. CARROT-JEAN.)*

MR. CARROT - JEAN: Good job, Dr. Aqua. You’ve saved joy. Now we can all be happy again.

*(Enter DUCKY-JEAN and BEAR-MICHAEL. All start dancing.)*

DR. DEVELOM: Anger

BEAR - MICHAEL: Dr. Aqua, you stepped on me!

DR. AQUA - MICHAEL: Oh did I? I’m sorry.

BEAR - MICHAEL: I forgive you…. did you just step on me again! Ducky! Now you stepped on me too! And Mr. Carrot. Rawr!

DR. AQUA - MICHAEL: Run, Ducky and Mr. Carrot. Bear is mad now!

DUCKY - JEAN: We’re running, we’re running!

*(Bear chases the others around. Jean is giggling.)*

DUCKY - JEAN: I’m sorry, I’m sorry!

BEAR - MICHAEL: Oh, okay. I forgive you.

JEAN: Ha!

*(Jean grabs Bear and throws Bear across the stage. Michael laughs.)*

DR. AQUA: You don’t like Bear very much do you?

DUCKY - JEAN: Bear was mad.

DR. AQUA - MICHAEL: Who do you like, Mr. Carrot? Am I your favorite?

MR. CARROT - JEAN: No, it’s Ducky! Ducky is my favorite. Ducky, who is your favorite person?

DUCKY - JEAN: I really like Father but I think Michael is my very best favoritests. He plays with me and he is very funny.

DR. DEVELOM: That’s enough of that. Let’s move on.

JEAN: Um, Father…

DR. DEVELOM: What’s wrong dear?

JEAN: My right here *(points to stomach)* feels weird.

MICHAEL: I think she’s hungry.

JEAN: Hungry?

DR. DEVELOM: Yes, it is around that time. Then let’s have lunch. We can go over more advanced numbers and colors as well as the ABC’s while we eat.

MICHAEL: Sounds good.

JEAN: What does hungry mean?

DR. DEVELOM: Hunger is a feeling of discomfort or weakness caused by lack of food, coupled with the desire to eat.

MICHAEL: You’ll understand it better once you know what it’s like to be full.

DR. DEVELOM : Michael, will you collect all these toys and put them in that room?

MICHAEL: Certainly.

DR. DEVELOM: We’ll be in there in a moment.

MICHAEL: Of course.

*(Michael exits with the toys.)*

DR. DEVELOM: Jean, I don’t like that you’ve picked favorites. Don’t do it again.

JEAN: Oh. I’m sorry, Father. I won’t do it again.

*(Dr. Develom and Jean exit. Black out.)*

**Act I. Scene II analysis**

In this scene, Jean goes through the preoperational stage of life representing the years between two and seven. In this section we see Jean learn symbolic representation as Michael represents different things. Jean becomes more fluent with language as she copies full sentences and creates her own sentences (Oakley). She can play imaginary games where she is able to give feelings to non-real things. She develops egocentric speech when she uses word play and repetition, she describes her own activity, answers questions she herself asks, and uses speech to precede and control activity. Kenneth H. Rubin of the University of Windsor defines egocentrism as such, “Egocentrism, a central concept in Piaget's theory (Piaget 1950), has been examined in terms of the young child's communicative, cog- nitive (problem-solving), role-taking, and per- ceptual activities” (Rubin). These are the defining traits of the preoperational stage of life (Zobairi).

**ACT I. SCENE III.**

**Setting:** After noon. The Great Hall of the Develom mansion.

*(Enter Jean, Dr. Develom, and Michael. Dr. Develom is carrying a bag with important things in it.)*

DR. DEVELOM: Orange. Number, letter or color?

JEAN: Color!

DR. DEVELOM: Right. Mrs. Brint. Person, place or thing?

JEAN: Person.

DR. DEVELOM: Correct.

MICHAEL: S. Number, letter or color?

JEAN: Number. Wait, no! It just looks like a 5. An S is a letter.

MICHAEL: True that is, but I almost got you on that one.

DR. DEVELOM: Birthday. Emotion, action, or event?

JEAN: Event.

DR. DEVELOM: Correct.

MICHAEL: And today is your birthday. Happy Birthday!

*(Dr. Develom starts to get things out of his bag.)*

DR. DEVELOM: Next?

MICHAEL: Fish, person, place or thing?

JEAN: Hey, that’s a trick question. It could be a thing or verb.

MICHAEL: Fish isn’t a verb… actually, wait... I guess it is.

DR. DEVELOM: You’ve mastered basic class inclusion, now watch. Michael, take notes.

*(Dr. Develom takes out three glasses and two water bottles out of the bag. Two of the glasses are the same side, the other glass is taller. Dr. Develom pour each water bottle into each shorter glass.)*

DR. DEVELOM: Which glass has more water in it?

JEAN: That one?

DR. DEVELOM: They are both the same.

JEAN: Oh!

*(Dr. Develom takes the water from a shorter glass and pours it into the tall glass.)*

DR. DEVELOM: Now which glass has more water?

JEAN: *(Tall one)* That one?

DR. DEVELOM: Nope, it is still the same amount of water, even if it is in a different glass. Do you understand?

*(Jean starts to pour the water from the taller glass to the smaller glass.)*

JEAN: Oh! I understand. It’s the same water even if it looks different.

DR. DEVELOM: Exactly. Now, for the coins.

*(Dr. Develom gives Michael the waters.)*

DR. DEVELOM: Clean this up, will you, Michael?

MICHAEL: Of course.

*(Michael exits. Dr. Develom gets out the coins and places them on the table. Dr. Develom makes two rows of 4 coins in each row. Each coin is spaced perfectly and evenly apart, the same as the row underneath it. Michael enters and gets the final cup, exits, then comes back to continue taking notes.)*

DR. DEVELOM: Which row has more coins? This one or this one?

JEAN: They are the same.

DR. DEVELOM: Correct, now turn around. And if we space them further apart. Turn back this way now. Which row has a bigger amount of coins?

*(Dr. Develom spaces the coins of the second row further apart. Jean stares at the coins for a long space.)*

DR. DEVELOM: Well, what do you think?

JEAN: I think it still has the same amount, Father.

DR. DEVELOM: Absolutely right! You're absolutely right! Tell me, what was your thought process. How did you come to that conclusion?

JEAN: Well it looks like the second row has more but there are only, one, two three, four coins on that row and only one, two, three, four coins on that row. But that row is bigger. Why does it look bigger? Well those coins have this much space while those coins have that much space. The space is bigger. Not the coins. So it is still the same amount. That was my thought process.

DR. DEVELOM: You can now understand the beginning stages of compensation and reversibility and your reasoning is coming along just incredibly. I couldn’t be more proud.

MICHAEL: It’s like a miracle.

DR. DEVELOM: Truly. Let’s see if you're ready to move on.

MICHAEL: What’s next?

DR. DEVELOM: Hypotheticals and abstracts. Now Jean, listen carefully, we are at the party tonight and there are more people than you’ve ever seen. They are all talking about you and staring at you. What would you do?

JEAN: But Father, we’re not at the party.

DR. DEVELOM: That’s what makes it hypothetical. Pretend you’re at the party. Imagine like you did when you played with the toys.

JEAN: Oh. What do I do?

DR. DEVELOM: Imagine you are at a party tonight and there are more people than you’ve ever seen. They are all talking about you and staring at you. What would you do?

JEAN: Talk to them and stare at them.

*(Michael stifles a laugh.)*

DR. DEVELOM: One of them doesn't like you. They think you're an abomination. What would you do?

JEAN: Throw them across the room.

*(Michael laughs, Dr. Develom glares at him.)*

MICHAEL: You probably shouldn’t do that.

JEAN: Then what should I do?

DR. DEVELOM: You could come tell me. In fact, it might be best if you just stay by my side the entire night.

JEAN: Yes. But what if you're not there. What if you leave the room. What do I do then?

DR. DEVELOM: Michael will probably be there. You can go stand by him.

MICHAEL: Yup, I won’t mind the company.

JEAN: Then I’ll stand by Michael all night.

DR. DEVELOM: No, you’ll stand by me all night.

JEAN: Yes, Father.

DR. DEVELOM: That is very good of you. Do you know what that means? Do you know what good is?

JEAN: Um… it’s like… it’s something… I can’t describe it but it feels happy.

DR. DEVELOM: Exactly, that is an abstract. We’ll go over more of those before tonight. You’re coming along faster than even I envisioned. Now Michael, I am grateful for your assistance but I feel that anymore and you may detriment her progress. You may leave.

 Now I have a few errands I need to take care of. I had planned that Michael could help you through the rest of the basics and perhaps through some more advanced things if he should see fit. Are you up for it Michael?

MICHAEL: It would be my pleasure.

DR. DEVELOM: Come here a bit Michael. Yes, here. *(Only so Michael can hear)* If you try anything you can bet that I will make you suffer. Do you hear me?

MICHAEL: Yes sir. I wouldn’t dream of it.

DR. DEVELOM: I’ve trusted you as my apprentice for a long time but this is perhaps the most important thing I could possibly trust you with. Do you understand me?

MICHAEL: Yes sir. There won’t be a problem.

DR. DEVELOM: Good. I’ll be back soon. Keep my dearest safe.

MICHAEL: Yes sir.

*(Dr. Develom exits. Black out.)*

**Act I. Scene III analysis**

In this part Jean goes through the concrete operational stage and the formal operational stage. The concrete operational stage is between the ages of seven and twelve. It involves learning the concepts of reversibility and compensation. It includes a child becoming less egocentric which we see in Jean when she was able to perform her reasoning silently and did not need to use speech to go through the process of accomplishing a task. By having her explain her process however, we saw that she was able to do general reasoning. During the concrete operational stage, children learn class inclusion, which was shown by Jean at the beginning. The next stage is called the formal operational stage and happens between the years of twelve and sixteen. They mainly include being able to use hypothetical situations and thinking in abstracts. This was shown by Jean as Dr. Develom began to help Jean start to think about the party.

These are the four main stages of development of Dr. Piaget’s theories on cognitive development.

**ACT I. SCENE IV.**

**Setting:** After noon. The Great Hall of the Develom mansion.

*(Enter Jean, and Michael.)*

JEAN: Michael.

MICHAEL: Yes?

JEAN: Michael.

MICHAEL: ... yes Jean?

(*Jean giggles, happy to have gotten his attention*.)

JEAN: Michael?

MICHAEL: Jean?

JEAN: Michael!

MICHAEL: Silly Jean, you keep saying my name and that means you must want something? What do you want?

JEAN: Oh, I want something? Then… then I must want Michael. Can I have you?

MICHAEL: (jokingly) Yes, Jean, I’m always yours. But I don’t think you know what that means.

JEAN: What does it mean?

MICHAEL: Well, to me, that means that you love me and that I love you. It means you always want to be together. But Jean, honestly, I don’t think you have enough life experience to know what love is. And me neither for that fact, I know I’ve never truly been in love.

JEAN: Why does love take experience?

MICHAEL: Well, I guess it doesn’t have to, but I don’t think a person can truly know what love is until they go through something hard together. Until they’ve tested their love and chosen to stay together.

JEAN: Oh. Michael, I love you. What do I have to do to test my love for you?

MICHAEL: (doesn’t believe her but goes along with it.) Well, I don’t know. Give it time I guess. You’ll move on, I’m sure. They all do.

JEAN: Michael, do you love me?

MICHAEL: What? Well, I don’t know about that. I think you’re beautiful and funny. I’m intrigued by you constantly and I’d like to know more about you. But that’s probably more of a scientific approach than an approach according to attraction. So I guess, I love you but I’m not sure I could say it’s romantically.

JEAN: What’s romantically?

MICHAEL: Oh, just affection. Like when two people hold hands or kiss, like when their lips touch.

JEAN: Like this?

*(Jean kisses Michael. Michael is completely swept away by Jean and realizes he might very much be attracted to her.)*

JEAN: Did I pass the test?

*(Michael is still too stunned to speak. Dr. Develom and Mrs. White enters.)*

DR DEVELOM: Hello you two. Jean my darling sweet, I know it wasn’t long but I missed you. Dearest, this is Mrs. White, she’ll help you dress for the party.

(Dr. Develom gives Jean hug then Mrs. White and Jean begin to exit but Jean is reluctant and wants to hear the conversation. Eventually Mrs. White is able to push her out the door.)

DR. DEVELOM: Michael, how was Jean while I was gone?

MICHAEL: Wonderful. She’s wonderful. As far as science goes I think she’s developing complex human emotions at a wonderfully alarming rate. And she definitely has an effect on those around her. The attendees at the party will be blown away I think.

DR. DEVELOM: Glad to hear it. Now go clean up. I need my assistant to look presentable for this evening.

MICHAEL: Will do sir.

**ACT II. SCENE I.**

**Setting:** Evening. The Great Hall of the Develom mansion. The setting is arranged in preparation for the party.

*(Dr. Develom is waiting in his formal attire. Enter Jean in a beautiful evening gown. Mrs. White follows not too far behind.)*

JEAN: Father?

DR. DEVELOM: Jean.

JEAN: I’m a woman father! Mrs. White taught me all about what it means to be a woman.

DR. DEVELOM: She did what?!

JEAN: Where is my mother Father? I’d like to meet the woman who gave birth to me.

DR. DEVELOM: You are special Jean. More special than anyone else because you were not birthed, you were formed from test tubes.

JEAN: Oh. So I don’t have a mother?

DR DEVELOM: No. No you don’t.

JEAN: Why?

DR DEVELOM: Because you don’t.

(enter Mrs. Brint, Kathy, Mrs. Sanders, Mr. Sanders, Investor 1 and Investor 2)

Dr. Develom: Welcome everyone.

Mrs. Brint: Glad to be here.

Kathy: Indeed.

Dr. Develom: I’d like you all to meet Jean, my experiment.

Jean enters. Michael thinks she’s beautiful. Mrs. Sanders can’t take her eyes off of Jean.

Dr. Develom: Jean, go ahead.

Jean: I woke up today at 7:15 am. Mrs. Brint and Kathy was there.

Kathy: Indeed.

Jean: Now I am here. I have the mental capacity of a young woman. I can identify and devise all categories as a normal girl age 18 would be able to do.

Investor 1: Dr. Develom, may we test her?

Dr. Develom: Of course.

Investor: Colors

Jean: The primary colors are Red, blue, yellow while the secondary are purple, green and orange.

Investor: Numbers

Jean: 1, 2, 3, 4, how high do you want me to go?

Investor: Count by 10s

Jean: 10, 20, 30, 40, 50, 60 , 70, 80, 90, 100

Investors: Can she do math?

Jean: Basic algebra yes. I haven’t been taught other maths yet.

Dr. Develom, how about we go into the dining room for food, then we can quiz her in there.

Everyone agrees and goes into the kitchen.

Mrs. Sanders: Connor.

Dr. Develom stays as everyone exists.

Dr. Develom: Michael, will you lead the event.

Michael nods then exits and only Dr. Develom and Mrs. Sanders is left.

Dr. Develom: Jane.

Mrs. Sanders: What have you done?

Dr. Develom: I created science.

Mrs. Sanders: You created an abomination. What is that thing?

Dr. Develom: Her name is Jean.

Mrs. Sanders: Then why does she look exactly like Emily?

Dr. Develom: She isn’t Emily. Emily left me. She left me without ever saying goodbye. She was going to leave me here alone. And then she died.

Mrs. Sanders: What right do you have to say that. You sent her away time and time again. You were the one who kept her away. You neglected her. Then she died. Connor, what have you done?

Dr. Develom: Jean will be the replacement. The perfect replacement. And I’ll do right by her this time. I’ll be there for her this time.

Mrs. Sanders: You’ve gone insane Connor.

Dr. Develom: I’ve created a miracle.

Mrs. Sanders goes to the kitchen door

Mrs. Sanders: (calling to her husband) It’s time to leave. Goodbye Dr. Develom.

Dr. Develom: Good bye Mrs. Sanders.

Jean enters.

Jean: Father, they all like me. They love me!

Dr. Develom: I knew they would. You’re a miracle Jean.

Jean: Michael loves me.

Dr. Develom: What?

Jean: Father, I’m a woman now right? I can go and live my own life now.

Dr. Develom: No. No. Jean you are mine. You cannot leave me.

Jean: Father, I need to go on my own. It’s the next step to my evolution.

Dr. Develom: No, it is not.
Jean: Father, I want to be free.

Dr. Develom: You are my little girl Jean. You are not ready. You are not ready. You need me.

Jean: I love you but I need to grow up eventually weather your there or not.

Dr. Develom: That’s what Emily said before…

Jean: Who is Emily?

Dr. Develom: You are not Emily. You are not her. You are my creation. You are my miracle. You are not emily!

Everyone comes into the room. Michael first. They overheard Dr. Develom yelling.
Michael: Emily? I know that name. She’s your niece isn’t she. She’s… (Michael looks at Jean and he makes the realization.) Dr. Develom…

Dr. Develom: Get out. Everybody out! Get out.

Everyone leaves. Michael slowly moves infront of Jean and doesn’t leave.

Dr. Develom: Get out Michael.

Michael: Dr. Develom. I don’t think it’s safe for Jean to be here with you.

Dr. Develom: She’s mine. She’s my niece. She’s my creation. I am her creator!

Michael: I finally realized it, why she was able to learn incredibly fast. She already has the neuro pathways established. She’s already learned these things. Emily never actually died did she Dr. Develom?

Dr. Develom: Jean is not Emily. She is not her! I wasn’t there for her then and so she wanted to leave me. But I’ve changed. Emily please. Jean.

Michael: Jean, I think you need to come with me.

Jean: What’s happening.

Michael: Jean, you aren’t a creation. You are actually a girl named Emily and you have been rewired biologically by Dr. Develom so you will fit his purpose. Tell me I’m wrong Dr. Develom. Tell me this body of Jean’s is not the same body as Emily, your niece.

Dr. Develom: You are not Emily.

Michael: I was looking at your notes Dr. Develom and things weren’t adding up. Now I get why. We need to leave Jean, now.

Michael starts moving Jean out the door, standing in between Dr. Develom and Jean. Dr. Develom attacks Michael, Jean screams. Michael is injected with some kind of drug and falls down. Jean pushes Dr. Develom off of Michael.

Jean: Don’t hurt him!

Michael: Get out of here.

Michael passes out.

Jean: What did you do?

Dr. Develom: He’s fine. He’ll just sleep for a bit.

Jean: Is he right? Is my name Emily?

Dr. Develom: You are not Emily.

Jean: Then what am I! Am I monster? Born from testubes and someone else’s body? Did my existence end someone else’s life!

Dr. Develom: You… what?

Jean: If you created me then for what purpose. How could my purpose be worth anything if I was made by an imperfect creator? How could I be anything more than a monster.

Dr. Develom: You, you’re not a monster.

Jean: And I’m not Emily so what am I? Your puppet? Your tool? What am I!?

Dr. Develom: You’re a miracle.

Jean: I destroyed someone else’s life so that I could live. I’m a monster.

Dr. Develom: You… you haven’t changed, have you. No matter what, I can’t change what happened. Nor what will happen. Maybe it’s best if you do leave me. Maybe it’s best for me to give up.

Jean: Maybe.

Dr. Develom: You are Emily. I… it was exactly as Michael said. I’m so sorry Emily. I’m so sorry.

Jean: My name is Jean.

Michael wakes up.

Dr. Develom: You should leave. Take Jean and leave.

Jean helps Michael stand up.

Jean and Michael go to the door.

Dr. Develom: I’m sorry Emily. I’m sorry I was never there for you. Goodbye. I wish you the best in your life.

Jean: Goodbye. But thank you. I am who I am because of you, for good or for bad.

Dr. Develom: Take care of her.

Michael nods.

Jean and Michael leave.

END

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