

LESSON PLAN

<i>Teacher's Name: Michael White</i>	<i>Date: March 22nd, 2006</i>
<i>Class/Grade Level: 9th-12th</i>	<i>Period/Time of day: 7th</i>
<i>Subject: Drama</i>	<i>Lesson Topic: Circumstances and Personalization</i>
CORE CONTENT @ www.education.ky.gov	
AH-HS-1.3.1 <ul style="list-style-type: none">Students will analyze or evaluate the use of technical elements, literary elements and performance elements in a variety of dramatic works. RD-11-2.0.1 <ul style="list-style-type: none">Students will paraphrase information in a passage. RD-10-4.0.1 <ul style="list-style-type: none">Students will analyze the content or make connections as it applies to students' lives (text-to-self), realworld issues (text-to-world) or other texts (text-to-text).	
GOAL (teacher) <ul style="list-style-type: none">To discuss circumstances and personalization in relation to general plays and also specifically to "A Raisin in the Sun"	
OBJECTIVES (what students will know and do) <p>Students will:</p> <ul style="list-style-type: none">Apply circumstances to the scenes they will be performing Friday.Present real-world examples of circumstances.Participate in a group activity leading to the understanding of circumstances and personalization.	
ESSENTIAL QUESTION (s) <ol style="list-style-type: none">What are the given circumstances of the scene from "A Raisin in the Sun"?How can you personalize the scene to fit you?How can you apply circumstances and personalization to other plays and movies?	
MATERIALS <p>Textbook: The Actor in You Technology Enhancements (Lesson PowerPoint) Scene handouts Question sheets 4.1 Core Content Lesson Planning Material – Morehead State University</p>	

LESSON PLAN

ASSESSMENT(s) TO BE DEVELOPED

Prior:

Questions about Play and Scene Structure (to reinforce the knowledge they gained yesterday)

For Learning/ Formative

Teacher Observation

Questions and Answers

Group Activity

Of Learning/ Summative

Scene Acting on Friday

PROCEDURES *(step by step)*

- **Anticipatory Set**
 - Bellwork – Write Essential Questions
 - Importance of given circumstances
 - Importance of personalization
- **Introduction**
 - Assign groups and explain what will be happening.
- **Body of Lesson**
 - Divide class into groups.
 - Hand out question sheets. (These include questions from Summary of Step 11, 11.1, 12.1, and 12.2)
 - Have students read the question sheets and discuss the questions in their groups. (Wait time)
 - Use the “Numbered Heads” method of discussing the answers with the students.
- **Closure**
 - Exercise 12.2 (rehearsing the scenes through personalization) in the same group settings.
 - Go over essential questions and discuss.
 - Remind students to be prepared to do the scene for a grade tomorrow.

ASSESSMENT ADMINISTERED *(forms used before, during and after the lesson)*

Bellwork

Teacher Observation

Questions and Answers

Textbook Exercises

Scene Acting on Friday

MODIFICATIONS/ ACCOMODATIONS/ EXTENSIONS *(differentiation for specific need students)*

The PowerPoint presentation allows for all of the information to be easily accessible to the students for writing and reading purposes.

Discussion allows for higher order thinking and also for students to learn from their peers and add to the discussion. As students discuss, it becomes more likely that others will follow suit with new information.

The examples provided by the teacher and the exercises in the book will provide enough information that all of the students should understand the material by the end of class.

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Students who are absent will be allowed to make it up the following week during their own time as long as they have documented excuses.

A student helper is in the class to provide guidance for one of the students.

HOMEWORK

No homework.

REFLECTIONS *(to be completed by the practitioner after delivery of lesson)*