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Lesson Arc Presentation:

https://docs.google.com/presentation/d/127GuHT9pBXbdFVMHgTuhyEvp-0RNhohm_lkVhUvPaY/edit#slide=id.g11999a6c81e_3_87

WEST CHESTER UNIVERSITY LESSON PLAN TEMPLATE	
Lesson Day	Day Two
How will this lesson support the learning goal? (1c: Setting Instructional Outcomes)	Students will demonstrate their ability to comprehend <i>Macbeth</i> —a difficult, yet prominent Shakespearean tragedy—by creating a modern retelling of a certain scene. Day 2 of the lesson aims to have students inductively engage with <i>Macbeth</i> . By fostering a student centered approach, we hope students engage with the material.
PA Standards and Other Appropriate Professional Standards (1c: Setting Instructional Outcomes) http://www.pdesas.org/Standard/view or https://www.pdesas.org/Page?pageld=11 <i>List the Pennsylvania Standard(s) relevant for this lesson</i>	CC.1.2.9-10.J: Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. CC.1.5.9-10.E: Adapt speech to a variety of contexts and tasks.

<p style="text-align: center;">ISTE (Technology) Standards (IF APPROPRIATE) (1c: Setting Instructional Outcomes)</p> <p>www.iste.org / ISTE Standards for Educators</p> <p><i>When addressing this section, you should include the standard number and the sub-component (e.g., 3a, 4a-c, etc.). Also, explain how the unit or lesson explicitly incorporates at least one standard (standard 3-7 only). Describe where in the learning plan there will be evidence that the standard selected will be integrated into the learning experience.</i></p>	<p>2.6.a: Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.</p> <p>2.6.d: Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.</p> <p>Day two of the ACT IV lesson plan requires students to model and nurture creative ideas due to the explicit transformation of the text into a performance. By using technology such as Jamboard, students can present their feedback—anonynously or publicly.</p>
<p style="text-align: center;">Objective(s) (1c: Setting Instructional Outcomes)</p> <p><i>Taking into consideration the learning goal, what is the objective(s) of this lesson that will support the progress toward the learning goal?</i></p> <p><i>The statement should be directly observable (use verbs that can be measured).</i></p>	<p>Students will be able to interpret and perform scenes from Act IV of <i>Macbeth</i>.</p> <p>Students will be able to identify the relevance of <i>Macbeth</i> to modern-day society through the modernization of their performance.</p> <p>Students will be able to collaborate effectively with a group to create a cohesive final production.</p>
<p style="text-align: center;">Academic Language (1a: Demonstrating Knowledge of Content and Pedagogy)</p> <p><i>What language will students be expected to utilize by the end of the lesson? Consider Language function and language demands (see Lesson Plan User Guide).</i></p> <p><i>What key terms are essential?</i></p> <p><i>What key terms are essential to develop and extend students' academic language?</i></p> <p><i>What opportunities will you provide for students to practice the new language and develop fluency, both written and oral?</i></p>	<p>Keywords:</p> <ul style="list-style-type: none"> - Drama - Tragedy - Ambition <p>Exposure:</p> <ul style="list-style-type: none"> - As we learn Shakespeare, we need students to understand that his works exist as “plays,” in other words—“drama.” Shakespeare is unlike typical literature, so therefore, we have to read Shakespeare differently.

	<ul style="list-style-type: none"> - <i>Macbeth</i> is one of Shakespeare's tragedies. One of the takeaways from this overall lesson arc is for students to identify the elements of a Shakespearian tragedy. - Ambition is the overall theme of <i>Macbeth</i> and one of the primary reasons we as a class are analyzing it. Ambition is a theme that pervades time and space; as teachers, we want students to use Shakespearean dramas to demonstrate how themes are consistent across time.
<p style="text-align: center;">Materials/Resources (1d: Demonstrating Knowledge of Resources)</p> <p><i>What texts, digital resources, & materials will be used in this lesson? How do the materials align with the learning objective/outcomes? If appropriate, what educational technology will be used to support the learning outcomes of this lesson? How do the resources support the learning objectives?</i></p> <p><i>Cite publications and any web resources.</i></p>	<ul style="list-style-type: none"> - <i>Macbeth</i> <ul style="list-style-type: none"> - Wordsworth editions - Graphic Novel - Snippet of Kennedy Center Performance - Props (decided by group) - Costumes (provided by theater department) - Stage; if space cannot be reserved, students will perform in the classroom. - Wrap up questions - Jamboard - Rubric - No Fear Shakespeare
<p style="text-align: center;">Anticipatory Set (1a: Demonstrating Knowledge of Content and Pedagogy)</p> <p style="text-align: center;">_____ minutes</p> <p><i>How will you set the purpose and help students learn why today's lesson is important to them as learners?</i></p> <p><i>How will you pique the interest or curiosity regarding the lesson topic?</i></p> <p><i>How will you build on students' prior knowledge?</i></p>	<p><u>Time:</u> 5 minutes</p> <p><u>Activity:</u> On the day of the performance, students will take the first five minutes to prepare themselves for their performance. They will have time to put on their costumes, rehearse any last minute details, or set the stage for their performance.</p> <p>Prior to the day of performance, students will have watched a Kennedy Center performance of a scene in <i>Macbeth</i> Act IV, hopefully</p>

<p><i>How will you introduce and explain the strategy/concept or skill?</i></p> <p><i>Provide detailed steps</i></p>	<p>bringing the text to life. Without student engagement, students will not pay attention or absorb material; getting them to act out a short scene not only supplements their knowledge of <i>Macbeth</i>, but also piques their interest.</p> <p>For several students, drama is not a part of their high school experience; it's an artform some never try. In order to preface drama, we will model a scene by showing the Kennedy Center performance in class. In our lesson plan, we show a clip on day 1, but we would expose students to drama/theater in an earlier act so they have more than one day to anticipate the play.</p>
<p>Instructional Activities (1a: Demonstrating Knowledge of Content and Pedagogy; 1e: Designing Coherent Instruction)</p> <p><i>Exploration (Model): How will students explore the new concepts? How will you model or provide explicit instruction?</i></p> <p><i>Guided Practice: How will you provide support to students as they apply the new concept? How will you allow them to practice (with teacher support)?</i></p> <p><i>Independent practice: How will students review and solidify these concepts to be able to use this new knowledge? How will you monitor and provide feedback?</i></p> <p><i>Provide detailed steps.</i></p>	<p>Based on the inductive teaching model, we want to give students an opportunity to discover meaning for themselves as well as create their own generalizations about <i>Macbeth</i> through their own lens of participation.</p> <p>Our ultimate goal is to highlight the theme of ambition. Day 2 is more creativity based than the other days, so the exploration of the material is mainly in the students hands; they are creating a reenactment of a scene from <i>Macbeth</i>, including what <i>they</i> view is valuable information.</p> <p>For guided practice, the teacher will be available to help students with any logistical or artistic direction they need help with. However, most of the guided practice occurs earlier in the lesson where students are, as a</p>

	<p>class, analyzing dramatic interpretations of <i>Macbeth</i> (Kennedy Center Performance). After the performances, students will partake in a class discussion, getting the chance to partake in constructive elements of the debriefing process.</p> <p>Independent practice will come after the act it out section (day 2) where students will take part in a writing prompt to demonstrate their knowledge of ambition in <i>Macbeth</i> and in a modern context.</p>
<p style="text-align: center;">Closure (1e: Designing Coherent Instruction)</p> <p style="text-align: center;"><i>15 minutes</i></p> <p><i>How will students share or show what they have learned in this lesson?</i></p> <p><i>How will you restate the teaching point and clarify key concepts?</i></p> <p><i>How will you provide opportunities to extend ideas and check for understanding?</i></p> <p><i>How will this lesson lead to the next lesson?</i></p>	<ul style="list-style-type: none"> - At the end of the activity (might take multiple class periods to enact this portion of the lesson plan), students will have the time for an open discussion discussing any positive feedback or criticism they have with the project as a whole. This classwide discussion will take place via <i>Jamboard</i>—a technology piece that allows all students to contribute (publicly or anonymously). - Criticism is especially important for students because it teaches them to think introspectively and critically about their own products. - Within the discussion, we as a class will explore how the dramatic retelling enhanced their knowledge of <i>Macbeth</i>. - After utilizing creativity to make a dramatic retelling of <i>Macbeth</i>, students will hopefully already discover the topic of our third lesson plan—ambition. Thinking inductively about this lesson will allow students to form their own opinions about what works/what does not work for their learning process.

<p style="text-align: center;">Differentiation (1e: Designing Coherent Instruction)</p> <p><i>What differentiated support will you provide for students whose academic development is below or above the current grade level?</i></p> <p><i>What specific differentiation of content, process, products, and/or learning environment do you plan to employ to meet the needs of all of your students?</i></p> <p><i>How does your lesson support student differences with regard to linguistic, academic, and cultural diversity?</i></p> <p><i>How will your lesson actively build upon the resources that linguistically and culturally diverse students bring to the experience?</i></p> <p><i>How will your lesson will be supportive for all students, including English Language Learners, and build upon the linguistic, cultural, and experiential resources that they bring to their learning?</i></p> <p><i>How will your lesson is designed to promote creative and critical thinking and inventiveness?</i></p>	<p>For students who need additional support with the lesson, they will have access to the graphic novel and dramatic performances of <i>Macbeth</i> through the Kennedy Center at their disposal. <u>“No Fear Shakespeare”</u> is also a resource for students to use in order to make Shakespeare more manageable. Having multiple forms of accessing the same content is important for students who may struggle with the base text.</p> <p>Additionally, these students will have the option of making their dramatic interpretation based specifically off of a scene in <i>Macbeth</i>. This allows them to demonstrate their comprehension of the text as well as the application of turning the text into a dramatic retelling without struggling to create a modern spin on the text since we know that is a difficult, creative process.</p> <p>For students whose academic development exceeds their current grade level, they will have the opportunity to reimagine <i>Macbeth</i> in a modern context. This requires students to exercise creativity in order to make an effective comparison between Shakespearean times and modern times.</p>
<p style="text-align: center;">Accommodations (1e: Designing Coherent Instruction)</p> <p><i>What classroom accommodations do you plan to employ to increase curriculum access for students identified with special education needs or 504?</i></p> <p><i>Describe how these accommodations align with the current Individualized Education Plan</i></p>	<p>N/A</p>

<p><i>(IEP) for each student as applicable (avoid using actual names of students).</i></p>	
<p style="text-align: center;">Modifications (1e: Designing Coherent Instruction)</p> <p><i>What curricular modifications and/or changes in performance standards, if any, do you plan to employ to facilitate the participation of students identified with special education needs?</i></p>	<p style="text-align: center;">N/A</p>
<p style="text-align: center;">Assessment (Formal or Informal). (1f: Assessing Student Learning)</p> <p><i>How will you and the students assess where the learning objectives, listed above, were met?</i></p> <p><i>Each formal or informal assessment should describe how it is aligned to the above objective(s).</i></p>	<ul style="list-style-type: none"> - Students will be evaluated on the play by their groupmates. - Rubric <ul style="list-style-type: none"> - The rubric shows the students what to consider as they are grading their partners. - Student feedback Google form <ul style="list-style-type: none"> - This form will allow for student responses to be taken into consideration, including their own potential grade and the justification behind it.
<p style="text-align: center;">Reflection on Instruction</p> <p><i>What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?</i></p> <p><i>What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?</i></p> <p><i>What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?</i></p>	<p style="text-align: center;">N/A</p>

<p><i>Taking good notes about each lesson will help as you develop a formal reflective narrative at the end of the SLO.</i></p>	
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