Department of Secondary Education

Introductory Information	
Date of Lesson	Thursday, April 3 (G Day)
Grade Level	10th Grade Honors, Period 5 (70 minutes)
Topic/Subject of Lesson	Suspension Introduction and Implementation within *Julius Caesar*
Type of Instruction	Lecture and Video Review
Intended Audience	Honors 10th Grade English Students
Standards/Objectives	
PA Standards https://www.pdesas.org/Standard/view	**CC.1.3.9–10.E:** Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
ISTE Standards www.iste.org	N/A
Student Learning Objectives/Outcomes	**Assessment**
Module 04: Building Suspense Students will be able to analyze how Shakespeare builds tension and suspense through sequencing of events and the careful revealing of information.	Students will be graded on completion of their notes sheet (5 points) and accuracy and completion of the schoology response (10 points). **Schoology prompt:** Think back and look through Acts I-III. Using the four elements of suspense from the back of this page and their connection to language use, discuss how two events from Julius Caesar were successful in creating suspense. You can discuss the dialogue (language) of the play, or discuss the visual presentations of the play (the movie or theatrical production). Each response should be 4-6 sentences per event (for a total of 8-12 sentences). Respond in Schoology, and use the space below for notes.
Teacher Content Knowledge / Academic Language	
● Suspense definition ● Suspense in popular films ● "A Children's Story" synopsis	

- Suspense present in *Julius Caesar*

Materials/Resources

- Lesson Slideshow: 4.4.A - Suspense Lesson
  - Includes “A Children’s Story” short film
- Lesson Notes: 4.4.A - Suspense Notes
  - Will be paper copies
- Free Write Slideshow (Slide 40)
- TV w/ sound
- Julius Caesar Script (traditional and modern) class copy
- Student Computers with Schoology capabilities

Instructional Steps

Anticipatory Activity ≈ 10 minutes

- Students will enter the room to see the free write on the board.
- I will greet the students, and ask them to pull out a scrap sheet of paper. The students will be asked to complete the free write to get them thinking about Suspense, and they should write for the full nine minute timer.
  - Free Write Questions: What does suspense mean to you? Tell me about a time when you experienced suspense. How did you feel during that time?
- The timer will begin, and the students will begin writing. Once the timer is up, they will put the paper with the free write on it away.

Introduction to Suspense ≈ 15 minutes

Differentiation - (ELL, Modalities, Different Notes - guided etc, videos, groups - ability levels)
(Special Ed - IEP 504s)

- CCP students will have more check-ins during the film to stay on task and ensure understanding, while Honors and Academic will watch the film straight through

Accommodation

- Frequent Check-Ins for AC, LS, AK, JS, and AH
- Closed Captions on TV

Modifications

- N/A

Access to the SDI List for Period 5 linked HERE

- Students will be asked to put away computers and to get out a writing utensil. They will receive a paper copy of the suspense notes.
- As a class, we will go through slides 1-8 and fill in the suspense notes document. The “what” will hold the suspense element, and the “why” will hold the description of the element (more on the how later).
- Each element has an example from a popular movie, notated below:
  - Character Empathy: Ray from *Princess and the Frog*. We come to love the character so much, but he is then killed.
  - Misdirection: Hans from *Frozen.* We think he’s the perfect husband, but he then reveals his actual, evil plans.
  - Withholding Information: Darth Vader from *Star Wars: The Empire Strikes Back.* Darth Vader suddenly reveals he is Luke Skywalker's father.
  - Effective Sound Design: Jaws Theme from *Jaws.* The minor chords, quickening pace and sudden silence signal impending danger.
- On Slide 8, I will be sure to mention how three of the four elements play a big part in language, and how that is the most effective way to build suspense.
Watching “A Children’s Story” ≈ 25 minutes
- All students should have the “how” section empty on their notes sheet. I will tell the students that to fill	

this section in, we are going to watch a short film titled “A Children’s Story.” The students will find examples of each suspense element in the film, and write them down in the “how” section. I will purposefully not tell them what the film is about, and they will go into watching the film blind. - Students will begin watching the short film **Discussing “A Children’s Story” ≈ 5 minutes** - Students will share how they saw the different elements of suspense in the short film	

Lesson Closure - Connect back to *Julius Caesar* ≈ 15 minutes

- Students will flip their paper over to find a short response prompt to complete in schoology. Students should be able to complete the response by the end of class, but if not, it is due prior to the start of the next period.
    - Think back and look through Acts I-III. Using the four elements of suspense from the back of this page and their connection to language use, **discuss how two events from Julius Caesar were successful in creating suspense.** You can discuss the dialogue (language) of the play, or discuss the visual presentations of the play (the movie or theatrical production). Each response should be 4-6 sentences per event (for a total of 8-12 sentences). Respond in Schoology, and use the space below for notes.

Reflection on Planning Process and Instruction

When I saw there was the need for a suspension lesson, I wanted to create something completely new. Some of the lessons in the unit had required assignments, but the only requirement for this module was to touch on suspension. I thought back to some of my favorite lessons from my time in high school, and one of the first ones I thought of was when I watched “A Children’s Story” in 9th grade honors English. Our teacher told us nothing about the film, and it has stuck with me since then. I do not remember what the reason behind watching it was, but I believe it was a similar concept to this lesson. As for the notes at the beginning of the lesson, I always appreciate examples from movies/pop culture references, so I chose films I believe a multitude of students will recognize. I hope this lesson sticks with my students as much as it did for me!

Reflection on Instruction

The lesson was good! The class I did it with is not super mature, so in the middle of viewing the short film, I decided to skip the section where the student’s cut up the flag. To be honest, I know the political leanings in this class period do not

necessarily align with my own, and I did not want the conversations to turn political when that scene occurred. When I viewed the short film for the first time in ninth grade, we watched the full film and discussed what we saw; however, I quickly realized that was a *slightly* less politically polarizing time in a school where if those conversations came up, we could handle them. I wish I could have shown the full film because it is so wild how the students get completely brainwashed, but it is what it is. The notes went well, and I was happy to see students returning to them as they wrote their responses at the end of class. Something I hope to continue to improve upon is classroom management. Sometimes students will take advantage of my kindness, and not take me seriously when I put my foot down. I think this is also something that will come with time, wisdom, and more of an age gap between myself and the students!