

Matthew Snead

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EDUC 592

19 October 2021

Lesson Plan (for third observation 10/20)

**Lesson Plan Title:** *The Piano Lesson* Final Scene and Begin Writing about Drama

**Instructor:** Matthew Snead / Shelly Venema (mentor teacher)

**Date:** 20 October 2021

**Duration:** 71 minutes

**I. Framing the Lesson**

**A. Lesson Rationale**

In this lesson, students will closely examine the difference between different text forms (play read aloud) and movie adaptation. They will compose a short piece of writing explaining how they perceive the author's intentions depending on the text form.

Students will begin writing the third and last piece of writing in the unit sequence (product summative assessment).

**B. Central Focus**

The central focus of this lesson is understanding the ways in which drama is unique compared to the other two types of art explored in this unit (visual art and poetry). In addition, students will continue to explore the ways in which the author engages genre, audience, and purpose in his writing. This Honors course is specifically designed to prepare students for the AP English course, which cites specific writing requirements of visual art, poetry, and drama. This lesson introduces the final text type in the sequence.

**C. Lesson Objectives (students will be able to):**

- Define text type and modality.
- Explain two different text types (of the same writing).
- Analyze the unique properties of drama.
- Evaluate various writing prompts with different writing topics.
- Understand the purpose of a well-formed theme statement paragraph.
- Understand the importance of an outline.
- Compose a theme statement paragraph.
- Develop a body paragraph outline.

#### D. CCSS Standards

CCSS.ELA-LITERACY.RL.10.1

CCSS.ELA-LITERACY.L.10.3

CCSS.ELA-LITERACY.RL.10.4

CCSS.ELA-LITERACY.L.10.4

CCSS.ELA-LITERACY.RL.10.7

CCSS.ELA-LITERACY.W.10.1

#### E. Lesson Materials

- All materials via Google Classroom. Projector, laptop PCs, PDF of *The Piano Lesson*, Google docs/slides.

## II. Engagement/Exploration/Explanation

#### A. Anticipatory Set

- Watch the final scene of *The Piano Lesson* video (YouTube).

#### B. Explore/Enable/Explain

- Discussion about differences between text types.
- Explain the purpose and construction of the writing about drama assessment.
- Explain the prompts and optional student-choice prompt.
- Explain specific details and criteria for assessment.

#### C. Independent Work Time

- Students individually free write for ten minutes.
- Students begin their third piece of writing in the unit sequence.
- Students individually begin writing for 35 minutes.
- Students complete the theme statement paragraph and body paragraph outline by the end of the day.

### **III. Evaluate**

- Students must complete the in-class free write activity.
- Primarily formative assessment, assisting students with prompts to ensure productive progress.
- Students complete the theme paragraph statement and body paragraph outline.

### **IV. Extend**

- This is the third text type students have engaged in class. Exposure to different text types and modalities improves student comprehension and develops higher level thinking (higher taxonomy).
- This lesson showcases the value of examining alternative ways of “reading” the same material. Different perspectives and different ways of knowing can be applied in the future.
- Students will be more comfortable reading plays and scripts in the future, a text type often ignored by students of this age.

### **V. Differentiation**

- Student choice. Students have the option of pursuing an alternative prompt.
- Flexible grouping. Use specific ability grouping to make advantageous groups with complementary skill sets.
- Flexible grouping. Allow students to choose their groups.

- Peer assistance. Allow students to request assistance from others during processes.
- Direct assistance. The teacher provides individual help explaining the material during work time.

## **VI. Extra Materials and Information**

### **Scaffolding**

1. Research the artist/author
2. Read *The Piano Lesson* by August Wilson
3. Conduct group presentations about topics in *The Piano Lesson* to explore why racial tensions were high in the 1930s, etc.
4. Present the writing assignment
5. Write a theme statement paragraph I
6. Outline body paragraphs IIA, IIB, IIC and conclusion III
7. Write the draft
8. Peer workshops
9. Teacher conferences

### **Writing framework for the Drama**

- I. Introduction (Theme Statement Paragraph)
- II. Body (Claim Warrant Data Impact)
  - A. Claim one
  - B. Claim two
  - C. Counter and claim three
- III. Conclusion

#### IV. Works Cited (2 minimum)

### **Grading Criteria (From CCSS Standards)**

#### Content/Style

1. Arguments: Write arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence 5pts
2. Evidence: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 5pts
3. Sources: Draw evidence from literary or informational texts to support analysis, reflection, and research 5 pts
4. Organization: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 5 pts

#### Conventions/Mechanics

5. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing 5 pts
6. Write and edit work so that it conforms to the guidelines in a style manual (MLA) 5 pts

### **Point Value Distribution**

Final Draft: 100 points

Drafts: Three pieces of writing, 30 points each (5 pts/standard as described above)

Rubric Criteria:

5= Mastery

4= Partial Mastery

3= Progressing

2= Emerging

1= Developing