

WEST CHESTER UNIVERSITY LESSON PLAN TEMPLATE	
Lesson Day	Day 1
How will this lesson support the learning goal? (1c: Setting Instructional Outcomes)	This lesson sets the foundation of the Macbeth characters, so the class is working within a similar framework. Students will also be maneuvered into their groups for the museum walk.
PA Standards and Other Appropriate Professional Standards (1c: Setting Instructional Outcomes) http://www.pdesas.org/Standard/view or https://www.pdesas.org/Page?pageId=11 <i>List the Pennsylvania Standard(s) relevant for this lesson</i>	Standard - CC.1.2.11-12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
ISTE (Technology) Standards (IF APPROPRIATE) (1c: Setting Instructional Outcomes) www.iste.org / ISTE Standards for Educators <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>	2.5.b Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
Objective(s) (1c: Setting Instructional Outcomes) <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> <i>The statement should be directly observable (use verbs that can be measured).</i>	-Students will be able to associate specific characteristics to the characters of Macbeth. -Students will be able to associate contemporary figures with characters from the play and explain their reasoning behind the choices. -Students will be able to acknowledge critical points in the plot that each character was involved in.
Academic Language (1a: Demonstrating Knowledge of Content and Pedagogy) <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> <i>What key terms are essential?</i> <i>What key terms are essential to develop and extend students' academic language?</i>	"Character arc" "Theme" "Museum Walk" "Canva" "Dynamic" "Static" Students will be able to showcase these terms through their explanation of the celebrities they selected. They are also fundamental to the group assignment students will be working on into day 2. Based on previous

<i>What opportunities will you provide for students to practice the new language and develop fluency, both written and oral?</i>	lessons in the unit, students should have some previous exposure to these terms.
Materials/Resources (1d: Demonstrating Knowledge of Resources) <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> <i>Cite publications and any web resources.</i>	-Macbeth text -One-to-one student laptops. -Pens -Paper -Access to digital creation software (Canva, for example) -Laptop charger -Image search engines (Google)
Anticipatory Set (1a: Demonstrating Knowledge of Content and Pedagogy) <u>12</u> minutes <i>How will you set the purpose and help students learn why today's lesson is important to them as learners?</i> <i>How will you pique the interest or curiosity regarding the lesson topic?</i> <i>How will you build on students' prior knowledge?</i> <i>How will you introduce and explain the strategy/concept or skill?</i> <i>Provide detailed steps</i>	1.) I will describe the upcoming project. Discussing how students will be able to apply their own contemporary figures to the play. This will begin with me asking the class who they think best resembles a character from modern day culture. 2.) I will discuss that students will have a chance to collaborate and view other groups figures to discover other ideas and selections. 3.) I will show an example of what is expected from the museum walk, connecting pop culture figures to the play. 4.) We will brainstorm together as a class words, adjectives, and traits that describe each character. These will be written both on the board and typed in a shared document. This will serve as a basis for students to work with to associate with celebrities, superheroes, athletes, video game characters etc...
Instructional Activities (1a: Demonstrating Knowledge of Content and Pedagogy; 1e: Designing Coherent Instruction) <i>Exploration (Model): How will students explore the new concepts? How will you model or provide explicit instruction?</i> <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> <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>	Discussion about... ● Prompt 1: "What are some crucial plot points that each character was involved in?" ● Prompt 2: "Give me one word to describe Macbeth, Lady Macbeth etc... Why did you choose that word?" ● Prompt 3: "Are there any people in pop culture that remind you of the characters?" *break off into groups after this prompt* -I will be bouncing around group to group asking questions about the figures they are thinking about selecting, probing questions etc.

<i>Provide detailed steps.</i>	-Asking students which software they are using to present their museum walk and why. -When students provide a figure, I'll ask why and see if the choice relates to some of the traits and adjectives we brainstormed as a group. -Students are given the entirety of day two to work on this and do the museum walk
Closure (1e: Designing Coherent Instruction) <u>8</u> minutes <i>How will students share or show what they have learned in this lesson?</i> <i>How will you restate the teaching point and clarify key concepts?</i> <i>How will you provide opportunities to extend ideas and check for understanding?</i> <i>How will this lesson lead to the next lesson?</i>	-Students will be given a bit of time the next class period to work on the museum walk. -I will use the students' selections of contemporary figures to show how the themes and characters can relate to contemporary people. -At the end of class I will gauge the students' progress by bouncing around group to group. -Students must provide textual evidence to justify their answers.
Differentiation (1e: Designing Coherent Instruction) <i>What differentiated support will you provide for students whose academic development is below or above the current grade level?</i> <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> <i>How does your lesson support student differences with regard to linguistic, academic, and cultural diversity?</i> <i>How will your lesson actively build upon the resources that linguistically and culturally diverse students bring to the experience?</i> <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> <i>How will your lesson is designed to promote creative and critical thinking and inventiveness?</i>	Content: -Groups can divide up characters based on who is most comfortable with each. -Students may write down traits if they do not feel comfortable sharing with the class. -Brainstorm document will be accessible on laptops. -Students can apply their own background knowledge on pop culture to the project (video games, sports, movies, actors, musicians etc... does not need to strictly be American culture too as long as it can be explained it works) Process (Delivery) -Students may choose software to create the museum walk -Students may type into shared doc their brainstormed traits/adjectives -Synthesis of students' culture to the text's time period. -Students may choose roles in their groups that they are comfortable with.

	-Person selection can be based on any part of the play (for example if students are most comfortable with Act II, they can say ‘person x is Macbeth in Act II). -Provide students with extensive list of public figures the brainstorm off of. Assessment -Choice of media use. -Use of people from contemporary culture. -Can vocally explain choices or write them down. -Students can follow the structure of the example I showed or reinvent it to suit their group’s needs.
Accommodations (1e: Designing Coherent Instruction) <i>What classroom accommodations do you plan to employ to increase curriculum access for students identified with special education needs or 504? Describe how these accommodations align with the current Individualized Education Plan (IEP) for each student as applicable (avoid using actual names of students).</i>	
Modifications (1e: Designing Coherent Instruction) <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>	
Assessment (Formal or Informal). (1f: Assessing Student Learning) <i>How will you and the students assess where the learning objectives, listed above, were met? Each formal or informal assessment should describe how it is aligned to the above objective(s).</i>	(Informal) -Gauge the appropriateness of traits/words used to describe characters (are they justifiable/accurate based on the play) -Listen to groups brainstorming their contemporary comparisons and probing for reasons why with textual/thematic evidence. -Observing the construction of their museum walk through on the software of their choosing. Asking why they chose to use it.

Reflection on Instruction

What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?

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?

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?

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

-Are students making conscious choices with the technology they decide to use?

-I decided to add group work time to day one instead of having it all day two to make sure students have sufficient time with their groups to really think about it and make a fun creative museum walk.

-The next lesson will have to be a lot of group work, then the walk through as a class.