

# **Theater as Literature (8th hour) Lesson Plans 2024-2025**

**Elk Mound High School**

**Rachel Hahn**

## **Term 3**

### **Week 20: January 20-24, 2025**

#### **Monday (1/20)**

Teacher Inservice

#### **Tuesday (1/21)**

Objectives: I can understand course expectations and standards

I can engage in activities to build community

Activities: Welcome, agenda & seating chart

[Introduction of teachers](#)

Syllabus

Warm-up [notes](#) (first term, 2 terms each day)-pass out [student notes](#)

Ice-breaker: [bean bag toss](#) (slide 16)

Ice-breaker: Sit in a circle. The extra person (not enough chairs for everyone) must say something that he or she has done or likes/dislikes. Anyone who agrees must get up and find a different chair at least one chair away from their current spot. The person left standing says a new statement.

Materials: Syllabus, warm-up notes

Assessment: Informal

Homework: Syllabus agreement due next Friday!

#### **Wednesday (1/22)- Juniors gone taking the ACT**

Objectives: I can write a citation and create a Works Cited page using MLA format

I can distinguish between credible and non-credible sources

Activities: Warm-up terms

Ice-breaker: [Guess Who](#) (students get the name of a famous actor placed on their backs. They have to converse with other students asking "yes/no" questions in order to guess what actor is on their back)

Introduce [History of Theater Web Quest](#) (get into five groups: Ancient Greece, Medieval, Elizabethan, Asian, Restoration, & Musical Theater)

Mrs. Hahn: Credible sources (determine criteria, look at examples from project handout)

Review how to make an MLA citation and Works Cited page  
Research with group

Materials: Syllabus, History of Theater Web Quest handouts

Assessment: Informal

Homework: Conduct research

**Thursday (1/23)**

No class

**Friday (1/24)**

Objectives: I can write a citation and create a Works Cited page using MLA format

I can distinguish between credible and non-credible sources

Activities: Warm-up

Go over any questions about the project

Mrs. Hahn: Credible sources (determine criteria, look at examples from project handout)

Review how to make an MLA citation and Works Cited page

Research with group

Prepare presentation

Materials: Chrome books, MLA handouts

Assessment: Informal

Homework: Complete research

**Week 21: January 27-31, 2025****Monday (1/27)**

Objectives: I can present my research findings as a group in a visually appealing and coherent manner.

Activities: Warm-Up Term

Ice-breaker: [Guess Who](#) (students get the name of a famous actor placed on their backs. They have to converse with other students asking "yes/no" questions in order to guess what actor is on their back)

Review how to make an MLA citation and Works Cited page

Groups will present their History of Theater presentations and take notes in their packets on other groups' presentations.

*Introduction of Mice and Men*

Materials: History of Theater Packet and Rubrics

Assessment: Rubric for Presenting

Homework: None

## **Tuesday (1/28)**

Objectives: I can identify and discuss the social and historical context of the play *Of Mice and Men*.

Activities: Warm-Up Term  
Finish Presentations for Web-Quest  
Introduction of *Mice and Men*  
Handout [Question Sheet](#) for students to fill out with the videos.  
Watch the [Video](#) on The Great Depression and The Dust Bowl.  
Watch [Video](#) on Life of a Migrant Worker (disclaimer about "n" word)  
Watch [Video](#) about the author John Steinbeck

Materials: [Question Sheet](#)

Assessment: [Questions Sheet](#)

Homework: None

## **Wednesday (1/29)- Odd day**

No class

## **Thursday (1/30)**

Objectives: I can present my research findings as a group in a visually appealing and coherent manner.

Activities: Warm-Up Term  
Short Introduction of the [book slides](#) 18-29  
Have Students take the *Of Mice and Men* [Pre-Reading Form](#) and Discuss as a class.  
Handout Books  
Banned Books Activity [Slides 31-36](#)/visit the ALA website and have each person choose a year to explore the top 10 banned books. Pay close attention to the reasons these books were banned.  
Answer the question about why a book might be banned in [Answer Garden](#).  
Discuss banned books  
Introduce characters  
Sign-up for character roles

Materials: *Of Mice and Men* Books

Assessment: Informal - Discussion/Form

Homework: None

## **Friday (1/31)**

Winter Carnival- no class

## **Week 22: February 3-7, 2025**

### **Monday (2/3)**

Objectives: I can identify and discuss the social and historical context of the play *Of Mice and Men*.

Activities: Warm-Up Term  
Introduction of *Mice and Men* [book slides](#) 1-16)  
Handout [Question Sheet](#) for students to fill out with the videos.  
Watch [Video](#) about the author John Steinbeck, answer questions  
Watch the [Video](#) on The Great Depression and The Dust Bowl.  
Answer questions.  
Watch [Video](#) on Life of a Migrant Worker (disclaimer about “n” word)  
Answer questions.  
Follow up video with Introduction of *Mice and Men* [book slides](#) 17-28)

Materials: [Question Sheet](#)

Assessment: [Questions Sheet](#)

Homework: None

### **Tuesday (2/4)**

Objectives: I can present my research findings as a group in a visually appealing and coherent manner.

Activities: Warm-Up Term  
Short Introduction of the [book slides](#) 18-29  
Have Students take the *Of Mice and Men* [Pre-Reading Form](#) and  
Discuss as a class.  
Handout Books  
Banned Books Activity/visit the ALA website and have  
each person choose a year to explore the top 10 banned  
books. Pay close attention to the reasons these books were  
banned.  
Discuss banned books  
Introduce characters  
Sign-up for character roles

Materials: *Of Mice and Men* Books

Assessment: Informal - Discussion/Form

Homework: None

### **Wednesday (2/5)**

Objectives: To deliver information using proper speaking and physical delivery techniques

Activities: Warm-up

[Pre-reading poem activity](#) ("To A Mouse")

Start your [thematic tracking document](#) (not due until end of unit; keep journal of examples)

Read 1.1 (first half)

Start Act 1.1 [discussion questions](#)

Materials: *Of Mice and Men*, study guide, anticipation guide, Steinbeck notes handout

Assessment: Study guide

Homework: Thematic tracking journal

### **Thursday (2/6)**

No Class

### **Friday (2/7)**

Objectives: I can define the concept of the American Dream and how it plays a role in the play

Activities: Warm-up term

Read. 1.2

Introduction to the [American Dream](#) assignment: complete the pre-activity questions on page 1

Share definitions of American Dream

American Dream in the 1920s & 1930s [video](#) (6 minutes)

Watch [Immigrant Perspectives](#) (3 minutes) & compare and contrast to [Does the American Dream still exist](#) (7 minutes)?

Discuss the difference between the time periods/groups of people

Complete Activity 1 (choose 3 common dreams from the 1930s to focus on-either from the list or the videos) and write about how they relate to characters in the play so far.

Write interview questions (at least 3!)

Materials: *Of Mice and Men*, study guide

Assessment: American Dream activity

Homework: Conduct interview of a person of an older generation) for Monday

## **Week 23: February 10-14, 2025**

### **Monday (2/10)**

Objectives: I can define the concept of the American Dream and how it plays a role in the play

Activities: Warm-up

Introduction to the [American Dream](#) assignment: complete the pre-activity questions on page 1

American Dream in the 1920s & 1930s [video](#)

American Dream today [video](#)

Time to research the American Dream in the 1930s (backside of handout)

Share definitions of American Dream

Materials: *Of Mice and Men*, study guide

Assessment: American Dream activity

Homework: Brainstorm who to interview about their American dream for Monday (conduct interview of a person of an older generation) for Thursday

### **Tuesday (2/11)**

Objectives: I can examine characterization & identify conflict

Activities: Warm-up term

Read 1.2 (16-30)

Discussion

[American Dream](#) assignment worktime

Materials: *Of Mice and Men*, study guide

Assessment: Discussion

Homework: Conduct interview for [American Dream](#) assignment by Thursday!

### **Wednesday (2/12)**

No class- Odd DAY

### **Thursday (2/13)**

Objectives: I can analyze characterization and character relationships

Activities: Warm-up term

American Dream assignment due! Share what you learned from your interview

Read Act 2.1 (31-47), complete study guide, discuss

Introduce [Day in the Life of the Working Poor](#) simulation activity

Get in groups and complete simulation

Group share of the choices and budgets

Read Act 2.2 (48-57), complete study guide

Materials: *Of Mice and Men*, study guide

Assessment: A Day in the Life of the Working Poor

Homework: Log examples in thematic journal; American dream interview due T!

## **Friday (2/14)**

Teacher Inservice

### **Week 24: February 17-21, 2025**

## **Monday (2/17)**

Objectives: I can understand and analyze characterization

Activities: Warm-up

Group share: [Day in the Life of the Working Poor](#)

Read Act 2.2 (48-57), complete study guide

Materials: *Of Mice and Men*, study guide

Assessment: N/A

Homework: Thematic tracking; study guide questions

## **Tuesday (2/18)- Mrs. Hahn leaves early today- 2:20**

Objectives: I can analyze characterization

Activities: Warm-up

Finish discussing 2.2

Start [Lynching jigsaw activity](#): Read introduction and explain directions. Students should work independently while reading, but they may work with a partner to complete the questions once they finish reading.

Update thematic tracking

Materials: *Of Mice and Men*, study guide

Assessment: Lynching activity

Homework: Finish lynching activity and study guide questions for Act 2.2

## **Wednesday (2/19)**

Objectives: I can characterize the main characters of a work

Activities: Warm-up term

Recap of lynching activity

Character Profile: Work through George together as a class

Character Profile Activity Continued. Break into groups of 3-4 so each group can complete Lennie's profile. Come back together and have a spokesperson ready to share.

Students can continue working on other characters (they must choose 2 of the remaining characters to analyze in their packet)

Materials: *Of Mice and Men*, study guide, characterization handout

Assessment: Characterization Assignment

Homework: Complete character analysis of two additional characters; continue working on thematic tracking

## **Thursday (2/20)**

No Class- Odd Day

**Friday (2/21)**

Objectives: I can characterize the minor characters of a work

Activities: Warm-up

Start to read Act 3.1 (58-66) & discuss (students may turn in study guides if completed)

Character Profile Activity Continued. Break into groups of 3-4 so each group can complete Lennie's profile. Come back together and have a spokesperson ready to share.

Students can continue working on other characters (they must choose 2 of the remaining characters to analyze in their Packet

Discuss minor characters

Characterization assignment due end of class.

Thematic tracking update

Materials: *Of Mice and Men*, study guide

Assessment: Characterization Assignment

Homework: Thematic tracking journal



## **Week 25: February 24-28, 2025**

### **Monday (2/24)**

Objectives: I can characterize the main characters of a work

Activities: Warm-up term  
Recap of lynching activity  
Character Profile: Work through George together as a class  
Character Profile Activity Continued. Break into groups of 3-4 so each group can complete Lennie's profile. Come back together and have a spokesperson ready to share.

Materials: *Of Mice and Men*, study guide, characterization handout

Assessment: Characterization Assignment

Homework: Complete character analysis of two additional characters; continue working on thematic tracking

### **Tuesday (2/25)**

Objectives: I can characterize the minor characters of a work

Activities: Warm-up  
Character Profile Activity Continued: Come back together and have a spokesperson ready to share.  
Students can continue working on other characters (they must choose 2 of the remaining characters to analyze in their Packet  
Characterization assignment is due Friday!  
Thematic tracking update

Materials: *Of Mice and Men*, study guide

Assessment: Characterization Assignment

Homework: Thematic tracking journal

### **Wednesday (2/26)**

Objectives: I can determine theme

Activities: Warm-up  
Read Act 3.1 (58-66) & discuss  
Time to work on thematic tracking journal or characterization assignment

Materials: *Of Mice and Men*, study guide

Assessment: Study Guides, Symbolism Packet

Homework: Thematic tracking journal; characterization assignment

### **Thursday (2/27)**

Odd Day

**Friday (2/28)**

Objectives: I can effectively write thematic statements; I can explain symbolism

Activities: Warm-up

Read Act 3.2 (67-70) & discuss (students may turn in study guides if completed)

Symbolism activity: Pass out handout. As a class, describe significance of the rabbits and Candy's dog. Jigsaw the remaining 6 symbols. Give the students 5-10 minutes to analyze their symbol. Elect a group speaker for the group to share with the rest of the class.

Look at the backside of the symbolism handout. Go over directions for choosing a character and symbol, have them find or create a symbol. They must answer the accompanying questions.

Present character symbols to the class

[Thematic journal tracking](#) due Wednesday!

Review how to write [thematic statements](#)

Students should write 5 thematic statements for their 5 chosen

themes

Materials: Thematic journals

Assessment: Symbolism assignment

Homework: Thematic statement

## **Week 26: March 3-7, 2025**

### **Monday (3/3)**

Objectives: I can effectively write thematic statements; I can explain symbolism

Activities: Warm-up

Symbolism activity: Pass out handout. As a class, describe significance of the rabbits and Candy's dog. Jigsaw the remaining 6 symbols. Give the students 5-10 minutes to analyze their symbol. Elect a group speaker for the group to share with the rest of the class.

Look at the backside of the symbolism handout. Go over directions for choosing a character and symbol, have them find or create a symbol. They must answer the accompanying questions.

Present character symbols to the class

[Thematic journal tracking](#) due Wednesday!

Review how to write [thematic statements](#)

Students should write 5 thematic statements for their 5 chosen

themes

Materials: Thematic journals

Assessment: Symbolism assignment

Homework: Thematic statement

### **Tuesday (3/4)**

Objectives: I can identify and explain the major themes of a work

Activities: Warm-up

Thematic statements due! Get peer feedback from a partner; have a few students share their statements with the whole class

[Jeopardy](#) review for test

Materials: Jeopardy, [Kahoot practice](#), [Quizlet](#)

Assessment: Thematic Statements

Homework: Review for test

### **Wednesday (3/5)**

Objectives: I can identify and explain the major themes of a work

Activities: Warm-Up Term

Students will take their [Of Mice and Men Test](#)

Watch the Movie when everyone has finished.

Materials: [Of Mice and Men Unit Test](#)

Assessment: [Of Mice and Men Unit Test](#)

### **Thursday (3/6)**

No Class- odd day

**Friday (3/7)**

Objectives: I can compare and contrast genres of the same work

Activities: Warm-up

Watch Of Mice and Men film

Discussion of similarities and differences between the film and the play for Of Mice and Men

Materials: Film

Assessment: Informal discussion

Homework: Missing work

## **Week 27: March 10-14, 2025**

### **Monday (3/10)**

Objectives: I can identify and explain the major themes of a work

Activities: Warm-Up Term

Students will take their [Of Mice and Men Test](#)- part A (Quizizz)

Watch the Movie when everyone has finished.

Materials: [Of Mice and Men Unit Test](#)

Assessment: [Of Mice and Men Unit Test](#)

### **Tuesday (3/11)**

ACT- no class today

### **Wednesday (3/12)**

Objectives: I can identify and explain the major themes of a work

Activities: Warm-Up Term

Students will take their [Of Mice and Men Test](#)- part A (Quizizz)

Watch the Movie when everyone has finished.

Materials: [Of Mice and Men Unit Test](#)

Assessment: [Of Mice and Men Unit Test](#)

### **Thursday (3/13)**

No class- STATE BBALL

### **Friday (3/14)- SKINNY DAY**

Objectives: I can compare and contrast genres of the same work

Activities: Warm-up

Watch Of Mice and Men film

Discussion of similarities and differences between the film and the play for Of Mice and Men

Who is Will Shakespeare? ([preconceptions discussion about Shakespeare](#)- first 3 slides, [bio video](#) or [crash course bio video](#), & [biography prezi](#))

Materials: Film

Assessment: Informal discussion

Homework: Missing work

Objectives: I can analyze language and syntax differences

Activities: Warm-up

Introduction to [Shakespeare's language](#) (slides 1-11): [Video](#)-why Shakespeare still matters-- view first!

Listen to middle English (Chaucer) & old English (Beowulf)

Pass out [An Introduction to Shakespeare's Language](#) (key available)

Complete "Shakespearean Terms" section individually and discuss as a class

Begin the first part of the section "Shakespearean Insults" - use context clues to make an educated guess (partner work)

Materials: Language notes, two scenes, prologue of R&J

Assessment: Summaries and scansion practice

Homework:

Objectives: I can analyze language and syntax differences

Activities: Warm-up

Who is Will Shakespeare? ([preconceptions discussion about Shakespeare](#)- first 3 slides, [bio video](#) or [crash course bio video](#), & [biography prezi](#))

Introduction to [Shakespeare's language](#) (slides 1-11): [Video](#)-why Shakespeare still matters-- view first!

Listen to middle English (Chaucer) & old English (Beowulf)

Silent conversation activity (slides 12-42) plus reviewing pronouns, verbs, and inverted syntax practice, into Modern English using the websites provided on Google Classroom.

Materials: Language notes, two scenes, prologue of R&J

Assessment: Summaries and scansion practice

Homework: Bring in song lyrics for Monday to analyze (must be printed)

Objectives: I can analyze language and syntax differences

Activities: Warm-up

Silent conversation activity (slides 12-42) plus reviewing pronouns, verbs, and inverted syntax practice, into Modern English using the websites provided on Google Classroom.

Translating Early Modern English into Modern English practice (43-49)

Puns, compliments & insults activity (50-59)

Pop Sonnet Trivia (24 poems to determine pop song origin- divided

Read [balcony scene of Romeo and Juliet](#):

Read first stanza silently. Model incorrect oral reading. Model correct oral reading. (I will do first stanza- 2 different ways)

Which is easier to understand: silently or orally?

Discuss two versions and decide which one sounds better (pausing)

Materials: Language notes, two scenes, prologue of R&J  
Assessment: Summaries and scansion practice  
Homework: Bring in song lyrics for Friday to analyze (must be printed)

Objectives: I can analyze language and syntax differences

Activities: Warm-up

Read [balcony scene of Romeo and Juliet](#):

Read first stanza silently. Model incorrect oral reading. Model correct oral reading. (I will do first stanza- 2 different ways)

Which is easier to understand: silently or orally?

Discuss two versions and decide which one sounds better (pausing)

Each student takes a different section to practice oral reading in their small groups

Small groups: Assign different sections of the balcony scene for groups to read, identify unknown words, and practice paraphrasing into Modern English.

Group sharings of Romeo & Juliet balcony scene paraphrase (scansion steps 1-3)

[Iambic Pentameter](#) Canva Presentation

-In 3 groups, organize lines of Shakespeare according to iambic pentameter

Write conversation in iambic pentameter with partner (4 lines)

Go over scansion method

Practice the scansion method using [prologue of Troilus & Cressida](#).

**Song lyrics scansion activity:** complete scansion steps individually as much as possible. Meet with a partner to discuss and add to scansion any notes the partner has. Turn in.

**Activity:** in groups of 2-3, reenact 1.1 from The Tempest according to different genres: horror, romance, sci-fi, action/adventure, mystery/thriller, drama, etc. Students must use props, sound, lighting, and actions to reveal their genre while presenting the same scene

[Notes:](#) play genres- tragedy focus

Intro to [Macbeth](#) . Go over Macbeth assignments

Pre-reading questions for *Macbeth*- *USE PEAR DECK*

Examine Dramatis Personae--Sign-up for characters on Classroom

Materials: Language notes, two scenes, prologue of R&J

Assessment: Summaries and scansion practice

Homework: None

**March 17-21, 2025: Spring Break**

## **Week 28: March 24-28, 2025**

### **Monday (3/24)**

Objectives: I can compare and contrast genres of the same work

Activities: Warm-up  
Watch Of Mice and Men film  
Discussion of similarities and differences between the film and the play for Of Mice and Men  
Who is Will Shakespeare? ([preconceptions discussion about Shakespeare](#)- first 3 slides, [bio video](#) or [crash course bio video](#), & [biography prezi](#))

Materials: Film

Assessment: Informal discussion

Homework: Missing work

### **Tuesday (3/25)**

Objectives: I can analyze language and syntax differences

Activities: Warm-up  
Who is Will Shakespeare? ([preconceptions discussion about Shakespeare](#)-  
Pass out [An Introduction to Shakespeare's Language](#) (key available)  
Watch [bio video](#) or [crash course bio video](#), & [biography prezi](#) and have students write down 5 interesting facts about W.S.  
Introduction to [Shakespeare's language](#) (slides 3-7) & [Video](#)-why Shakespeare still matters-- (slide 3)  
Listen to old English (Beowulf) & middle English (Chaucer) (slides 8-11)  
Difficulties with Shakespeare's language (slides 12-19)  
Complete "Shakespearean Terms" section individually and discuss as a class

Materials: [An Introduction to Shakespeare's Language](#)

Assessment: [An Introduction to Shakespeare's Language](#)

Homework: Complete "Shakespearean Terms" section



### Wednesday (3/26)

Objectives: I can analyze language and syntax differences

Activities: Warm-up  
Finish "Shakespearean Terms" section individually and discuss as a class  
Begin the first part of the section "Shakespearean Insults" - use context clues to make an educated guess (partner work)-discuss  
Write an insult battle (page 4 of handout)  
Present insult battles

Materials: [An Introduction to Shakespeare's Language](#); [Google Slides](#)

Assessment: Summaries and scansion practice

Homework: Finish insult battle if not complete

### Thursday (3/27)

No Class

### Friday (3/28)

Objectives: I can analyze language and syntax differences

Activities: Warm-up  
Present insult battles if not done  
Go over [Iambic Pentameter](#) (Canva presentation)  
-In 3 groups, organize lines of Shakespeare according to iambic pentameter  
Write an original 6 line conversation in iambic pentameter with a partner-share  
Have students look at the "Translating Song Lyrics" section of their [An Introduction to Shakespeare's Language](#) handout  
Complete pop sonnet activity in pairs (see who is able to identify the most)  
Complete the song lyrics translation activity in pairs-share results, including writing own lyrics  
Practice the scansion method using [prologue of Troilus & Cressida](#),  
**Song lyrics scansion activity:** complete scansion steps individually as much as possible. Meet with a partner to discuss and add to scansion analysis any notes the partner has. Turn in scansion of song lyrics

[Introduction to Taming of the Shrew/ characters](#)

[Role sign-up](#)

Materials: [An Introduction to Shakespeare's Language](#); [Google Slides](#)

Assessment: Summaries and scansion practice

Homework: Scansion of song lyrics

## **Week 29: March 31-April 4, 2025**

### **Monday (3/31) (Leave class at 2:20 for an appointment)**

Objectives: I can analyze language and syntax differences

Activities: Warm-up

Go over [iambic Pentameter](#) (Canva presentation)

-In 3 groups, organize lines of Shakespeare according to iambic pentameter

Write an original 6 line conversation in iambic pentameter with a partner-share

SUB section: students should get into their groups from Friday to write an insult battle (page 4 of handout)

If they finish early, they should complete the Part ONE of the "Translating Song Lyrics" portion of their [An Introduction to Shakespeare's Language](#): Open the [POP SONNET Google Slideshow](#). Using a piece of notebook paper, go through the 24 song lyrics in sonnet form and make a guess as to the song title or singer for each set of lyrics. It's okay if you get stumped! It's not meant to be easy.

Present insult battles Tuesday!

Materials: [An Introduction to Shakespeare's Language](#); [Google Slides](#)

Assessment: Summaries and scansion practice

Homework: Finish insult battle if not complete

### **Tuesday (4/1)**

Objectives: I can analyze language and syntax differences

Activities: Warm-up

Present insult battles

Complete Pop Sonnet challenge if not done Monday

Complete part 2 of Song Lyrics section on [An Introduction to Shakespeare's Language](#)

Open [Taming of the Shrew Intro Slides](#): go through setting and synopsis (1-4), important terms (slide 5), and character introduction (slides 6-10)  
Sign up for [character roles](#)

Materials: [An Introduction to Shakespeare's Language](#); [Taming of the Shrew Intro Slide](#)

Assessment: Informal

Homework: None

### **Wednesday (4/2)**

Objectives: I can identify and distinguish among different types of comedy

Activities: Warm-up

Elements of Shakespeare's comedies & types of comedies(slides 11-27)

Pass out [Nature of Comedy handout](#) for students to fill out as we go through slides

Pass out [study guide](#) and [vocab list](#) and [vocab assignment](#)

Watch [TED Talk: Healthy Relationships](#) video (12 minutes) + [slides](#) and handout (printed)

Materials: [Nature of Comedy handout](#), [study guide](#) and [vocab list](#) and [vocab assignment](#)

Assessment: Ted talk assignment

Homework: Finish Ted Talk assignment

### **Thursday (4/3)**

No class

### **Friday (4/4)- End of Quarter 3**

Objectives:

Activities: Warm-up

Read Induction (4-14)

Read Induction (14-24)

Discuss induction using the [study guide](#)

Read Act 1.1 ( 24-43)

[Close note summaries](#) (1.1)

Discuss using the [study guide](#)

[Close reading assignment](#) & [slides](#) (1.1 only)

Materials: [Close note summaries](#), [study guide](#), [Close reading assignment](#)

Assessment: Study guide and [Close reading assignment](#)

Homework: [Close reading assignment](#)

## **Week 30: April 7-11, 2025**

### **Monday (4/7)**

Objectives: I can identify and distinguish among different types of comedy

Activities: Warm-up

Elements of Shakespeare's comedies & types of comedies (slides 11-27)

Finish [Nature of Comedy handout](#) for students to fill out as we go through slides

Sign up for [character roles](#)

Pass out [study guide](#) and [vocab list](#) and [vocab assignment](#)

Read Induction (4-14)

Materials: [Nature of Comedy handout](#), [study guide](#) and [vocab list](#) and [vocab assignment](#)

Assessment: Ted talk assignment

Homework: Finish Ted Talk assignment

### **Tuesday (4/8)- Virtual Learning Day (assignment only)**

Objectives:

Activities: Finish reading Induction (4-14)

Assessment: Ted talk assignment

Homework: Finish Ted Talk assignment

### **Wednesday (4/9)**

Objectives: I can analyze how plot structure affects storytelling

Activities: Warm-up

Read Induction (4-24)

Discuss induction using the [study guide](#)

Materials: [Close note summaries](#), [study guide](#), [Close reading assignment](#)

Assessment: Study guide and [Close reading assignment](#)

Homework: [Close reading assignment](#)

### **Thursday (4/10)**

No Class

### **Friday (4/11)**

Objectives: I can analyze how plot structure affects storytelling

Activities: Warm-up

Read Act 1.1 ( 24-43)

Discuss using the [study guide](#)

Start reading Act 1.2

Materials: [Close note summaries](#), [study guide](#), [Close reading assignment](#)

Assessment: Study guide and [Close reading assignment](#)

Homework: [Close reading assignment](#) Turn in when Done

## **Week 31: April 14-18, 2025**

### **Monday (4/14)**

Objectives: I can annotate a text and analyze dialogue.

Activities: Warm Up

[Close note summaries](#) (1.1)

Start reading Act. 1.2 and discuss

Materials: [study guide](#)

Assessment: Close Reading Assignment,

Homework: Finish and Turn in [Close reading assignment](#)

### **Tuesday (4/15)**

Objectives: I can annotate a text and analyze dialogue.

Activities: Warm up

Review with Close Note Summary  Close Note Summaries - Act I

Finish Act 1.2 and Discussing using the [study guide](#)

[Close reading assignment](#) & [slides](#) (1.1 only)

Start Reading Act 2.1 if time and sg

Materials: [study guide](#),

Assessment: Close Reading Assignment

Homework: Finish Close Reading and hand in.

### **Wednesday (4/16)**

Block Day No Class

### **Thursday (4/17)**

Objectives: I can compare and contrast different media.

Activities: Warm Up

Watch Act 1 of Play on [YouTube](#)

- Turn and Talk: Similarities? Surprises? Changes in meaning?

- Talk as class

Start Reading Act 2.1 and Discuss with [study guide](#)

Materials: Assessment: Study Guide and Handout for Ted Talk

Homework: Study Guide Questions

### **Friday (4/18)**

No School

## **Week 32: April 21-25, 2025**

### **Monday (4/21) SUB**

Objectives: I can describe and identify healthy and unhealthy relationships with context clues.

Activities: Warm Up Term

Watch [TED Talk](#): Healthy Relationships video (12 minutes) + [slides](#) and handout (printed)

Work on vocabulary pages for Act 1 and 2.

Materials: TED Talk [slides](#), handout (printed) and study guide

Assessment: Ted Talk Handout Printed

Homework: Finish Ted Talk Handout

### **Tuesday (4/22)**

Objectives: I can analyze a relationship between two characters.

Activities: Warm Up Term

Review Act 2 with [summary](#)

Make connections between the TED Talk and the play

Introduce Act 2 [Kate and Petruchio's Relationship Paragraph](#) and give work time.

Materials: [summary](#), [Kate/Petruchio Paragraph](#), [rubric](#)

Assessment: [Kate/Petruchio Paragraph](#)

Homework: [Kate/Petruchio Paragraph](#) and [rubric](#)

### **Wednesday (4/23)**

Objectives: I can identify synonyms and use vocabulary terms in my own writing.

Activities: Warm Up Term

[Speed Dating](#): Debate Version (15 minutes)

10 minutes to work on [Kate/Petruchio Paragraph](#) / [Vocabulary Act](#)

3

Begin reading Act 3 and SG

Materials: [Kate/Petruchio Paragraph](#) [Vocab Packet](#)

Assessment: [Kate/Petruchio Paragraph](#) and informal

Homework: Finish [Act 3 Vocabulary](#)

### **Thursday (4/24)**

No Class - Block

**Friday (4/25)**

Objectives: I can compare and contrast different media types.

Activities: Warm-Up

Watch Act 2 of Taming of the Shrew on [YouTube](#)

- Compare and Contrast as a class with the play version

Read and finish Act 3 and SG

Start reading Act 4.1 if there is time...

Materials: [YouTube](#)

Assessment: Informal Discussion and SG

Homework: n/a

**Week 33: April 28-May 2, 2025****Monday (4/28)**

Objectives: I can analyze characterization and character relationships


Activities: Warm-Up

Study Guide Questions for Act 3

Finish reading Act 3 together

[Act 4 Vocabulary Crossword](#)

Start to read Act 4.1 and 4.2 and SG

Materials:  Taming of the Shrew Vocab Exercises

Assessment: informal/discussion

Homework: Act 4 Vocabulary

**Tuesday (4/29)**

Objectives: I can analyze characterization and character relationships

Activities: Warm-Up

Finish reading the rest of Act 4 and Discuss SG

Materials: [Study Guide](#)

Assessment: informal/discussion with SG

Homework: Act 4 Study Guide Questions

**Wednesday (4/30)**

Objectives: I can analyze characterization and character relationships

Activities: Warm Up

Finish Up Act 4 Reading if needed and SG

[Falconry Analysis](#)

- Watch Monologue
- Read background information as class
- Have students complete close reading on their own (Part 1)
- Watch second video as a class
- Have students answer questions in small groups/partners

Materials:  Falconry- IV.i Analysis  Taming of the Shrew Vocab Exercises

☰ Taming of the Shrew Study Guide

Assessment: ☰ Falconry- IV.i Analysis

Homework: ☰ Falconry- IV.i Analysis due Friday

### **Thursday (4/1)**

No Class - Block

### **Friday (4/2)**

Objectives: I can analyze characterization and character relationships

Activities: Warm Up

#### Falconry Analysis

- Watch Monologue
- Read background information as class
- Have students complete close reading on their own (Part 1)
- Watch second video as a class
- Have students answer questions in small groups/partners

Finish Up Act 4 Reading if needed and SG

Materials: ☰ Falconry- IV.i Analysis ☰ Taming of the Shrew Vocab Exercises

☰ Taming of the Shrew Study Guide

Assessment: ☰ Falconry- IV.i Analysis

Homework: ☰ Falconry- IV.i Analysis and Vocab Act 4

## **Week 34: May 5-9, 2025**

### **Monday (5/5)**

Objectives: I can identify and explain major themes within a work of literature.

Activities: Read Act 4

Materials: ☰ Taming of the Shrew Theme Analysis

Assessment: ☰ Taming of the Shrew Theme Analysis

Homework: Taming of the Shrew Quiz on Wednesday and Theme Analysis due Wednesday

### **Tuesday (5/6)**

Objectives: I can identify and explain major themes within a work of literature.

Activities: Students will work on completing their vocabulary packet and study guide questions for Act 4.

Materials: ☰ Taming of the Shrew Theme Analysis


Assessment: ☰ Taming of the Shrew Theme Analysis



Homework: Taming of the Shrew Quiz on Wednesday and Theme Analysis due Wednesday





### **Wednesday (5/7)**

Objectives: I can identify and explain major themes within a work of literature.

Activities: Discuss  Taming of the Shrew Test  
Finish Reading Taming of the Shrew Act 5  
Discuss ending/work as a whole  
Go over test expectations

Materials:  Taming of the Shrew Theme Analysis  Taming of the Shrew Test

Assessment:  Taming of the Shrew Theme Analysis  Taming of the Shrew Test

Homework:

### **Thursday (5/8)**

No Class - Block Day

### **Friday (5/9)**

Objectives: I can identify characteristics of characters within the play.

Activities: NYT Warmup  
Discuss Act 5 as a class  
Wrap Up Discussion of the Play  
Take [Taming of the Shrew Test](#)  
Watch Taming of the Shrew movie version and compare as class

Materials: [Taming of the Shrew Test](#)


Assessment: [Taming of the Shrew Test](#)


Homework: N/A


## **Week 35: May 12-16th, 2025**

### **Monday (5/12)**

Objectives: I can develop a thematic statement about the play.

Activities: Finish watching film version  
Introduce  Taming of the Shrew Theme Analysis


Materials:  Taming of the Shrew Theme Analysis


Assessment:  Taming of the Shrew Theme Analysis


Homework: N/A

### **Tuesday (5/13)**

Objectives: I can develop a thematic statement about the play.

Activities: Warmup  
Finish  Taming of the Shrew Theme Analysis

Materials:  Taming of the Shrew Theme Analysis

Assessment:  Taming of the Shrew Theme Analysis

Homework: Seniors need all of their classwork done.

### **Wednesday (5/14)**

Objectives: I can discuss how to improve a piece of writing for a specific audience.

Activities: Warm-Up

Students answer the question: What would you change about the play to make it more enjoyable for a modern audience?

Vote: Do we read a more modern play for the end of the year or do we do a stage production?

Materials:

Assessment:

Homework: N/A

### **Thursday (5/15) Seniors Last Day**

Objectives:

Activities:

Materials:

Assessment:

Homework:

### **Friday (5/16)**

Objectives:

Activities: NYT Warmup

Watch Mean Girls and complete comparison sheet with themes of

Taming of the Shrew

Discuss the two movies in comparison with

Materials:

Assessment:

Homework: n/a

## **Week 36: May 19-23, 2025**

### **Monday (5/19)**

Objectives: I can discuss setting and its effect on the characters.

Activities: Review Pre-Reading Activity/Background for Play  
Assign Roles  
Materials: Books and study guide.  
Assessment: Study Guide  
Homework: N/A

### **Tuesday (5/20)**

Objectives: I can analyze a character's actions and dialogue.  
Activities: Warm-Up: Mean Girls  
Pass out study guide  
Begin reading Fences 1.1, 1.2 Discuss  
Materials: Books and SG  
Assessment: SG  
Homework: N/A

### **Wednesday (5/21)**

Objectives: I can analyze a character's actions and dialogue.  
Activities: Warm-Up: Mean Girls  
Read 1.3 and discuss SG  
Materials: Books & SG  
Assessment: SG  
Homework: SG

### **Thursday (5/22)**

Block Day

### **Friday (5/23)**

Objectives: I can make thematic connections across texts.  
Activities: Warm-Up: Finish Mean Girls  
- Complete Google Form.  
Read 1.2 and discuss  
Read 1.3 if there is time...  
Materials: Books and SG  
Assessment: SG  
Homework: SG for Act 1.2

**Week 37: May 26-30, 2025**

**Monday (5/26)**

No School

**Tuesday (5/27)**

Objectives: I can discuss major plot events and identify conflict.

Activities: Warm-Up

Read 1.3 & 1.4

Study Guide Questions - discuss if there is time

Materials: SG and books

Assessment: SG and informal

Homework: Act 1 study guide questions

**Wednesday (5/28)**

Objectives: I can discuss major plot events and identify conflict.

Activities: Warm-Up

Read 2.1 and study guide questions

Materials: SG & books

Assessment: SG and informal

Homework: Study Guide Questions so far

**Thursday (5/29)**

Block Day

**Friday (5/30)**

Objectives:

Activities: Warm-Up

Reading Act 2

Finish discussing book

Activity: Character Mapping

Materials:

Assessment:

Homework:

### **Week 38: June 2-6, 2025**

#### **Monday (6/2)**

Objectives:

Activities: Worktime on Production

Materials:

Assessment:

Homework:

#### **Tuesday (6/3)**

Objectives:

Activities: Worktime on Production

Materials:

Assessment:

Homework:

#### **Wednesday (6/4)**

Block DAY

#### **Thursday (6/5)**

Objectives:

Activities: Perform Production!

Materials:

Assessment:

Homework:

#### **Friday (6/6)**

Last Day of School