Reflection 3

Artifact(s): Drawing and Instructions

The artifact that I collected this week provides evidence of me becoming a Curriculum Designer. This artifact is from my Composition 11 class. This class is fairly new so the Curriculum is elementary at best, or very simple. I am being a Curriculum Designer by creating lesson plans, developing ideas for lessons, and "running the show." There really is not set curriculum for the class, and so I am basically designing the course as I teach it. There are objectives to the course, and two main ones being preparation for the PSSA and SAT exams. That is exactly what my students are doing, practicing for the PSSA test. This assignment was one of the first we did in order to prepare for the test.

The artifact that I have included here is a picture and written instructions that accompany it, as well as a student's drawing of the picture. The students are learning to write informative essays, and so for this activity, the students had to first examine the picture that they were given (each students were given a different picture) and then write detailed instructions on how to draw the picture without seeing it, just based off of the instructions. After students wrote their instructions, I collected the pictures and corresponding instructions and then passed the instructions out to a different student. Then, the students had to draw a picture based off of the instructions. I received a number of different quality instructions and drawings. Ideally, the best instructions would yield the best drawing, but that was not so much the case, primarily due to a lack of artistic talent.

In the first example with the rose, the student who wrote the instructions did an excellent job. Her instructions were extremely thorough and detailed. The student who had to draw the rose based off of he instructions did an okay job, but this was due to a lack of artistic talent. The second example includes a picture of prince and princess. The corresponding instructions were average at best, but the drawing was above average, if not excellent. The last example is a picture of a young boy, with a Santa hat, sitting in a sleigh. The instructions for the picture were not
very good at all; in fact, below average, if not poor. The funny thing is that the student who had to draw did an excellent job and the drawing ended up being the best in the class.

The students seemed to have fun with this assignment. I think it was a creative way to get students thinking about the informative writing process. A good essay must be detailed, include descriptions, be well organized, and interesting to read. This assignment helped the students to develop writing skills.
Introduction to the Course
Instructions Activity

Note: The lesson is expected to take two class periods.

Rationale: The purpose of this lesson is to introduce students to the Comp 11 class, including its rules and expectations and purpose.

Objective(s):
Students will be able to (SWBAT):
• Examine the course rules and expectations.
• Organize ideas into written language.
• Compose instructions.
• Create a drawing based off of instructions.
• Evaluate the importance of communication.

Standard(s):  
1.1.11.  
B. Analyze the structure of informational materials explaining how authors used these to achieve their purposes.
G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.  
• Make, and support with evidence, assertions about texts.
1.2.11  
C. Produce work in at least one literary genre that follows the conventions of the genre.
1.4.11  
B. Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).  
• Use precise language and specific detail.
1.5.11  
C. Write with controlled and/or subtle organization.  
• Sustain a logical order throughout the piece.
1.6.11  
A. Listen to others.  
• Ask clarifying questions.  
• Synthesize information, ideas and opinions to determine relevancy.  
• Take notes.

Material(s):
• Classroom Rules
• Manila folders with pictures and lined paper
Anticipatory Set:
As students enter the classroom, they will each be given a manila folder with both a picture and lined paper in it. Students will be directed to find a seat. Students will be instructed to first write the number of the picture in the folder on their piece of lined paper. Each student will be given 10 minutes to write a detailed description of their drawing, organized in the form of instructions for how to draw it. These should be as detailed and informative as possible. A classmate will then attempt to draw the picture that is described solely off of the written instructions provided. Students will begin working on this while the teacher takes role.

Procedure(s):
- While students write their descriptions of their drawings, the teacher will call role.
- Students will then be assigned seats in alphabetical order.
- Teacher will go over classroom rules.
- After students have finished with their descriptions (after 10 minutes), then students will be instructed to place their drawings and lined paper back into the manila folder.
- The teacher will then collect each of the folders.
- Now the teacher will instruct the students that they will each randomly be given a description and a blank piece of paper and have 15 minutes to draw the picture described.
- Each student will have to write the number of the description on his/her drawing as well.
- After 15 minutes, the teacher will collect all of the drawings and descriptions and place them in the corresponding envelopes.
- The teacher will then share the drawings with the class.
- The class will vote on the best drawing.
- Teacher will ask students if it was easy or difficult to visualize the picture that a classmate described in writing.
- A class discussion will ensue.
- Teacher will discuss the importance of communication and the use of descriptive words and attention to detail and clarity of voice.

Closure:
Teacher will ask students to reflect on whether or not they had difficulty in translating the instructions into a drawing. If so, was it because of poor instructions or lack of artistic ability or both?

Student Evaluation:
Overall, I am pleased with how this particular lesson progressed. From the beginning of class, the students were engaged. They really enjoyed the idea of writing instructions to fellow classmates on how to draw a particular picture. They also enjoyed
attempting to draw the pictures, following their classmates' instructions. The students did not finish their drawings, but I had planned on this. I've begun to go through them, in order to see how they are doing with it, and I am very impressed. The instructions are very detailed and organized. The drawings are accurate and neat.

One thing that I did well that I thought benefited the students was that I explained to the students that in their instructions, they should be sure to included as much detail as possible and to write in an organized manner, using transitions to direct the reader (or artist in this case).

I think that I could improve this lesson by writing the directions for the assignment on the board. I verbally relayed the instructions for the assignment to the students. I should have written the instructions on the board, instead; this would have eliminated the chance for confusion—not that I noticed any.

Tomorrow I plan on having students complete the drawing activity. Once completed, I think an effective way to have them vote on the best ones will be to divide them into 6 groups of 3 (there are 18 students), and have these students vote on the best one in the group and then take the 6 finalists and have the whole class vote on the best one.

When I mentioned to the students in class today that we would be voting on them, they seemed excited about the idea. Some were a little reticent because of their lack of artistic talent, but I ensured them that the purpose of this activity is not to test artistic ability but rather to practice writing detailed instructions and then to read and understand those instructions and translate them into art.
January 27, 2010
Comp11
Period 1

Introduction to the Course
Instructions Activity

Rationale: The purpose of this lesson is to help students see the importance of clarity, description, and transitions in informative writing.

Objective(s):
Students will be able to (SWBAT):
- Create a drawing based off of instructions.
- Evaluate the importance of communication.
- Judge peers' drawings and instructions.

Standard(s):
1.1.11.
B. Analyze the structure of informational materials explaining how authors used these to achieve their purposes.
G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
· Make, and support with evidence, assertions about texts.
1.2.11
C. Produce work in at least one literary genre that follows the conventions of the genre.
1.4.11
B. Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).
· Use precise language and specific detail.
1.5.11
C. Write with controlled and/or subtle organization.
· Sustain a logical order throughout the piece.
1.6.11
A. Listen to others.
· Ask clarifying questions.
· Synthesize information, ideas and opinions to determine relevancy.
· Take notes.

Material(s):
- Manila folders with pictures, and students' instructions and drawings.
- Instructions Activity Evaluation Rubric
Anticipatory Set:
Once class begins, students will be returned their respective drawings with corresponding instructions in the correct manila folder. Students will be directed to continue working on their drawings. They will be given 15 more minutes to complete them.

Procedure(s):
- While students write their descriptions of their drawings, the teacher will call/take role.
- After students have finished with their drawings (after 15 minutes), then students will be instructed to place their drawings with corresponding instructions back into the manila folder.
- The teacher will then collect each of the folders.
- Students will then be divided into 6 groups of 3 (18 students total). Students will be instructed to push desks together to form groups.
- Each group will be given 3 manila folders containing the drawings and instructions (none of the folders can belong to any of the group members) in which to evaluate.
- Each person will be given 3 rubrics.
- Each person in each group will evaluate all 3 of the drawings and corresponding instructions, giving each a total number of points (possible 15).
- After each group member has evaluated all 3, then the group members will come together, collectively agree on a score for each, and then vote on the best one. The best drawings with instructions from each group will be counted as finalists.
- After each group has evaluated and chosen a finalist, then the teacher will collect all of the drawings with instructions in their manila folders.
- The teacher will then share the finalists with the class.
- The class will vote on the best.
- The winners (one for the drawing and one for the corresponding instructions) will receive a Dixon Diconderoga pencil and a big eraser.
- Teacher will ask students if it was easy or difficult to visualize the picture that a classmate described in writing.
- A class discussion will ensue.
- Teacher will discuss the importance of communication and the use of descriptive words and attention to detail and clarity of voice.

Closure:
Teacher will ask students if they could do the activity over again, what would they change about their instructions?

Student Evaluation:
First and foremost, I subtly hinted to the rationale for the lesson the first day, but it may have not been obvious to some students. My cooperating teacher made it a point to
tell me that I had not revealed to them the purpose of the activity. I had intended on the
point not being exactly clear as they did the activity. I had planned on fully revealing the
point after the activity. So, tomorrow, I will reveal the point of the activity and how it
relates to the scope of the class. When I assigned them the activity, I did make it a point
to tell the students to use descriptive language, transitions, detail, and clarity. These are
all the qualities of a solid paper. Tomorrow, I will make this connection more clear.

One thing that happened in the lesson today that I was bothered by was that when
it came time to vote on the best drawing, I made the mistake of awarding the person who
wrote the corresponding instructions. The drawing that won happened to have been done
by a very talented artist even though the instructions were very elementary. I should have
given two separate awards, one award for the best drawing and one award for the best
instructions, even if they did not necessarily go together.

Also, while I was sharing the semi-finalists with the class, I should have also
shared the original drawing, so that students could see how accurate the artist was in
his/her depiction.

One more thing, some of the students did not remember what number folder that
they had the previous day. Time was wasted in the beginning of class, trying to figure out
who had what drawing. If I would do this lesson over again, I would record the number
folders that the students had.
First draw a wilting rose that slopes to the right in the center of the page. The stem should end \( \frac{3}{4} \) of the way down. The top of the rose ends \( \frac{2}{3} \) of the way up the page. Now draw some petals under the rose. Next, draw a glass case to go over the rose. It should be bell shaped with a circle on the top. The rose should appear to be floating inside the case. Then, move the case sitting on a table that is circular. The ends of the table shall run off the page, but you should see the edge of the table facing you at the very bottom of the page.

On the right side of the case, just above the table, draw the arm of a chair and part of the seat of a chair sticking out from the edge of the page. There should be no legs of the chair, but a rip in the upholstery and a casual unbuttoned. Right above this, draw a ripped piece of cloth hanging down in a "V" shape. Pursue the cloth should be ripped and hanging down behind the chair. Now on the left side of the case draw an unfolded blanket. It should be directly across of the chair. Part of the blanket is seen behind the case.
Start by dividing your paper in half. On the left half of the paper you are going to draw a happy gentleman walking towards the left side of your paper. He is wearing a suit. Although he is walking towards the left side of the paper his head is facing the girl to his right. He is holding her hand. You should draw the point at which they are holding hands in the center of your paper. The girl is wearing a dress. She is wearing a crown. 2 birds are holding up her cape as it floats behind her. The right side of her dress is also holding up one side of her dress with her left hand. She is also looking to the right side of the paper but walking towards the left.
I have a very young child in my picture. He is wearing a Christmas hat. He is holding a teddy bear close to him. He is sitting in a miniature Santa sleigh. The child looks to be about 4 years old. Too far away to see one of his eyes. His Santa hat has a little fluffy ball at the end of it.
Reflection 2

Artifact(s): Poetry Writing—Iambic Pentameter

The artifact that I collected this week provides evidence of me becoming a Master Practitioner. For this particular assignment, students were required to write a twenty-line poem in iambic pentameter (ten syllables per line) and follow a rhyme scheme. This project was assigned in preparation for the student's reading of The Canterbury Tales. Two students in my English 12 class wrote the two poems that I collected. The first student, whose poem is entitled "On the Way," is from Napa, India. His poem is very personal. He used to live in a Refugee Camp and so his poem describes that experience, so terrible that it was. His writing is very descriptive. The student shows a firm grasp of the English language, which is impressive having only spoke English for three years. He failed to write his poem in iambic pentameter (which may have something to do with the language barrier) but he does utilize a consistent rhyme scheme throughout: aa bb cc dd ee ff gg hh ii jj kk lm. The second student, whose poem is entitled "High School," is Hispanic. His poem is about the irony of school. His poem is very Chaucer-like it that it utilizes irony to make a statement; that is a call for change. It is different from Chaucer, though, in that it has a more serious tone to it. Like the gentleman who wrote "On the Way," this gentleman neglected to write in iambic pentameter, but he too developed a consistent rhyme scheme throughout: aa bb cc dd ee ff gg hh ii jj. "High School" is a very rhythmic poem. It seems to read like a song.

I chose both of these student's poems for a number of reasons. One of the reasons is because they were written by students of other ethnicities, students whose primary language is not English. Thus, they include a lot of their culture in their poems. I feel like I know the students a lot more from having read their poems.

While the students wrote their poems, I observed them writing, I helped them construct lines for their poems, and most importantly I assisted them in finding rhymes. The students were open for my suggestions and they appreciated
my help. When students found themselves in a block, I helped them to break out of it and get their pens or pencils moving again.

I enjoyed this activity, primarily because I liked helping the students write. I plan on using it in my future teaching. I think that the assignment introduces students to iambic pentameter and rhyme scheme through hands-on experience.
January 12, 2010  
Eng. 12  
Periods 2 and 3

Introduction to Chaucer—Rhyme and Iambic Pentameter

Rationale: The purpose of this lesson is to introduce students to Chaucer's writing style through the composing of poems using Chaucer's rhyme and meter.

Objective(s):
Students will be able to (SWBAT):
- Examine the concepts of rhyme and meter.
- Evaluate the use of rhyme and meter in different poems.
- Determine Chaucer's use of rhyme and meter.
- Compose poems following Chaucer's rhyme and meter.

Standard(s):
1.2.11 Reading Critically in All Content Areas
C. Produce work in at least one literary genre that follows the conventions of the genre.
1.3.11 Reading, Analyzing and Interpreting Literature
C. Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.
   - Sound techniques (e.g., rhyme, rhythm, meter, alliteration).
   - Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire).
   - Literary structures (e.g., foreshadowing, flashbacks, progressive and digressive time).
1.4.11 Types of Writing
A. Write short stories, poems and plays.
   - Apply varying organizational methods.
   - Use relevant illustrations.
   - Utilize dialogue.
   - Apply literary conflict.
   - Include varying characteristics (e.g., from limerick to epic, from whimsical to dramatic).
   - Include literary elements
   - Use literary devices

Material(s):
- Examples of poems with various forms of rhyme and meter.
- Selection from Chaucer.
- Poem instructions.

Anticipatory Set:
Students will be asked to recall the use of rhyme and meter in pop culture songs.

Procedure(s):
- Students will be distributed poems in which they will read one-by-one together as a class.
Teacher will explain rhyme and meter as they go through each poem and determine rhyme and meter in each.

Students will be distributed a selection from Chaucer's *The Canterbury Tales.*

Students will read and examine the rhyme and meter that Chaucer uses.

Students will be provided instructions for writing their own poems, modeled after Chaucer's use of rhyme and meter.

Students will each write a poem following a rhyme scheme of aa bb cc dd, etc. and in iambic pentameter.

Students will type their poems in the computer lab.

Students will print out two copies of their poems, a clean copy and a copy marked with rhyme scheme and meter.

Students will share their poems with the class.

**Closure:**

Students will be asked to recall the rhyme and meter that Chaucer uses in *The Canterbury Tales.*

**Student Assessment:**

Student's poems will be evaluated.
In which all we agree
Excited and happy to leave
Family sadness still comes On The Way

Adult suffer more than teenagers
Good time comes when I get to school
Fun time came when I get to school
Say some jokes and make people feel

All of the childhood gone with pain
Parents have moved far East
Hope of getting something to feast

There is more I can Remember
It's almost next December
Woman take me with their dirty hand

Refuge of my following their religion
Back to the place from where they have gone
Settle on the river bank

It was December and was cold
Had a sky roof and floor bed to hold
High School

Head throbbing so hard as I fight through the hours
Like a bored kid looking through the window to the showers
But I'm glued at position until the middle of the day
"Why we keep coming back?" is the riddle that we say
So much drama about he said and she said
Frustrated from problems in which we fed
And to top it off we have to deal with numbers and words
We just wish to fly away like a wondering bird
And if that's not enough there's ignorant superiors
Who feel just because we're students that we are all inferior
But you know what they say every action has a reaction
How long we stay determines how much money we're packing
So I choose to listen and progress my intellect
Receiving thrown knowledge hoping others won't intercept
So I stay focused with my eyes on the prize
Because my future dreams tend to stand higher than the sky
So I vision success in my future whenever I think
Seeing a cap and gown silhouette whenever I blink
So I strive for perfection with my hand surrounding the pen
So I can say I was a proud student of two thousand and ten
Reflection 6

Artifact(s): *Macbeth* cartoon

The artifact that I collected this week provides evidence of me becoming a Learning Theorist. As a way to introduce my CORE 12 students to *Macbeth*, I divided them in groups and assigned each group one of three different situations. Students had to assign roles to one another and plan to act out the situation. These situations helped the students to focus on the themes of *Macbeth*. The situations helped the students to see how they would respond in similar situations that Macbeth finds himself in. Most students were cooperative and enjoyed participating in the activity. A few students were uncomfortable with acting in front of the class, and so I allowed them to do an alternative assignment.

This particular student is an excellent artist and so I allowed him, at his request, to draw the situation instead of acting it out. His art completely surprised me. I did not know he was such a talented artist. His cartoons depict everything that I was looking for in the acts; that is, he displays the character’s emotions, positions in relation to one another, reactions to one another, *etc.* This student made the activity his own. He still fulfilled the requirements of the assignment, just took an alternative route. He took his own route. As a result, this CORE student was able to immediately draw a closer connection to *Macbeth*. Even though he did not participate in the acting out of a scene, he still was able to “perform” the situation and develop ideas on how he would respond in a similar situation that Macbeth finds himself in. Since this student thinks visually, he is actually at an advantage compared to other students. He will be able to understand each scene because he will create images in his head of the actions that are taking place. I plan to allow him to draw a scene in our future reading of *Macbeth*.
Introduction to Macbeth

Rationale: In this lesson, students will familiarize themselves with the major themes of Macbeth through the preparation and performance of skits that include scenarios similar to those in Macbeth.

Objective(s):
Students will be able to (SWBAT):
- Analyze scenario in preparation for a skit.
- Organize ideas for a skit.
- Perform skits.

Standard(s):
1.1.11. Learning to Read Independently
D. Identify, describe, evaluate and synthesize the essential ideas in text.
Assess those reading strategies that were most effective in learning from a variety of texts.
E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.
G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- Make, and support with evidence, assertions about texts.
- Compare and contrast texts using themes, settings, characters and ideas.

H. Demonstrate fluency and comprehension in reading.
1.3.11. Reading, Analyzing, and Interpreting Literature
A. Read and understand works of literature.
B. Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.
C. Analyze the effectiveness, in terms of literary quality, of the author's use of literary devices.
- Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire).
D. Analyze and evaluate in poetry the appropriateness of diction and figurative language (e.g., irony, understatement, overstatement, paradox).
E. Analyze how a scriptwriter's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.
F. Read and respond to nonfiction and fiction including poetry and drama.
1.6.11 Speaking and Listening
A. Listen to others.
- Ask clarifying questions.
- Synthesize information, ideas and opinions to determine relevancy.
- Take notes.
D. Contribute to discussions.
- Ask relevant, clarifying questions.
- Respond with relevant information or opinions to questions asked.
- Listen to and acknowledge the contributions of others.
Material(s):
• Skit scenarios.

Anticipatory Set:
Students will be asked if they have ever acted. They will be acting today!

Procedure(s):
• Students will be explained the requirements for the activity.
• Students will be divided into groups.
• Groups will be assigned a scenario to analyze and create into a skit.
• Groups will practice their skits.
• Groups will perform in front of the class.

Closure:
Students will be told to look for similar scenarios and more in Macbeth.

Student Evaluation:
• Students’ performances will be evaluated.
• Students will be evaluated on a quiz on “The Wife of Bath’s Tale” and “The Pardoner’s Tale.”
81 (Zoom in on ice cream cone.)
82 (Zoom out on crew.)
83 Ray: Ray - A yo hoes, Dis ice cream iz Da Hoe: Right now.
84 Bone - yeah, But its starttin to put my self ta sleep.
85 Ray: Doc - man, everythin puts ur butt ta sleep.
86 Ray: Ray talkin to Ray: Doc - Amae, don't start.
87 Bone - well I don't know bout y'all, But Jones got the
right Idea, I goin ta sleep.
88 Ray: Ray - yea u do Dat Chump.
89 Ray: Doc - A I'm funna go ta Dog.
90 Ray: Ray - light G
91 Ray: Ray - (:Ray sees Jones's money in his eye.)
92 (:View on Jones.)
93 (Zoom in on money.)
94 (Zoom back to Ray: Ray.)
95 (:1 Hour from Den.)
96 (:Jones awakes.)
97 (:Jones yornie.)
98 (:Jones feels to his money.)
99 (:Jones realize Dat his Doc iz reaision.)

Next page

B19 Jones - A WHO TOOK MY CHEE!!
B20 Ray: Doc - Hun, Somebodie stole yo Chee?
B21 Bone - wats goin on?
B22 Ray: Doc - Somebodie stole Da Hoe:ies Chee22
Reflection 9

Artifact(s): *Macbeth* Creative Projects

The artifact that I collected this week shows evidence of me becoming a Learning Theorist. In my teaching of *Macbeth* to the CORE students, I saw the need to get the students engaged. They learn best when they are doing things, and they are better behaved. Many of the students have learning disabilities and emotional problems, and therefore are in need of adaptations in the classroom. Expecting these students to sit and listen all class is not feasible. To help my students better understand the action in Acts 1 and 2 of *Macbeth*, I decided to provide them with the opportunity to use their imaginations in the creation of *Macbeth* projects. In order to accommodate different learners, I gave the students the option of drawing, writing, or acting. Students were able to choose whether they wanted to illustrate a scene from Act 1 or 2, create a timeline or cartoon of the events in a scene from Act 1 or 2 or the entire scene, re-write a scene using the same characters but changing the plot, writing a journal entry from the perspective of one of the characters, or acting out a scene from Act 1 or Act 2. Most of the students opted for the scene illustration, but a few decided to re-write a scene, and two groups acted out a scene. Over all, I was extremely impressed with the students' engagement in the creation of the *Macbeth* projects and originality and creativity that was present in the final products.

It was evident to me that the students enjoyed the activity and that it helped them to make better sense of the characters, plot, and themes of *Macbeth*. After students completed the projects, they seemed enlightened and they appeared eager to continue on with their reading of *Macbeth*. I plan on using this project in my future teaching of *Macbeth*. 
April 6, 2010
Eng. 12

Periods 2 and 3

Macbeth—Analysis and Review of Acts 1 and 2 through Creative Projects

Rationale: In this lesson, students will draw connections between characters, plot, and themes through the analysis of Acts 1 and 2 through the creation of Creative Projects.

Objective(s):
Students will be able to (SWBAT):
• Analyze characters, themes, and plot of Macbeth.
• Examine Acts 1 and 2.
• Create Creative Project.

Standard(s):
1.1.11. Learning to Read Independently
D. Identify, describe, evaluate and synthesize the essential ideas in text.
Assess those reading strategies that were most effective in learning from a variety of texts.
E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.
G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
• Make, and support with evidence, assertions about texts.
• Compare and contrast texts using themes, settings, characters and ideas.
H. Demonstrate fluency and comprehension in reading.
1.3.11. Reading, Analyzing, and Interpreting Literature
A. Read and understand works of literature.
B. Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.
C. Analyze the effectiveness, in terms of literary quality, of the author’s use of literary devices.
• Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire).
E. Analyze how a scriptwriter’s use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.
F. Read and respond to nonfiction and fiction including poetry and drama.
1.6.11 Speaking and Listening
A. Listen to others.
• Ask clarifying questions.
• Synthesize information, ideas and opinions to determine relevancy.
• Take notes.
D. Contribute to discussions.
• Ask relevant, clarifying questions.
• Respond with relevant information or opinions to questions asked.
• Listen to and acknowledge the contributions of others.
E. Participate in small and large group discussions and presentations.
Material(s):
- *Macbeth* books
- *Macbeth* characters sheet
- *Macbeth* study guides
- Creative Projects instructions.
- Materials for Creative Projects.

Anticipatory Set:
Students will share their project idea with the teacher.

Procedure(s):
- Students will select a scene from Acts 1 and 2 or the entire Act.
- Students will decide on how they will represent their selection.
- Students will prepare Creative Projects, either illustrating a scene, creating a timeline of Act 1 or Act 2 in which they highlight the main events of that Act, composing a subjective narrative (first person account) of one of the characters from a scene, or performing a skit.
- Students will utilize markers, paper, and any other craft materials for their projects.

Closure:
- Students will be asked if the Creative Project activity helped them to make better sense of the scenes/Acts we’ve read thus far.

Student Evaluation:
- Students’ projects will be evaluated.
- Students will be evaluated through periodic quizzes, tests, and activities.
- Students’ study guides will be evaluated on completion, when we finish *Macbeth*. 
April 7, 2010
Eng. 12
Periods 2 and 3

Macbeth—Presentation of Creative Projects and Preliminary Scenes of Act 3

Rationale: In this lesson, students will draw connections between characters, plot, and themes of Macbeth through presentation of their Creative Projects and the analysis of the preliminary scenes of Act 3.

Objective(s):
Students will be able to (SWBAT):
• Analyze characters, themes, and plot of Macbeth.
• Examine preliminary scenes of Act 3.
• Evaluate Creative Projects.

Standard(s):
1.1.11. Learning to Read Independently
D. Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.
E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.
G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
   • Make, and support with evidence, assertions about texts.
   • Compare and contrast texts using themes, settings, characters and ideas.
H. Demonstrate fluency and comprehension in reading.

1.3.11. Reading, Analyzing, and Interpreting Literature
A. Read and understand works of literature.
B. Analyze the relationships, uses and effectiveness of literary elements used by one or more authors in similar genres including characterization, setting, plot, theme, point of view, tone and style.
C. Analyze the effectiveness, in terms of literary quality, of the author’s use of literary devices.
   • Figurative language (e.g., personification, simile, metaphor, hyperbole, irony, satire).
E. Analyze how a scriptwriter’s use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.
F. Read and respond to nonfiction and fiction including poetry and drama.

1.6.11 Speaking and Listening
A. Listen to others.
   • Ask clarifying questions.
   • Synthesize information, ideas and opinions to determine relevancy.
   • Take notes.
D. Contribute to discussions.
   • Ask relevant, clarifying questions.
   • Respond with relevant information or opinions to questions asked.
   • Listen to and acknowledge the contributions of others.
E. Participate in small and large group discussions and presentations.
Material(s):
- *Macbeth* books
- *Macbeth* characters sheet
- *Macbeth* study guides
- Creative Projects

Anticipatory Set:
Students will share their project idea with the teacher.

Procedure(s):
- Students will present their projects to the class, explaining what it means in relation to the characters, plot, and themes of *Macbeth*.
- Students will be assigned roles for the preliminary scenes of Act 3.
- Students will read and analyze the preliminary scenes of Act 3.
- Teacher will pause when necessary to ask students questions about the text.

Closure:
- Students will be asked if the Creative Project activity helped them to make better sense of the scenes/Acts we’ve read thus far.

Student Evaluation:
- Students’ projects will be evaluated.
- Students will be evaluated through periodic quizzes, tests, and activities.
- Students’ study guides will be evaluated on completion, when we finish *Macbeth*. 