

## Lesson Plan

**Name:** Kalaylah Chisolm

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**Grade Level:** 9<sup>th</sup> – 12<sup>th</sup>

**Lesson Title:** “Quarantine Tales”

<p><b>Curriculum Standard(s):</b></p> <p><b>Anchor Standard 1:</b> I can create scenes and write scripts using story elements and structures.</p> <ul style="list-style-type: none"> <li>• <b>Indicator T. CR IL 1.1:</b> I can classify additional elements of dramatic structure (i.e. exposition, inciting incident, rising action, conflict, climax, falling action, resolution, and denouement).</li> <li>• <b>Indicator T. CR.IM. 1.1:</b> I can outline specific elements in my dramatic text.</li> <li>• <b>Indicator T. CR. IH. 1.1:</b> I can write a short scene or monologue using proper script format.</li> </ul>	<p style="text-align: center;"><b>Focus Question/Central Focus:</b></p> <p><i>How could using the dramatic plot structure assist a playwright with writing a script?</i></p> <p><i>How does plot structure aid in creating a fully developed character with an objective and obstacles?</i></p>	<p><b>Lesson Objective:</b></p> <ul style="list-style-type: none"> <li>• Students will develop a scene using the dramatic structure.</li> <li>• Students will practice writing a scene using the dramatic structure.</li> <li>• Students will compose a scene from the created dramatic structure during the planning process.</li> </ul>
<p><b>Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Dramatic Plot Structure PowerPoint</li> <li>• Pencil/Pen</li> <li>• Paper</li> <li>• Microsoft Word, Google Docs, Apple Pages, etc.</li> </ul>		
<p><b>Co-teaching Strategy:</b></p> <p>There are two co- teaching strategies that could be used in this lesson; <b>One Teach – One Support and Team Teaching</b>. For <b>One Teach – One Support</b>, when the students are working on their dramatic plot structure as a brainstorming/planning tool for writing their scenes while we go through the parts of the dramatic plot structure the teacher that is supporting can assist by walking around the room to make sure that each student is identify each part of the dramatic plot structure. <b>Team Teaching</b> could be used by both teachers completing their own dramatic plot structure while students follow along.</p>		

Each teacher will have a different story that would be used to demonstrate the plot structure which will allow for students to be able to relate and understand one more than the other.

**Vocabulary/Academic Language:**

Dramatic Plot Structure/Plot Matrix

Climax

Conflict

Exposition

Falling Action

Inciting Incident

Point of Attack

Resolution

Rising Action

**Assessment/Evaluation:**

*Formative*

- Completion of the Dramatic Plot Structure
- Rough Draft of Scene
- Revised Draft of Scene

*Summative*

- Final Scene in Proper Script Format

**Cite Theories/Theorists**

1. *“Writing is an art we can help our students aspire to...writing is treated as both a craft and an art” Claggett (Teaching Writing, 3).*
  - a. When students are in an art classroom, they should be aware that writing is everywhere. It is a craft just as much as being an actor. They should be exposed to writing because the theatre community/world always needs new playwrights. Students maybe hate writing in their academic classes but giving them a break to write in theatre will help continue their creativity.
2. *“Composing Aloud” from “Becky: A Case Study in Composition” by Ross M. Burkhardt*
  - a. Burkhardt did a case study with one of their students and asked the student to compose aloud meaning as they wrote their prose, they talked through their thinking. In the revision process of this activity, allowing students to read their drafts with other students as their “actors” can help them work through their ideas and line in the script.

**Instruction:**

*Opening/Motivator*

- To begin the lesson with students, have them take notes of the parts of the Dramatic Plot Structure while presenting the Dramatic Plot Structure PowerPoint.

*Procedures/Learning Tasks*

1. After presenting and having the students take note of the Dramatic Plot Structure, have students take out a piece of paper.
2. Once each student has a piece of paper, have them draw the arc for the Dramatic Plot Structure
3. Once the students have drawn the arc, let the students know that they will be writing a scene from a story they have while they were in quarantine.
4. As the students are filling out the parts of the Dramatic Plot Structure for their scene, walk around the room and touch base with students as they are completing the prewriting for their scenes. While students are completing their Dramatic Plot Structure you can do it with them as well. **(Highly Recommended)**
5. Once the prewriting is complete, have the students share a part of their Dramatic Plot Structure with the class.
6. After each student has shared, have students submit their prewriting before beginning the scene writing process.

*Questions/Activities for Higher Order Thinking*

**Cite Theories/Theorists**

1. *Life Mapping Exercise:*
  - a. The Life Map Exercise is used as a prewriting tool to get students engaged in writing a narrative. Completing the Dramatic Plot Structure will allow students to recall parts of an event that occurred in their lifetime and then write a narrative/script about this event.
2. *Modeling, Type 5: Structural Modeling* “For this practice, students model the thought progressions of the base text.” Claggett (*Teaching Writing, 128*).
  - a. Using modeling for this lesson allows students to understand with examples parts of the dramatic plot structure. Since in the vocabulary PowerPoint there are not specific examples that the students can relate to, completing the dramatic plot structure before the students complete theirs or while they are completing theirs will help guide them on completing their prewriting/plot structure.
3. “Writing, especially when we know the writing will be shared with others, promotes both deepened understandings and meaningful interactions - and these develop community, which leads to improved learning conditions” Dean and Warren (*Informal and Shared: Writing to Create Community, 51*)
  - a. Sharing the moments in the Dramatic Plot Structure will help students know if they are on the right track for writing their scripts if the peers are able to know what part of their story, they are sharing in relation to the Dramatic Plot Structure.

<ul style="list-style-type: none"><li>• Can a scene or play not have a resolution?</li><li>• Why do we prewrite/brainstorm before writing?</li><li>• Why would the Dramatic Plot Structure be important?</li></ul> <p><i>Closure</i></p> <ul style="list-style-type: none"><li>• After each student has shared their Dramatic Plot Structure, have students submit their prewriting before beginning the scene writing process to make sure that each student identified each part of the Dramatic Plot Structure correctly while capturing their scene.</li></ul>	
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<p><b>Modifications:</b></p> <p><b>Additional Standard for Advanced Students:</b></p> <p><b>Indicator T.CR AL.1.1:</b> I can write a scripted dramatic work focusing on style, genre, form, and theatre conventions.</p> <p><b>ESL or Exceptional Students:</b></p> <p>ESL or Exceptional students can use pictures to represent the parts of their dramatic plot structure. Additionally, still encourage students to use at least a couple words to describe the picture that they are using.</p>
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