Week One. Main goal for this week: Introduce Monster; introduce and work on screenplays. Standards:

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Description of activities | 10 min: background info of court system-rights and responsibilities2 min: analyze cover30 min: reading 1-2410: discussion of court proceedings, using context from book | 30 min: read in groups, using role playing 24-435 min: Go over plot15 min: elements of the format: blocking, setting, script | 40 min: read 44-49 as class. Read 49-51, but have class block it. Read 51-64 using shared reading.10: discussion of themes of race and poverty in book | Look at a couple other screenplays-how they’re interpreted (Examples of movie scripts) discussion of what makes good material for a script, why does it work for this | Writing workshopHave a worksheet with template we created on Tuesday with spots for blocking, scenes, dialogue, characters, camera angles, etc.-Let students write. -Students can write what they think will happen next in *Monster* or they can write whatever else they feel |
| What students will be doing | -Set up class in the format of a court room, have students sit where they want-Do quick run-through of how court rooms are set up, responsibilities and rights of all involved-DR-TA for the cover page and reading of pages 1-24-Open-ended, class discussion about differences in screenplay style/novel | -Have desks divided in groups, with name tags of characters on desks. Students will sit at the desks and read as a group, reading lines of their character-Reconvene and students will sum up what went down-As a class using a Smartboard, come up with elements of a movie script, and have students come up to board and format it | -Shared reading as a class-Volunteers will come up to act out what goes on on pages 49-51. Discussion on blocking-Continue shared reading to page 51-Have students brainstorm in group for 2 minutes about instances where poverty or race comes up as a problem the community deals with, reconvene and talk | -Divide class in groups, have each group block out script for scene in Shawshank Redemption-Perform scenes -Play scene of movie, have students watch-Students will discuss as a class what they noticed about separate interpretations | --Have students individually write--Desks divided into groups so they can run ideas by each other |
| What/how you’ll teach | -Background knowledge of court system—using visuals of room and powerpoint-Group DR/TA | -Facilitating and walking around small groups-Use Smartboard to help outline what students notice about the movie script format |  | -Facilitate small groups in performing skits-Facilitate performances-Facilitate whole-class discussion | -Walk around, help with composition process |
| What will be learned (and how will you know?) | CC.9-10.R.L.10 Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. | CC.9-10.W.HST.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | CC.9-10.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | CC.9-10.R.L.7 Integration of Knowledge and Ideas: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). | CC.9-10.W.HST.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |