|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Description of Activities:  Each five groups will be assigned pages-  [181-200]  [201-220]  [221-240]  [240-260]  [260-281] | Intro to the project: In groups of five, they will be given 20 pages from the play. All of them different and the book will be covered. And they have to play director and act it out. It will be video recorded. | Getting into role: As they read, they will take on their own unique lenses or angle of perception: the different perspective of a character, object, force, or idea. | They will be doing Tableaux: “to assist students in considering the power of a single gesture to communicate a theme, have them make various gestures… theme and meaning.” (Wilhelm 119) | Writing about how they felt about their tableaux exercise. Will be given a sheet asking: What role were you playing? What meanings were you trying to convey? Evaluating each other’s performance within their group. | Prepare a short scene within the scene that they want to share with the class; as a preview to their actual performance. Probably a dramatic moment or something suspenseful |
| What students will be doing | Doing content DR-TA among themselves and getting familiar with their scenes. | They will write about what they know about their chosen character using evidence from the script. Ex. Is he or she accusative? Malicious? | The day before was learning how to get in role, and this time it is learning how to use their gestures to communicate meaning | After their writing assignment they will give each other constructive feedback as they act out their practiced scene: praise, question, polish. | They are probably pretty comfortable at this point with their group’s scene. So coming up with a short preview won’t be hard. |
| What /how you’ll teach | This is a group based project and they get to make their own decisions on how to perform. I need to keep them on track because it will probably take the whole 50 minutes | From the previous chapters we will act out small snippets with role playing in mind. Not mindlessly reading from the script. Then they go back and work on their plays in groups again. | Students will continue to practice their scenes and making directive choices. This time they will try to incorporate effective meaningful gestures into their play. | Again this is student-based, just need to make sure they are on top of their work and that everybody is participating in the groups. And that peer review goes for writing as well as acting. | It’s a fun day, they get to see what other groups have been working on. Extra credit for props but not necessary. |
| What will be learned and how will you know | **CC.9-10.SL.1 Comprehension and Collaboration:**  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | **CC.9-10.R.L.4 Craft and Structure**: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone | **CC.9-10.SL.1.c Comprehension and Collaboration**:  Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. | **CC.9-10.SL.3**  **Speaking and Listening**  Evaluating speaker and techniques used by the speaker  (in this case, the actor) | This is a great way to wrap up the book because everybody who read and who did not read will understand what’s going on. Students who have been missing in class will see the performances and catch on. And when they are plugged into specific groups, it will push them to read the text while acting with their peers. |