

UNIT PLAN

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Class: Intermediate/Advanced Acting

Date Unit Begins: 11/23/2015

Title of Unit: Shakespeare

C: STANDARDS AND OBJECTIVES

Standards:

- What national, state, or district/school content standards will this unit address?
- 9.1.1.4.1: Analyze how the elements of theater, including plot, theme, character, language, sound and spectacle are combines to communicate meaning in the creation of, performance of, or response to theater.
- 9.1.2.4.1: Act by developing, communicate and sustaining a character.
- 9.2.1.4.2: Revise a creation based on artistic intent and using multiple sources of critique and feedback.
- 9.3.1.4.1: Direct, act in, or execute the design of a single, complex work or multiple works in theater.
- 9.3.1.4.2.: Revise performance or presentation based on artistic intent and using multiple sources of critique and feedback.

Essential Question(s)

- What essential questions will be considered in this unit?
- Who is Shakespeare, what has he done and what does his language look like?
- What is verse and what is prose?
- What is a play in prose and what is a play in verse?
- What do we need to know how to do in order to perform Shakespeare correctly?
- How do we rehearse Shakespeare?
- What kinds of plays did he write?
- What is scansion?
- What is Iambic Pentameter?

Measurable Objectives:

- Students will know... (What key knowledge will students acquire as a result of this unit?)
- Students will be able to... (What key skills will students acquire as a result of this unit?)

Objectives should:

- Be clear and manageable and written in measurable terms
- Be connected to the standards and the curriculum
- Consider student ability, interests, and backgrounds

- 1.Students will know what paraphrasing Elizabethan to Modern English is and will be able to do it using Shakespeare's plays. (Standard 9.1.1.4.1)
- 2.Students will understand Shakespeare's literary devices and recognize them in his writings by marking them on examples (*Romeo and Juliet* prologue). (Standard 9.1.1.4.1)
- 3.Students will be able to scan Shakespeare's verse and prose (*Romeo and Juliet* prologue and their assigned scenes).

- 4.Students will be able to find the World of the Play through the language and support it with evidence from the play. (Standard 9.1.1.4.1 & 9.2.1.4.2)
- 5.Students will be able to create and develop a character in accordance with Shakespeare's (the playwright) view of the character. (Standard 9.3.1.4.1 & 9.3.1.4.2)
- 6.Students will be able to perform Shakespeare scenes with a partner in accordance to the meaning of the words (in other words, they will be able to understand the language and perform it logically). (Standard 9.1.2.4.1 & 9.3.1.4.1)
- 7.Students will be able to understand the differences between the four types of plays Shakespeare has (tragedies, comedies, histories, romances).
- 8.Students will recognize social, historical and cultural inferences through Shakespeare's plays by knowing and understanding the history of the Elizabethan time (Shakespeare's time). (Standard 9.1.1.4.1)

D: ASSESSMENT EVIDENCE

Your assessment plan should outline how you will:

- Link standards and objectives with corresponding assessment tools
- Use appropriate tools and get valid results
- Provide feedback to students
- Monitor student progress toward meeting objectives and use data to inform instruction
- Use differentiated/modified forms of assessment

What evidence will show that students understand? How will you assess students at various points in time?

Pre-Assessment(s):

History of Shakespeare: What do you know? Formative, oral.

Formative Assessment(s):

World of the Play handout to assess their understanding of their assigned play. (Obj. 4, 7 & 8)

Paraphrase the language from Elizabethan to Modern English (Obj. 1 & 6)

Scan using the Iambic Pentameter and Shakespeare's literary techniques: This is to determine whether students are using the appropriate tools and getting the correct results. (Obj. 2 & 3)

Character analysis: This is to monitor students' progress toward their final performance and thus the objectives. (Obj. 5 & 8)

Rehearsal process: Feedback provided when working with each pair individually on specified rehearsal days.

Memorization Checks: This is to allow for appropriate and valid results of work produced during rehearsal days and homework (reading the play/scene multiple times, rehearsing and finding its meaning, etc.)

Summative Assessment(s):

Final Shakespeare scene performances. Performances will be scenes with two people (pairs pre-planned and pre-determined based on readiness and style) but will be graded individually based on style, language, character development and setting. (Obj. 7 & 8)

E: LEARNING PLAN

Your learning plan should:

- Include activities related to standards and objectives
- Include activities that are engaging and purposeful
- Include activities that are differentiated based on students' needs
- Include an appropriate time line that is linked to Pre-Assessment and Formative Assessment

Learning Activities:

What learning experiences and instruction will enable students to achieve the standards/objectives? Students in the Intermediate and Advanced Acting class are supposed to have read and acted scripts before. From our previous unit which focused on monologues and individual rehearsal, students will now move on to work in pairs, bringing their knowledge of rehearsal and table work. Students have been asked to do a World of the Play handout before, as well as a Character Analysis therefore they are familiar with the format and requirements. Even though the content of the unit is unfamiliar and harder than any previous units, working with partners will enable them to succeed.

Use the calendar below to outline your learning plan. ***Highlight the day that you will videotape.***

Mon

History of Shakespeare: What do you know? Formative and oral questions to determine pre-acquired knowledge.

Prezi presentation on Shakespeare's life, theater and time shared to their iPads.

5 minutes before the end of class: Students must complete an exit question on a provided sheet to show understanding of basic cultural differences and ideas of Elizabethan England.

Shakespeare scenes are distributed to students and should be memorized by Friday.

Tues (Objectives 1, 2 & 3)

What does Shakespeare's language look like? Use a sample – read it out loud together and try and determine its meaning (I will use the prologue from *Romeo and Juliet*)

Introduce Shakespeare's literary techniques: Iambic Pentameter, Alliteration, Rhyme and Blank Verse, Feminine and Masculine Ending, Stressed and Unstressed, and Repeated Words.

Wed (Objectives 2 & 3)

Work on Iambic Pentameter together: clap to the rhythm of Iambic Pentameter. Work on stress and unstressed sentences, and use dah-DUM to clap to the meter. Use prologue as an example and guide.

Students will use the *Romeo and Juliet* prologue to practice scansion. They will work on it in class, with a partner and hand their work in at the end of class.

<p>Thurs (Objectives 7)</p> <p>Introduce differences between prose and verse: Prose is ordinary language in which people write and speak, Verse is poetry used in plays and marks each line with a specific number of syllables which follow a specific rhythm (Iambic Pentameter).</p> <p>Rehearsal time allowed for students to practice their scene with their partners in preparation for Memorization checks.</p> <p>Homework: Translate and scan scenes: Due by Monday. Students will use the Side method to paraphrase and scan their scenes. Examples on how to do this will be provided.</p>
<p>Fri (Objectives 4 & 8)</p> <p>Introduce Table Work: Each pair will work on the World of the Play together and answer questions on what the play is about (conflict), who the protagonist and antagonist are, and the setting. Students will also need to make connections and inferences to the social, cultural, economic and historic background of the era and how these affect the decisions of the playwright and in turn the performance of the play/scene.</p> <p>Memorization Check: While students work on their World of the Play handouts, teacher will be checking memorization for each pair.</p>
<p>Mon (Objectives 1, 2, 3 & 5)</p> <p>Scene translation and scansion due today.</p> <p>Rehearsal day: Each pair will be rehearsing their scene.</p> <p>Individual help and rehearsal time with the teacher will be offered for this day (no more than 10 minutes per pair)</p>
<p>Tues (Objectives 1, 2, 3 & 5)</p> <p>Rehearsal day for all students.</p> <p>Homework: Write a journal entry as your Shakespeare character.</p>
<p>Wed (Objectives 6)</p> <p>Performance day for Advanced Acting students.</p> <p>Journal Entry due after each student performs.</p>
<p>Thurs (Objective 6)</p> <p>Performance day for Intermediate Acting students.</p> <p>Journal Entry due after each student performs.</p>