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| **State Operated Programs Lesson Plan**  ***How Will You Cause Learning Today?*** | | | ***CONTENT***  English | | ***COURSE***  Grades 9 through 12 |
| ***STRAND***  Reading | ***SUB-STRAND***  Drama | | ***STANDARD OF LEARNING (Maximum of 5)***  9.4, 10.4, 11.4, 12.4 | | |
| **TOPIC**  Shakespeare is a Black Girl, or Why We Read Stuff by Old, Dead White Guys | | | | | |
| **Name:**  Evelyn Dunbar Webb | | **Center:**  Lynchburg Regional JDC | | **Email Address:**  webbed@lcsedu.net | |
| **OBJECTIVE OF THE LESSON**  A statement or statements of what students will be able to do AS A RESULT of rather than AS PART OF the lesson.  The objective should be observable, behavioral, and measurable.  *Since an objective is a statement of a NEW learning outcome, a Before-During-After sequence is required for each objective.* | | | | | |
| **SWBAT (Students Will Be Able To) :** Determine the effect Shakespeare has on modern culture in general, and on modern writers in particular. | | | | | |

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| **BEFORE READING, VIEWING, or LISTENING** | |
| **TEACHER** | **STUDENTS** |
| * focusing attention, laying groundwork, creating interest, sparking curiosity…think of it as setting the stage/setting them up for success * make sure students “get” the purpose (not just agenda) of today; what it will result in or lead to; the “why” of what they’ll be doing | * strategies to get STUDENTS thinking about what they already know * cause STUDENTS to bring to mind similar ways of thinking, an analogous idea, or previously-learned content or concepts * STUDENTS are caused to think about that element of today’s learning that is most close to or familiar to them |
| ESSENTIAL QUESTIONS:   * What makes up your identity? * Do social class and wealth affect happiness?   PROCEDURE:   1. Have the two Essential Questions written on the board for students to see when they enter class. 2. Open the lesson by asking students to discuss the questions with their table partner(s). 3. Have a representative from each table share their group’s ideas. 4. Distribute a copy of Sonnet 29 and the Seed Discussion Organizer to each student. 5. Instruct students to read the sonnet, then work with their table partner(s) to complete the first half of the organizer. 6. After students complete the organizer, instruct them to select the two BEST ideas from their group to share with the class. 7. Ask: Why do we read Shakespeare? 8. Have one or two students attempt to answer the question, then direct students’ attention to the second half of the organizer. 9. Have students work independently to note one reason to read Shakespeare. 10. Explain there is no right or wrong answer, and that they will revisit the question at the end of the lesson when they are better able to make the connection between Shakespeare and modern writers. 11. Collect the organizers. | |

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| **DURING READING, VIEWING, or LISTENING**   * strategy(ies) for active engagement with the new content that’s coming * what are students doing WHILE reading, viewing, or listening? |
| PROCEDURE:   1. Open the Maya Angelou PowerPoint presentation. 2. Have a student read the title slide image. 3. Ask students if they are familiar with Maya Angelou. 4. Provide a general overview and have students who are familiar with her work and/or biography share what they know. Explain the title of the lesson—“Shakespeare is a Black Girl”—derives in part from a lecture she gave at Randolph College in January, 2013. 5. Prior to loading the Biography Channel video on Maya Angelou, explain students should listen for examples from Angelou’s biography for examples of how she was an outsider for most of her life. 6. View the video. 7. Ask students to share their examples of how Angelou faced discrimination during her life. 8. Ask students to list other examples of “outsiders” or “outcasts” from movies, sports, entertainment, books, business, and school. How would they define what it means to be an outsider or outcast? 9. Have students retrieve their copy of Sonnet 29. 10. Load audio clip. Ask students to listen for the “outsider” in the clip. 11. Play the clip, pointing out Angelou’s quote using the first four lines of Sonnet 29. 12. Discuss the following as a class:   How does Shakespeare present the feeling of being an outcast?  What moods does he create in different parts of the poem?  How does the contrast of emotions strengthen the poem?  How is it different to read the first four lines as part of the whole poem?  What words later in the poem remind readers of the beginning?   1. Ask students what they think Angelou means when she says “Shakespeare must be a black girl.” 2. Distribute a copy of Prior’s article “What Maya Angelou Means When She Says ‘Shakespeare must be a Black Girl” to each student along with two highlighters, one of each color. 3. Have students read the article, then use one highlighter to mark all notations about Shakespeare, Sonnet 29, and Angelou’s explanation for her claim about Shakespeare being a black girl. 4. Have students use their second highlighter to mark the author’s and Angelou’s comments about art, poetry, and culture. 5. Ask two or three volunteers to share what they chose to highlight. |

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| **AFTER READING, VIEWING, or LISTENING**   * how will students apply new knowledge in a new way? * how will students check to see if their understanding is correct? * how will students be prompted to reflect on what they learned? * how will students be prompted to reflect on how they learned it? |
| PROCEDURE:   1. Distribute a copy of Angelou’s poem “A Brave and Startling Truth” to each student. 2. Explain students may choose to work with their table partner(s) to complete this next activity. 3. Divide students into three groups. 4. Explain all students are to read the first and last stanzas of Angelou’s poem. 5. Assign stanzas two, three, and four to the first group; stanzas five, six, and seven to the second group; and stanzas eight, nine, and ten to the third group. 6. Instruct students to use their highlighter to mark their portions of the poem which represents feelings and acts of oppression. 7. Have students use a different highlighter to mark the parts of Sonnet 29 which represents feelings and/or acts of oppression. 8. Provide students with a copy of the Venn Diagram, explaining this is an independent activity. 9. Instruct students to use their highlighted copies of the poems and Prior’s article to compare the themes for each poem. 10. Write on the board: In a paragraph of five to seven complete sentences, explain the connection between themes in Shakespeare’s and Angelou’s poems. 11. Provide students with a sheet of notebook paper to write their response. 12. Re-distribute students’ Seed Discussion Organizer. 13. Ask: Why do we read Shakespeare? 14. Have students work independently to note a different reason to read Shakespeare in the space marked “After the lesson.” 15. Distribute a copy of the Poem/Rap Writing Template. 16. Review the assignment, including notes and instructions. 17. Students are to work independently to write their paragraph and to complete their poem or rap song.   EXTENSION ACTIVITY FOR ADVANCED LEARNERS:   1. Distribute a copy of Abilene Mabillard’s article, “Why Study Shakespeare?” along with a highlighter. 2. Have students read the article and highlight key arguments the author presents for reading Shakespeare. 3. Provide access to the Internet and the handout “Links to Online Passages.” 4. Instruct students to read each passage, then select three for analysis. 5. Distribute three copies of the Reading and Conclusion Analysis organizer to each student. 6. For each selected passage, have students complete an organizer, focusing on the thematic elements Shakespeare includes that connect to modern culture. |

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| **ASSESSMENT OF THE LESSON** |
| CRITERIA FOR SUCCESS – Upon completion of the lesson, students will have:   1. Participated in small group discussions and activities with 100% completion of tasks assigned, including both sections of the Seed Discussion Organizer. 2. Read and highlighted two poems and one article with 100% completion. 3. Analyzed two poems using a Venn diagram to record similarities and differences in theme with 100% completion. 4. Written one full paragraph of five to seven complete sentences to explain the connection between themes within Shakespeare’s sonnet and Angelou’s poem with 80% accuracy. 5. Created a “found” poem or rap using Shakespeare’s “Sonnet 29”, their assigned section of Angelou’s poem, “A Brave and Startling New Truth,” and Prior’s article, with 100% completion.   NOTE: Student performance of their poem or rap is encouraged, though optional. |

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| **RESOURCES OR MATERIALS NEEDED FOR LESSON**   * Attach additional materials or resource documents to the lesson plan. |
| MATERIALS NEEDED:   * Computer with Internet access and Microsoft Office software (or its equivalent) * Writing implements * Highlighters – enough for each student to have two of different colors * Student copies of graphic organizers, poems, templates, and articles listed below   ATTACHMENTS:  Audio clip: Shakespeare in American Life  Poem: Sonnet 29 by William Shakespeare  Graphic organizer: Seed Discussion Organizer  PowerPoint: Maya Angelou  Video: Maya Angelou mini-biography from Biography Channel  Article: What Maya Angelou Means When She Says ‘Shakespeare Must Be a Black Girl’ by Karen Prior  Poem: A Brave and Startling Truth by Maya Angelou  Graphic organizer: Shakespeare vs. Angelou: A Matter of Theme Venn Diagram  Graphic organizer: Poem/Rap Writing Template  Extension Activity Article: Why Study Shakespeare? by Amanda Mabillard  Extension Activity List: Links to Online Passages from Mabillard article  Extension Activity Graphic organizers (3): Reading and Conclusion Analysis  NOTE: Adapted from a lesson plan by Beth Dewshurst for Folger Shakespeare Library, Washington, DC. |

**REFLECTION:**

**Does my whole lesson include at least three items from the following categories?**

Please check the appropriate boxes.

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| **Discussion** | **Organizing** | **Writing** | **Vocabulary** |
| ☐ Think-Pair-Share  ☐Authentic Questions  ☒ Seed Discussions  ☐ Group Pattern Puzzles  ☐ Group Graphic Organizers  ☐ Carousel  ☐ Gallery Walk  ☐ Concentric Circles  ☐ Clock Buddies  ☐ Group QARs  ☐ Capsule Vocabulary | ☐ Power Thinking  ☐ Pattern Puzzles  ☒ Graphic Organizers  ☐ Venn Diagram/Comparison  ☒ Selective Underlining/Highlighting  ☐ Column Notes  ☐ History Frame/Story Map  ☐ Sticky Notes  ☐ Opinion-Proof/Conclusion-Support  ☐ Problem-Solution | ☐ Summarizing  ☐ Sum It Up  ☐ Framed Paragraph ☒ Writing Template  ☐ Journal/Learning Log  ☐ RAFT  ☐ Spool Paper  ☐ Sentence Synthesis ☐ Word Combining | ☐ Word Map  ☐ Concept of Definition Map  ☐ Graphic Organizers  ☐ Sentence/Word Expansion  ☐ Word Combining  ☐ Capsule Vocabulary  ☐ Semantic Feature Analysis  ☐ Journal/Learning Log |