**Title:** Theatrical Presentations

**Time:** 50 Minutes

**Setting:**

Standard Academic Literature Class for 10th Grade  
  
The class consists of twenty-four students, ten girls and fourteen boys. This high school is located in a rural town, middle socioeconomic status. There are three students who receive free or reduced lunch. Most students are on track for their grade level reading, however two students read at above average and five students read two years below grade level. Twenty of the students are Caucasian and speak English. Three students are African American and speak in the African American English Vernacular. One student is fluent in Spanish but has limited English proficiency. He has difficulty writing in English but is working on it. One student has an emotional behavior disorder that makes it difficult for him to stay on task and concentrate in class. One student is diagnosed as legally blind, however still has the ability to read large print text.  
  
The district is composed of 97.6% white students, 0.6% Black students, 0% Hispanic students, 1% Asian students, and 0.4% Native American students. 7.1% of the school population is low income, the attendance rate is 94% and the high school graduation rate is 91.5%. The average ACT composite score is 21.0. The average size of a high school class is 16.6.

**Theory Into Practice Background:**

When implementing a lesson plan in the classroom, we must remind ourselves that as teachers, “we are the ones who establish a climate within the classroom where students always feel they are welcome regardless of their beliefs, their problems, their differences” (Burke 476). I will create a safe environment where the students feel comfortable to perform in front of the class.

“Helping students to see the value of working together went hand in hand with Mr. Morrison’s belief that part of learning science was acting in ways that are recognized as essential for becoming a scientist,” (Faltis 135). Although my class is not a science class, my theatrical performance lesson plan has the students work together.

This lesson is linked to the lessons to follow because they will use the scenes from *Ragtime* in order to connect the theme of immigration to *In the Skin of a Lion.*

**Objectives:** By the end of class…

* Students will have learned the importance of working collaboratively together
* Students will have an understanding of the novel *Ragtime*
* Students will have been able to express their creativity through the performances

**Materials:**

* The Students

**Preparation:**

* Write out questions about *Ragtime* that will probe the discussion
* Have directions about the performances prepared

**Procedure:**

Opening:

* Take Attendance
* Have a discussion about *Ragtime*, and about parts that they thought were important, or stood out to them
* Have the students move the desks in a large circle

Body:

* Explain to the students that they will be performing a scene from *Ragtime*. It has to be at least 5-6 minutes long, and the class period today will be a day of preparation because they will be performing tomorrow
* Separate the students into groups. I will choose the groups so that they will actually get work done
* I will monitor the group work, answering questions while making sure that they stay on task

Closing:

* I will ask any of the groups whether or not they would like to perform at the end of the class if we have enough time
* Have the students move the seats back to their original set-up

**Discussion Ideas:**

* Why do you deem the scenes that you have chosen to be important?
* What are important characteristics of being a good performer?
* How is *Ragtime* similar to *In the Skin of a Lion?*

**Language Accommodations:**

In order to accommodate for the three students that speak in African American English, I will allow them to perform their interpretation of the scene in their own dialect.

In order to accommodate for the student that speaks Spanish, I will not allow him to speak in Spanish, but I will allow him to make grammar mistakes while presenting. It is hard to speak in a language other than your own, especially when you have to present to the class.

**Special Education Accommodations:**

I will accommodate for the student with the emotion disorder by clearly stating the directions in order to ensure that they understand the activity. I will monitor his group in order to make sure that he is staying on task and not goofing off. I will also let the classroom know how much time is left every now and then so that he is not thrown off when I say that the time is up.

There really are not accommodations that I have to make for the student that is legally blind because there is nothing that has to do with writing and reading in this lesson. When it comes time to perform, I will make sure that the student has excess room which will ensure that they will not hit anything during their performance.

**Assessment:**

This rubric is how I will assess the student’s performances.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 5 | 4 | 3-2 | 1 |
| Preparedness | Student is completely prepared and has obviously rehearsed. | Student seems pretty prepared but might have needed a couple more rehearsals. | The student is somewhat prepared, but it is clear that rehearsal was lacking. | Student does not seem at all prepared to present. |
| Content | Shows a full understanding of the topic. | Shows a good understanding of the topic. | Shows a good understanding of parts of the topic. | Does not seem to understand the topic very well. |
| Speaks Clearly | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. | Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word. | Often mumbles or can not be understood OR mispronounces more than one word. |
| Time-Limit | Presentation is 5-6 minutes long. | Presentation is 4 minutes long. | Presentation is 3 minutes long. | Presentation is less than 3 minutes OR more than 6 minutes. |

A: 10-9 B: 8-7 C: 6-5 D: 4-3 F: 2-0

**Extension Ideas:**

* Have the students write out a script for their performance instead of just having them act it out
* Have the students present to the class what scenes they chose and why

**Source of Activity:**

* I got this idea from my High School Freshman Honors English teacher’s class. He always had us perform scenes from the novels that we were reading.

**Resources and References:**

Burke, Jim. *English Teachers Companion.* Portsmouth: Heinemann, 2008. Print.

Faltis, Christian J. *Teaching English Learners and Immigrant Students in Secondary School*. Upper Saddle River: Pearson, 2008. Print.

"Reading & Literature Circle Worksheets." *Reading & Literature Circle Worksheets*. N.p., n.d. Web. 18 Dec. 2012.

"RubiStar Home." *RubiStar Home*. N.p., n.d. Web. 18 Dec. 2012.

**Illinois State English Language Arts Goals:**

Performance Indicator 4N) engages students in and monitors individual and group-learning activities that help them develop the motivation to learn.

-This indicator is represented in my lesson because I engage in the students in a group-learning activity in order for them to develop the motivation to learn. The performances will help in developing their motivation to learn.

Knowledge Indicator 5C) knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources.

* This indicator is represented in my lesson because having the students act out a performance of an important scene is an effective form of differentiated instruction.

**Common Core English Language Arts Standards:**

[CCSS.ELA-Literacy.SL.9-10.1](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/) 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.

This standard is apparent in my lesson because I have the students work collaboratively together in groups in order to discuss important topics that they think that they should present. They will build on each other’s ideas in order to make their performance successful.

[CCSS.ELA-Literacy.SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4/) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

This standard is represented in my lesson by having the students perform the information they gathered about what scenes in the novel that they thought were most important. By performing, the listeners will be able to understand the material better. Also, by performing the material, it will be more appropriate for the audience because they will be more engaged.