**Drexel University Lesson Plan Format**

Teacher: Rebecca White Grade Level: English 11

1. **Virginia Standards**

**Reading 11. 4** - The student will read, comprehend, and analyze relationships among American literature, history, and culture.

e. Analyze how context and language structures convey an author’s intent and viewpoint.

g. Explain how imagery and figures of speech appeal to the reader’s senses and experience.

i. Read and analyze a variety of American dramatic selections.

j. Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.

**Writing 11.7** - The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

e.Adjust sentence and paragraph structures for a variety of purposes and audiences.

f. Proofread and edit writing for intended audience and purpose.

1. **Prerequisites:** Students have finished reading *The Glass Menagerie* by Tennessee Williams and completed the traditional assessment of content.
2. **Essential Questions**:
* How does the playwright use dramatic and literary devices to convey meaning?
* What are contemporary American symbols, motifs, and themes? What do they mean?
* How can I best collaborate with peers to accomplish a common goal?
1. **Instructional Objective:**
* Students will work together to:
	+ analyze a scene from *The Glass Menagerie*
	+ create visual and written products which demonstrate understanding of playwrights use of dramatic and literary devices to convey meaning.
	+ explain meanings of traditional American symbols, motifs, and themes.
1. **Instructional Procedures:**
2. **Morning Announcements, Pledge, Attendance (5 mins)**
3. **Warm-Up Writing Prompt (15 mins)**

**Students write a half-page response to writing prompt on the board:**

**Tennessee Williams describes *The Glass Menagerie* as a “memory play.” Name and describe the meaning of at least three literary or dramatic devices that he uses to convey that the play is about memories.**

1. **Introduce final Projects**
	1. **Show and Explain Model (10 mins)**

**Present sample of finished project and describe process. Pass out “*The Glass Menagerie* Final Project Handout.” Answer questions.**

* 1. **Team Assignment (5 mins)**

**Assign students in seven teams (7 scenes in the play) of 3 or 4 each. Students move to join their team and regroup desks.**

* 1. **Group Work (55 mins)**

**Student groups work together to plan their projects, while teachers move around to answer questions and assist. At approximate midpoint, interrupt group work to pass out the “Peer Evaluation of Group Collaboration.” Explain that a portion of their final grade will be related to group participation.**

1. **Closure (5 mins)**
* **Outline plans for next class and expected completion dates:**
	+ **Monday: assign roles within group, decide plans, begin all 4 parts**
	+ **Tuesday: complete at least 2 of 4 parts**
	+ **Wednesday: complete all parts of project, begin presentations**
	+ **Thursday: finish presentations, turn in all items for grade**
* **Collect “Peer Evaluation of Group Collaboration Handout.”**
1. **Materials and Equipment**:
* Teacher-made model of partial *The Glass Menagerie* Final Project
* *The Glass Menagerie* Final Project Handout
* Peer Evaluation of Group Collaboration Handout
* Markers, paper, glue, and other poster-making materials
1. **Assessments**:
2. Writing warm-up will be collected weekly and *formally* assessed.
3. Students will be *formally* assessed on the products of their final projects with rubric:
* 20 pts – 4 parts of project (5 pts - stage map, 5 pts - visual depiction of imagery,

 5 pts – list of screen direction and cues, 5 pts - short essay)

* 20 pts – demonstrates understanding of dramatic and literary devices, symbols, themes and meanings.
* 10 pts - writing conventions and workmanship
1. Students will be *formally* and *informally* assessed on group collaboration skills using teacher observation and student feedback from “Peer Evaluation of Group Collaboration Handout”
* 50 pts - group collaboration skills
1. **Differentiation:** This lesson will be used in an inclusive English 11 classroom. There is a permanently assigned Special Education co-teacher in the class who helps individual students with time management, organization, moderating disruptive behaviors, and reading comprehension. Additionally, the following supports have been included-
* The final project is designed to activate abilities of students with multiple intelligences such as visual-spatial, musical, intrapersonal, and interpersonal.
* Small group activities support peer-to-peer learning
* Teacher-to-student ratio is significantly strengthened by the use of small groups with three teachers.
* Students who require additional accommodations, such as time extensions, or personal breaks will be considered case by case, as needed.
1. **Technology:**
* Students may use laptops or personal devices to research the meanings of symbols, motifs, and dramatic devices.
* Students may use printer or computer resources in the library.
1. **Self-Assessment:**
* **The formal and informal assessments of group collaboration, as well as student feedback on the “Peer Evaluation of Group Collaboration Handout,” will be strong indicators of how successful the group work was. I hope to have the students work in groups throughout the semester, so I’ll be looking and listening carefully for indications of what’s working well and what isn’t.**
* **Students’ final products should include visual and written evidence of their understanding of the learning goals. I hope to be able to formally assess student understanding of how the playwright used** dramatic conventions and symbolism to tell the story.

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Peer Evaluation of Group Collaboration

Name: Date:

Write the names of every member who is in your group today, then rate their contribution to group work from 1-5 based on the scale below.

 Collaboration

Member Names Score (1-5)

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Scoring:

+1 did fair share of work

+1 contributed to ideas/planning

+1 was available for communication

+1 was positive, helpful

+1 contributed to overall project success

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5 points for an OUTSTANDING GROUP MEMBER!

Write at least one comment about your group work experience today:

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*The Glass Menagerie* Final Project

Your group has been assigned a scene. Each Group will produce **4 parts** for this visual and written project.

**Part 1:** Draw the stage for your scene on blank paper. Be sure to include all permanent fixtures and props.

**Part 2:** Build a list for all screen directions, music cues, and cue lines in your scene. Choose one of these images to use on your poster.

**Part 3:** Identify symbols from your scene. Draw, print, or somehow visually depict each symbol and neatly write or print out an explanation of what it represents in the play.

**Part 4:** Each group will respond to one of the following questions:

* What are the strengths and weaknesses of a character? Does this character remind you of someone you know? Describe how this character is similar to or differs from someone in your own life.
* What do you think is preventing Tom from living the life he wants for himself? What should he do?
* What does the term ‘memory play’ mean? Why did Williams choose that format? What is different about it from a traditional play?
* Create a map of how each of the characters are related to each other. Write at least three features about each character. Draw an image that relates to each character.
* Select or compose music that suits one of the characters or scenes in the play. Write out the lyrics to the song.
* Imagine you are Tom and write a letter to an advice column in a local newspaper or psychology website. Describe the dilemma that Tom’s facing and ask for advice about how to handle the problem.
* Find Laura’s perfect match! Imagine that Laura has asked you to help her find a date. Create Laura’s profile for an online dating website and describe the type of person she hopes to meet.