

Grade
Level:

7th

Content
Area:

Reading

Title:

Unit 4 Introduction to drama Unit

Date:

January 07, 2008-January 11, 2008

Content Objective:

The student will: Define drama terms in written and oral communication, develop vocabulary by listening to selections read aloud. Use previously learned pre-reading strategies to enhance comprehension. Understand and identify elements of plot.

Academic Literacy Objective:

Students will be able to develop habits of mind during unit on drama through; analysis, reasoning, interpretation, and problem solving.

Introduction:

Define drama and science fiction, then compare and contrast drama to science fiction- pages LOL 245, 411

- List examples of each
- Show power point to highlight the unit
- Discuss Rod sterling and show a clip from his show “the Twilight Zone”
- Have students make predictions based on photos and write predictions on chart paper and post in class for duration of unit- refer back to this posting as we read to check predictions
- Introduce students to the play “ The Monsters are due on Maple Street”- purpose for reading play is to detect theme by analyzing: foreshadowing, plot, setting, and characters
- Provide students with handout of terms- Write terms on side board
- Questions and discussion

Concept Development:

Students should develop an understanding of drama and a respect for the craft. Also students will understand each element of plot by seeing it and identifying each component in a different context than usual (expository or narrative text).

Student Practice:

Work with a partner to answer these questions and discuss your viewpoint and why.

1. Do you believe that mankind is inherently good or evil? Why?
2. Do people behave according to individual choice, or do they tend to follow the crowd?
3. What motivates people to become suspicious of others?
4. How does prejudice bring about violence? What are some examples?
5. How do people act differently in groups versus individuality?

Assessment:

Discuss responses to questions as class and as long as the students can explain why they feel a certain way I know that they are analyzing the question and response as well as interpreting their partner's response and comparing it to their own. This will be informal assessment through class discussion.

Closure:

Give a summary response for each question above that was done for individual practice. Let students know that we will use this background information about the author and our positions on the questions for clarity and understanding as we navigate through the drama unit.

Materials & Resources

Projector, lap top, PowerPoint on USB disk, students, Literature books, board, handout of terms, HISD- clear online, chart paper, teacher

Modifications:

Modifications for SE, ESL, and Regular Education for the entire Unit: students are able to use notes/ books on test and graded assignments and allowed extended time if needed. Entire six weeks planned as groups and students will work with other students to develop a play. Majority of grades are based on class participation, organization, and preparedness.

Other:

Add text