

Clark University Master of Arts in Teaching Program
Learning Activity Plan

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8th Grade English

A Midsummer Night's Dream Rehearsal #2

- I. Content: Describe **what** it is you will teach. What is the content? - Students have been rehearsing for their performance of *A Midsummer Night's Dream*. They have just begun to learn about blocking, which is the theatrical term for positioning and movement on stage in order to create a visual narrative. During this lesson, they will begin to rehearse new scenes in new groups, and will be spending time writing stage directions and using their knowledge of blocking on these new scenes.
- II. Learning Goal(s): Describe what specifically students will **know** and **be able to do** after the experience of this class.
 - a. Students will be able to collaborate more effectively together when working in small groups and when working together as a class.
 - b. Students will feel more comfortable with the material that they will be performing.
 - c. Students will be able read the adapted script of *A Midsummer Night's Dream* and make stage directions and other annotations based on their understanding of the text.
- III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals. - Overall, students have been working towards a full production of *A Midsummer Night's Dream*; these rehearsals and this lesson are helping to prepare the students to perform this play together as a class and with the rest of the eighth grade.
- IV. Assessment: Describe **how** you and your students will know they have reached your learning goals.
 - a. Individual check-ins during class to see how students are doing with learning their lines and rehearsing.
 - b. Students will perform all or part of their new scenes for the class using stage directions that they have added.
 - c. Overall, a complete play at the end of the unit will be the final assessment.
- V. Personalization and equity: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning? How specifically will ELL students and students with learning disabilities gain access and be supported?
 - a. Within the groups, students who are stronger actors/more accelerated learners will be able to act as coaches for those who are struggling. The students rehearse in groups by scene, but they also are grouped by characters. Within these groups, they are to hold each other accountable for learning the material, but also to help each other make sure everyone is on the same page.
 - b. I will spend more time checking in with ELL students and students on IEPs to make sure that they are not falling behind on learning their lines and rehearsing.

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- VI. Activity description and agenda
- a. Agenda:
 - i. 0-5 Mindful Minute - We start class with a mindful minute and transition into classwork.
 - ii. 5-10 Go over the agenda for the day and explain the new rehearsal groups.
 - iii. 10-22 Promptbooks - In partners, students will spend 12 minutes just reading over the script as a group and adding stage directions and other comments into their script before they try to rehearse the scenes. I will also show them their homework (memorizing their lines by a specific date) before they go off to rehearse.
 - iv. 22-45 Rehearsal time - Students will break into new rehearsal groups have time to read through or rehearse the new scenes in their rehearsal groups. In their groups, they will pick one page to perform for the whole class.
 - v. 45-60 Perform! - Students will perform part of their scenes for the whole class.

 - b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?
 - i. Keeping the class going at a steady pace and transitioning is difficult for both of these classes, as they can get distracted and very talkative very easily. I plan on being very explicit with them about what we will be doing during class, and letting them know from the beginning that if they want to have time to rehearse (which is something they love) that they will have to cooperate and focus to get through the class activities.
 - ii. Students will ideally need to have their scripts with them to complete the class activities and rehearsal. Because of how long the scripts are, students are only allowed to have 2 copies. Many students misplace their scripts or leave them at home. I am hoping that everyone will bring their scripts to class, but if they do not bring their scripts, I am going to have them look on with someone else's script and write their own notes down on a separate piece of paper.
- VII. List the Massachusetts Learning Standards this lesson addresses.
- a. RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (Reading and rehearsing their scripts).
 - b. L.8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
 - c. L.8.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (Students will need to know the meanings of words that they read in order to understand the overall tone of what they are reading and performing).
 - d. SL.8.4. ...use appropriate eye contact, adequate volume, and clear pronunciation. (Students will specifically acquire these skills as they learn to perform their lines for the play).