

LAP Sample #1 “Introducing *Streetcar*”

- I. **Content:** Describe *what* it is you will teach. What is the content?
- After sharing homework responses from the previous day, we will begin reading the play.
 - I will distribute copies of the book to the class and while they are flipping through it I will sign out their book numbers.
 - We will read the epigraph, opening setting stage directions, and a few pages of scene one. I will ask for volunteers for our first day of reading to take on roles.
- II. **Learning Goal(s):** Describe what specifically students will *know* and *be able to do* after the experience of this class.
- Students will talk about the meanings and themes associated with the word “desire” and will build off each other’s comments.
 - They will work as a class to read aloud the text’s scene one to introduce some of the characters and formally begin our unit.
 - They will understand the New Orleans setting both through class discussion, imagery on the projector, and a homework reading to be assigned. They will spend time considering how the setting impacts the play and its characters.
 - Students will feel comfortable trying out various roles in scene one, and several students will play part for our first day of the unit.
- III. **Rationale:** Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
- To begin the unit, I want students to feel comfortable about the setting, which will be a major factor for the characters in *Streetcar*.
 - Students will begin thinking about playing parts, which includes thinking about character motivations and patterns of speech. We will use character’s words (what they *say*) and character’s actions (what they *do*) to uncover a “show, don’t tell” mentality in setting good scenes/crafting good characters.
- IV. **Assessment:** Describe *how* you and your students will know they have reached your learning goals.
- I will be collecting the bluebooks once per week for a reading comprehension (quiz) grade; students will begin using these today.
 - I will use formative assessment during the reading and conversation today to gauge where students are in their thinking.
- 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?
- Imagery will allow all students to access the setting, including ELLs.
 - I will provide questions for the journals (in the bluebooks) in Spanish to allow ELLs to respond. Additionally, I will deliberately write questions to be concise and clear, helping all students including IEP students.

VI. Activity description and agenda

- a. Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.

0:00-0:15	Students enter and we will hear out responses (in bluebooks) for the question “What does the word ‘desire’ mean to you?” Students should build off one another in their commentary.
0:15-0:20	I will distribute books for students to sign out.
0:20-0:30	I will read the first page of stage instructions and walk students through the setting, taking commentary as well. I will show some images of New Orleans and of the time period. We will select roles for the rest of today only.
0:30-0:52	Until the end of class, we will read from scene one. Anything left to read is for us to tackle on Monday. We will pick up with conversation and scene two on Monday as well. Homework: Supplemental reading on setting; journal component to go back into the text and write about how you think the setting contributes to the story so far.

- b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?

Students will probably be unfamiliar with the setting, which may cause some confusion. I will add in imagery for both the New Orleans setting/culture as well as the scenery for the actual apartment complex where the action takes place. I will also allow students to take some time to reflect on the setting in their journals and as part of class.

I imagine students will struggle with the opening moments of the play, since Williams takes a lot of time to set the scene. I will read this part, define key vocabulary words, and pause to give students time to digest the material.

VII. List the Massachusetts Learning Standards this lesson addresses.

RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Reference Sheet for Roles: *A Streetcar Named Desire*

Assignment: Each Wednesday, you will write a short, persuasive piece where you “audition” for the “director” (me) for a role for Friday’s performance. Available roles are as follows, and you must try four different roles in the next five weeks...

- **ROLE (# Available)** Description of Requirements
- Actor (3+) Reads a part in the play; no memorization required!
- Understudy (1) Fills in if an actor is absent; writes 1 paragraph on how 1 character has changed.
- Director (1) Assists actors in figuring out where they *physically* need to be in the scene.
- Assist. Director (1) Reads the scene’s stage directions aloud.
- Backstage (2) Works with costumes, props, and sets people to put their materials on stage.
- Music Master (1) Finds 1 piece of music appropriate for the scene; plays it to open/close scene.
- Videographer (1) Films the class with a Claremont video camera.
- Costumes(1) Creates or brings in 1 piece for an actor to wear to enhance the scene.
- Props Master (1) Creates or brings in 1 object that could be used to enhance the scene.
- Set Designer (2) Creates a piece of art for the background of the scene.
- Critic (4+) Writes a 1 paragraph summary of the scene we will perform, and then writes a 1 paragraph critique of how the actors performed their roles, including what s/he would have done differently.

So.....

You must select a first, second, and third choice each week:

(1) _____
 (2) _____
 (3) _____

Then, you must *write a 1 paragraph persuasive piece* where you (A) Explain which role you want and list your three choices and (B) For the first choice, explain why you want the role and why you think you would be good in the role.

I will make my selection in class and then you have one night to prepare for the role, to be performed in Friday’s class each week.

Choose carefully; you may not take on the same role more than once for the first four weeks! Every student will be trying out four of the roles above.