

**LAP Sample #3 (Typical Wednesday) “Persuade to Audition”**

- I. Content: Describe *what* it is you will teach. What is the content?
- I will introduce students to the prompt books for this week.
  - I will model prompt book writing and give students time to start their own in preparation for our theatre troupe performance on Friday.
  - Each student will have a print-out to write on. After, students can begin their persuasive cast writing for the week.
- II. Learning Goal(s): Describe what specifically students will *know* and *be able to do* after the experience of this class.
- Students will understand how to make annotations in a prompt book.
  - They will compare and contrast these annotations to others made this year.
  - Students will work in pairs or trios to create the prompt book annotations in preparation for Friday’s performance.
  - They will use their prompt books to help them make for more theatrical and enthusiastic performances.
  - Their use of the prompt book will help them better understand characters by slowing down their thinking while analyzing these characters in the play.
- III. Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
- On Wednesdays throughout the unit, students will be learning how to annotate (create prompt books for) scene segments in the text. This will assist them both in close reading as well as thinking about how characters move and think in the scenes.
  - Additionally, we will have time to persuasively write (before being assigned for homework) in order to “audition” for roles later in the week. This leads us from close reading and into performance as a means to understand drama.
- IV. Assessment: Describe *how* you and your students will know they have reached your learning goals.
- I will assess *through casting* the persuasive writing students complete each week. They will need to convince me that they are a good fit for a role each week during the early parts of the unit.
  - Students’ prompt books will also be assessed for completeness.
- 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?
- I will create heterogeneous groupings for students to work on prompt book materials today and tomorrow.
  - Reading will continue in the same style as previous classes where volunteers read parts while the whole class participates in ongoing discussion.

- Students participated in a detailed lesson on persuasive writing during a previous week and have had practice each week writing the audition pieces.

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.

0:00-0:20	Students enter and I model, using a couple pages from scene seven in <i>Streetcar</i> , how to construct a prompt book. I will use some of the bluebook words that they have already written down to fill in how characters might be acting/thinking/reacting in the play. In either case, I will completely model the process. Part of this will be showing off my annotations and then having students write down what they think I have done and why. I will give students the scene eight scripts to create their prompt book today and tomorrow in class.
0:20-0:40	We will begin reading scene eight in class. While reading, we will work with the prompt book. Students need to bring this in for tomorrow.
0:40-0:52	Students will begin writing their persuasive paragraph components in order to audition for parts [see LAP sample #1 for rubric with instructions, above]. I will use their persuasive writing to cast roles for the performance later this week. <b>Homework:</b> finish reading the scene; persuasive writing component.

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

Students may have a difficult time distinguishing and/or applying annotations of plays to other forms this year. To counteract this, I will spend time modeling the process and having students think metacognitively about the process. Moreover, I will have them spend time in class on the annotating to ensure that they understand my expectations (that way they can ask questions).

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.5** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**SL.1.a-d** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. (a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. (d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and

evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**SL.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.