

Central focus/Unit goal: Research Project -- Important Figure in Theater History

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Subject/Grade level: Intro to Theater/9-12

LESSON # 1

INSTRUCTIONAL FOCUS	
Standard(s)	TH.11.CO2.HS1 Use basic theatre research methods to better understand the social and cultural background of a drama/theatre work.
Content Objective(s)	Students will define <i>context</i> as it relates to a historical figure by collaborating on a collective definition and generating research questions.
Learning Target(s)	I can define <i>context</i> as it relates to a historical figure.
ACADEMIC LANGUAGE DEMANDS	
Language Function	The language function is define (one word).
Language Demand	Vocabulary taught in this lesson: a) content-specific: a. figure, movement b) academic: a. define, context, social Discourse: • Defining and identifying historical context
FORMATIVE ASSESSMENT	
Informal	<ul style="list-style-type: none">• Verbal and nonverbal checks for understanding• Teacher observation during discussion and collaborative work• Padlet: word map for <i>context</i>; collective definitions
Formal (turn in)	Research Question: Students generate and provide a question that they will use to research the historical context of their figure.

CLASSROOM SUPPORTS	
Planned Supports	IEP and 504s: copy of slides Struggling readers: visuals for vocab Gifted students: open-ended HOT questions in discussion ELLs: paraphrasing instructions, use of prior knowledge
Higher-order Questions	What would you need to know in order to understand what's happening in this photo? What kind of context is needed to understand your experience in this class right now? What changes when we add <i>historical</i> before <i>context</i> ?
Virtual Format(s)	synchronous meeting via Google Meet; content on Google Classroom
Materials / Technology/ Visual Aides	Google Slides; Padlet; Word Document on Google Classroom; chat function of Google Meet
INSTRUCTION / LESSON PROCEDURES	
<p>1. (10 min) Anticipatory Set: What's Going on in This Picture?</p> <p>Teacher Does: Teacher shows slide with a photo taken out of context. Teacher prompts students to respond in chat to the questions: What do you notice in this photo? What questions do you have about it? Teachers shows a second photo of a famous historical moment. Teacher prompts students to respond in chat to the questions: What do you already know about this photo? What would you need to know in order to understand what's happening in this photo?</p> <p>Students Do: Students view photos and respond to questions in the chat or verbally.</p> <p>2. (5 min) Preview Lesson: Review learning target; forecast upcoming project</p> <p>Teacher Does: Teacher shows slide, verbally reviews the day's learning target, and announces upcoming research project.</p> <p>Students Do: Students view slides and listen.</p> <p>3. (10 min) Activity: Collective Definition of <i>Context</i></p> <p>Teacher Does: Teacher sends link to collaborative Padlet page in chat and directs students to open it. Teacher prompts student to post responses on Padlet to posted question: What do you</p>	

think of when you think of “context”? Teacher solicits synonyms. Teacher provides historical origin of *context*. Teacher poses questions: What kind of context is needed to understand your experience in this class right now? What changes when we add *historical* before *context*?

Students Do: Students post responses on collaborative Padlet page. Students post associations with the word *context* and its synonyms. Students verbally respond to teacher’s discussion question.

4. (15 min) Introduce Assignment

Teacher Does: Teacher introduces historical figure research project. Teacher directs students to Google Classroom and shares screen to show the list of possible historical figures. Teacher instructs students to examine the list and rank their top three choices for the project. Teacher draws names and students choose their figures.

Students Do: Students locate and open the list of historical figures. Students examine the list and rank their top three choices for the research project. Students choose their historical figure.

5. (10 min) Explain Project Requirements and Show Example

Teacher Does: Teacher directs students to project instructions document and explains the requirements for the project. Teacher shows an example and asks students to identify examples of historical context from within the example.

Students Do: Students locate and open the project instructions document. Students watch the example project and identify examples of historical context. Students ask any clarifying questions.

Closure:

6. (10 min) Activity: Generate Historical Context Research Question

Teacher Does: Teacher prompts students to list questions they have about their historical figure. Teacher prompts students to review list and choose one of the questions that is most related to historical context. Teacher types up list on shared Google Slide. Teacher reviews learning target.

Students Do: Students generate a list of questions they have about their historical figure. Students choose and share one of the questions that is related to historical context.