Lesson Plan

Date: Tues. & Weds., 4/5 & 4/6

Subject: Language

Grade level: 7

Time started: ______________________

Time ended: _______________

Topic: Drama

Essential Questions:

1. How are plays different from stories and novels, and why is it so important to see plays, rather than just read them?
2. How can we use plays to make a statement about life/how are plays a reflection of our lives?

Objectives:

- Role-play while reading “The Monsters are Due on Maple Street” aloud—with enthusiasm!
- Summarize in class discussion what has happened in Act I
- Analyze characters and predict what might happen in Act II
- Debate who the “real monsters” are, and justify answers.

Introductory Approach (Classroom management and opening set):

Tuesday:
Teacher should begin lesson with the following questions: What are some scary movies you all have seen lately—any with monsters in them? What kind of monsters were they, and why were they scary? Now, how many of you have been accused of something that you did not do? How did that make you feel? In the play we’re about to read, the characters are going through the same types of feelings—they are scared, and they feel betrayed and defensive. As we read, think about why the characters feel this way and what the cause might be.

Wednesday:
Teacher will have students briefly summarize what happened in Act I by writing one, short paragraph. Teacher should then have them think about their monster examples from the previous day. In Act I, who are the monsters?

Lesson Development/Activities:

Both Days:

- Teacher will assign parts to students—Teacher will always be the narrator/stage directions. Students will change parts after Act I—any student who did not read in Act I will have to read during Act II.

Tuesday:

- We will read Act I together as a class.
- As the students read, the teacher will periodically check for understanding by having the students verbally summarize scenes, give examples of the key terms/concepts that they took notes over, and think critically about the problems that Act I presents. These questions are in the Teacher’s Edition of the Literature book—See Resources: Monsters

Act I Questions
- Once the class has finished reading part 1, they will begin a 2-part activity.
- 1st part: students will play the game “Telephone.” The teacher will whisper a phrase in a student’s ear. He/she will pass it on to the next student, then the next, and then the next until the phrase reaches the last student. Students are not allowed to repeat the phrase once they have said it. The last student will say the phrase aloud, and this phrase will probably be different from the beginning phrase. The class will then discuss whose fault it is that the phrase did not reach the end of the line correctly. Is it the first person’s fault? Is it a particular student’s fault for not hearing correctly? Is it the last person’s fault for not saying it correctly? The class will talk about how rather than spending so much time blaming each other, we could easily fix the problem by asking the person who started the phrase what she really meant. There are easy solutions to avoid gossip and rumors.
- 2nd part: Think-pair-share. The teacher will give the students a few minutes to think about the following questions: Have you ever been accused of something you did not do, but no matter how hard you tried, you could not convince others of the truth? Or, have you ever been part of or witnessed a group of people ganging up against one individual? What was the result, and how could these things have been avoided? Why is it difficult to stand up against a large group? Students will get into pairs and share their thoughts. Then, the teacher will give students the opportunity share their thoughts with the entire class.

Wednesday:
- The students will finish Act II of “Monsters.”
- As the class reads aloud, the teacher will periodically check for understanding by asking the students to summarize scenes, give examples of the key terms/concepts that they took notes over, and think critically about the problems that Act I presents. These questions are in the Teacher’s Edition of the Literature book—See Resources: Monsters Act II Questions.
- Once finished with reading, the class will begin a writing activity. The students will need to answer the question: Who are the monsters on Maple Street, and why? The response must be at least 10 GOOD sentences long, though it may be longer. A good sentence has five or more words and contains pertinent information—for example, a good sentence would NOT be: “And that’s what I think about this play.” See Resources: Monsters Writing Rubric for detailed rubric.
- As students finish the assignment, the teacher will turn their responses into a debate. The teacher will ask students to volunteer reading their responses. Then, the teacher will ask other students if they agree or disagree with this statement. Students must justify why they agree or disagree.

Summary/Closure:
Tuesday: Teacher will wrap up the discussion and explain that tomorrow the students will be finishing the second scene of “Monsters.”

Wednesday: Teacher will wrap up the debate and explain that tomorrow the students will be “tapping into their creative side.” The teacher should explain that the students have previously learned about plot structure in stories (exposition, rising action, climax, falling action, resolution), and that plays have the same plot structure. The teacher should ask the students to think about one of the five parts of plot, and decide which moment in the play best summarizes that part of the plot. Students should pick a page in the play that represents the moment they have
chosen. The teacher will need to write down the page numbers that the students have chosen in order to make copies for the next day—teacher should allow approximately 10 minutes at the end of class for this explanation/process.

**Description of meeting the needs of multiple learning styles:**
Visual – Reading the play, writing responses
Verbal – Reading the play aloud, using tonal differences, discussing
Logical – Critical thinking: who are the monsters? How could these situations have been avoided?
Kinesthetic – Telephone activity, moving into groups
Musical – Using different tones in reading aloud
Interpersonal – Working in groups during activities
Intrapersonal – Thinking by themselves for writing activity

**Modifications for students with special needs:**
There is one student who shows signs of ADHD. He has a hard time focusing and is easily distracted. He does better if he has a clear idea of the end goal, so the teacher should have him repeat instructions for me throughout the class periods. This routine is used often in the classroom, so it should not seem as if the teacher is picking on the student or that the student is being called out in any way. By repeating the directions, the entire class has a chance to hear the instructions again, and he will have a better idea of what to do.

**Formative Assessment:**
- Teacher observation
- Participation in group activities
- Grade for writing assignment – worth 10 points