

Figure 6.4 Eleventh-Grade Lesson Plan for Building Knowledge for *Hamlet* Unit

<p>Assessed Need: I have noticed that my students need: Background knowledge in advance of the <i>Hamlet</i> unit, especially on Elizabethan theatre, 16th-century English history, and Shakespeare's biography and contributions to the English language.</p>
<p>Standard(s) Addressed: RL.11-12.4. 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. (Include Shakespeare as well as other authors.)</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
<p>Text(s) I Will Use: World history readings from last year on 16th-century English history, TED-Ed online materials on theatre and Shakespeare, "Shakespeare and the Silver Screen" video, Quizlet vocabulary cards for <i>Hamlet</i>, and informational readings from adaptive reading program.</p>
<p>Learning Intention for This Lesson: We will acquire background knowledge needed for the upcoming unit on <i>Hamlet</i> by William Shakespeare.</p>
<p>Success Criteria for This Lesson: Virtual badges will be awarded for each of the four content blocks:</p> <p><i>Something's Rotten</i> badge for Shakespearean Insults</p> <p><i>Groundlings</i> badge for knowledge of the 16th-century English theatre</p> <p><i>QE1</i> badge for knowledge of 16th-century English history</p> <p><i>Words, words, words</i> badge for language contributions</p>
<p>Direct Instruction:</p> <p>Model: Strategies/skills/concepts to emphasize</p> <p>Monday only</p> <p>Name the strategy, state its purpose, explain its use: Explain to students that the <i>Hamlet</i> unit will begin in two weeks, and that the background knowledge needed to understand it is substantial. Share graphed class results of preassessment administered last week to show current knowledge gaps. Tell them I have developed four content blocks for them to complete on the learning management system during independent learning. These can be completed in or out of class, but should be done before the <i>Hamlet</i> unit begins.</p> <p>Demonstration: Show students where the content blocks are located and remind them that the blocks can be completed in any order.</p> <p>Errors to avoid: Don't wait until the night before this is due! The purpose is to build background knowledge, which is not effectively accomplished in a cram session. Remind them of the article we read earlier this year on the difference between mass and distributed practice.</p> <p>Assess the skill: Virtual badges are awarded on successful completion of the short quizzes and constructed responses for each of the four content blocks. Quizzes are timed.</p> <p>Guide and Scaffold: Questions to ask</p> <p>N/A</p> <p>Assess: These are the students who will need further support</p> <p>Check in with Stephany, who is new and has had limited experience with using the learning management system. Coordinate with Mr. Hendricks, the special education teacher, to meet with students with disabilities who are accessing a modified version of the content blocks.</p>

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Dialogic Instruction:

Teacher-Directed Tools

N/A

Student-Enacted Tools

N/A

Assess: These are the students who will need further support

N/A

Feedback Opportunities: Check in every other day to monitor progress; include checking for dates and times when content blocks were last accessed. Meet individually as needed with students who have not started or who are falling behind the expected pace, providing additional support as needed.

Independent Learning and Closure:

Closure: The learning intentions and success criteria are posted on the content block. On Friday (halfway through), have students check their status. They should have earned two badges by this point.

Independent Learning: After students have successfully completed all four content blocks, readminister the preassessment to gauge student learning and measure impact of instruction.

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