

# Arts and Culture Access Funding

## Lesson Plan Cover Sheet

Prepared by: United Arts of Central Florida



Instructions: Please complete this form and attach as the cover sheet for any lesson plans created and submitted for the Arts and Culture Access Funding program. Lesson plans submitted without this cover sheet will not be reviewed for approval. Any questions or concerns regarding lesson plan submission should be directed to [ivan@unitedarts.cc](mailto:ivan@unitedarts.cc).

School Year	2022- 2023
Organization Name:	Orlando Shakespeare Theater
Approved program <i>(as listed in your approved programs notification)</i>	<i>Shakespeare Alive!</i>
Title of Program <i>(if different from above)</i>	
Type of Lesson <i>(please indicate when this program would complement the educator's lesson)</i>	Check all that apply: <input type="checkbox"/> Pre-lesson (is this meant to introduce students to the topic) <input checked="" type="checkbox"/> During the lesson (is this meant to affirm understanding) <input type="checkbox"/> Post-lesson (is this meant to review or assess knowledge)
Length of Lesson	45 minutes
Grade Level(s):	6-12

<p><b>Objectives:</b> <i>All statements should begin with "Students will..."</i></p> <p>The student will be able to:</p> <ul style="list-style-type: none"> <li>● Identify the primary characters in the play</li> <li>● Dramatize the major plot points of the story</li> <li>● Paraphrase Shakespeare's text into modern speech</li> <li>● Utilize Shakespeare's text to express their figurative paraphrasing</li> <li>● Contrast Elizabethan speech with modern speech</li> </ul>
<p><b>Standards/Benchmarks:</b> <i>Please include the related standards and benchmarks as listed on CPALMS. All standards listed must correlate to Florida standards. Be sure to note both codes and description (e.g.: Enduring Understanding 1 TH.3.C.1 : Cognition and reflection are required to appreciate, interpret, and create with artistic intent.)</i></p>
<p><b>LAFS.910.RL.2: Craft and Structure</b>                      LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>LAFS.910.RL.3: Integration of Knowledge and Ideas</b>                      LAFS.910.RL.3.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment</p>

**TH.912.H.1: Through study in the arts, we learn about and honor others and the worlds in which they live(d).**

TH.912.H.1.3: Present a design or perform in the style of a different historical or cultural context to gain appreciation of that time and culture.

TH.912.H.1.4: Interpret a text through different social, cultural, and historical lenses to consider how perspective and context shape a work and its characters.

TH.912.H.1.5: Respect the rights of performers and audience members to perform or view controversial work with sensitivity to school and community standards.

<p><b>Materials provided by vendor:</b> <i>What supplies do you need to have on your end?</i></p>	<p><b>School-based equipment/materials:</b> <i>Be sure to ask for this in advance.</i></p>
<p>Plot Summary for selected play Character cards</p>	<p><i>Open space, Whiteboard, Dry Erase Markers</i></p>

Submitted by: Approved by:

\_\_\_\_\_ Organization  
Representative (please sign) United Arts Staff Person (please sign)

### Key vocabulary and definitions

- Plot – n. the main actions and events that occur in the play
- Stage Directions – n. Stage directions are where you go and what you do on stage.
- Paraphrasing - n. a rewording of the meaning of something spoken or written.
- Figurative - adj. 1. Representing by means of a figure or symbol 2. Not in its usual or exact sense; metaphorical 3. Using figures of speech
- Literal – adj. 1. following the exact words of the original 2. In basic or strict sense 3. Prosaic; matter of fact 4. Restricted to fact

### Lesson process (suggested max 1 page. Must actively engage students)

Orlando Shakespeare Theater Actor/Educators will:

1. Give a brief overview of Shakespeare's work, times and language.
2. Cast the students as the major characters in the play and lead them in an interactive plot summary with narration read by the Actor/Educator.
3. Explain the benefit of paraphrasing Shakespeare's text into modern speech and the difference between literal paraphrasing and figurative paraphrasing.
4. Lead the class in paraphrasing brief dialogue from the play.
5. Encourage volunteers to speak the class' paraphrasing with utilizing the voice and body to convey relationship, story and emotion.
6. Encourage volunteers to speak Shakespeare's text while conveying that same relationship, story and emotion.

### 21<sup>st</sup> Century Skills to Increase Rigor (see handout – which skills will be addressed?)

1. Problem solving and critical thinking.
2. Accessing and analyzing information.
3. Curiosity and Imagination.

**Assessment** (How will students demonstrate the objectives? May be a performance, task or product; may include teacher observation, self- or peer- or group- assessment.)

The student will successfully:

- Identify the primary characters in the play
- Dramatize the major plot points of the story
- Paraphrase Shakespeare's text into modern speech
- Utilize Shakespeare's text to express their figurative paraphrasing
- Contrast Elizabethan speech with modern speech

### Reflection/follow-up activities (writing a review, journaling, key discussion questions, etc.)

1. How do we use paraphrasing in our daily life? In summarizing a movie or discussion?
2. Try paraphrasing The Declaration of Independence or The Pledge of Allegiance into modern speech. Discuss how paraphrasing makes them more relevant to today.

### Additional resources (online, print, etc.)

Reviewing the plot summary of the play being studied will give students some point of reference for the lesson. [www.folger.edu](http://www.folger.edu)

Refer to Orlando Shakespeare Theater's website for Curriculum Guides for this and other plays. [www.orlandoshakes.org](http://www.orlandoshakes.org)

**Cross-curricular connections**

Shakespeare's text readily relate to studies of history, sciences and social studies.