|  |  |  |
| --- | --- | --- |
| **Name:**  Chelsea Miles | **Grade Level/Class Title:**  10th grade/English | **Differentiation Strategies:**  Group activity; give shy students the smaller parts; give reading quiz #2 as bell work. |
| **Objective:**  Students will be able to dramatize a scene from *An Enemy of the People*.  Students will be able to describe the rising action of *An Enemy of the People*. | **State Standard:**  *Reading-*  10.5: Analyze how an author structures a text, orders events within it (e.g. parallel plots), and manipulates time (e.g. pacing) to create mystery, tension or surprise.  *Speaking and Listening-*  10.1 Initiate and participate effectively in group discussions…  b: Cooperate with peers to set clear goals and deadlines and to establish roles. | **Assessment:**  Plot Pyramid Sheet:  Explain the rising action of the play. What is happening? |

|  |  |  |
| --- | --- | --- |
| **Time** | **Learning Style (visual, auditory, kinesthetic)** | **Activities and Notes**  **(This should be written in enough detail that another person could teach from your lesson plan.)** |
| 9:00 | kinesthetic | Students will write on the following prompt for bell work: You and one of your family members have differing opinions about an issue that is affecting your local government. Would you go against that family member and stand up for what you believe in, or would you give up your beliefs for familial obligation. Why or why not? |
| 9:05 | auditory | Students will listen to the following summary of Act One Scene 2. While listening to the summary, they will write down on their plot pyramid work sheet what the rising action is of the play and what is happening during this part of the play. If they are still confused about the rising action of the play, they can complete this part of the plot pyramid tomorrow after group performances.  Act One, Scene 2 of *An Enemy of the People* begins with Mrs. Stockman giving Dr. Tom Stockman a letter from his brother Peter. The letter says that Peter will come by later to visit Tom to discuss the latest discovery about Kirsten Springs. Morten Kiil, Mrs. Stockman’s father, comes to visit Tom and they talk about Tom’s discovery. Kiil thinks that Tom is just trying to make fools out of the town’s leaders, especially Peter. Tom and Catherine try to convice Kiil that isn’t the case, but Kiil doesn’t believe them. Just as Kiil is leaving, Hovstad also comes to visit Tom. Hovstad tells Tom that he thinks the issue with the water isn’t coming from bacteria, but from the town’s leaders trying to cover up everything. He tells Tom that he wants to write about the discovery in the local paper so that people will know the truth about their leaders. Tom tries to tell Hovstad that all he wants to do is inform people about the water supply, but he doesn’t succeed. Aslaksen, the owner of the local paper, also comes by to tell Tom that the paper is behind him. Tom tells Hovstad and Aslaksen that he doesn’t want his report printed in the paper before he has the chance to talk to his brother. Peter comes by to talk with Tom, as promised by his letter. He thinks Tom is overreacting about the town’s water supply, and he tells Tom that the costs to fix the problem are very expensive and time consuming. Instead, the town leaders have decided not to fix the problem, because they don’t believe Tom’s discovery is too significant. Tom tells Peter that he thinks this is fraud and is very dangerous for the people of Kirsten Springs. The scene ends with Peter and Tom arguing against what actions need to be taken to fix the springs. |
| 9:10 | auditory | Ask students: How was this reading of the play different from how we read the play yesterday? (straight from the script, with no acting). Was it more difficult to understand? Was it more or less interesting?  Next, explain to students that today, they will read the play in a different way that will give them a chance to experience the play in the way it was meant to be experienced: performance. |
| 9:15 | Auditory | Students will be given directions for the day’s activity. Students will be put into groups to perform a part of Act One Scene 2. Each group will be given 3-5 pages to act out. Each group will have a different amount of people, as each part of the scene has a different amount of parts. Each group will also have a director and a stage manager. Each group will need to practice and prepare their part of the scene for a performance the next day. We will combine all of the scenes together tomorrow and do a class performance of this scene. The lines do not need to be memorized, but the actors should be familiar with them and know when they speak. The director should help the actors figure out how to perform the part of the scene, paying particular attention to the italicized scene directions. The stage manager will gather any props that the group needs for their part of the scene, and they will coordinate with the other stage managers who come before and after their scenes for entrancing and exiting. The number of people in each group, and their part of the scene, will be as follows:  Group 1- Three actors, one director, one stage manager=5 people, pg. 39-42  Group 2- Four actors, one director, one stage manager=6 people, pg. 43-46  Group 3-Three actors, one director, one stage manager=5 people, pg. 46-50  Group 4-Four actors, one director, one stage manager= 6 people, pg. 50-53  Group 5-Four actors, one director, one stage manager= 6 people, pg. 54-57  Group 6-Five actors, one director, one stage manager=7 people, pg. 57-61 |
| 9:20 | Kinesthetic,  auditory | After giving the explanation for the assignment, divide the class into their groups. Have each group decide who their director, stage manager and actors are and begin practicing their part of the scene. They will be given the remaining class time, and ten minutes at the beginning of class tomorrow to finish getting their scene ready. |