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| **Name:**  Chelsea Miles | **Grade Level/Class Title:**  10th grade/English | **Differentiation Strategies:**  Act out scene in groups of 10; sit down and read as a class. |
| **Objective:**  Students will be able to dramatize a scene from *An Enemy of the People* using improvisation.  Students will be able to describe the climax 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.  10.7: Compare and contrast the representation of a subject or a key scene in two different artistic mediums | **Assessment:**  Class performance  Plot Pyramid Sheet:  Explain the climax of *An Enemy of the People*. What is happening? |

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| **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 | Bell Work Quiz: Answer the following questions-  1. Explain why the Hovstad and Aslasken decided to side with Peter Stockman?  2. How does this relate back to what we learned about objective journalism?  3. What were three elements of journalism that you remember from the lecture yesterday and how does *The People’s Daily Messenger* uphold/ignore that element? |
| 9:05 | auditory | Explain to students that today we will act out Act 2, scene 2. However, unlike last time where we prepared and practiced the script, today we are going to use improvisation to perform the scene. The room should already be set up to resemble the described set-up in the stage directions, and props should already be collected. The desks should be moved to a circle around the room and there should be some sort of created platform at the front of the room. Get student readers for each of the parts, and then explain where each of those readers will be standing during the scene.  Peter Stockman-chair on the left  Tom Stockman-next to the platform on the right  Aslaksen-first standing, later in the chair on the platform.  Mrs. Stockman and Petra-the chairs next to the platform  Captain Horster-stands close to Mrs. Stockman and Petra  Billing and Hovstad stand together in the crowd, closer to Peter.  First, Second, Third and Fourth citizens-enter together, but then disperse when the rest of the citizens enter.  Town Drunk-enters with crowd.  All student readers should be sitting in one of the desks until their character enters into the scene. The other students who aren’t reading will also be involved with the scene. They will be the townspeople attending the meeting. Explain that as we read, the citizens will need to be aware of the stage directions, as there lines and actions come from these parts. Give props to those students whose parts require them. |
| 9:10 | Auditory, kinesthetic, visual | Begin reading the play and moderate the students who are reading parts as needed. |
| 9:30 | auditory | Have students sit in a circle on the ground and discuss some of the following questions:  -How was this performance different than our previous performance? In what ways was it easier and what ways was it harder?  -Which scene in Act two would you consider to be the more climactic scene? Why?  -How do Captain Horster’s actions in this scene fit the description of him given back in Act 1, scene 1?  -How did Billing’s statement at the beginning of the scene to Catherine Stockman end up being true and false? “If we printed his report it only would have hurt your husband.”  -What is the role of the drunk, besides being comic relief? What might he represent in a democracy?  -How does Tom lose control of his meeting? Is it entirely his fault?  -How are Tom’s and Peter’s speaking abilities different? What does this say about their characterization?  -How does Petra’s actions live up to her description from Act 1, scene 1?  -How much of an influence does mob mentality have in this scene?  -Is Tom really an enemy?  -Do you think Peter, Hovstad and Aslasken have any sympathy for the Doctor? Do you think they regret their actions after watching the way the crowd reacts? |
| 9:45 | kinesthetic | Give students a few minutes to fill out their plot pyramid worksheets. |