

C. L. Tempest

Unit Plan #2

July 20, 1991

Much of this second unit is contingent on a students understanding of its first half, previously submitted. Briefly the first unit follows this pattern. Day one through day five is an introduction to Shakespeare and Romeo and Juliet via "The Seven Ages of Man," a scene out of context, and a quick lesson in stage combat. Days six through fifteen are a line by line reading of the play. Since reading is a sit down activity much of these days will be seat work days. It may stretch the point a bit but since most student's future exposure to Shakespeare will be as members of an audience much or at least some of their education should include how to quietly sit in a seat and pay attention. To help those students, learning to be good audience members, keep track of who is on stage, students will enter a scene to read on cue and sit in the front of the class. Incidentally, I have always helped my students to visualize some of the conflict in Romeo and Juliet by making sure that the title characters were read by members of different races or ethnic groups. Since students keep a record, a journal, or a notebook of everyday's activities days sixteen and seventeen's discussion will center around questions that they had during the reading of the play. Days eighteen and nineteen (or perhaps twenty also) are reserved for evaluation.

All other information in unit one remains the same. As far as I know I am still teaching three sections of honors English I at Deerfield Beach High School. Unless there have been drastic changes in the Sunshine State each of my classes has no more than twenty students. And the school has a student body consisting

members of different races, socioeconomic backgrounds, countries of origin, and languages. I do need to add a general objective or two missing from my previous unit. It is, and always has been that my students become better consumers through the study of any form of literature. I hope that as we finish this unit on Shakespeare's drama my students become more aware and better audience members. It is, and again always has been my goal that my students learn to enjoy the experience of the theatre. Specific objectives in this unit also include having the students become aware of the enjoyment of a Shakespeare comedy by producing a portion of Twelfth Night to be presented to there classmates and perhaps any parents able to attend. This could be the start of a Deerfield Beach Shakespeare festival!

THE PLAN

DAY ONE. MONDAY

Students will be divided into five groups of about four students per group. Each group will be given a brief situation to present to the class as an improvisation. These situations will be based on characters or plot elements in Twelfth Night. At the completion of the improvisations the students will be given 'maps' of Twelfth Night which we will briefly discuss. Students will then be encouraged to familiarize themselves with the characters and basic situations in the play. Before the students leave permission forms will also be distributed to allow them to miss morning classes on day seventeen of this unit.

DAY TWO. TUESDAY

Copies of the play will be given to each of the students at the beginning of the period. Volunteers will be solicited

to begin reading the play. It will be our goal to read as much of Act I as possible. Since the students should be somewhat familiar with Shakespeare's language this should go more smoothly than it did with their initial exposure to Romeo and Juliet. Students reading the roles will stand in front of the room. If a student gets tired or another wants to read a specific part exchanges will be possible. These changes will be encouraged to give as many students as possible a chance to read.

DAY THREE. WEDNESDAY

We will begin the period by finishing the reading of Act One continuing to exchange parts until each student has been in front of the room and most roles have been read by different students. At the end of the act a list of the characters will be distributed. Each student will be asked to cast the play based on what we have heard and seen during the last two days. The students will also be asked to select a director. Since there are about fifteen speaking parts in Twelfth Night most students will get a role. Students not cast will get to fill the important positions as director, stage manager, property manager, and costumer. On the same form, students will volunteer to serve on a production committee. These committees will include props, costumes, set design, publicity, and background. Committees will present there ideas and information to the rest of the class the day after the presentation of the play. As the producer I will tally the votes and arrive at the final lists for Thursday.

DAY FOUR. THURSDAY

The completed cast list, including alternatives and committee

assignments will be distributed. Each of my three classes will work on a different section of the play. All students will be encouraged to read the entire play at home since we will only be working on a third of it in each class. Our goal will be to put it all together on day fifteen. For the remainder of the period we will read the section of the play in which that class is working. Objections to the casting will be entertained but changes must come from a consensus of the entire class. Reading for this day will be from the students seats which will be set in a circle.

DAY FIVE. FRIDAY

We will continue reading the play from our seats through the end of each class's section. This will be the last day to make major changes in the cast list.

Before the students leave, as an assignment, they will be strongly urged to begin memorizing their parts. Students without speaking roles will be asked to prepare preliminary designs and concepts for Monday. The director will be responsible for dividing the play into rehearsal sections so that everyone can be working at most times. For example, Sir Andrew, Sir Toby, Fabian, and Maria can rehearse Act III, Scene ii at the same time as Sebastian and Antonio are rehearsing Act III, scene iii. As always all students will be responsible for keeping a production log or journal to record their feelings and the process.

Permission forms will be collected on this day and space will be secured to perform on day seventeen.

DAYS SIX THROUGH FIFTEEN.

Students will be given between 40 and 45 minutes of the

55 minute period to rehearse. The first ten minutes of each class will be taken up with mini-lessons. Each day will either include a lecture, demonstration, or a production committee meeting. The mini-lessons will include character analysis, breaking a role into bites, movement, etc.. The production meetings will finalize the designs and concepts for their final presentation. The final five minutes will be reserved to discuss problems raised during the rehearsal.

On day ten, fifteen minutes will be reserved for the students to write a short paper expressing their feelings about the progress of the project to this point.

All lines should be memorized by day eleven. We will attempt a quick line rehearsal of the entire section on this day.

Days twelve through fourteen we will attempt to polish the sections following the same schedule as days six through ten.

Day fifteen we will again put the section together for a run through.

DAY SIXTEEN. MONDAY

Each class will have a final rehearsal with props and costume pieces. Hopefully we will be able to do this in the auditorium or large classroom where we will be making the presentation the next day.

DAY SEVENTEEN. TUESDAY

Permission will have been secured to have my three classes meet together all morning for the presentation of the entire play. The main idea for this morning is to enjoy the work that we have done. After the presentations of the classes we will

spend the remaining time that the students are excused from classes to discuss the production. Each student will then be asked to write a short paper explaining or evaluating his activity and performance.

Pizza and sodas will then be served.

DAY EIGHTEEN. Wednesday

FINAL EVALUATION

This activity may take two days.

In each class the committees will present their reports to the rest of their classmates. Students will then get to write a timed paper evaluating the exercise as a whole. At this time the students will also get to rate his own activity using a ten point scale. Production logs will be collected when all other work has been completed.

I will arrive at a final evaluation of each student based on the completeness of his production log, self evaluation paper, overall production paper, willingness to cooperate, memorization attempt, and student/self evaluation form.