

Lesson No.: <b>1</b>	Lesson Title: <b>Encountering <i>King Lear</i></b>	Periods: <b>3</b>	
Overall Expectations: OC1, RL1, W1		Specific Expectations: OC 1.1 – 1.3, RL 1.2, W 1.2	
<p>Learning Activities:</p> <p><b>Unit Overview (10 min)</b></p> <ul style="list-style-type: none"> <li>Distribute assignment sheets and discuss.</li> <li><i>Shakespeare's plays were intended to be experienced as theatrical productions, not as an encounter with written text. Therefore we are going to begin our study of Shakespeare's King Lear by watching a production of the play.</i></li> <li>You will be responsible for reading through the entire text, and be tested on your knowledge of it. While will read some of the text in class together, expect daily reading homework as we progress through our study.</li> </ul> <p><b>Introduction to Shakespeare (10 min)</b></p> <p><b>Pre-Viewing Role Play (10 min)</b></p> <p>Roles:</p> <ul style="list-style-type: none"> <li>A rich, elderly CEO whose physical and mental health is failing. S/he plans to retire.</li> <li>A jealous son/daughter who wants wealth and power.</li> <li>A favourite son/daughter who wants the parent to be happy.</li> </ul> <p>Situation: The CEO announces retirement and his/her plans to hand over the reigns to the child who demonstrates that s/he deserves it the most.</p> <p>After watching a brief role play, discuss the various characters' motives and the conflicts present. What alternatives exist for resolving those conflicts?</p> <p><i>Lear, a powerful king in pre-Christian England, is now old. His two eldest daughters are married and his youngest is about to be. His role as father is to grant his youngest her dowry so that she can marry well and have a secure future. His role as king is to ensure the future stability of his kingdom.</i></p> <p><b>Viewing Assignment: Character Analysis</b></p> <p>Assign characters to students. Each student should watch for <b>five character traits of their assigned character</b>. For each character trait, students must be prepared to provide evidence from the text. (Main characters: Lear, Regan, Goneril, Cordelia, Gloucester, Kent, Edgar, Edmund, the Fool.)</p> <p><b>Viewing (160 min)</b></p> <p>Watch <i>King Lear</i> through once while students track character traits.</p> <p><b>Class Discussion (10 min daily)</b></p> <p>Review and discuss each day's viewing during the last 10 minutes of class. Students should keep track of interesting questions about the play.</p> <p><b>Blogging (homework)</b></p> <p>Students should post a minimum of two blog posts in which they ask questions about their characters and other aspects of the play which viewing it has raised for them.</p>		Notes:	<p><b>Multiple Intelligences</b></p> <ul style="list-style-type: none"> <li>✓ Verbal/Linguistic</li> <li>✓ Logical/Mathematical</li> <li>✓ Musical</li> <li>✓ Visual/Spatial</li> <li>✓ Bodily/Kinaesthetic</li> <li>✓ Interpersonal</li> <li>○ Intrapersonal</li> <li>○ Naturalistic</li> <li>✓ Spiritual</li> </ul> <p><b>Bloom's Taxonomy</b></p> <ul style="list-style-type: none"> <li>✓ Knowledge</li> <li>✓ Comprehension</li> <li>○ Application</li> <li>✓ Analysis</li> <li>○ Evaluation</li> <li>○ Synthesis</li> </ul> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>✓ Predicting/Revising</li> <li>✓ Visualizing</li> <li>○ Connecting text-text</li> <li>○ Connecting text-self</li> <li>○ Spatial patterning</li> <li>○ Inferencing</li> <li>✓ Critical questioning</li> </ul> <p><b>Media/Multi-Literacy</b></p> <ul style="list-style-type: none"> <li>✓ Authorship (Constructed)</li> <li>○ Format (Technique)</li> <li>○ Audience</li> <li>○ Content (Values)</li> <li>○ Purpose</li> </ul> <p><b>Design Grammars</b></p> <ul style="list-style-type: none"> <li>✓ Linguistic</li> <li>✓ Visual</li> <li>✓ Audio</li> <li>✓ Gesture</li> <li>○ Image</li> <li>○ Spatial</li> <li>✓ Multi-modal</li> </ul> <p><b>A&amp;E Strategies</b></p> <ul style="list-style-type: none"> <li>✓ Diagnostic</li> <li>✓ Formative</li> <li>○ Summative</li> <li>✓ Peer/Self Assessment</li> <li>○ Checklist/Checkbrick</li> <li>✓ Log/Journal</li> <li>○ Group Presentations</li> <li>○ Oral questioning</li> <li>○ Conferencing</li> <li>○ Other:</li> </ul> <p><b>Cross-Curricular</b></p> <ul style="list-style-type: none"> <li>✓ Differentiated Instruction</li> <li>✓ Emotional Intelligence</li> <li>○ Metacognition</li> <li>✓ Literacy</li> <li>○ Numeracy</li> <li>○ Problem-solving</li> <li>○ Pathways/Careers</li> </ul> <p><b>Board Topics</b></p> <ul style="list-style-type: none"> <li>✓ Character Education</li> <li>○ Equity</li> <li>○ Diversity</li> <li>○ Environmentalism</li> <li>○ Anti-homophobia</li> <li>○ Bullying Prevention</li> </ul>
Resources: <i>King Lear</i> (DVD)		Homework: 2 blog posts	

Lesson No.: <b>2</b>	Lesson Title: <b>King Lear 1.1 – 1.2</b>	Periods: <b>1</b>	
Overall Expectations: OC 2; RL 1, 3		Specific Expectations: OC 2.1, 2.5; RL 1.1-1.7; 3.1-3.3	
<p>Learning Activities:</p> <p><b>Character Summaries (20 min.)</b></p> <ul style="list-style-type: none"> <li>Have students gather in character groups based on their assigned characters from Lesson 1. Hand out a piece of chart paper to each group with their character's name written in bold at the top.</li> <li>In a prominent place on the chart, students should create an image or symbol of the character.</li> <li>As a group they should agree on the five most important character traits of that character and write those clearly on the chart around or underneath their designed symbol.</li> <li>Post the charts around the room.</li> </ul> <p><b>Act 1, Scene 1 Reader's Theatre (30 min.)</b></p> <ul style="list-style-type: none"> <li>Ask one student from each character group to volunteer to read/act that character's part. Assign other characters (Albany, Cornwall, Burgundy, France) to additional student volunteers.</li> <li>Have the volunteer readers assemble at the front of the class. As a class, determine where each actor should stand.</li> <li>Begin reading 1.1. Pause occasionally to invite feedback from the student audience, particularly in respect to how each student is portraying his/her character.</li> <li>As appropriate, change volunteer readers. If possible, read the entire scene; otherwise to Cordelia's banishment or Kent's exit.</li> </ul> <p><b>Discussion (5 min)</b></p> <p>Q: The opening scene of any Shakespearean drama gives the who, what, when, where, and why of the story. How much of this does <i>King Lear</i> 1.1 accomplish?</p> <p><b>Act 1, Scene 2 Audio (15 min)</b></p> <ul style="list-style-type: none"> <li>Distribute Literary Terms worksheet and ask students to fill them in with examples from Act 1.</li> <li>Listen to the audio version of 1.2 while students follow along in their texts.</li> </ul> <p><b>Discussion (5 min)</b></p> <p>Q: Explain the dramatic irony of "I am no honest man if there be any good meaning toward you" and "Some villain hath done me wrong."</p>		<p>Notes:</p>	<p><b>Multiple Intelligences</b></p> <ul style="list-style-type: none"> <li>✓ Verbal/Linguistic</li> <li>✓ Logical/Mathematical</li> <li>✓ Musical</li> <li>✓ Visual/Spatial</li> <li>✓ Bodily/Kinaesthetic</li> <li>✓ Interpersonal</li> <li>○ Intrapersonal</li> <li>○ Naturalistic</li> <li>○ Spiritual</li> </ul> <p><b>Bloom's Taxonomy</b></p> <ul style="list-style-type: none"> <li>✓ Knowledge</li> <li>✓ Comprehension</li> <li>✓ Application</li> <li>✓ Analysis</li> <li>✓ Evaluation</li> <li>✓ Synthesis</li> </ul> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>○ Predicting/Revising</li> <li>✓ Visualizing</li> <li>○ Connecting text-text</li> <li>○ Connecting text-self</li> <li>○ Spatial patterning</li> <li>✓ Inferencing</li> <li>○ Critical questioning</li> </ul> <p><b>Media/Multi-Literacy</b></p> <ul style="list-style-type: none"> <li>✓ Authorship (Constructed)</li> <li>✓ Format (Technique)</li> <li>○ Audience</li> <li>○ Content (Values)</li> <li>○ Purpose</li> </ul> <p><b>Design Grammars</b></p> <ul style="list-style-type: none"> <li>✓ Linguistic</li> <li>✓ Visual</li> <li>✓ Audio</li> <li>✓ Gesture</li> <li>✓ Image</li> <li>○ Spatial</li> <li>○ Multi-modal</li> </ul> <p><b>A&amp;E Strategies</b></p> <ul style="list-style-type: none"> <li>○ Diagnostic</li> <li>✓ Formative</li> <li>○ Summative</li> <li>○ Peer/Self Assessment</li> <li>○ Checklist/Checkbrick</li> <li>○ Log/Journal</li> <li>○ Group Presentations</li> <li>○ Oral questioning</li> <li>○ Conferencing</li> <li>○ Other:</li> </ul> <p><b>Cross-Curricular</b></p> <ul style="list-style-type: none"> <li>✓ Differentiated Instruction</li> <li>○ Emotional Intelligence</li> <li>○ Metacognition</li> <li>✓ Literacy</li> <li>○ Numeracy</li> <li>○ Problem-solving</li> <li>○ Pathways/Careers</li> </ul> <p><b>Board Topics</b></p> <ul style="list-style-type: none"> <li>○ Character Education</li> <li>○ Equity</li> <li>○ Diversity</li> <li>○ Environmentalism</li> <li>○ Anti-homophobia</li> <li>○ Bullying Prevention</li> </ul>
Resources: <i>King Lear</i> (CD or mp3); Literary Terms handout		Homework: Read 1.1-1.2; Blogging.	

Lesson No.: <b>3</b>	Lesson Title: <b>King Lear 1.3 – 1.5</b>	Periods: <b>1</b>	
Overall Expectations: OC 1, 2; RL 1, 3		Specific Expectations: OC 1.1-1.7, 2.1, 2.5; RL 1.1-1.7; 3.1-3.3	
<p>Learning Activities:</p> <p><b>Pre-Reading Role Play (10 min.)</b> Have a few students enact the following: Two sisters conspire to drive out of their home a visiting relative who has taken over their room and overstayed his/her welcome. Since complaining to their mother hasn't worked, the sisters decide to plan a series of accidents that will make the visitor decide it's time to leave.</p> <p>Discuss the students' role play. How appropriate were the sisters' responses? How could they have resolved their conflict differently? Would they be more or less justified if the relative were old and sick? Or proud and inconsiderate?</p> <p><b>Act 1, Scene 3 Reader's Theatre (10 min.)</b></p> <ul style="list-style-type: none"> <li>Review what we know of Goneril, using the students' character charts as a reference.</li> <li>Ask two students to volunteer to read through the scene.</li> </ul> <p><b>Discussion (5 min.)</b> Q: Why has Lear kept his retinue of 100 knights?</p> <p><b>Act 1, Scene 4 Audio and Paraphrase (30 min.)</b></p> <ul style="list-style-type: none"> <li>Listen to 1.4.</li> <li>In partners, students should paraphrase the argument between Goneril and her father Lear.</li> <li>Have one or two pairs read their paraphrases to the class.</li> </ul> <p><b>Act 1, Scene 5 Small Groups (15 min.)</b></p> <ul style="list-style-type: none"> <li>Watch a clip of 1.5.</li> <li>In small groups, have students speculate about the content of Goneril's letter to Regan (in 1.4) and Lear's letter to Regan mentioned in this scene. If time allows, have students draft letters.</li> </ul> <p><b>Discussion (5 min.)</b> Q: The Fool tells Lear that even a lowly creature like a snail has the good sense not to give away its shelter. Do you think that Lear was foolish in giving his power up early to his daughters? Do you think that the events that ensued his division of the kingdom were typical of all families, or just of his own? Why or why not?</p>		<p>Notes:</p>	<p><b>Multiple Intelligences</b></p> <ul style="list-style-type: none"> <li>✓ Verbal/Linguistic</li> <li>○ Logical/Mathematical</li> <li>✓ Musical</li> <li>✓ Visual/Spatial</li> <li>✓ Bodily/Kinaesthetic</li> <li>✓ Interpersonal</li> <li>✓ Intrapersonal</li> <li>○ Naturalistic</li> <li>○ Spiritual</li> </ul> <p><b>Bloom's Taxonomy</b></p> <ul style="list-style-type: none"> <li>○ Knowledge</li> <li>✓ Comprehension</li> <li>✓ Application</li> <li>✓ Analysis</li> <li>✓ Evaluation</li> <li>✓ Synthesis</li> </ul> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>○ Predicting/Revising</li> <li>✓ Visualizing</li> <li>○ Connecting text-text</li> <li>✓ Connecting text-self</li> <li>○ Spatial patterning</li> <li>✓ Inferencing</li> <li>○ Critical questioning</li> </ul> <p><b>Media/Multi-Literacy</b></p> <ul style="list-style-type: none"> <li>○ Authorship (Constructed)</li> <li>○ Format (Technique)</li> <li>○ Audience</li> <li>✓ Content (Values)</li> <li>○ Purpose</li> </ul> <p><b>Design Grammars</b></p> <ul style="list-style-type: none"> <li>✓ Linguistic</li> <li>✓ Visual</li> <li>✓ Audio</li> <li>✓ Gesture</li> <li>○ Image</li> <li>○ Spatial</li> <li>○ Multi-modal</li> </ul> <p><b>A&amp;E Strategies</b></p> <ul style="list-style-type: none"> <li>○ Diagnostic</li> <li>✓ Formative</li> <li>○ Summative</li> <li>○ Peer/Self Assessment</li> <li>○ Checklist/Checkbrick</li> <li>○ Log/Journal</li> <li>○ Group Presentations</li> <li>○ Oral questioning</li> <li>○ Conferencing</li> <li>○ Other:</li> </ul> <p><b>Cross-Curricular</b></p> <ul style="list-style-type: none"> <li>✓ Differentiated Instruction</li> <li>✓ Emotional Intelligence</li> <li>○ Metacognition</li> <li>✓ Literacy</li> <li>○ Numeracy</li> <li>○ Problem-solving</li> <li>○ Pathways/Careers</li> </ul> <p><b>Board Topics</b></p> <ul style="list-style-type: none"> <li>✓ Character Education</li> <li>○ Equity</li> <li>○ Diversity</li> <li>○ Environmentalism</li> <li>○ Anti-homophobia</li> <li>○ Bullying Prevention</li> </ul>
Resources: <i>King Lear</i> (CD or mp3); <i>King Lear</i> (DVD)		Homework: Read 1.3-1.5; Blogging	

Lesson No.: <b>4</b>	Lesson Title: <b>King Lear 2.1 – 2.3</b>	Periods: <b>1</b>	
Overall Expectations: OC 1, 2; RL 1, 2, 3, 4		Specific Expectations: OC 1.1-1.7, 2.6, RL 1.1-1.8; 2.1-2.3; 3.1-3.3; 4.1	
<p>Learning Activities:</p> <p><b>Act 2, Scene 1 Reader's Theatre (30 min.)</b></p> <ul style="list-style-type: none"> <li>Review students' character summaries created in Lesson 2. Discuss any revisions that need to be made. Focus particularly on the characters of Edmund and Edgar.</li> <li>Read through 2.1 as a class, with volunteer readers at the front displaying some of the action in the play.</li> </ul> <p><b>Discussion (5 min.)</b></p> <p>Q: What will Edgar's fate be if he is captured?</p> <p>Q: In this scene, Shakespeare brings the two plots together. Point out three ways in which the scene accomplishes this synthesis.</p> <p><b>Act 2, Scene 2 Mime (30 min.)</b></p> <ul style="list-style-type: none"> <li>In groups of 5-8 students should read through 2.2. (Or read as a class; then break into groups.)</li> <li>Each group should prepare and present a short mime summarizing the scene.</li> <li>Q: What were the differences in the mimes? What did each group choose to emphasize? Why?</li> <li>Q: How does a mime help you to understand the meaning of the text? What does it teach you about the power of gesture? What about the power of sound and language, which are missing?</li> </ul> <p><b>Act 2, Scene 3 Movie Clip</b></p> <ul style="list-style-type: none"> <li>Watch one or two versions of this scene.</li> <li>Q: How does the director portray Edgar/Tom? What choices have they made and why?</li> <li>Q: What purpose does this scene serve in the play? (Think of plot and characterization.)</li> </ul> <p><b>Reminders</b></p> <ul style="list-style-type: none"> <li>Remind students of their ongoing blogging assignment and of the collaborative essays that they will be writing based on their blogging.</li> <li>If they have not already done so, student groups should choose a scene that they will prepare a multi-media presentation for.</li> </ul>		<p>Notes:</p>	<p><b>Multiple Intelligences</b></p> <ul style="list-style-type: none"> <li>✓ Verbal/Linguistic</li> <li>✓ Logical/Mathematical</li> <li>✓ Musical</li> <li>✓ Visual/Spatial</li> <li>✓ Bodily/Kinaesthetic</li> <li>✓ Interpersonal</li> <li>○ Intrapersonal</li> <li>○ Naturalistic</li> <li>○ Spiritual</li> </ul> <p><b>Bloom's Taxonomy</b></p> <ul style="list-style-type: none"> <li>✓ Knowledge</li> <li>✓ Comprehension</li> <li>✓ Application</li> <li>✓ Analysis</li> <li>○ Evaluation</li> <li>○ Synthesis</li> </ul> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>○ Predicting/Revising</li> <li>✓ Visualizing</li> <li>○ Connecting text-text</li> <li>○ Connecting text-self</li> <li>✓ Spatial patterning</li> <li>✓ Inferencing</li> <li>✓ Critical questioning</li> </ul> <p><b>Media/Multi-Literacy</b></p> <ul style="list-style-type: none"> <li>✓ Authorship (Constructed)</li> <li>✓ Format (Technique)</li> <li>○ Audience</li> <li>○ Content (Values)</li> <li>○ Purpose</li> </ul> <p><b>Design Grammars</b></p> <ul style="list-style-type: none"> <li>✓ Linguistic</li> <li>✓ Visual</li> <li>✓ Audio</li> <li>✓ Gesture</li> <li>○ Image</li> <li>○ Spatial</li> <li>✓ Multi-modal</li> </ul> <p><b>A&amp;E Strategies</b></p> <ul style="list-style-type: none"> <li>○ Diagnostic</li> <li>✓ Formative</li> <li>○ Summative</li> <li>○ Peer/Self Assessment</li> <li>○ Checklist/Checkbrick</li> <li>○ Log/Journal</li> <li>✓ Group Presentations</li> <li>○ Oral questioning</li> <li>○ Conferencing</li> <li>○ Other:</li> </ul> <p><b>Cross-Curricular</b></p> <ul style="list-style-type: none"> <li>✓ Differentiated Instruction</li> <li>○ Emotional Intelligence</li> <li>✓ Metacognition</li> <li>✓ Literacy</li> <li>○ Numeracy</li> <li>○ Problem-solving</li> <li>○ Pathways/Careers</li> </ul> <p><b>Board Topics</b></p> <ul style="list-style-type: none"> <li>○ Character Education</li> <li>○ Equity</li> <li>○ Diversity</li> <li>○ Environmentalism</li> <li>○ Anti-homophobia</li> <li>○ Bullying Prevention</li> </ul>
Resources: <i>King Lear</i> (CD or mp3); <i>King Lear</i> (DVD)		Homework: Read 2.1-2.3; Blogging.	

Lesson No.: <b>5</b>	Lesson Title: <b>King Lear 2.4</b>	Periods: <b>1</b>	
Overall Expectations: OC 1, 2; RL 1, 2, 3,		Specific Expectations: OC 1.1-1.7, 2.6; RL 1.1-1.8; 2.1-2.3; 3.1-3.3	
<p>Learning Activities:</p> <p><b>Act 2, Scene 4 Reader's Theatre / Tableaux (30 min.)</b></p> <ul style="list-style-type: none"> <li>▪ Review the characters' traits and motives before reading through the scene.</li> <li>▪ Have volunteers come to the front of the class and read through the scene, changing students as appropriate.</li> <li>▪ Tell students that when you call out "Freeze!", they should freeze and strike poses and facial expressions that portray their characters emotions. Freeze the action:             <ul style="list-style-type: none"> <li>○ After Lear's speech "O, how this mother ... Where is this daughter? (64)</li> <li>○ When Regan takes Goneril's hand (220)</li> <li>○ After Lear cries, "O reason not the need!" (305)</li> </ul> </li> <li>▪ Q: How does a tableau help you as an actor understand the text? How does it change how you as an audience understand the text? What does it teach you about the power of gesture? Of language? Of non-verbal communication?</li> </ul> <p><b>Memorization (5 min.)</b> Introduce the memory passage: "O reason not the need! ... O Fool, I shall go mad!" (305 – 328)</p> <p><b>Discussion (10 min.)</b> Q: How does Lear justify his 100 knights? What analogy does he use? Is it fair? Q: How do you feel about Lear at the end of this act? Why? Q: What evidence is there that Cornwall is a sadist? Q: Some critics say that the storm that begins at the end of Act 2 is contrived and unnecessary. What do you think? What dramatic purpose might it serve?</p> <p><b>Small Group Imagery Identification (30 min.)</b></p> <ul style="list-style-type: none"> <li>▪ As a class, identify three key types of imagery; for example, imagery associated with classical deities, natural disorders, animals, eyes/sight, stars, or clothing.</li> <li>▪ In pairs or small groups, students should identify passages from Acts 1 and 2 in which the imagery is repeated, and come to a conclusion about its meaning.</li> <li>▪ Have students present their findings to the class.</li> </ul> <p><b>Memorization</b> Students should practice their passage.</p>		<p>Notes:</p>	<p><b>Multiple Intelligences</b></p> <ul style="list-style-type: none"> <li>✓ Verbal/Linguistic</li> <li>✓ Logical/Mathematical</li> <li>○ Musical</li> <li>✓ Visual/Spatial</li> <li>✓ Bodily/Kinaesthetic</li> <li>✓ Interpersonal</li> <li>✓ Intrapersonal</li> <li>○ Naturalistic</li> <li>○ Spiritual</li> </ul> <p><b>Bloom's Taxonomy</b></p> <ul style="list-style-type: none"> <li>✓ Knowledge</li> <li>✓ Comprehension</li> <li>✓ Application</li> <li>✓ Analysis</li> <li>○ Evaluation</li> <li>○ Synthesis</li> </ul> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>○ Predicting/Revising</li> <li>✓ Visualizing</li> <li>○ Connecting text-text</li> <li>○ Connecting text-self</li> <li>○ Spatial patterning</li> <li>✓ Inferencing</li> <li>✓ Critical questioning</li> </ul> <p><b>Media/Multi-Literacy</b></p> <ul style="list-style-type: none"> <li>✓ Authorship (Constructed)</li> <li>✓ Format (Technique)</li> <li>○ Audience</li> <li>○ Content (Values)</li> <li>○ Purpose</li> </ul> <p><b>Design Grammars</b></p> <ul style="list-style-type: none"> <li>✓ Linguistic</li> <li>✓ Visual</li> <li>✓ Audio</li> <li>✓ Gesture</li> <li>✓ Image</li> <li>○ Spatial</li> <li>○ Multi-modal</li> </ul> <p><b>A&amp;E Strategies</b></p> <ul style="list-style-type: none"> <li>○ Diagnostic</li> <li>✓ Formative</li> <li>○ Summative</li> <li>○ Peer/Self Assessment</li> <li>○ Checklist/Checkbrick</li> <li>○ Log/Journal</li> <li>✓ Group Presentations</li> <li>○ Oral questioning</li> <li>○ Conferencing</li> <li>○ Other:</li> </ul> <p><b>Cross-Curricular</b></p> <ul style="list-style-type: none"> <li>✓ Differentiated Instruction</li> <li>✓ Emotional Intelligence</li> <li>○ Metacognition</li> <li>✓ Literacy</li> <li>○ Numeracy</li> <li>○ Problem-solving</li> <li>○ Pathways/Careers</li> </ul> <p><b>Board Topics</b></p> <ul style="list-style-type: none"> <li>○ Character Education</li> <li>○ Equity</li> <li>○ Diversity</li> <li>○ Environmentalism</li> <li>○ Anti-homophobia</li> <li>○ Bullying Prevention</li> </ul>
Resources:		Homework: Read 2.4; Blogging.	

Lesson No.: <b>6</b>	Lesson Title: <b>King Lear 3.1 – 3.4</b>	Periods: <b>1</b>	
Overall Expectations: OC 1, 2; RL 1, 2, 3,		Specific Expectations: OC 1.1-1.7, 2.6, RL 1.1-1.8; 2.1-2.3; 3.1-3.3; 4.1	
<p>Learning Activities:</p> <p><b>Act 3, Scene 1 (10 min.)</b></p> <ul style="list-style-type: none"> <li>▪ Read the scene as a class.</li> <li>▪ Q: Some suggest that this scene could be cut. Others say that it contains important information for the audience about Lear and his allies. What do you think?</li> <li>▪ Give students 5 minutes to consolidate Kent's monologue into a text message for Lear's allies at Dover, which is directly opposite the French port of Calais and a logical place for Lear's allies to gather and for France to attack.</li> </ul> <p><b>Act 3, Scene 2 Reader's Theatre (20 min)</b></p> <ul style="list-style-type: none"> <li>▪ Have students choose parts and act the part while reading the scene.</li> <li>▪ Q: When Lear calls down the vengeance of the gods upon their enemies, what kinds of people does he wish to see punished.</li> <li>▪ Q: The reference to Merlin is an anachronism. Why? What effect does this last line have because of this?</li> <li>▪ Q: How do the fool's lines compare and contrast Lear's speeches?</li> </ul> <p><b>Video Commentary (5 min)</b></p> <ul style="list-style-type: none"> <li>▪ View DVD <i>Slings and Arrows (Episode 3, Scene 5)</i>: Geoffrey Tennant (Paul Gross) interviews Charles Kingman (William Hutt) for the role of Lear; Kingman talks of the greatness of a king giving way to a fool ("He's losing his mind, but on the way, he's finding his heart.")</li> </ul> <p><b>Act 3, Scene 3-4</b></p> <ul style="list-style-type: none"> <li>▪ Students should read Scenes 3 &amp; 4 on their own.</li> <li>▪ Blog / Reflection question: How does Scene 4 act as a turning point?</li> </ul>		<p>Notes:</p>	<p><b>Multiple Intelligences</b></p> <ul style="list-style-type: none"> <li>✓ Verbal/Linguistic</li> <li>○ Logical/Mathematical</li> <li>○ Musical</li> <li>✓ Visual/Spatial</li> <li>✓ Bodily/Kinaesthetic</li> <li>✓ Interpersonal</li> <li>○ Intrapersonal</li> <li>○ Naturalistic</li> <li>○ Spiritual</li> </ul> <p><b>Bloom's Taxonomy</b></p> <ul style="list-style-type: none"> <li>✓ Knowledge</li> <li>✓ Comprehension</li> <li>✓ Application</li> <li>✓ Analysis</li> <li>✓ Evaluation</li> <li>○ Synthesis</li> </ul> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>✓ Predicting/Revising</li> <li>✓ Visualizing</li> <li>✓ Connecting text-text</li> <li>✓ Connecting text-self</li> <li>○ Spatial patterning</li> <li>✓ Inferencing</li> <li>✓ Critical questioning</li> </ul> <p><b>Media/Multi-Literacy</b></p> <ul style="list-style-type: none"> <li>✓ Authorship (Constructed)</li> <li>✓ Format (Technique)</li> <li>✓ Audience</li> <li>✓ Content (Values)</li> <li>✓ Purpose</li> </ul> <p><b>Design Grammars</b></p> <ul style="list-style-type: none"> <li>✓ Linguistic</li> <li>✓ Visual</li> <li>✓ Audio</li> <li>✓ Gesture</li> <li>○ Image</li> <li>○ Spatial</li> <li>○ Multi-modal</li> </ul> <p><b>A&amp;E Strategies</b></p> <ul style="list-style-type: none"> <li>○ Diagnostic</li> <li>✓ Formative</li> <li>○ Summative</li> <li>✓ Peer/Self Assessment</li> <li>○ Checklist/Checkbrick</li> <li>✓ Log/Journal</li> <li>○ Group Presentations</li> <li>○ Oral questioning</li> <li>○ Conferencing</li> <li>○ Other:</li> </ul> <p><b>Cross-Curricular</b></p> <ul style="list-style-type: none"> <li>✓ Differentiated Instruction</li> <li>○ Emotional Intelligence</li> <li>○ Metacognition</li> <li>✓ Literacy</li> <li>○ Numeracy</li> <li>○ Problem-solving</li> <li>○ Pathways/Careers</li> </ul> <p><b>Board Topics</b></p> <ul style="list-style-type: none"> <li>○ Character Education</li> <li>○ Equity</li> <li>○ Diversity</li> <li>○ Environmentalism</li> <li>○ Anti-homophobia</li> <li>○ Bullying Prevention</li> </ul>
Resources: <i>King Lear</i> (CD or mp3); <i>King Lear</i> (DVD)		Homework: Read 3.5 – 3.7; Blogging	

Lesson No.: <b>7</b>	Lesson Title: <b>King Lear 3.5 – 3.7</b>	Periods: <b>1</b>	
Overall Expectations: OC 1, 2; RL 1, 2, 3		Specific Expectations: OC 1.1-1.7, 2.6, RL 1.1-1.8; 2.1-2.3; 3.1-3.3; 4.1	
<p>Learning Activities:</p> <p><b>Act 3, Scene 5 Reader's Theatre (15 min)</b></p> <ul style="list-style-type: none"> <li>▪ Read the scene aloud. Have the student reading Edmund's aside read it more to the audience, whom he assumes approves of his cunning.</li> <li>▪ Q: What is the dramatic purpose of Edmund's aside?</li> </ul> <p><b>Act 3, Scene 6 Visual Clip (15 min)</b></p> <ul style="list-style-type: none"> <li>▪ Watch a clip of the scene.</li> <li>▪ Q: In this scene, Lear shows some reason in his madness. Discuss.</li> <li>▪ Q: Why does Cornwall want to have Lear captured and killed? (Lear doesn't have 100 knights and therefore is no real threat.)</li> <li>▪ Q: At the end of the scene, Edgar speaks in couplets instead of in blank verse. Why was this technique used?</li> </ul> <p><b>Act 3, Scene 7 Audio (15 min)</b></p> <ul style="list-style-type: none"> <li>▪ Listen to the scene on the iPod.</li> <li>▪ Q: This is one of the most grisly scenes in all of Shakespeare's works. How could this be managed on stage?</li> <li>▪ Q: Is the violence in the scene necessary or gratuitous?</li> <li>▪ Q: What is ironic about the reason Gloucester gives his persecutors for having helped Lear escape? ("Because I would not see thy cruel nails/ Pluck out his poor old eyes.")</li> <li>▪ Q: What examples of animal imagery are evident, and to whom do these apply?</li> <li>▪ Q: In this scene, the nobles and aristocrats behave badly, while the servants behave nobly. What do you think Shakespeare is saying about society?</li> </ul> <p><b>Group Work: Judgement (30 min)</b></p> <ul style="list-style-type: none"> <li>▪ Cornwall, Goneril, Regan, and Edmund: all deserve punishment. In small groups, students determine an appropriate punishment for one of these four characters.</li> <li>▪ Students present their judgement to the class, explaining:             <ul style="list-style-type: none"> <li>○ what the character's mental state is at the time</li> <li>○ the nature of the crime</li> <li>○ the danger that the offender poses to society</li> </ul> </li> </ul>		<p>Notes:</p>	<p><b>Multiple Intelligences</b></p> <ul style="list-style-type: none"> <li>✓ Verbal/Linguistic</li> <li>○ Logical/Mathematical</li> <li>○ Musical</li> <li>✓ Visual/Spatial</li> <li>✓ Bodily/Kinaesthetic</li> <li>○ Interpersonal</li> <li>○ Intrapersonal</li> <li>○ Naturalistic</li> <li>○ Spiritual</li> </ul> <p><b>Bloom's Taxonomy</b></p> <ul style="list-style-type: none"> <li>✓ Knowledge</li> <li>✓ Comprehension</li> <li>✓ Application</li> <li>✓ Analysis</li> <li>✓ Evaluation</li> <li>○ Synthesis</li> </ul> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>✓ Predicting/Revising</li> <li>✓ Visualizing</li> <li>✓ Connecting text-text</li> <li>✓ Connecting text-self</li> <li>○ Spatial patterning</li> <li>✓ Inferencing</li> <li>✓ Critical questioning</li> </ul> <p><b>Media/Multi-Literacy</b></p> <ul style="list-style-type: none"> <li>✓ Authorship (Constructed)</li> <li>✓ Format (Technique)</li> <li>✓ Audience</li> <li>✓ Content (Values)</li> <li>✓ Purpose</li> </ul> <p><b>Design Grammars</b></p> <ul style="list-style-type: none"> <li>✓ Linguistic</li> <li>✓ Visual</li> <li>✓ Audio</li> <li>✓ Gesture</li> <li>✓ Image</li> <li>○ Spatial</li> <li>○ Multi-modal</li> </ul> <p><b>A&amp;E Strategies</b></p> <ul style="list-style-type: none"> <li>○ Diagnostic</li> <li>✓ Formative</li> <li>○ Summative</li> <li>○ Peer/Self Assessment</li> <li>○ Checklist/Checkbrick</li> <li>○ Log/Journal</li> <li>○ Group Presentations</li> <li>○ Oral questioning</li> <li>○ Conferencing</li> <li>○ Other:</li> </ul> <p><b>Cross-Curricular</b></p> <ul style="list-style-type: none"> <li>✓ Differentiated Instruction</li> <li>✓ Emotional Intelligence</li> <li>○ Metacognition</li> <li>✓ Literacy</li> <li>○ Numeracy</li> <li>○ Problem-solving</li> <li>○ Pathways/Careers</li> </ul> <p><b>Board Topics</b></p> <ul style="list-style-type: none"> <li>✓ Character Education</li> <li>○ Equity</li> <li>○ Diversity</li> <li>○ Environmentalism</li> <li>○ Anti-homophobia</li> <li>○ Bullying Prevention</li> </ul>
Resources: <i>King Lear</i> (CD or mp3); <i>King Lear</i> (DVD)		Homework: Read 4.1 – 4.5; Blogging	

Lesson No.: <b>8</b>	Lesson Title: <b>King Lear 4.1 – 4.5</b>	Periods: <b>1</b>	
Overall Expectations: OC 1, 2; RL 1, 2, 3		Specific Expectations: OC 1.1-1.7, 2.6, RL 1.1-1.8; 2.1-2.3; 3.1-3.3; 4.1	
<p>Learning Activities:</p> <p><b>Act 4, Scene 1: Chorus (20 min)</b></p> <ul style="list-style-type: none"> <li>▪ Assign 3-4 students to read the opening 9 lines in unison.</li> <li>▪ Read the rest of the scene together.</li> <li>▪ Q: What effect did the choral reading of Edgar's lines have? Do you think there's evidence that Edgar's part is similar to a chorus in Greek plays? (revealing hidden fears of the character)</li> <li>▪ Q: What do you think about the line, "I stumbled when I saw"?</li> <li>▪ Q: "As flies to wanton boys are we to the gods. / They kill us for their sport" is one of Shakespeare's most famous lines. Explain how the following are present: analogy, inversion, simile, cynicism, sententious (self-righteous) or gnomic remark (brief and seems wise but is difficult to understand)</li> <li>▪ Q: "From that place / I shall no leading need": What does that line tell you about Gloucester's intentions?</li> </ul> <p><b>Act 4, Scene 2: Visual (20 min)</b></p> <ul style="list-style-type: none"> <li>▪ Watch the scene.</li> <li>▪ Q: What two meanings of the word 'mistress' are implied in line 23? What have Edmund and Goneril been up to while travelling to Albany's palace?</li> <li>▪ Q: What does this scene tell us about Albany? What are your predictions for his role in the play?</li> </ul> <p><b>Act 4, Scene 3: Reader's Theatre (20 min)</b></p> <ul style="list-style-type: none"> <li>▪ Read the scene together.</li> <li>▪ If time allows, students dramatize an interview between a reporter, the gentleman and Caius about the whereabouts and mental states of Lear and Cordelia.</li> </ul> <p><b>Act 4, Scene 4: Visual (20 min)</b></p> <ul style="list-style-type: none"> <li>▪ Watch 2 different versions of the scene, comparing how Cordelia is portrayed.</li> <li>▪ Q: What Christ-like imagery has Shakespeare invested in Cordelia? How is this portrayed onscreen?</li> <li>▪ Q: Earlier Goneril and Regan had stripped Lear of his 100 knights. How does this scene restore that?</li> <li>▪ Q: Where is the King of France?</li> </ul> <p><b>Act 4, Scene 5: Mime (15 min)</b></p> <ul style="list-style-type: none"> <li>▪ While two students read the part, have two others mime the interplay between Regan and Goneril's message in the background. Regan wants to see the letter; Oswald won't let her have it.</li> <li>▪ Q: Why is Albany reluctant to take the field against Cordelia's forces?</li> <li>▪ Q: What did Goneril say to Albany to convince him to go to war?</li> <li>▪ Q: What does Oswald hope to gain by cutting Gloucester off?</li> </ul>		<p>Notes:</p>	<p><b>Multiple Intelligences</b></p> <ul style="list-style-type: none"> <li>✓ Verbal/Linguistic</li> <li>✓ Logical/Mathematical</li> <li>✓ Musical</li> <li>✓ Visual/Spatial</li> <li>✓ Bodily/Kinaesthetic</li> <li>✓ Interpersonal</li> <li>✓ Intrapersonal</li> <li>○ Naturalistic</li> <li>○ Spiritual</li> </ul> <p><b>Bloom's Taxonomy</b></p> <ul style="list-style-type: none"> <li>✓ Knowledge</li> <li>✓ Comprehension</li> <li>✓ Application</li> <li>✓ Analysis</li> <li>○ Evaluation</li> <li>○ Synthesis</li> </ul> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>○ Predicting/Revising</li> <li>✓ Visualizing</li> <li>✓ Connecting text-text</li> <li>○ Connecting text-self</li> <li>○ Spatial patterning</li> <li>○ Inferencing</li> <li>○ Critical questioning</li> </ul> <p><b>Media/Multi-Literacy</b></p> <ul style="list-style-type: none"> <li>✓ Authorship (Constructed)</li> <li>✓ Format (Technique)</li> <li>✓ Audience</li> <li>✓ Content (Values)</li> <li>✓ Purpose</li> </ul> <p><b>Design Grammars</b></p> <ul style="list-style-type: none"> <li>✓ Linguistic</li> <li>✓ Visual</li> <li>✓ Audio</li> <li>✓ Gesture</li> <li>✓ Image</li> <li>✓ Spatial</li> <li>✓ Multi-modal</li> </ul> <p><b>A&amp;E Strategies</b></p> <ul style="list-style-type: none"> <li>○ Diagnostic</li> <li>✓ Formative</li> <li>○ Summative</li> <li>○ Peer/Self Assessment</li> <li>○ Checklist/Checkbrick</li> <li>○ Log/Journal</li> <li>○ Group Presentations</li> <li>○ Oral questioning</li> <li>○ Conferencing</li> <li>○ Other:</li> </ul> <p><b>Cross-Curricular</b></p> <ul style="list-style-type: none"> <li>✓ Differentiated Instruction</li> <li>✓ Emotional Intelligence</li> <li>○ Metacognition</li> <li>✓ Literacy</li> <li>○ Numeracy</li> <li>○ Problem-solving</li> <li>○ Pathways/Careers</li> </ul> <p><b>Board Topics</b></p> <ul style="list-style-type: none"> <li>○ Character Education</li> <li>○ Equity</li> <li>○ Diversity</li> <li>○ Environmentalism</li> <li>○ Anti-homophobia</li> <li>○ Bullying Prevention</li> </ul>
Resources: <i>King Lear</i> (CD or mp3); <i>King Lear</i> (DVD)		Homework: Read 4.6 – 4.7; Blogging	

Lesson No.: <b>9</b>	Lesson Title: <b>King Lear 4.6 – 4.7</b>	Periods: <b>1</b>	
Overall Expectations: OC 1, 2; RL 1, 2, 3		Specific Expectations: OC 1.1-1.7, 2.6, RL 1.1-1.8; 2.1-2.3; 3.1-3.3; 4.1	
<p>Learning Activities:</p> <p><b>Act 4, Scene 6: Visual (20 min)</b></p> <ul style="list-style-type: none"> <li>▪ Watch the scene as a class.</li> <li>▪ Q: This scene could be ridiculous. Instead, it's emotional. How do the writing and the staging keep it away from the ridiculous?</li> <li>▪ Q: How exactly does Edgar win the fight against Oswald, who has a sword?</li> <li>▪ Q: Why does Oswald tell about the letter he is carrying?</li> </ul> <p><b>Act 4, Scene 7: Reader's Theatre (35 min)</b></p> <ul style="list-style-type: none"> <li>▪ Read the play together.</li> <li>▪ Q: This scene could be viewed as a climax to the play. In what way?</li> <li>▪ Q: How would you stage this scene?</li> <li>▪ Q: Where is the Fool?</li> <li>▪ Chart: Create a chart or table illustrating the parallels between Lear and Gloucester.</li> <li>▪ Diagram: Create a graph of Edmund's life as we know it from the play. He's now nearing the height of his aspirations, both political and social. What does he hope is going to happen next? What evidence do we have that this won't happen?</li> </ul> <p><b>Memorization</b> Students should practice their passage.</p> <p><b>Collaborative Essay</b></p> <ul style="list-style-type: none"> <li>▪ Review expectations for collaborative essay. Students should be well on their way at this point.</li> </ul>		<p>Notes:</p>	<p><b>Multiple Intelligences</b></p> <ul style="list-style-type: none"> <li>✓ Verbal/Linguistic</li> <li>✓ Logical/Mathematical</li> <li>○ Musical</li> <li>✓ Visual/Spatial</li> <li>✓ Bodily/Kinaesthetic</li> <li>✓ Interpersonal</li> <li>✓ Intrapersonal</li> <li>○ Naturalistic</li> <li>○ Spiritual</li> </ul> <p><b>Bloom's Taxonomy</b></p> <ul style="list-style-type: none"> <li>✓ Knowledge</li> <li>✓ Comprehension</li> <li>✓ Application</li> <li>✓ Analysis</li> <li>✓ Evaluation</li> <li>○ Synthesis</li> </ul> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>✓ Predicting/Revising</li> <li>✓ Visualizing</li> <li>✓ Connecting text-text</li> <li>✓ Connecting text-self</li> <li>✓ Spatial patterning</li> <li>✓ Inferencing</li> <li>✓ Critical questioning</li> </ul> <p><b>Media/Multi-Literacy</b></p> <ul style="list-style-type: none"> <li>✓ Authorship (Constructed)</li> <li>✓ Format (Technique)</li> <li>✓ Audience</li> <li>✓ Content (Values)</li> <li>✓ Purpose</li> </ul> <p><b>Design Grammars</b></p> <ul style="list-style-type: none"> <li>✓ Linguistic</li> <li>✓ Visual</li> <li>✓ Audio</li> <li>✓ Gesture</li> <li>✓ Image</li> <li>✓ Spatial</li> <li>○ Multi-modal</li> </ul> <p><b>A&amp;E Strategies</b></p> <ul style="list-style-type: none"> <li>○ Diagnostic</li> <li>✓ Formative</li> <li>○ Summative</li> <li>○ Peer/Self Assessment</li> <li>○ Checklist/Checkbrick</li> <li>○ Log/Journal</li> <li>○ Group Presentations</li> <li>○ Oral questioning</li> <li>○ Conferencing</li> <li>○ Other:</li> </ul> <p><b>Cross-Curricular</b></p> <ul style="list-style-type: none"> <li>✓ Differentiated Instruction</li> <li>✓ Emotional Intelligence</li> <li>○ Metacognition</li> <li>✓ Literacy</li> <li>○ Numeracy</li> <li>○ Problem-solving</li> <li>○ Pathways/Careers</li> </ul> <p><b>Board Topics</b></p> <ul style="list-style-type: none"> <li>✓ Character Education</li> <li>○ Equity</li> <li>○ Diversity</li> <li>○ Environmentalism</li> <li>○ Anti-homophobia</li> <li>○ Bullying Prevention</li> </ul>
Resources: <i>King Lear</i> (CD or mp3); <i>King Lear</i> (DVD)		Homework: Read Act 5; Collaborative essay blogging	

Lesson No.: <b>10</b>	Lesson Title: <b>King Lear 5</b>	Periods: <b>1</b>	
Overall Expectations: OC 1, 2; RL 1, 2, 3		Specific Expectations: OC 1.1-1.7, 2.6, RL 1.1-1.8; 2.1-2.3; 3.1-3.3; 4.1	
<p>Learning Activities:</p> <p><b>Act 5, Scene 1: Reader's Theatre (20 min)</b></p> <ul style="list-style-type: none"> <li>▪ Read the scene together.</li> <li>▪ Q: There are several leaders of armies in this scene: Regan, Goneril, Albany, Edmund, Cordelia, and Lear. How would each address his/her troops to rally them before battle? What questions might they have?</li> <li>▪ Q: Is Edmund in love? With whom? How does he feel in this scene? Explain</li> </ul> <p><b>Act 5, Scene 2: Audio (15 min)</b></p> <ul style="list-style-type: none"> <li>▪ Listen to the scene together.</li> <li>▪ We've missed some key action (the capture of Lear and Cordelia). Why do you think this scene was left out of the play? What effect does its absence have?</li> </ul> <p><b>Act 5, Scene 3: Visual (20 min)</b></p> <ul style="list-style-type: none"> <li>• Watch the final scene together.</li> <li>• Q: Was Lear a tragic hero?</li> <li>• Q: Why did Goneril commit suicide?</li> <li>• Q: How does Gloucester finally die?</li> <li>• Q: Why does Edmund die offstage? Why did Shakespeare use this technique?</li> <li>• Q: "My poor fool is hanged" – who is that?</li> </ul> <p><b>Memorization</b> Students should practice their passage. Options: Act 1 Scene 2, 1-22 Act 3 Scene 2, 1-25 ...</p>		<p>Notes:</p>	<p><b>Multiple Intelligences</b></p> <ul style="list-style-type: none"> <li>✓ Verbal/Linguistic</li> <li>○ Logical/Mathematical</li> <li>○ Musical</li> <li>○ Visual/Spatial</li> <li>✓ Bodily/Kinaesthetic</li> <li>✓ Interpersonal</li> <li>○ Intrapersonal</li> <li>○ Naturalistic</li> <li>○ Spiritual</li> </ul> <p><b>Bloom's Taxonomy</b></p> <ul style="list-style-type: none"> <li>✓ Knowledge</li> <li>✓ Comprehension</li> <li>✓ Application</li> <li>✓ Analysis</li> <li>✓ Evaluation</li> <li>○ Synthesis</li> </ul> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>✓ Predicting/Revising</li> <li>✓ Visualizing</li> <li>✓ Connecting text-text</li> <li>✓ Connecting text-self</li> <li>○ Spatial patterning</li> <li>✓ Inferencing</li> <li>✓ Critical questioning</li> </ul> <p><b>Media/Multi-Literacy</b></p> <ul style="list-style-type: none"> <li>✓ Authorship (Constructed)</li> <li>✓ Format (Technique)</li> <li>✓ Audience</li> <li>✓ Content (Values)</li> <li>✓ Purpose</li> </ul> <p><b>Design Grammars</b></p> <ul style="list-style-type: none"> <li>✓ Linguistic</li> <li>✓ Visual</li> <li>✓ Audio</li> <li>✓ Gesture</li> <li>○ Image</li> <li>○ Spatial</li> <li>○ Multi-modal</li> </ul> <p><b>A&amp;E Strategies</b></p> <ul style="list-style-type: none"> <li>○ Diagnostic</li> <li>✓ Formative</li> <li>○ Summative</li> <li>○ Peer/Self Assessment</li> <li>○ Checklist/Checkbrick</li> <li>○ Log/Journal</li> <li>○ Group Presentations</li> <li>○ Oral questioning</li> <li>○ Conferencing</li> <li>○ Other:</li> </ul> <p><b>Cross-Curricular</b></p> <ul style="list-style-type: none"> <li>✓ Differentiated Instruction</li> <li>✓ Emotional Intelligence</li> <li>○ Metacognition</li> <li>✓ Literacy</li> <li>○ Numeracy</li> <li>○ Problem-solving</li> <li>○ Pathways/Careers</li> </ul> <p><b>Board Topics</b></p> <ul style="list-style-type: none"> <li>✓ Character Education</li> <li>○ Equity</li> <li>○ Diversity</li> <li>○ Environmentalism</li> <li>○ Anti-homophobia</li> <li>○ Bullying Prevention</li> </ul>
Resources: <i>King Lear</i> (CD or mp3); <i>King Lear</i> (DVD)		Homework: Memorization; Collaborative Essay blogging	

Lesson No.: <b>11</b>	Lesson Title: <b>Multi-Media Scene Presentation</b>	Periods: <b>4</b>	
Overall Expectations: OC 2, 3; MS 3, 4		Specific Expectations: OC 2.1-2.5, 2.7; MS 3.3, 3.4	
<p>Learning Activities:</p> <p>Students choose a scene and assemble an appropriate group, then:</p> <p><b>1. Edit</b></p> <ul style="list-style-type: none"> <li>○ Make copies of the scene's text for everyone in the group.</li> <li>○ Read the scene aloud going around the group. As you read, circle any words and phrases you don't understand.</li> <li>○ Get definitions for those words.</li> <li>○ Read again, deciding together what each speech means. Read again, deciding on the objective of each character.</li> <li>○ Decide how your passage fits into the context</li> </ul> <p><b>2. Cast</b></p> <ul style="list-style-type: none"> <li>○ When everyone has a comfortable understanding of the scene, cast parts.</li> <li>○ You may have members double.</li> <li>○ Decide whether to appoint a director to oversee the whole production or to act together in making all decisions.</li> </ul> <p><b>3. Characterize</b></p> <ul style="list-style-type: none"> <li>○ Read through your lines silently and aloud many times until you're sure you understand every word, phrase, and sentence.</li> <li>○ Identify your objective in the passage.</li> <li>○ Decide what words, phrases, or ideas need to be.</li> <li>○ Decide where pauses are appropriate and indicate them on your script.</li> <li>○ Read your part aloud many times so that it's comfortable.</li> </ul> <p><b>4. Sound Effects and Music</b></p> <ul style="list-style-type: none"> <li>○ Read through the scene, noticing the setting. Imagine background noise or music that would help listeners imagine the setting, and think about how you might produce and record that.</li> <li>○ Read through the scene, noticing character entrances and exits. Decide how you might signal these with appropriate sounds.</li> <li>○ Read through the scene again, noticing any other movements or actions that might suggest noise. Plan for ways of producing these sound effects.</li> <li>○ Read through the scene with the planned sound effects and music clips several times.</li> <li>○ Note any extra props that you might need to produce the sound effects.</li> </ul> <p><b>5. Rehearse</b></p> <p>Rehearse your scene several times.</p> <p><b>6. Record</b></p> <p>Use Audacity to record your scene.</p> <p><b>7. Find Images</b></p> <ul style="list-style-type: none"> <li>○ Find or create images that evoke emotions associated with your scene. You should expect to have at least one different image for every 10 seconds of the scene.</li> <li>○ Put the images in an order that best complements the scene.</li> <li>○ Using MovieMaker, set the images to the audio track recorded earlier.</li> </ul> <p>Your multi-media presentations will be shown to the entire class in order of appearance in the play.</p>		<p>Notes:</p>	<p><b>Multiple Intelligences</b></p> <ul style="list-style-type: none"> <li>✓ Verbal/Linguistic</li> <li>✓ Logical/Mathematical</li> <li>✓ Musical</li> <li>✓ Visual/Spatial</li> <li>✓ Bodily/Kinaesthetic</li> <li>✓ Interpersonal</li> <li>✓ Intrapersonal</li> <li>✓ Naturalistic</li> <li>✓ Spiritual</li> </ul> <p><b>Bloom's Taxonomy</b></p> <ul style="list-style-type: none"> <li>✓ Knowledge</li> <li>✓ Comprehension</li> <li>✓ Application</li> <li>✓ Analysis</li> <li>✓ Evaluation</li> <li>✓ Synthesis</li> </ul> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>○ Predicting/Revising</li> <li>○ Visualizing</li> <li>✓ Connecting text-text</li> <li>○ Connecting text-self</li> <li>○ Spatial patterning</li> <li>✓ Inferencing</li> <li>✓ Critical questioning</li> </ul> <p><b>Media/Multi-Literacy</b></p> <ul style="list-style-type: none"> <li>✓ Authorship (Constructed)</li> <li>✓ Format (Technique)</li> <li>✓ Audience</li> <li>✓ Content (Values)</li> <li>✓ Purpose</li> </ul> <p><b>Design Grammars</b></p> <ul style="list-style-type: none"> <li>✓ Linguistic</li> <li>✓ Visual</li> <li>✓ Audio</li> <li>✓ Gesture</li> <li>✓ Image</li> <li>✓ Spatial</li> <li>✓ Multi-modal</li> </ul> <p><b>A&amp;E Strategies</b></p> <ul style="list-style-type: none"> <li>○ Diagnostic</li> <li>○ Formative</li> <li>✓ Summative</li> <li>○ Peer/Self Assessment</li> <li>○ Checklist/Checkbrick</li> <li>○ Log/Journal</li> <li>✓ Group Presentations</li> <li>○ Oral questioning</li> <li>○ Conferencing</li> <li>○ Other:</li> </ul> <p><b>Cross-Curricular</b></p> <ul style="list-style-type: none"> <li>✓ Differentiated Instruction</li> <li>✓ Emotional Intelligence</li> <li>○ Metacognition</li> <li>✓ Literacy</li> <li>○ Numeracy</li> <li>○ Problem-solving</li> <li>○ Pathways/Careers</li> </ul> <p><b>Board Topics</b></p> <ul style="list-style-type: none"> <li>✓ Character Education</li> <li>○ Equity</li> <li>○ Diversity</li> <li>○ Environmentalism</li> <li>○ Anti-homophobia</li> <li>○ Bullying Prevention</li> </ul>
Resources: Scripts; Audacity; MovieMaker; Lab		Homework: Multi-media presentation; collaborative essay blogging	

Lesson No.: <b>12</b>	Lesson Title: <b>Collaborative Essay</b>	Periods:	
Overall Expectations: W 1, 2, 3, 4		Specific Expectations: W 1.1 – 1.5; W 2.1 – 2.7; W 3.1 – 3.2; W 4.1	
<p>Learning Activities:</p> <p>You will be assigned a partner for this project. With your partner, review the different questions that you each posted throughout our study of <i>King Lear</i>. (You should have six questions each.) Identify questions where you and your partner differ in your opinions. From these, select the question that is most interesting to you both.</p> <p>Choose one of you to open the essay. This person should write a letter to the other outlining his/her opinion in 300-500 words, with specific references to the text as appropriate. Then the second should respond with his/her opinion. Continue the letter exchange until each of you has written at least three letters. <b>The point of this exercise is not to convince your partner of your opinion; rather, it is to fully express your ideas in response to a direct and friendly critique.</b> At all times your tone should remain respectful and thoughtful, as appropriate for an academic paper.</p> <p>I recommend that you use the class moodle / wiki to conduct your exchange. Create a page for your dialogue, and post the final copy of your essay there.</p> <p>Compile your letter exchange into a single, coherent document with an introduction and conclusion. Make use of headings to clarify your communication. Proofread your entire essay, including your partner's work. Ensure that references to the text are properly cited.</p>		Notes:	<p><b>Multiple Intelligences</b></p> <ul style="list-style-type: none"> <li>✓ Verbal/Linguistic</li> <li>✓ Logical/Mathematical</li> <li>○ Musical</li> <li>○ Visual/Spatial</li> <li>○ Bodily/Kinaesthetic</li> <li>✓ Interpersonal</li> <li>✓ Intrapersonal</li> <li>○ Naturalistic</li> <li>○ Spiritual</li> </ul> <p><b>Bloom's Taxonomy</b></p> <ul style="list-style-type: none"> <li>✓ Knowledge</li> <li>✓ Comprehension</li> <li>✓ Application</li> <li>✓ Analysis</li> <li>✓ Evaluation</li> <li>✓ Synthesis</li> </ul> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>○ Predicting/Revising</li> <li>○ Visualizing</li> <li>○ Connecting text-text</li> <li>○ Connecting text-self</li> <li>○ Spatial patterning</li> <li>✓ Inferencing</li> <li>✓ Critical questioning</li> </ul> <p><b>Media/Multi-Literacy</b></p> <ul style="list-style-type: none"> <li>○ Authorship (Constructed)</li> <li>○ Format (Technique)</li> <li>○ Audience</li> <li>○ Content (Values)</li> <li>○ Purpose</li> </ul> <p><b>Design Grammars</b></p> <ul style="list-style-type: none"> <li>✓ Linguistic</li> <li>○ Visual</li> <li>○ Audio</li> <li>○ Gesture</li> <li>○ Image</li> <li>○ Spatial</li> <li>○ Multi-modal</li> </ul> <p><b>A&amp;E Strategies</b></p> <ul style="list-style-type: none"> <li>○ Diagnostic</li> <li>○ Formative</li> <li>✓ Summative</li> <li>✓ Peer/Self Assessment</li> <li>○ Checklist/Checkbrick</li> <li>✓ Log/Journal</li> <li>○ Group Presentations</li> <li>○ Oral questioning</li> <li>○ Conferencing</li> <li>○ Other:</li> </ul> <p><b>Cross-Curricular</b></p> <ul style="list-style-type: none"> <li>○ Differentiated Instruction</li> <li>✓ Emotional Intelligence</li> <li>✓ Metacognition</li> <li>✓ Literacy</li> <li>○ Numeracy</li> <li>○ Problem-solving</li> <li>○ Pathways/Careers</li> </ul> <p><b>Board Topics</b></p> <ul style="list-style-type: none"> <li>○ Character Education</li> <li>○ Equity</li> <li>○ Diversity</li> <li>○ Environmentalism</li> <li>○ Anti-homophobia</li> <li>○ Bullying Prevention</li> </ul>
Resources:		Homework:	

Lesson No.: <b>13</b>	Lesson Title: <b>Unit Test</b>	Periods:	
Overall Expectations: RL 4, W 4, MS 4		Specific Expectations: RL 4.1, 4.2; W 4.1, 4.2; MS 4.1	
<p>Learning Activities:</p> <p><b>Metacognitive Question 1:</b> How did writing an essay in response to a peer's arguments influence the way that you expressed your ideas? How can you apply what you've learned to other academic writing projects?</p> <p><b>Metacognitive Question 2:</b> How did preparing an audio-visual presentation of a scene alter your understanding of and appreciation for the scene? Of the play itself?</p> <p><b>Memorization</b></p>		Notes:	<p><b>Multiple Intelligences</b></p> <ul style="list-style-type: none"> <li>✓ Verbal/Linguistic</li> <li>○ Logical/Mathematical</li> <li>✓ Musical</li> <li>○ Visual/Spatial</li> <li>○ Bodily/Kinaesthetic</li> <li>○ Interpersonal</li> <li>○ Intrapersonal</li> <li>○ Naturalistic</li> <li>○ Spiritual</li> </ul> <p><b>Bloom's Taxonomy</b></p> <ul style="list-style-type: none"> <li>✓ Knowledge</li> <li>✓ Comprehension</li> <li>✓ Application</li> <li>✓ Analysis</li> <li>✓ Evaluation</li> <li>○ Synthesis</li> </ul> <p><b>Reading Strategies</b></p> <ul style="list-style-type: none"> <li>○ Predicting/Revising</li> <li>○ Visualizing</li> <li>○ Connecting text-text</li> <li>○ Connecting text-self</li> <li>○ Spatial patterning</li> <li>○ Inferencing</li> <li>○ Critical questioning</li> </ul> <p><b>Media/Multi-Literacy</b></p> <ul style="list-style-type: none"> <li>○ Authorship (Constructed)</li> <li>○ Format (Technique)</li> <li>○ Audience</li> <li>○ Content (Values)</li> <li>○ Purpose</li> </ul> <p><b>Design Grammars</b></p> <ul style="list-style-type: none"> <li>○ Linguistic</li> <li>○ Visual</li> <li>○ Audio</li> <li>○ Gesture</li> <li>○ Image</li> <li>○ Spatial</li> <li>○ Multi-modal</li> </ul> <p><b>A&amp;E Strategies</b></p> <ul style="list-style-type: none"> <li>○ Diagnostic</li> <li>○ Formative</li> <li>✓ Summative</li> <li>○ Peer/Self Assessment</li> <li>○ Checklist/Checkbrick</li> <li>○ Log/Journal</li> <li>○ Group Presentations</li> <li>○ Oral questioning</li> <li>○ Conferencing</li> <li>○ Other:</li> </ul> <p><b>Cross-Curricular</b></p> <ul style="list-style-type: none"> <li>○ Differentiated Instruction</li> <li>○ Emotional Intelligence</li> <li>✓ Metacognition</li> <li>✓ Literacy</li> <li>○ Numeracy</li> <li>○ Problem-solving</li> <li>○ Pathways/Careers</li> </ul> <p><b>Board Topics</b></p> <ul style="list-style-type: none"> <li>○ Character Education</li> <li>○ Equity</li> <li>○ Diversity</li> <li>○ Environmentalism</li> <li>○ Anti-homophobia</li> <li>○ Bullying Prevention</li> </ul>
Resources:		Homework:	