LHE 3253: TEACHING THE LANGUAGE OF DRAMA

ASSIGNMENT 2: THE LESSON PLAN

Instruction:
1. Please follow the guidelines and format of the sample lesson plan provided for you.
2. Please choose 1 of these dramas as the basis of your lesson:
   a. The jewels of the shrine
   b. Mother’s day
   c. Trifles
   d. A marriage proposal
   e. Trifles
   f. A young lady of property
   g. As we were
3. Please choose one of the elements of drama (i.e. plot/ characters/ dialogue/ theme) as the focus of your lesson.
4. Activities incorporated into the lesson should be relevant and appropriate to students’ levels, cultural contexts and engage them in learning. Try to relate the content of the lesson to learners’ life experiences, to enable them to see the relevance of learning literature/drama to their lives.
5. Be extra careful with your objectives. Specific objectives are measurable objectives. Use active/concrete verbs in formulating the specific objectives. Activities are planned to achieve these objectives.
6. CCTS objectives are to used to encourage students to generate ideas, to go beyond the text, give personal responses incorporating higher level thinking. CCTS evaluation should be ongoing and not accumulated in the closure as an afterthought.
7. For each stage, choose appropriate activities. E.g. for the set induction, begin with a song, poem, riddle, quiz + use of suitable realia. Diversify your activities. Moreover, there should be smooth flow/sequence of activities from one stage to the next.
8. Presentation: Assuming that learners have read the drama, you may pose questions to lead students into the text, to elicit the content from the learners. The questions pose should incorporate CCTS, thus the need to concur with the levels of questioning, to ensure that students are critical in giving their responses.
9. Development 1: Class, groups, pair-works, individuals
10. Development 2: Presentation, dramatization, role play
11. Closure: Comment, feedback, personal response
12. Follow-up: Activities such as homework, writing exercises that learners should do individually/on their own, or look for extra information related to the topic discussed etc.
13. Time allocation for each stage of the lesson should be based on needs and not on equal portion. Set induction: 3-5 minutes, presentation: 8-10 minutes. Maximum time is 15 minutes. Learners’ attention span is short.
14. Evaluation should be formative, not summative
What are the moral values that can be discerned in the play?

Write your previous knowledge. Time to show off your latent talent in teaching literature.

What learners already know about the topic. Before this lesson, use your creativity (within context) to

Previous knowledge:

- Hands-on, worksheet, read, etc.

The play "The Jewels in the Shrine" (Other resources that you would use in conducting the lesson, such

Resources:

- Give suggestions on how the characters can improve their relationship to one another.
- Assume the personality of a character in the play, and retell an episode in the play from his
- State whether Ochane is justified in trusting his two grandsons in this way, and to rationalize

Learners should be able to

CTP objectives:

- Match character dialogues with the actors in the play.
- List the characters' personality via their dialogues in the play

As the lesson progresses, learners should be able to

Specific objectives:

(Choose skills from the literature component of the curriculum specification)

Skills:

- Proficiency in Shakespeare (e.g., The Jewels of the Shrine)
- English literature
- (8:30-9:50 a.m., 60 minutes)
- September 11, 2011
- 4th form 4 Open-Seminar (level: Intermediate to High)
- (e.g., Shakespeare's High School, Stratford-upon-Avon, Yen Kedan)
- (e.g., Sir Playbill, Sir Cedric, Your Name / An Imaginary Teacher's Name)

Format of the Lesson Plan

Hussin/LH3/2232 - Drama/Assignments - Pg2
2. Those using "The Jewels in the Shrine" are not allowed to focus on characters in their lesson.

The Jewels in the Shrine 1.

Choice in this way:

1. To ensure that there is a fair distribution of use of the texts, only 4 persons are allowed to use one title/lesson. Please list your choice.

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