

LESSON PLAN

<i>Teacher's Name: Michael White</i>	<i>Date: March 6th, 2006</i>
<i>Class/Grade Level: 9th-12th</i>	<i>Period/Time of day: 7th</i>
<i>Subject: Drama</i>	<i>Lesson Topic: Internal and External Actions / Interactions</i>
CORE CONTENT @ www.education.ky.gov	
AH-HS-1.3.1 <ul style="list-style-type: none">Students will analyze or evaluate the use of technical elements, literary elements and performance elements in a variety of dramatic works. RD-11-2.0.1 <ul style="list-style-type: none">Students will paraphrase information in a passage. RD-10-4.0.1 <ul style="list-style-type: none">Students will analyze the content or make connections as it applies to students' lives (text-to-self), realworld issues (text-to-world) or other texts (text-to-text).	
GOAL (teacher) <ul style="list-style-type: none">To review internal and external acting and have the students apply that information while learning about interactions. This information will be applied to everyday life and to drama as a whole.	
OBJECTIVES (what students will know and do) <p>Students will:</p> <ul style="list-style-type: none">Recall information about Internal and External Actions.Write notes about Interactions.Present real-world examples of Internal Actions, External Actions, and Interactions.Participate in an activity that will reinforce their knowledge of Internal and External Actions along with Interactions.	
ESSENTIAL QUESTION (s) <ol style="list-style-type: none">What makes an Internal Action different from an External Action?What is the relationship between Internal/External Actions and Interactions?	
MATERIALS <p>Textbook: The Actor in You Technology Enhancements (Lesson PowerPoint) Homework Handouts Skit Handout 4.1 Core Content Lesson Planning Material – Morehead State University</p>	

LESSON PLAN

ASSESSMENT(s) TO BE DEVELOPED

Prior:

Review of Internal and External Actions (TO and Q&A/Bellwork)

For Learning/ Formative

Teacher Observation

Questions and Answers

Exercises from the Textbook

Homework

Of Learning/ Summative

Quiz Show on Friday

PROCEDURES *(step by step)*

- **Anticipatory Set**
 - Bellwork – Review Questions – Share out
 - Go over the essential questions slide.
- **Introduction**
 - Repeat Exercise 3.1 from Yesterday with one group. (For review and to lead into Interactions)
 - Explain the importance of Interactions.
- **Body of Lesson**
 - Notes on Interactions.
 - Give example(s) of Interactions. (Have students do “Lost” skit)
 - Exercise 3.2. (Blind Leading – Students lead each other through the room using only their hands on their shoulders. Sound Leading – Students lead each other through the room using only their voices.)
 - Discuss exercise 3.2 using questions from the book and the teacher.
 - Exercise 3.3. (Mirrors – A leader student stands in front of a follower student and the follower student does the same “water” movements that the leader does.)
 - Discuss exercise 3.3 using questions from the book and the teacher.
- **Closure**
 - Summary of Step 3 (page 18) (Students will read and paraphrase).
 - Discussion of Homework

ASSESSMENT ADMINISTERED *(forms used before, during and after the lesson)*

Bellwork

Teacher Observation

Questions and Answers

Textbook Exercises

Homework

Quiz Show on Friday

MODIFICATIONS/ ACCOMODATIONS/ EXTENSIONS *(differentiation for specific need students)*

The PowerPoint presentation allows for all of the information to be easily accessible to the students for writing and reading purposes.

Discussion allows for higher order thinking and also for students to learn from their peers and add to the discussion. As students discuss, it becomes more likely that others will follow suit

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with new information.

The examples provided by the teacher and the exercises in the book will provide enough information that all of the students should understand the material by the end of class.

Students who are absent will be allowed to make it up the following week during their own time as long as they have documented excuses.

A student helper is in the class to provide guidance for one of the students.

HOMEWORK

Students will be asked to watch a few minutes of a television show, their choice, and write down examples of Internal Action, External Action, and Interactions. This will be turned in and given a grade.

Rubric:

20 – All three terms (Internal Action, External Action, and Interactions) have examples that are well described.

10 – Missing one term or description not complete and clear.

5 – Missing two terms

0 – Did not complete assignment or did not complete in a timely manner.

REFLECTIONS *(to be completed by the practitioner after delivery of lesson)*