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| **Lesson Title: Lesson #2: Introduction to *Hamlet***  **Course: ELA B30**  **Designer: Ms. Mercier** | |
| **Learning Outcomes/Intentions** | |
| **Formal Unit Outcome(s):**  **CR B30.4**  Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate informational (including position papers, magazine and newspaper articles, and electronic communications) and literary (including drama, novels, poetry, short stories, essays, biographies, and autobiographies) texts from various international, including indigenous, cultures and analyze the philosophical, ethical, and social influences that have shaped information, issues, characters, plots, and themes. | |
| **Understandings:**   * Students will understand elements of tragedy, characters and setting of *Hamlet* | **Essential Questions:**   * What are elements of tragedy? * Who are the characters and what is the setting? |
| **“I can . . .” statements:**  I can identify elements of tragedy and understand how they can be used.  I can understand the characters and their roles in the play. | |
| **Assessment Evidence** | |
| **Formative Assessments (Assessment for Learning):**   * This is another explanation and introduction class but students will be formatively observed to make sure they are comprehending the different aspects of the play so far. | |
| **Learning Plan** | |
| **Learning Experiences & Instruction:**  **\*We are going to the library first thing so the students can pick out which books they want to do for their independent novel study.**  **Set:** Did Shakespeare write his own plays? Class discussion. Before we get into Hamlet, I want to gage what opinions are about Shakespeare’s authorship. Show video called “Did Shakespeare write his own plays” - <https://www.youtube.com/watch?v=K-aAUwAFZlQ>  **Development:**   * Write “Elements of Tragedy” on the board and get students to help create a web of characteristics that make a tragedy. * Go through all of the elements of tragedy with the students – put up all the words on the board and get them to give definitions for all of them. Give students handout for future reference after. * Go through the Structure of a Tragedy (Acts 1 – 5). * Go through the characters of Hamlet with a Power Point – this will just be to get them familiar with some of the faces in the play. * Go through setting – talk to the students about where the story of Hamlet takes place (show map).   **Closure:** Discussion - Based on what we now know about Tragedies and the Characters, what can be expected in this play?  If extra time, they can do the character kahoot quiz. | |
| **Reflection** | |
| **To be completed after teaching the lesson:** | |