

## 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 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 be 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 media. 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 posed 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

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  - 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.
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### FORMAT OF THE LESSON PLAN

Name: (e.g. Siti Bijak binti Syed Cerdik/ Your name / An imaginary teacher's name)  
School: (e.g. Shakespeare High School, Stratford-upon-Avon, Yan Kedah)  
Form: Form 4 Sopan-santun (Level: Intermediate to High)  
Enrolment: 41  
Date: September 11, 2011  
Time: 8.30-9.50 a.m. (80 minutes)  
Subject: English Literature  
Topic: (e.g. The Jewels of the Shrine)  
Sub-topic: (Plot/characters/theme/dialogue)  
Skills: (Choose skills from the Literature component of the Curriculum Specification)

Specific objectives: As the lesson progresses, learners should be able to

- i. List the characters in the play
- ii. Discern the characters' personality via their dialogues in the play
- iii. Match character descriptions with the actors in the play

CCTS objectives: Learners should be able to

- i. State whether Okarie is justified in tricking his two grandsons in this way, and to rationalize their answer.
- ii. Assume the personality of a character in the play, and retell an episode in the play from his point of view.
- iii. Give suggestions on how the characters can improve their relationship to one another.

Resources: The play "The jewels in the shrine" (Other resources that you would use in conducting the lesson, such as hand-outs, worksheet, realia, etc)

Previous knowledge: What learners already know about the topic, before this lesson. Use your creativity to (within context) to write your previous knowledge. Time to show off your latent talent in teaching literature.

Moral values: What are the moral values that can be discerned in the play?

Additional notes:

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

The Jewels in the Shrine 1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_

2. Those who are using “The Jewels in the Shrine” are not allowed to focus on **characters** in their lesson.
3. Please use font Arial 11, 10.,
4. Cover page: follow the format for Assignment 1
5. Submission date: September 30, 2011