

HIST359/EDUC346B Lesson Planning Form for Differentiating Instruction

Teacher Lisa Samy

Date _____

Subject/ Topic Literary Response and Analysis Theme Literature

I. Objectives	
How does this lesson tie in to a unit plan? This will be used as a cross-curricular supplemental lesson during <i>Hamlet</i> unit. The students will have already read all of Act 1 of <i>Hamlet</i> .	
What are your objectives for this lesson? (As many as needed. Indicate connections to applicable national or state standards. If an objective applies to only certain students write the name(s) of the student(s) to whom it applies.) 1)The student will be able to identify perspectives of different Genevans during the Calvinist Reformation 2) The student will be able to respond and interpret <i>Hamlet</i> quotes. 3) etc	

II. Before you start	
Prerequisite knowledge and skills.	A brief overview of the Reformations; how it affected Europe, Queen Elizabeth and Shakespeare
Assessment (formative and summative)	Analysis of <i>Hamlet</i> quotes and town council minutes.
Materials-what materials (books, handouts, etc) do you need for this lesson and do you have them?	<i>Registers of the Consistory of Geneva in the Time of Calvin</i> (Kingdom, 2000), Document camera, projector screen, different copies of excerpts from Genevan town council minutes, <i>Hamlet</i> texts
Do you need to set up your classroom in any special way for this lesson? If so, describe it.	Perhaps set-up class in a circle

III. The Plan		
Time	Parts	The description of (script for) the lesson, wherein you describe teacher activities and student activities
	Motivation (Opening/ Introduction/ Engagement)	Students begin with a transition activity, writing in response to quotes from <i>Hamlet</i> . What do these quotes mean? What do Hamlet and Ophelia mean when they say this? What was Shakespeare trying to say in these quotes? Translate these quotes to modern-day English.

		<p>Activate prior knowledge from previous lesson with these quotes from text:</p> <p>"O, that this too too solid flesh would melt, Thaw and resolve itself into a dew! Or that the Everlasting had not fix'd His canon 'gainst self-slaughter! O God! God! How weary, stale, flat, and unprofitable Seem to me all the uses of this world!" - Hamlet, William Shakespeare, <i>Hamlet</i>, 1.2</p> <p>"Do not, as some ungracious pastors do, Show me the steep and thorny way to heaven; Whiles, like a puffed and reckless libertine, Himself the primrose path of dalliance treads, And recks not his own rede." - Ophelia, William Shakespeare, <i>Hamlet</i>, 1.3</p>
	<p>Development</p>	<ol style="list-style-type: none"> 1. Students will share their thoughts and interpretations of the quotes. 2. Class discussion on what these quotes meant and how we would explain these in contemporary terms 3. Questions to further discussions: <ul style="list-style-type: none"> • What did Queen Elizabeth believe about Christianity? • How did she rule her country during the Reformations? • What did the other countries in Europe believe/behave during the Reformations? • How did that affect Shakespeare and his depiction of how Hamlet and Ophelia regard Christianity and the church in regards to these quotes? • Did all people believe in the reforms of the church and what the monarch imposed on them? 4. Distribute different excerpts of council minutes of Genevan town council to each student. 5. Have each student analyze and describe in words how these Genevans felt based on the second-hand accounts from the council minutes of the town council. 6. Students write out skits of the “interview” in modern-day English
	<p>Closure</p>	<p>Students are reminded to finish their skits and prepare to act out their interview with groups in the next class session.</p>

Your reflection on the lesson including ideas for improvement for next time:

A large, empty rectangular box with a light gray background and a black border, intended for the student's reflection and improvement ideas.