

Teacher Melissa Bergstrom

Grade: 12th

Date: Spring 2012

Subject: Dramatic Literature, Malden High School

Stage 1- Desired Results

Established Goals:

Students will learn how to interview a guest about our class issue and then create a theatrical moment out of this interview.

Understandings:

Students will understand that.....

An individual's perspective on an issue depends on their demographics, job, past experiences, current responsibilities, and influence.

Moments can be monologues or scenes, and involve one perspective or many.

Essential Questions:

How do you effectively interview a person about an issue?

What perspectives does the interview illuminate?

What is "moment work"?

Student will know....

Key terms-dichotomy, perspective, opening question, follow-up question, moment.

Student will be able to...

Interview a guest in the classroom and take notes as they do.

Use their notes to write a one page typed theatrical moment.

Stage 2- Assessment Evidence

Performance Tasks:

Devise interview questions: In research teams, brainstorm two or three questions you would like to ask the guest.

Interview: As a group, the class will interview the guest and get the chance to ask the questions they devised earlier. They will take notes.

Create your moment: Students will be given time in class to write a short theatrical moment based on the interview.

Sharing Moments: Groups will share their moments with each other, identifying which perspectives they hear and the language and diction choices that tell them this. If time permits, each group will choose a moment to share with the class.

Other Evidence:

The typed copy of their moment that is due at the beginning of the next class.

Self-Assessments

Assess notes taken from the interview and decide what information is missing.

Assess the moment when it is shared with the group to consider how it might be edited to make it even stronger.

Other Evidence, Summarized

Stage 3 Learning Plan

Learning Activities:

1. Begin by having students come into the classroom and sit with their research team.
2. In groups, take five minutes to brainstorm a list of questions about our issue that you would like to ask our guest. Remind students of the interview questioning skills we learned yesterday—do not ask questions that contain your opinions, feelings, or judgments, keep questions short and simple, ask follow-up questions when appropriate.
3. Introduce our guest and open up the conversation with some basic questions. Can you tell us your name? Do you live in Malden?
4. Turn the interview over to the class and give them a chance to ask some of the questions they devised in groups.
5. After the first four or five questions, give the students two minutes to write some notes

before moving forward with the interview.

6. Proceed with the interview, and give students a warning when there is only time for one or two more questions (leave at least twenty-five minutes at the end of class)
7. Allow students ten minutes to write a monologue/moment for our interview. Reminders will be in the board: your moment can be a monologue, a scene, and can include yourself as a person with perspective.
8. Students will take five minutes to share these moments in their small groups, and then choose one moment to share with the entire class.
9. Groups will present their chosen moment, and on the board we will process the moment by answering the following questions: Which perspective do we get from this moment? What particular lines stood out to you that let you know this? Did any portion of the moment surprise you? How do you feel about this perspective? Agree? Disagree? Which perspective is missing?
10. For homework, students will be responsible for finishing their moment and bringing in a typed copy to class tomorrow.