

Sequence 2: Year 7 Introduction to Shakespeare Unit

Lesson 1 Shakespeare context intro

Lesson Details

Teacher Education Student	[REDACTED]		School	[REDACTED]
Lesson duration	60 minutes 11:50- 12:50	Year 7	Class	7EnM
Curriculum area	Stage 4 English	Topic Introduction to Shakespeare	Date	25/10/17
Lesson Title/Focus Introduction to Shakespeare and his context				
Syllabus Outcomes Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN4-1A				
Lesson Intentions (at the end of this lesson students will...knowledge, skills, attitudes, understandings) Introduction to Shakespeare: Students will develop a preliminary understanding of the context and content of Shakespeare and his plays in preparation for learning about Midsummer Night's Dream				
Assumed knowledge (ie topic, conceptual understandings, language structures and features, literacy, numeracy and ICT skills, previous stage outcomes) -Students have studied poetry before and have some understanding of the language structures and features of such texts -Students have not studied theatre or Shakespeare before, so I do not expect that students will have much understanding of this text type.				
Differentiation -Activities are designed so that the teacher has the opportunity to move around to students individually and provide further scaffolding or extension where necessary -Suggested internet resources and scaffolding questions are provided to help students who are still developing research skills to locate accurate and relevant information. -Resources include both videos and text-based websites to support students of a range of learning preferences.				

-Online research also provides a unique opportunity for students to seek further information if they would like, supporting the needs of gifted students who would benefit from extension tasks

-The BINGO sheet activity has a 'chosed your on activity' component where students can decide which challenge they complete according to their own learning abilities and preferences, including auditory and visual learners.

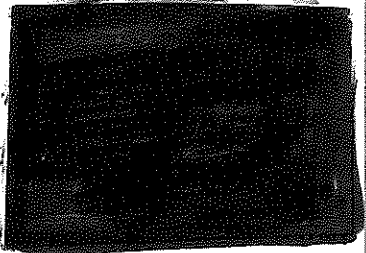
Focus for	Literacy	Numeracy	ICT
	<ul style="list-style-type: none"> -Students analyse visual and written texts -Summarise text from their research into dot points to distil meaning. 	<ul style="list-style-type: none"> -Students categorise text and images into groups -Student use knowledge of shapes to complete the BINGO activity 	Students fill in a digital worksheet using recommended internet sites and videos to answer the questions. Students may do their own research if they would like to go beyond the content of these recommended sites.

Resources and WHS

- Students' BOYD
- 15 sets of cards for "Shakespeare or not?" game
- BINGO activity sheets

Teaching and Learning Sequence

Timing	What teacher does and says <i>Learning activities/strategies</i>	What students do and say	Assessment and feedback strategies
Introduction 5 minutes	<p>Introduction to the Unit</p> <ul style="list-style-type: none"> -Explanation of focus for the unit and our text -Outline of goals for the lesson: <p>Students will learn the context of Shakespeare, his times and theatre through class discussion</p>	Students listen and help make plans for their progress in the unit.	Students know the aims of the lesson so that they can assess their progress against these.



an activity that assesses and activates students' prior knowledge of Shakespeare, his context, and his plays. Focusing on prior knowledge is particularly important when starting a new topic with students. Through the assessment of prior-knowledge, a teacher can gain key insights into students' understanding to help shape the following activities and lessons to better support students (Halikari et al., 2007). Moreover, the activation of prior-knowledge allows students to bring what they already know into their working memory so that new information can be processed and integrated more effectively (Kostons, Van Der Werf, 2015). In this way, I have sequenced this lesson and learning program from the outset to maximise student learning and the effectiveness of future instruction.

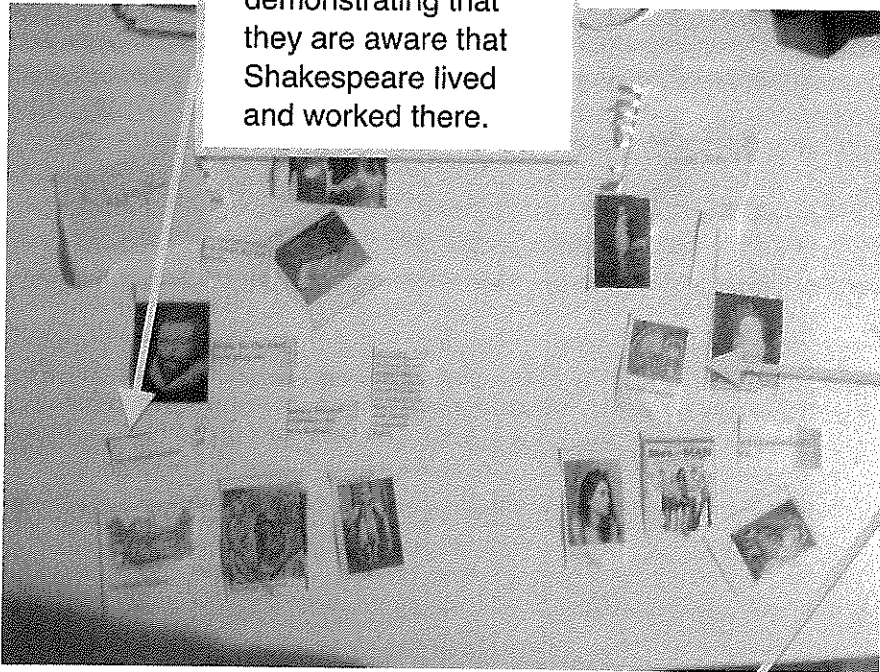
and scaffolded research.		
<p>Activity: Shakespeare or not?</p> <p>Students are given a number of cards with facts/titles/pictures/settings that either relate to Shakespeare, his works and context or do not. The teacher instructs students to categorise the cards.</p> <p>Checking answers and discussion</p> <p>After students have completed the activity, the teacher calls on students to indicate their answers through heads and tails actions.</p> <p>With each card, teacher asks students why they thought they belonged in the Shakespeare category or not. This provides an opportunity for the teacher to explain further and fill in the gaps of student knowledge.</p>	<p>Students work in groups to decide which cards are related and which are not. Students' have an opportunity to discuss with each other and build upon their prior-knowledge of the topic.</p> <p>Students justify their decisions and contribute to a class discussion</p>	<p>Opportunity for the teacher to assess students' background knowledge of the topic and provide feedback throughout the discussion.</p>
<p>BINGO research activity worksheets</p> <p>-Teacher projects the BINGO board onto the screen and explains that students are to complete all of the highlighted boxes before trying to</p>	<p>Students race to fill in the boxes by researching online to collect information about Shakespeare's context and works. Once they have finished the compulsory</p>	<p>Teacher actively observes class, asks and answers students questions and provides further scaffolding,</p>

	finish their choice of questions in a row.	questions on the outside of the square, students select which of the activities they would like to complete at the centre.	support or extension where necessary -Students have their work checked by the teacher. Teacher uses this to assess student's understanding and will plan further instruction and differentiation for future lessons where necessary.
Conclusion You should indicate approximate timing	Teacher checks students' understanding of some of the key content covered in the lesson. Teacher explains that they will be focusing on Shakespeare's language next lesson, asking students what they already know about this.		
Lesson Reflection: Consider -Students were able to understand in general terms the context of Shakespeare. -Many struggled to understand the Renaissance and its influence on Shakespeare, however. -Bingo worksheet could have been explained more clearly -Students enjoyed the "Shakespeare or Not" activity → physical and tangible activities like this work well for the class -Prior-knowledge effectively activated by introduction to this lesson			

Work samples: "Shakespeare or not?" game



Students have placed London in the correct section, demonstrating that they are aware that Shakespeare lived and worked there.



From my observations I noticed that students had the most difficulty placing the "Renaissance" card. In these samples, all students have placed the card in the incorrect column. In response to this, I will ensure that I plan further instruction on this topic in future lessons.



Worksheet example

Race to finish the outside boxes before moving to the bigger tasks in the middle box.

<p>How did the Renaissance influence Shakespeare's work?</p>	<p>Where was the Globe theatre originally built?</p>	<p>What groups of people would typically attend the theatre?</p>
<div style="background-color: black; width: 100px; height: 20px; margin-bottom: 10px;"></div> <p>I have differentiated instruction in terms of content, process and product so that students of all learning preferences and abilities have the opportunity to complete challenging extension activities that engage them in learning (IRIS Centre, 2010). This can be seen in the center box questions of this worksheet, where students, once they have finished the more basic research questions can pursue a task according to their particular interests. Similarly, the suggested website resources include visual, aural and written information, allowing students to access content through a variety of modes. I have applied Gardner's (1983) theory of multiple intelligences in a way that supports student autonomy, which in turn has been associated with increased engagement and achievement in students (Deci, & Ryan, 2008). In this way, I have used differentiated instruction to improve student outcomes.</p>	<p>Choose one of the following:</p> <ol style="list-style-type: none"> 1. Draw and label a diagram of the Globe Theatre 2. Write a paragraph describing how characters' deaths were made more life-like on the stage 3. Record a short recount of Shakespeare's life. 4. Write a diary entry from the perspective of a groundling who has just watched a play for the first time 5. Something else! Discuss with teacher before starting 	<p>Why was the theatre called the Globe Theatre?</p>
	<p>What was London like during Shakespeare's life?</p>	<p>What special effects were used at the Globe theatre?</p>

- <http://shakespearestudyguide.com/Globe.html>
- <https://www.youtube.com/watch?v=m3VGa6Fp3zI>
- <https://www.bl.uk/shakespeare/themes/context>