

Teacher: Taylor Meng	Date: 11/18/21	Subject: Theatre	Grade Level: 7 <sup>th</sup>
<b>Lesson Title:</b> Directing with Bogart– Memory			
<p>In this lesson, the teacher will explain the importance of the concept of “memory” and the knowledge of past history in theatre as well as in our real lives. The teacher will lead the students through a discussion on Bogart’s concept of “memory” and an exercise where they will do their own research to identify the elements of “memory” ingrained in their play.</p>			
<b>Common Core Theatre Standards:</b> TH: Pr5.1.7 a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.  TH: Re8.1.7 a. Identify the artistic choices made based on personal experience in a drama/theatre work. b. Describe how cultural perspectives can influence the evaluation of drama/theatre work. c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work.			
<b>Materials Needed:</b> <ul style="list-style-type: none"> <li>o Notebooks/Binders with Loose Leaf</li> <li>o Pencils/Pens</li> <li>o Loose leaf paper</li> <li>o White Board</li> <li>o Dry Erase Markers</li> <li>o Anne Bogart’s <i>A Director Prepares</i></li> </ul>			
Student Friendly Lesson Objective (Purpose) I can...	Teacher Activities (Teacher Strategies)	Student Activities/Differentiated Instruction	Assignments
<ul style="list-style-type: none"> <li>o I can explore Anne Bogart’s concept of</li> </ul>	Anticipatory Set: <ul style="list-style-type: none"> <li>o As the students enter the classroom, they will take out</li> </ul>	Guided Practice/Strategies (You Do): <ul style="list-style-type: none"> <li>o Once the class has completed its discussion</li> </ul>	Bell Ringer: <ul style="list-style-type: none"> <li>o See Anticipatory Set</li> </ul> Remediation:

<p>"memory" and apply it in my own work.</p> <ul style="list-style-type: none"> <li>I can identify, analyze, and discuss artistic choices presented based on my personal experiences, cultural experiences, and personal preferences and beliefs.</li> </ul>	<p>their notebooks/binders. On the board, the students will answer the following prompt:</p> <p><i>What does the word <u>memory</u> mean?</i></p> <ul style="list-style-type: none"> <li>Once all students have entered the classroom, the students will have 5 minutes to answer this prompt as fully as possible (one full page).</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How can I connect the history of the past with my current work?</li> <li>What is Bogart's concept of memory and why is it important?</li> </ul> <p><b>Input (I Do):</b></p> <ul style="list-style-type: none"> <li>The teacher will explain that today we will be exploring Anne Bogart's concept of memory and applying it to our</li> </ul>	<p>of memory in <i>The Glass Menagerie</i>, the teacher will instruct the students to choose another play that they feel the concept of memory connects to. Once the students have picked a play, they will conduct research and answer the following questions in a one-page paper.</p> <ol style="list-style-type: none"> <li>What is Bogart's concept of memory?</li> <li>What play did you choose to connect with this concept?</li> <li>How can you connect this concept to the play of your choice?</li> <li>Describe how you will use the concept of memory to analyze your work as a director on the play of your choosing using at least 3-5 details about the play.</li> </ol> <ul style="list-style-type: none"> <li>Once the directions have been given, the students will be given 20 minutes to write a well thought out response to each question which</li> </ul>	<ul style="list-style-type: none"> <li>As the students work, the teacher will monitor progress and intervene when help is needed and when concepts need to be re-explained.</li> </ul> <p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>Each student will use their own understanding and thoughts about the activities to contribute to class discussion.</li> <li>The student's will receive feedback and assessment based on their background in theatre.</li> <li>Each student can choose how to complete their work (standing vs. sitting) based on their physical abilities/comfort.</li> </ul> <p><b>Daily Writing Assignment:</b></p> <ul style="list-style-type: none"> <li>The journal prompt bell ringer assignment will</li> </ul>
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	<p>own work as directors.</p> <ul style="list-style-type: none"> <li>o The teacher will read pieces of the chapter on memory to the class from Anne Bogart's <i>A Director Prepares</i>. The teacher will ask the students to take notes in their copy of the book on key concepts as she introduces the class to the concept of memory as defined by Anne Bogart.</li> </ul> <p><b>Model (We Do):</b></p> <ul style="list-style-type: none"> <li>o The teacher will lead the class through a discussion of <i>The Glass Menagerie</i> writing ideas that the class brings up during the discussion on the white board. The class will work with the teacher to determine how Bogart's concept of memory shows up in this play and how they can use this concept in their own</li> </ul>	<ul style="list-style-type: none"> <li>o should result in at least one full page of writing.</li> <li>o As students work, they should consider the following criteria to ensure success:</li> </ul> <p><i>Self-Reflection Journal Criteria</i></p> <ul style="list-style-type: none"> <li>- The paper was well written with little to no grammar errors.</li> <li>- The student's thoughts were clearly communicated and all questions were answered to the best of the student's ability.</li> <li>- The student demonstrates a clear understanding of the importance of memory within the play they have chosen and how they could use this concept when directing.</li> </ul> <p><b>Independent Practice/Activities:</b></p> <ul style="list-style-type: none"> <li>o After 20 minutes, the teacher will lead the students in a class discussion of their papers/chosen plays.</li> <li>o The teacher will eventually end on the most important question</li> </ul>	<p>serve as their daily writing assignment as well as the one-page paper at the end of class.</p> <p><b>Assessment / Evaluation:</b></p> <ul style="list-style-type: none"> <li>o The one-page paper on memory in the student's play-of-choice will serve as the summative assessment for this lesson.</li> <li>o The process of learning and participating in the class discussion activities will serve as a formative assessment throughout the lesson.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>o If not completed in class, the students will complete their one-page memory paper at home to turn in the following day.</li> </ul>
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	<p>production of the play.</p> <p>Check for Understanding:</p> <ul style="list-style-type: none"> <li>o As the students are completing this exercise, the responses given will allow the teacher to check for understanding of the activity.</li> </ul> <p>Closure:</p> <ul style="list-style-type: none"> <li>o At the end of the hour, the teacher will lead a discussion with the students about the work done today and how the students could implement this concept into their own directing process.</li> </ul> <p>Time Duration: 1 hour</p>	<p>of the day - As directors, why is memory, history, and culture important in this classroom as well as in the rehearsal process?</p> <ul style="list-style-type: none"> <li>o The students will use their own personal experience, cultural backgrounds, and their own preferences and beliefs to respond to their classmates with compassionate rigor.</li> </ul>	
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