

# Lillian's Family Tree Heritage Lesson Plan

3-108



## Content-Area Connection— Language Arts

This script focuses on the theme of family heritage. The story takes place in the 1930s during the Great

Depression. Students will connect to the story more readily if they understand the events that occurred during that time period. Explain that many people lost their jobs, had very little money, and not much to eat. Many had no place to live. Most students will have an ancestor or relative who lived during the Great Depression. We can learn valuable lessons from our family heritage and the experiences of those who have come before us. In the script, Lillian's grandparents set an example of confidence in the midst of difficult times, which inspires Lillian to be a better person.



## ELL Support

Rather than asking ELL students to write a personal narrative, allow them to tape record stories of their family heritage.

1. Instruct students to choose a person to interview who lived during the Great Depression. Ask each student to think of someone in his/her family or a neighborhood friend who lived during the Great Depression. Tell students to make a list of questions to ask in an interview. For example:
  - What was life like for you during the Great Depression?
  - Where did your family live?
  - What type of activities did you participate in?
  - How was life different than it is now?
  - What was a typical meal for you during that time?
  - What types of things did you have to do without?
  - How did the people in your town feel about the future?
  - What did the government do to help the people?
2. Using the *PowerPoint®* presentation, ask students to identify passages in the script that help to describe what life was like during this time period. The script offers many examples that show how life changed.
3. If a student has no one to interview, ask him/her to use either information from the script or other research to find answers, pretending that he/she lived during that time period. Divide the class into small groups. Allow students to share answers or information from the interview with the small groups. Ask the class what it learned from this interview about their families and other families that lived during the Great Depression.
4. Distribute copies of the *Personal Narrative*. Ask students to write a personal narrative about experiences with family members that have set an example for them to follow. What lessons did they learn from these family members? How have these lessons made a difference in their lives?

### Fine Arts Connection

1. The *Lillian's Family Tree* script includes a song and a poem. The song and poem specifically relate to this reader's theater, but are not limited to use with this script.
2. To relate the poem to the fluency objective for this lesson, ask students to listen to the professional reading of the poem. Ask them to identify the tone of voice the reader used as he/she read the poem. Was it a monotone voice? An excited voice? A quiet voice? Did the vocal expression match with the words of the poem to show the meaning? Ask students to use proper tone as they read the poem during the reader's theater performance.
3. To make the song more interactive, ask students to create posters using chalk, paint, or other art supplies that show the feelings of the family as they sing the song. The poster could also include events that occur in the script, which might cause despair, but at the same time create a strong feeling of family togetherness.
4. Practice singing the song with the necessary vocal expression and tone, as accompanied by the choreographed actions.



### ELL Support

Allow ELL students to create actions for the poem that match with the words. To help them understand and remember the meaning of the words in the poem, ask them to teach these actions to the other students.

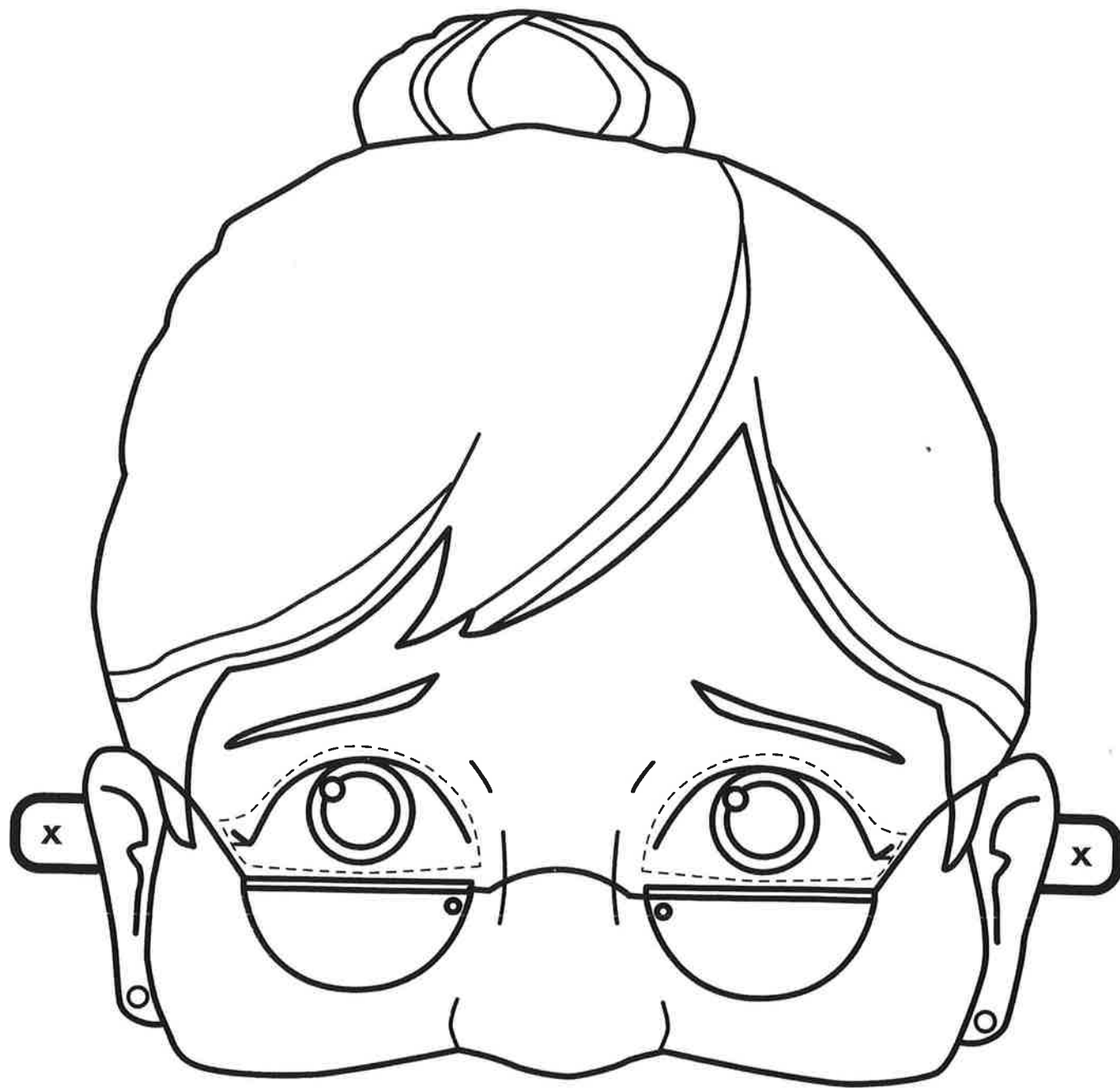
# Dad



# Grandpa



# Grandma



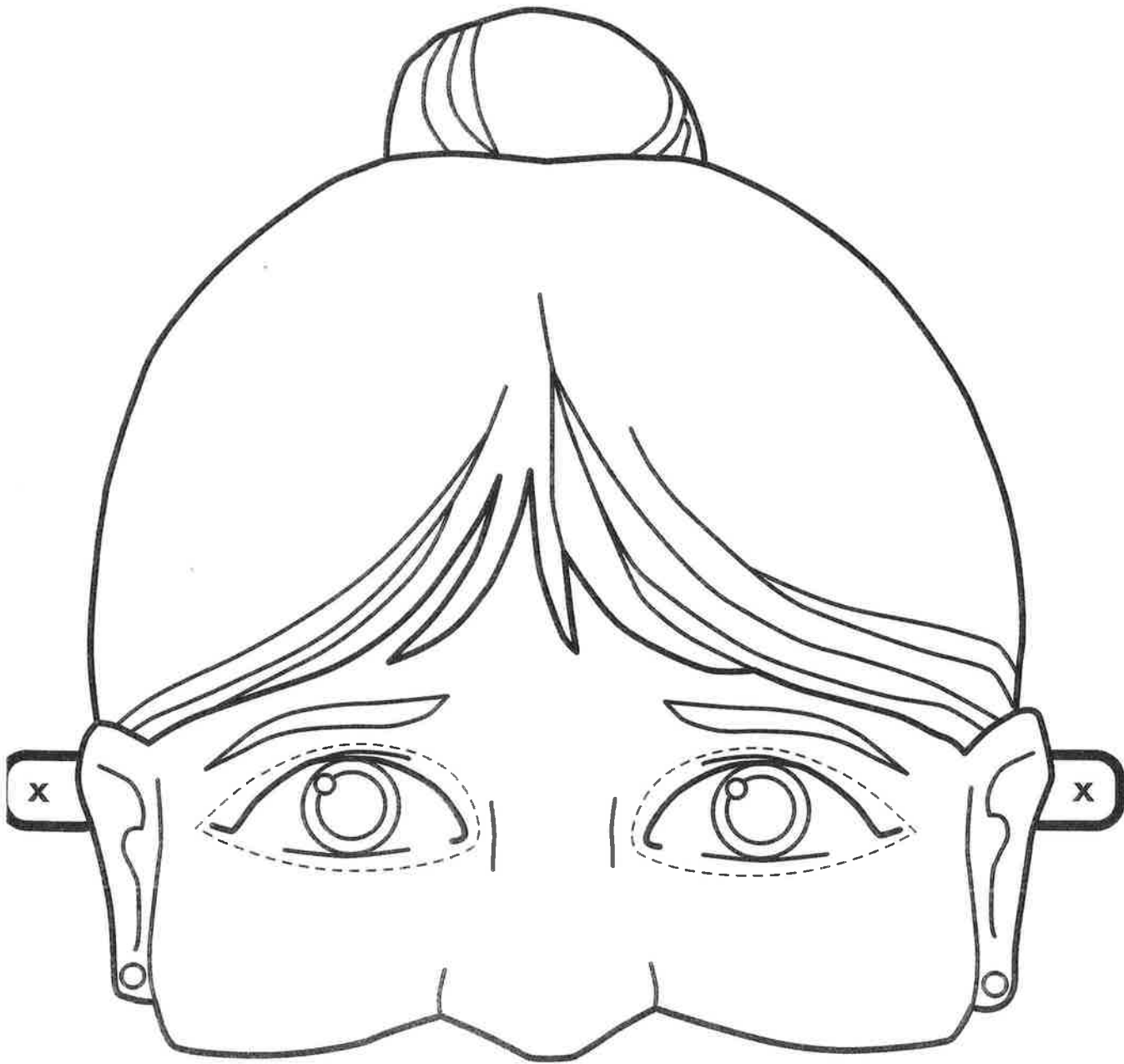
# Jesse



# Lillian



# Mom







## Remember Who You Are

**Grades:** 5<sup>th</sup>-6<sup>th</sup>

### What's the Story?

In the script, *Remember Who You Are*, a young girl named Allison is struggling who she is and the meaning of her life. Allison, along with her friends, Zoe and Bryce, have been challenged by their teacher to create a five page autobiography. Allison learns to have faith in herself through the process of writing her autobiography. Allison memoirs show that she has confidence and character, which she discovers with the help of her family and friends.

### Objective:

Students will deliver oral presentation and read passages fluently, focusing on the use of choral reading during the reader's theater performance.

### Heads Up!

While this script only has six roles, there are ways to involve all students.

- Ask some students to work on presenting sonnets.
- Others can create back drops, props, mask, etc.
- Switch out a different group kids to read Act 1, and then Act 2 and so on.
- During final presentation, students can be the audience and listen respectfully

### Materials:

- *Remember Who You Are* script books (5<sup>th</sup>-6<sup>th</sup> grade Readers Theater Kit)
- *Remember Who You Are* Primary Sources (pages 38-43 or teachers Resource CD)
- Performance CD and CD player or computer with CD drive speakers (optional)

### Introduce the Literature:

Ask the students to share some of their most exciting adventures or experiences. Show them the book, *Boy* by Roald Dahl. Ask if they are familiar with other stories written by Roald Dahl and explain that this book is Dahl's version of autobiography. He shares stories and details that happened in his life.. Ask students to write a short paragraph that explains how their lives are both similar and different from Roald Dahl's life.

# Remember Who You Are

## Express Yourself Lesson Plan

### Objectives

- **Fluency:** Students will deliver oral presentations and read passages fluently, focusing on the use of choral reading during the reader's theater performance.
- **Content Area:** Students will write autobiographies about events and memories in their lives.

### Summary

In the script, *Remember Who You Are*, a young girl named Allison is struggling to discover who she is and the meaning of her life. Allison, along with her friends, Zoë and Bryce, have been challenged by their teacher to create a five-page autobiography. Allison learns to have faith in herself through the process of writing her autobiography. Allison's memoirs show that she has confidence and character, which she discovers with the help of her family and friends.



### Materials

- *Remember Who You Are* script booklets
- *Express Yourself Character Masks* (pages 38–43 or Teacher Resource CD); copied on cardstock
- copies of *Take-Home Script: Remember Who You Are* (Teacher Resource CD)
- copies of *Autobiography Graphic Organizer* (Teacher Resource CD)
- copies of *Recipe Cards* (Teacher Resource CD)
- PowerPoint® slide show (Teacher Resource CD)
- overhead transparencies of the poem and song text
- Performance CD and CD player or computer with a CD drive and speakers

### Introduce the Literature

Ask the students to share some of their most exciting adventures or experiences. Show them the book, *Boy* by Roald Dahl. Ask if they are familiar with other stories written by Roald Dahl and explain that this book is Dahl's version of an autobiography. He shares stories and details that happened in his life. Read the story with the students. Ask students if any of the stories they shared were similar to the stories Dahl included in his book. Ask students to write a short paragraph that explains how their lives are both similar to and different from Roald Dahl's life.



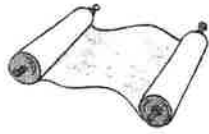
### ELL Support

Ask ELL students to draw an illustration, rather than to write a paragraph that shows ways that they are both similar to and different from Roald Dahl.

### Involving All Students

Choral reading is the fluency objective for this lesson and there are several ways to teach this lesson. Assign a particular character to various groups and allow each group to practice reading that character together before performing as a class, or select only particular lines to be read as a choral reading.

## Reading the Script

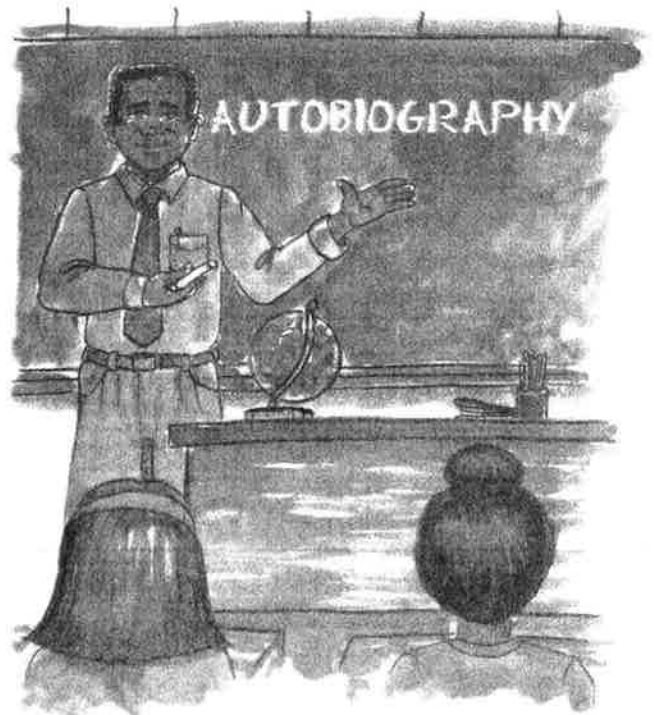


1. Ask students to complete the following sentences on a piece of paper: "The best thing about me is . . ." or "A moment or event that changed my life is . . ." Ask for volunteers to share their statements with the class.
2. Provide each student with a copy of the script, *Remember Who You Are*, give the script booklets to small groups, or print copies of the *Take-Home Script: Remember Who You Are* for students to use.
3. Write the vocabulary words on the board as students find them in the glossary. Review the definitions then divide the class in two groups. Each half will compete against the other in a game of **pictionary**. Ask individual students to draw pictures to represent the definition of the words in the glossary. Their teammates must guess the word that they are drawing. The team that guesses correctly gets one point. If a team cannot guess the word in 30 seconds, the other team gets a chance to guess the word. If the team guesses it correctly, then that team receives one point. The teams take turns drawing pictures to represent the words until all of the vocabulary words have been pictured and guessed.
4. List the six characters from the script on the board. Describe each of the characters and his/her role in the script to the students. Divide the class into small groups and assign each group a character. Based on the role descriptions, each group pretends to be that character. Tell the group to write an autobiography for that character, as if he/she were introducing him/herself to the class. Allow groups to share their introductions. After having read the script, refer to the "autobiographies" to see how well groups predicted what the character was like.
5. Refer to *Meeting the Fluency Objective* on page 34 for ways to assign choral reading and assign students parts in the script. Allow students to read their parts both silently and together with their choral reading groups, so that they become familiar with the parts.

## ELL Support



Before performing the script, assign English language learners to share a part with a higher-level student. They can practice the script in pairs before the actual performance. In addition, ELL students can read along with the professional readers on the Performance CD before performing a choral reading with classmates.



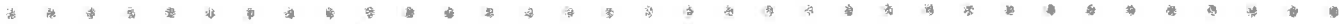


## Assigning Roles

Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading level so they can focus on accuracy, expression, and reading rate. If a student reads text that is too difficult, attention is focused on sounding out words and comprehension rather than fluency.

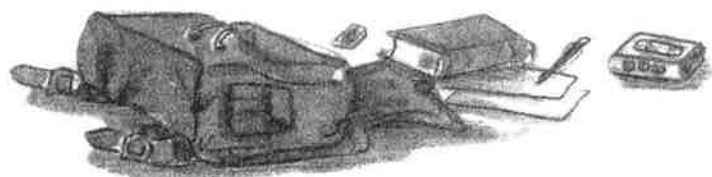
Approximate reading levels for the roles in this script are:

- |                         |                                 |                           |
|-------------------------|---------------------------------|---------------------------|
| ❖ Bryce: high 4th grade | ❖ Dad: low 5th grade            | ❖ Allison: high 5th grade |
| ❖ Mom: high 4th grade   | ❖ Mr. Strictland: low 5th grade | ❖ Zoe: high 5th grade     |



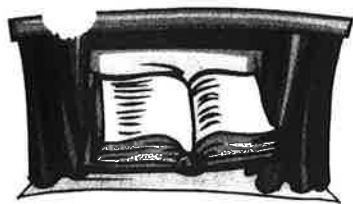
## Meeting the Fluency Objective

1. The fluency objective for this script focuses on using choral reading to help students hear and internalize the meaning of the text to increase fluency. Choral reading especially helps struggling readers because these students hear the text read by fluent readers. The modeling of fluent reading not only provides a great model for struggling readers, but also allows them to relax and feel part of a group. To teach choral reading, read the following lines from the script to the students:
  - **Zoë:** Allison, you have a lot to tell about your life. You have done many different entertaining and outlandish things.
  - **Allison:** Ten minutes? I haven't even brushed my teeth!
  - **Zoë:** You would lose your head if it weren't attached!
2. Ask for volunteers to read the parts together while the class listens to the choral reading and makes observations. Ask students why reading with another person is helpful. Explain that, many times, reading with others helps one read more fluently because one hears others read the script with enthusiasm, correct phrasing, and with proper tone. Tell students that choral reading, or reading the same lines together with others, fosters a sense of community that allows one to become a part of that group.
3. Assign the parts to the students, choosing one of two ways. Assign four to five students to the same role or designate certain lines in the script to be read in unison. Allow students to practice lines before performing the reader's theater and/or to read their assigned parts in the script by reading along with the CD recording and their classmates who have the same roles.



# Remember Who You Are Express Yourself Lesson Plan

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## Content-Area Connection— Language Arts

The focus of this script is to teach students to write an autobiography by creating a timeline. The

timeline should list significant events and major milestones in each student's life. The students can also draw small illustrations to accompany each event in the timeline.

1. Explain that these significant events or milestones often share a common theme. Ask students to analyze the events along the timeline to see if they notice any common themes or important ideas. Share some examples with them, such as: "I seem to be accident prone," "My life revolves around sports," or "Where would I be without my family?" Show a timeline of your own life, focusing on a meaningful theme, just as Allison did. Also, ask students to identify the theme in Allison's autobiography.
2. Students will use these important ideas or themes to create paragraphs and sections in their autobiographies. Share the following example:

**Main Idea:** Animals are an important part of my life.

**Supporting Sentences:** At the age of five, I brought home stray cats for my mother to feed. I plan to go to Vet School one day. I attended Vet Camp last summer and loved it.

3. Ask the class to list the tips that Allison discovered as she researched ideas for her autobiography and write them on the board. Tell the students to write autobiographies, reminding them to make the writing interesting and intriguing for the audience and to apply the other tips Allison mentioned in the script. Stress that students should write autobiographies in first person.
4. Distribute copies of the *Autobiography Graphic Organizer* on the Teacher Resource CD to assist students in this assignment. Explain the parts of the organizers and the ways in which it can help them to write their autobiographies.



## ELL Support

Allow ELL students to work at home with their parents or other family

members to create their timelines. Also, encourage ELL students to use a picture dictionary when writing to help with spelling and the vocabulary to be used in their writing. If needed, pair an English language learner with a strong writing student in the class who can aid the ELL student in the writing process.



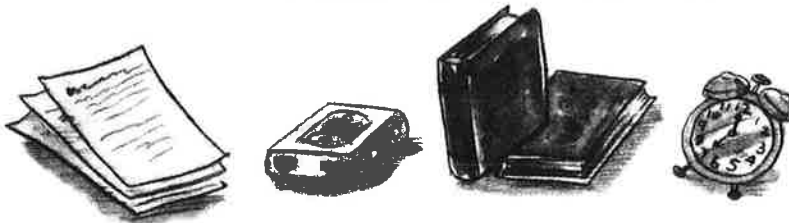
# Remember Who You Are

## Express Yourself Lesson Plan

3-121

### Fine Arts Connection

1. The *Remember Who You Are* script contains a song and a poem. The song and poem relate to the reader's theater, but are not limited to use only with the *Remember Who You Are* script.
2. To relate the poem to the fluency objective for this lesson, ask students to listen to the professional reading of the poem. Afterwards, ask the class to perform a choral reading of the poem along with the professional reading. Ask whether the choral reading helped them to understand the poem and/or to read it more fluently.
3. Ask each student to write a poem about his/her life. Students can use their autobiographies for assistance. They may choose to write an alphabet poem, an acrostic poem, or any other form of poetry that captures who they are. Allow time for students to share their poems aloud. Encourage them to ask other students to read the poem with them in the form of a choral reading.
4. The song mentions that an autobiography is a "prize winning recipe." Give each member of the class a *recipe card*, and ask them to create a recipe for writing an autobiography. What would make a good, prize-winning autobiography? Ask students to be creative in writing the recipes. After completing the recipes, allow students to share their ideas with the class. Discuss the other lines of the song. What do these lines say a prize-winning autobiography includes? Ask students to compare their recipes to both the song's ideas of what to include in an autobiography and Allison's ideas in the script.



### ELL Support

Group ELL students with higher-level students or allow them to work in groups with a parent helper to have extra help and support when creating their poems and recipes. Also, allow them to choose the type of poetry they wish to write so they can choose a form with which they are more familiar and comfortable.



# Allison

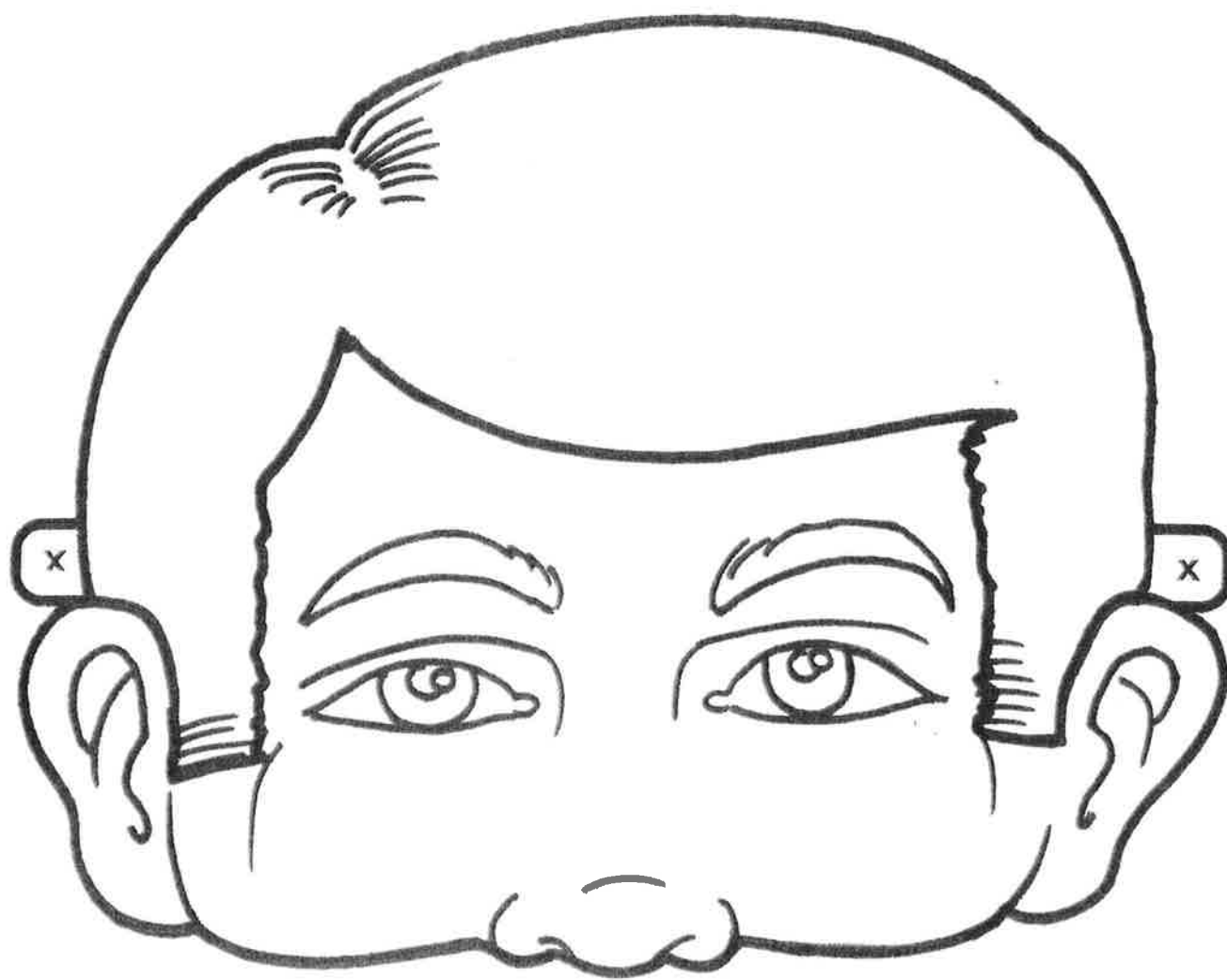


# Bryce





# Dad



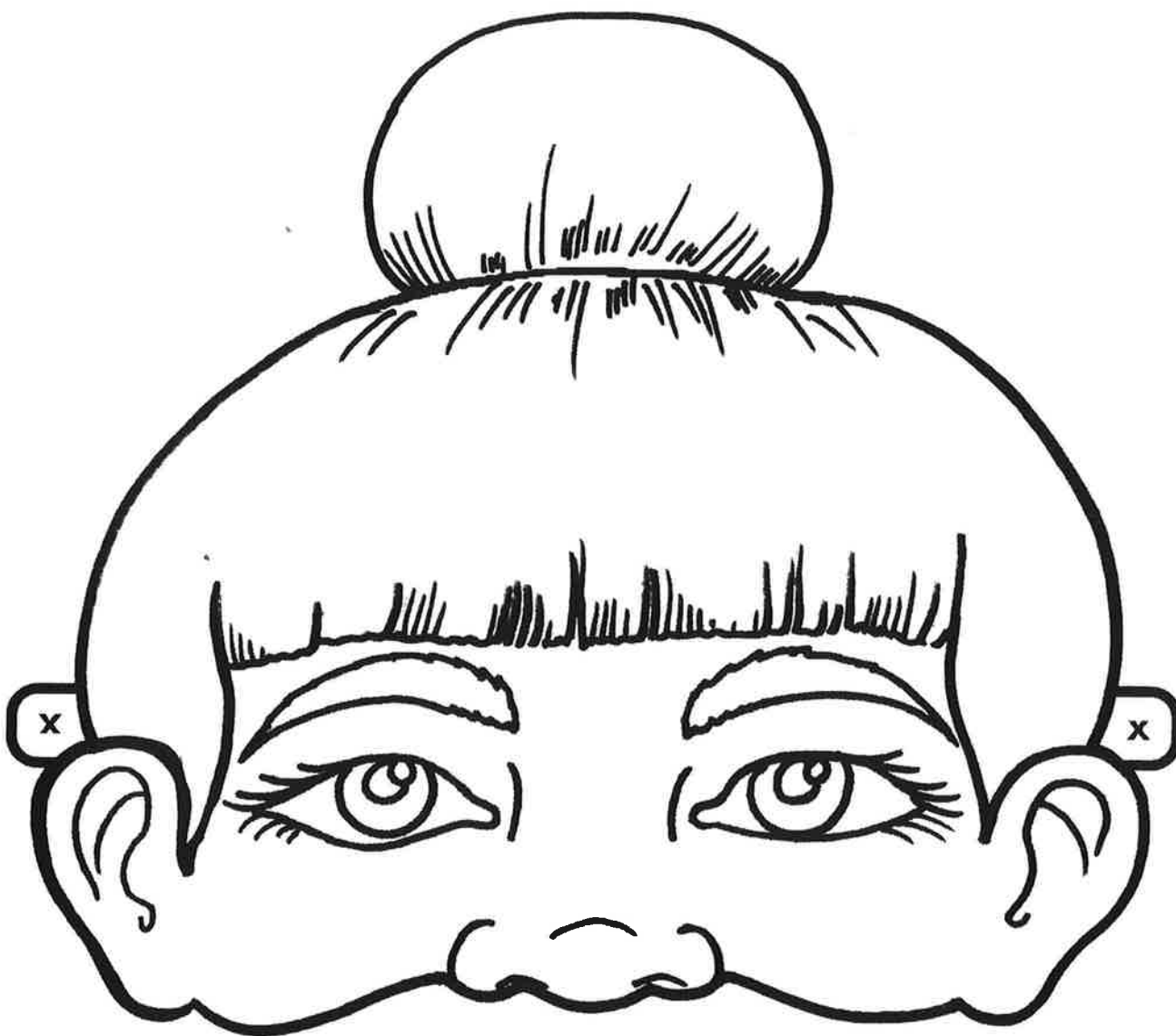
# Mom



# Mr. Strictland



# Zoë





## The Tragedy of Hamlet, Prince of Denmark

**Grades 6<sup>th</sup>-8<sup>th</sup>**

### **What's the Story?**

In *The Tragedy of Hamlet, Prince of Denmark*, Hamlet is mourning the death of his father, the King of Denmark. He is angry about the sudden marriage of his mother, Queen Gertrude, to his uncle Claudius. One night, the king's ghost visits Hamlet. He tells his son that Claudius was the one who killed him. Hamlet vows to avenge his father's death.

### **Objective:**

Students will practice reading fluently and use voice and tone to convey the true meaning of their parts.

### **Heads Up!**

While this script only has six roles, there are ways to involve all students.

- Ask some students to work on presenting sonnets.
- Others can create back drops, props, mask, etc.
- Switch out a different group kids to read Act 1, and then Act 2 and so on.
- During final presentation, students can be the audience and listen respectfully

### **Materials:**

- *The Tragedy of Hamlet, Prince of Denmark* script books (6<sup>th</sup>-12<sup>th</sup> Shakespeare Readers Theater Kit)
- *The Tragedy of Hamlet, Prince of Denmark* Primary Sources (pages 38-43 or teachers Resource CD)
- Performance CD and CD player or computer with CD drive speakers (optional)

### **Introduce the Literature:**

Display the Thomas W. Keene poster (attached , page 38). The poster depicts many scenes from the play. Divide the class into small groups of 3 or four students. Ask the group members to study the poster carefully and guess what *The Tragedy of Hamlet, Prince of Denmark* will be about. Have each group write a basic outline of its predicted script in five acts. Allow groups to share and discuss their outlines prior to reading the play.

# The Tragedy of Hamlet, Prince of Denmark

## Lesson Plan

3-129



### Reading the Script

1. Print copies of the Take-Home Script and distribute one to each student. Play the professional recording as students follow along. As you play the recording, ask students to pay attention to how the readers use voice and tone to convey the meaning of their lines. Encourage students to make notes about the characters' emotions in the margins.
2. Display the photographs of the actors who played Ophelia and Hamlet (pages 39–40). Discuss the emotions these actors are portraying in these photographs. Then discuss the emotions of all the characters in the play. Ask students to make a list of words that describe each character's behavior and motivations.
3. Next, use the *PowerPoint* edition of the script to conduct a whole-class reading. Model the most dramatic way to read some of the parts and call on different students to read other parts with the appropriate voice and tone.

Write each glossary word from the script on a note card. Divide the class into small groups of three to four students. Give each group a glossary word. Ask the groups to research the word's meaning in the script glossary and in other sources, such as the Internet and dictionaries to get a solid understanding of the word. Then, have each group create a short skit to teach the word to the rest of the class. Allow each group to perform its skit. Help students choose a memorable moment from each skit to act as a memory trigger.

5. Use the *PowerPoint* edition of the script again to reread Act V aloud as a class. Discuss the tragic nature of the play's ending. Make a list of dead characters.
6. Divide the class into heterogeneous pairs. Explain that an epitaph is an inscription on a tombstone that commemorates the life of the person buried there. Epitaphs are usually short and clever. Sometimes they can be quite humorous. They often rhyme, but rhyming is not a requirement. Read the epitaph for former English Prime Minister Winston Churchill: "I am ready to meet my Maker. Whether my Maker is prepared for the great ordeal of meeting me is another matter." Ask pairs to write epitaphs for the characters in *Hamlet*. Display the epitaphs on a bulletin board graveyard.

### Differentiation Support



Work with English language learners to draw simple symbols for each glossary word

to help them remember the word's meaning. For example, they could draw a crown for *coronation*.

Remind below-grade-level students that adding *un-* to a word changes the base word to mean the opposite. Ask them to skim their scripts to find and highlight all the *un-*words. There are six: *unnatural* and *uncontrollable* (page 8), *unwilling* and *unspeakably* (page 19), *unfortunately* (page 20), and *unfortunate* (page 25). Discuss each word and its meaning.

Have on-grade-level students research the epitaph on William Shakespeare's grave. Ask them to think of a way to display the sentiment in the classroom.

Have above-grade-level students translate Shakespeare's epitaph into modern English and explain its meaning to the class.

# *The Tragedy of Hamlet, Prince of Denmark*

## Lesson Plan

3-130



### Assigning Roles

Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so they can focus on accuracy, expression, and reading rate.

If a student reads text that is too difficult, his or her attention will be focused on decoding words and comprehending the text, rather than reading with fluency.

Approximate reading levels for the roles in this script are:

❖ Horatio: low 5th grade	❖ Gertrude: high 5th grade	❖ Claudius: low 6th grade
❖ Laertes: low 5th grade	❖ Ophelia: high 5th grade	❖ Hamlet: low 6th grade

### Meeting the Fluency Objective

1. Explain to students that a character's voice is the way his or her personality comes through in words. Some characters are shy and reserved, some are energetic and a bit wacky, and still others are cruel and angry. Personality is, for the most part, constant throughout a play regardless of the emotions in each scene. For example, a shy character may always speak his or her lines quietly and slowly. An energetic character may speak quickly and loudly.
2. Divide the class into six homogeneous groups by reading level. Distribute copies of the script to the groups. Assign each group a character from the play that corresponds to the reading level of the group members. Have the group members analyze the characters to determine the personalities behind the words. Ask groups to come up with at least five words that describe their characters. Have each group share its analysis with the class. Then have the whole class work together to come up with a unique voice that conveys the personality of each character.
3. Next, explain to students that tone conveys a character's emotions in a particular scene. The tone can be happy, sad, excited, bored, angry, determined, etc. Unlike voice, tone can vary from scene to scene and even from line to line. Ask each group to examine its character's tone throughout the play. Instruct group members to visualize the changing tone like a heart monitor. A flat line would be an unemotional matter-of-fact tone. A peak would be a loud, passionate rant. A dip would be a tone of quiet defeat, perhaps. Have the members of each group chart its character's changing tone through all five scenes. Display and discuss these charts as a class.
4. Students will now get a chance to practice the lines they have been studying. Mix up the class into groups so that each group has one member familiar with each character. Have groups read the entire script aloud. Remind students to apply what they learned about their characters' voices and tones to make the lines more meaningful.

Allow students to read the script over and over, focusing on tone and voice.



# The Tragedy of Hamlet, Prince of Denmark

## Lesson Plan



### Language Arts Connection

With this script, students will examine inferred and recurring themes in the play.

1. For this introduction to theme, collect some party decorations that fit a theme. For example, leis, coconuts, and palm trees for a tropical party or shamrocks and green bowler hats for a St. Patrick's Day party. Display the objects and ask students to infer what kind of party you are planning. When they infer correctly, ask them to support their answers with evidence.
2. Next, help students make the leap to literary themes. Explain that a literary theme is an idea that keeps popping up throughout a piece of literature. It is the big idea that ties the whole story or play together. To find the theme in a piece of literature, students will use the type of detective skills they used to figure out the party theme. They look for clues and then put them together to get the big picture.  
  
Now, display the illustrations of Hamlet meeting his father's ghost (page 41), Hamlet speaking with his father's ghost (page 42), and the promotional poster showing Hamlet holding the skull (page 43). Tell students that these pictures provide some clues about the recurring themes in this play. (The commonly studied themes are death, the afterlife, revenge, and the transfer of power.) Have students make a list of elements found in the pictures that might be clues about the play's themes. Write the list on the board. Help the class analyze the list to identify common ideas.
4. Use the *PowerPoint* edition of the script to conduct a whole-class reading. Ask students to examine the script carefully to identify the inferred and recurring themes. Have students put stars next to any lines in their Take-Home Scripts that provide clues about themes.
5. Finally, allow students to work in small groups of their choice. Have each group choose one theme identified in the script. Ask them to create collages using any materials they choose to creatively and visually represent their themes.

### Differentiation Support



Use a familiar picture book to guide both **English language learners** and **below-grade-**

**level students** through the process of identifying literary themes. Ask students to guess the story's theme and provide evidence to support their guesses.

Ask **on-grade-level students** to find another book, play, or short story that has at least one recurring theme in common with *The Tragedy of Hamlet, Prince of Denmark*. As a group, create a thematic reading list to distribute to the class.

Have **above-grade-level students** imagine *The Tragedy of Hamlet, Prince of Denmark* with a new theme. What characters, events, and ideas would have to change? Ask them to write synopses of their new plays.



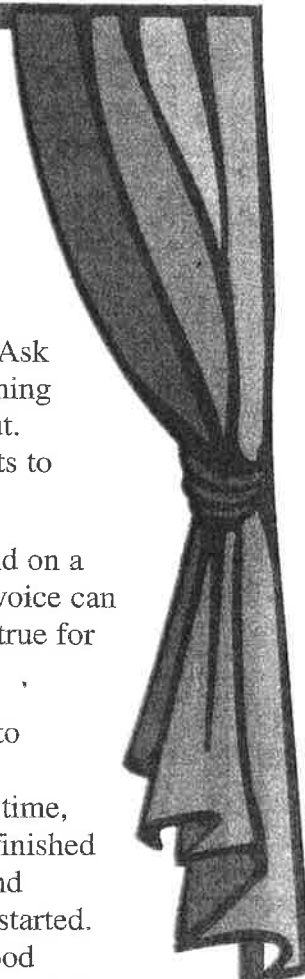
# The Tragedy of Hamlet, Prince of Denmark

## Lesson Plan

3-132

### Fine Arts Connection

1. Explain to students that the script *The Tragedy of Hamlet, Prince of Denmark* contains Sonnets 26 and 50. Sonnet 50 has been set to music. Both sonnets relate to the reader's theater but are not limited to use only with this script.
2. Play the professional recording of Sonnet 26. To relate the sonnet to the fluency objective for this lesson, review the definitions of voice and tone. Ask students to focus on voice and tone as they listen to the sonnet. After listening to the recording, ask the class to discuss what they think the sonnet is about. Even if they did not understand the Elizabethan English, encourage students to guess the meaning based on voice and tone.
3. Now, examine Sonnet 26 line by line. Analyses of the sonnets can be found on a variety of websites on the Internet. Ask students to explain how tone and voice can help listeners understand unfamiliar words. Discuss if the same would be true for performances in foreign languages.
4. Next, play the professional musical recording of Sonnet 50. Ask students to close their eyes and let the emotions of the song wash over them. Provide students with paper and coloring supplies. Play the recording again. This time, ask students to sketch what they feel. Tell students that the quality of the finished product will not affect their grade. It is the process of listening, feeling, and sketching that is important. Give students time to finish the sketches they started. Then have them examine their creations. Ask if there is a clear tone or mood (feeling) in the picture. If so, how does that tone and/or mood match Sonnet 50? Find out if they enjoyed the sketching activity. Why or why not?



### Differentiation Support



Ask **English language learners** to share their personal perspectives on the usefulness of tone and voice in understanding unfamiliar languages. These students could also read poems aloud to the class in their native languages to help students practice using tone and voice in deriving meaning from unfamiliar words.

Write the basic directions of the listening/sketching exercise on the board for the **below-grade-level students** to reread, if necessary.

Have **on-grade-level students** repeat the sketching activity with Sonnet 26.

Have **above-grade-level students** examine the meaning of Sonnet 50. Ask them to illustrate it so that other students can quickly see what it means.

*The Tragedy of Hamlet, Prince of Denmark*  
**Primary Sources**

3-133

**Thomas W. Keene Poster**



Source: LOC, LC-USZC4-6154

3-134

*The Tragedy of Hamlet, Prince of Denmark*  
**Primary Sources**

**Mignon Nevada as Ophelia**



Source: LOC, LC-DIG-ggbain-31781