

Name: Danielle Cook

Date of Lesson:

Content Area: English

Grade/Age: 10th Grade

Cooperating Teacher: Prof. Risner

- I. Topic of Lesson: Frost's transformation of Shakespeare
- II. Goal/Objective/Purpose of Lesson: Students will be able to **analyze** how Robert Frost **draws** on and *transforms* the *source material* in Shakespeare's *Macbeth*.
- III. Prerequisite Knowledge: Students will have just completed Shakespeare's *Macbeth*. Students will need to have an understanding of *figurative language* used in *literature*.
Vocabulary: *figurative language*
- IV. Ohio Academic Content Standards:

Standard	Benchmark
<i>Literature: Integration of Knowledge and Ideas</i>	<i>RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</i>

- V. SPA Standards: (NAEYC, NSTA, NCSS, NASET, etc.)

Standard	Benchmark
<i>Standard 3: Strategies</i>	<i>3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</i>

- VI. Materials/Technology:
1. A copy of Shakespeare's *Macbeth* for each of the students to **refer** back to.
 2. A copy of Robert Frost's "Out, Out—" for each of the students to **read**.
 3. Poster paper for the students to draw their compare/**contrast matrix**.
 4. Pack of markers for the students to draw their **compare/contrast matrix** with.
 5. Tradebooks:
 - *Hamlet*
By: William Shakespeare; ISBN 0192834169

- Lexile Level: 1390L
- *Shakespeare: A Life*
By: Wendy Greenhill; ISBN: 1575722879
Lexile Level: 920L
- *Shakespeare's Theatre*
By: Andrew Langley Illustrated By: June Everett; ISBN: 0199105650
Lexile Level: 970L
- *Romiette and Julio*
By: Sharon Draper; ISBN: 0689842090
Lexile Level: 610L

VII. Activities/Procedures:

1. I will start the class by reviewing what happened in Act V of *Macbeth*. (5 mins)
2. I will pass out the copies of Frost's poem to the students and we will **read** it as a class. (10 min)
3. I will then break students up into literature circles (4 students in each group). Students will be instructed to **re-read** and **discuss** the use of Shakespeare's *lines* in Frost's *poem*. Students should **analyze** the *meaning* that each author intended with the *lines*, how the lines impacted each *piece*, and how frost has *transformed* the *lines* from the *original source material*. As a result of these **discussions** students will draw and complete a **Compare/Contrast Matrix** using the poster sheets. I will draw an example of the **Compare/Contrast Matrix** on the board for students to refer to.(30 mins)

	Shakespeare's <i>Macbeth</i>	Frost's "Out,Out—"
Similarities (How does Frost draw from Shakespeare?)		
Differences (How does Frost Transform Shakespeare's work?)		

4. Each group will be asked to present their poster to the class and explain their **analysis** of Frost's use of Shakespeare as *source material* for his *poem*. (5 mins).

VIII. Accommodations/Differentiated Instruction:

Students will receive accommodations as necessary. Instruction will be given with visual and auditory cues. Kinesthetic learners will get active engagement when making their posters. Struggling students will also be sorted into groups with high-level learners who will also benefit by helping these students learn the material.

IX. Assessment/Evaluation:

Student's posters will be formatively assessed according to the following rubric:

	3 pts	2 pts	1-0 pts
Support from the Text	Students are able to give a few similarities and differences that reference back to the text .	Students give a couple similarities and differences that reference back to the text .	Students give very few to no similarities and differences that reference back to the text .
How Frost Draws on Shakespeare's Work	Students are able to analyze how Frost <i>draws</i> on Shakespeare's work by explaining a few	Students are able to analyze how Frost <i>draws</i> on Shakespeare's work by explaining a couple	Students are able to analyze how Frost <i>draws</i> on Shakespeare's work by explaining very few to

	similarities between the two.	similarities between the two.	no similarities between the two.
How Frost Transforms Shakespeare's Work	Students are able to analyze how Frost transforms Shakespeare's work by explaining a few differences between the two.	Students are able to analyze how Frost transforms Shakespeare's work by explaining a couple similarities between the two.	Students are able to analyze how Frost transforms Shakespeare's work by explaining very few to no similarities between the two.

X. Reflection