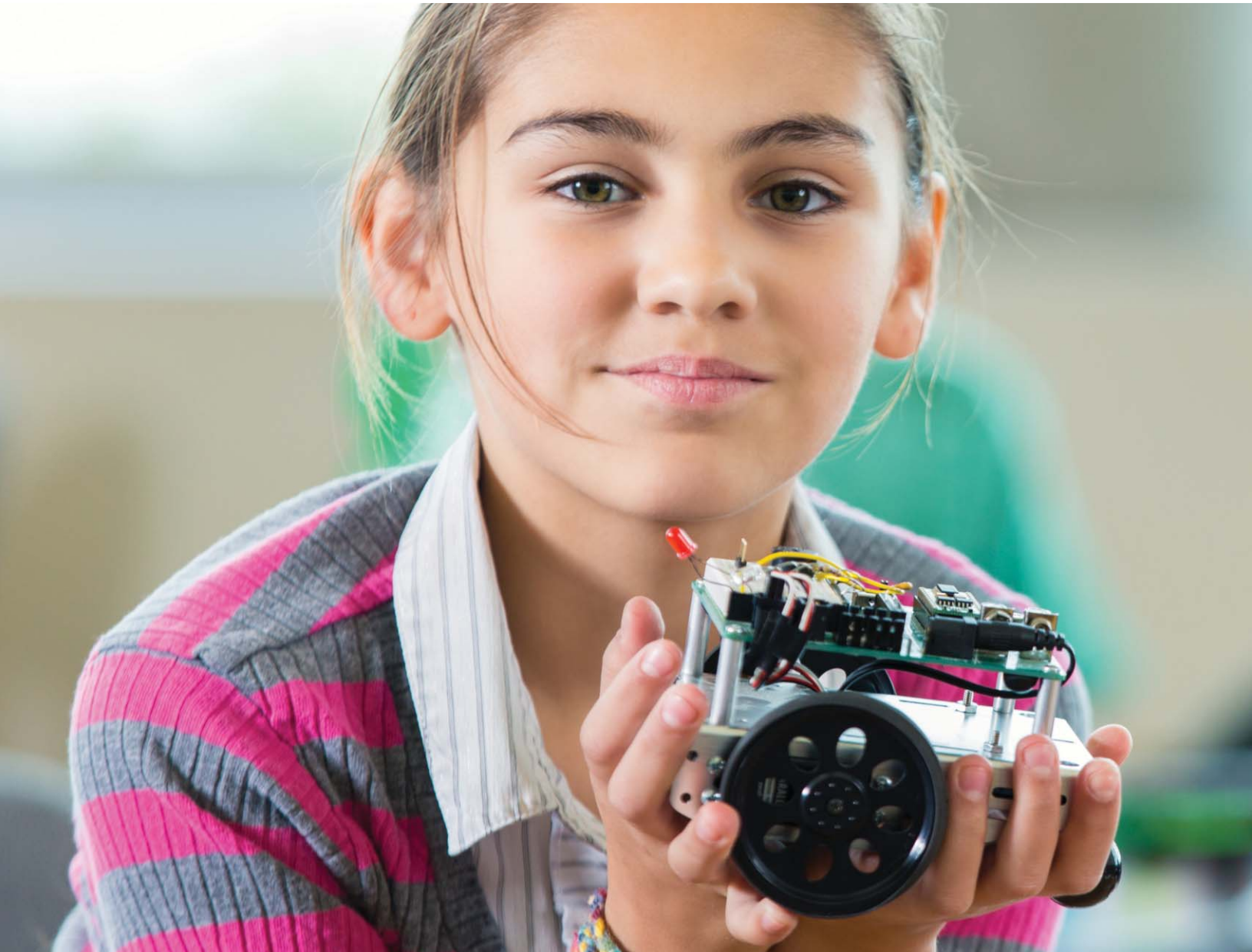


 **THE
EDUCATION
FUND**
CELEBRATING **30** YEARS
2016-2017

ideas with
IMPACT



idea packet

Sponsored by:



ASSURANT

In remembrance of George Van Wyck



Ford Motor Company Fund

**Shakespeare
Our Way!**

Shakespeare Our Way



Mrs. Griselis Reyes-Gil

Mrs-reyes@dadeschools.net

Hialeah Senior High School

School mail code: 7111

For information concerning IMPACT II opportunities including
Adapter and Disseminator grants, please contact:

The Education Fund

305-558-4544, Ext. 113

Email: IMPACT@educationfund.org

www.educationfund.org

Table of Contents



Goals and Objectives	Page 3
Florida Standards	Pages 4-7
Project Outline/Overview	Page 8
Lesson Plans	Page 9
Resource List	Page 10
Student Samples & Project Directions	Page 11-20

Goals and Objectives



“This above all...to thine own self be true.”

-William Shakespeare

One of the main goals of this project is to teach students how to prove their comprehension of complicated text with more than just a test. It allows students to think outside the box! Shakespeare is sometimes a daunting and difficult read for our students. Some may get very frustrated or feel like a failure when trying to understand the Bard. However, through this project, student gain the confidence that they can understand just about anything they put their mind to.

Equally as important, students have the opportunity to work together in groups. Collaboration is an essential skills for success and this project allows students to come together in a fun way. Students are held accountable for their contributions to the groups’ final product and they also learn how to divide and conquer certain tasks as they are working under a time limit. Many friendships develop during rehearsals and brain storming sessions.

Lastly, this project gives students the chance to conquer their stage fright! By having students perform in front of the class, not only are you having a great time together as a class, but you are creating a safe, judge-free zone for our students to showcase their interpretation of the text. Because of the various themes, performance day makes for an awesome, funny, memorable class! The students are learning and it doesn’t even feel like work.

Florida Standards

Strand: Reading Standards for Literature	
Cluster 2: Craft and Structure	
Standard Code	Standard
LAFS.910.RL.2.4	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
LAFS.910.RL.2.5	<p>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
Strand: Reading Standards for Literature	
Cluster 3: Intergration of Knowledge and Ideas	
Standard Code	Standard
LAFS.910.RL.3.7	<p>Analyze the representation of a subject or key scene in two different artistic mediums.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>

Strand: Reading Standards for Literature	
Cluster 4: Range of Reading and Level of Text Complexity	
Standard Code	Standard
LAFS.910.RL.4.10	<p>Read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

Strand: Writing Standards	
Cluster 1: Text Types and Purposes	
Standard Code	Standard
LAFS.910.W.1.2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well--chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain---specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <p><i>Cognitive Complexity:</i> Level 4: Extended Thinking & Complex Reasoning</p>

Strand: Writing Standards	
Cluster 2: Production and Distribution of Writing	
Standard Code	Standard
LAFS.910.W.2.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
LAFS.910.W.2.5	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
LAFS.910.W.2.6	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>

Strand: Writing Standards	
Cluster 3: Research to Build and Present Knowledge	
Standard Code	Standard
LAFS.910.W.3.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grades 9–10 Reading standards to literature (e.g., “Analyze 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]”).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>

Strand: Standards for Speaking and Listening	
Cluster 2: Presentation of Knowledge and Ideas	
Standard Code	Standard
LAFS.910.SL.2.4	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
LAFS.910.SL.2.5	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>

Strand: Language Standards	
Cluster 1: Conventions of Standard English	
Standard Code	Standard
LAFS.910.L.1.1	<p>Demonstrate command of the conventions of standard English and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use parallel structure. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>
LAFS.910.L.1.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use a semicolon, with or without a conjunctive adverb, to link two of more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly. <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>

Project Outline and Overview

Week 1-4: Students read and interpret a play of the teacher's choosing. In this example, we will focus on Julius Caesar (Grade 10).

Week 5: Students choose key scenes from play. Students are then divided into groups. (Number of group members is determined by the amount of characters in necessary in a given scene.) Finally, students choose a theme such as Star Wars, Harry Potter, Hippies...etc. Students begin rewriting their scene to fit their theme and brainstorming props, backgrounds, and costumes.

Week 6: Students turn in scripts and begin rehearsing. Student develop background for scenery and costumes.

Week 7: Showtime!

Lesson Plan

Shakespeare Our Way

Objectives/Skills:

- Teamwork/Collaboration
- Interpretation of difficult text
- Presentation Skills

Activities	Materials	Assessments
___ Journal ___ Go over test/quiz ___ Lecture ___ Reading ___ Quiz/Test ___ Coop. groups ___ Presentations ___ Writing ___ Peer-Editing ___ Research/ Guest speaker	___ Overhead ___ Textbooks (Play) ___ Workbooks ___ Film/Video ___ Novels ___ Handouts ___ Audio ___ Power Point ___ Manipulatives	___ Test/Quiz ___ Assignment ___ Discussion ___ Homework ___ Essay / Report ___ Ques. /Answer ___ Project ___ Other:

Procedures

1. Students read a Shakespeare play.
2. Students decide which scenes are essential to the development of the plot.
3. Students are then divided into groups and choose a creative theme.
4. Students write a script to reenact their scene within their theme.
5. Students also brainstorm background scenery and costumes.
6. Students rehearse with their newly developed scripts.
7. Presentation of scenes in chronological order.

Resource list

- ★ A copy of the Shakespearean play (1 per student).
- ★ Computers for typing, editing, and copying new scripts.
- ★ Costumes (Can be bought via www.Amazon.com or borrowed from Drama department)
- ★ Audio equipment if scene will include music.
- ★ Markers and/or paint
- ★ Large sheets of roller construction paper for backdrops.

Student Samples & Project Directions

Shakespeare's Julius Caesar Acting Project

Hear, ye! Hear, ye!

You are all invited to a special performance!!!

First, choose one of the scene options in which you feel you can reenact well:
(*Check off the scene you are presenting and fill in your theme/ group members*)

Check Your Scene	Scenes	Maximum Amount of Group Members	Theme	Group Members
	Act I, Sc. I Flavius & Marullus	4		
	Act II, beginning of Sc. I Conspirators visit Brutus	5		
	Act II, End of Sc. I Portia & Brutus	2		
	Act II, Sc. II Caesar, Calpurnia & Decius	3		
	Act III, Sc. I Caesar's murder	5		
	Act III, Sc. II Funeral speeches	2		

	Act III, Sc. III Cinna the Poet	4		
	Act. IV, Sc. III Caesar's ghost	4		
	Act. V, Sc. III Cassius' death	3		
	Act V, Sc. IV Brutus' death	4		

*****Note: If you fall short of group members for your chosen scene, a group member will have to perform as more than one character.*****

- Next, sit with your group and develop a new script for your scene incorporating the new chosen theme.
- Pay attention to detail of dialogue as you re-write your script. This will be part of your overall grade. (All group members should have a part in developing a new script.) **A TYPED HARD COPY OF YOUR GROUP'S SCRIPT WILL BE DUE for 10pts!!!**
- Once you have re-written a scene within your group, develop ideas for costumes, special effects & props. **USE CLASS TIME WISELY!!!**
- As homework you need to do the following: practice learning your lines, practice acting out your scene, and develop your costumes/props...etc.

Acting Rubric

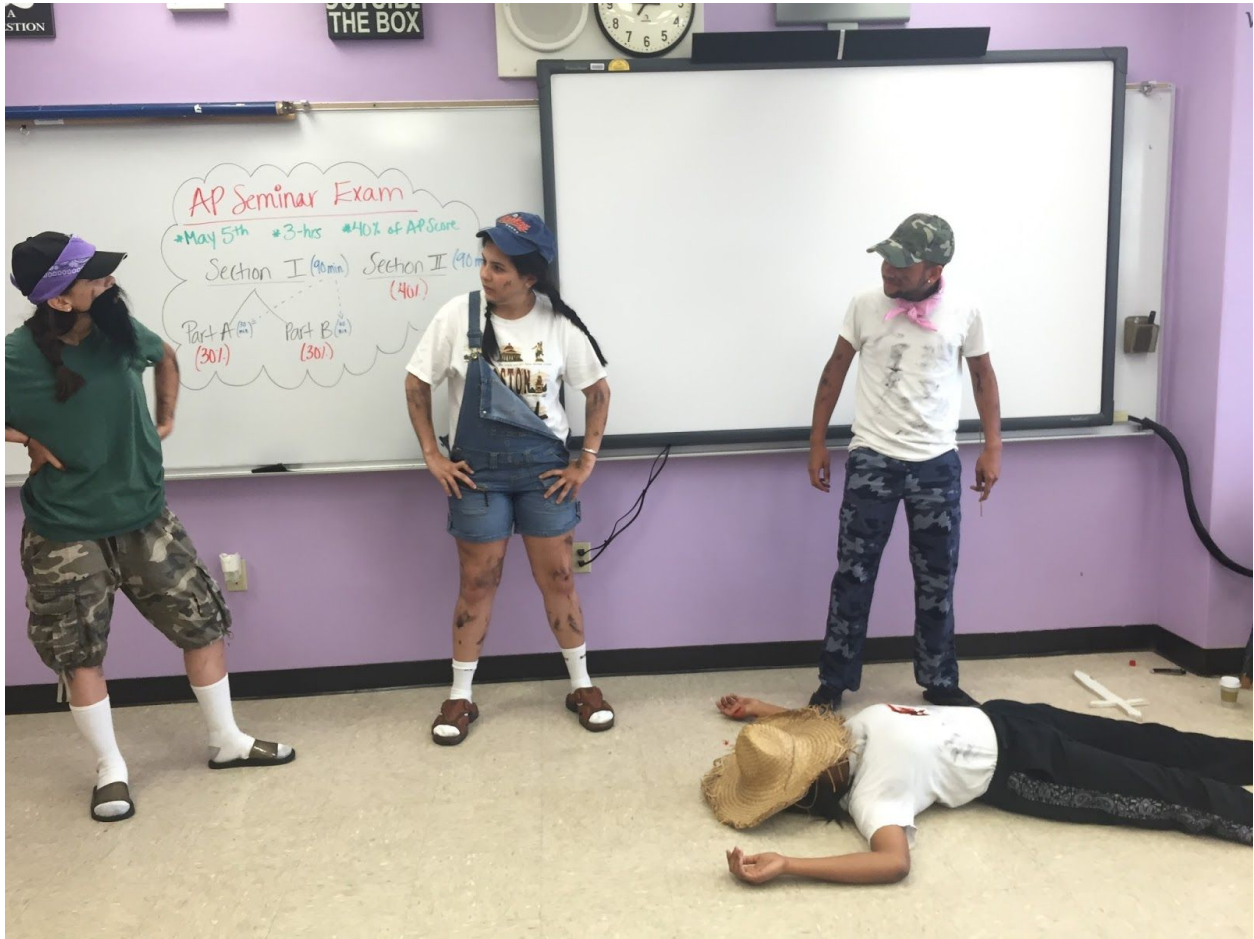
Category	Possible Points	Points Earned	Comments
Acting/ Enthusiasm	25		
Truth to Original text	20		

Incorporation of Theme	15		
Memorization of lines	10		
Typed hard copy of script for Ms. Reyes	10		
Costumes/Props	10		
Group Effort	10		
Possible Total: 100		Total: _____	Grade _____

STUDENT PICTURES:





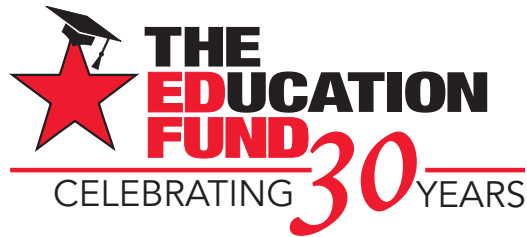












APPLY FOR AN IMPACT II ADAPTER GRANT!

M-DCPS teachers, media specialists, counselors or assistant principals may request funds to implement an IMPACT II idea, teaching strategy or project from the Idea EXPO workshops and/or curriculum ideas profiled annually in the *Ideas with IMPACT* catalogs from 1990 to the current year, 2016-17. Most catalogs can be viewed at The Education Fund website at www.educationfund.org.

- Open to all K-12 M-DCPS teachers, counselors, media specialists
- Quick and easy reporting requirements
- Grants range from \$150 - \$400
- Grant recipients recognized at an Awards Reception

To apply, you must contact the teacher who developed the idea before submitting your application. Contact can be made by attending a workshop given by the disseminator, communicating via email or telephone, by visiting the disseminator in their classroom, or by having the disseminator visit your classroom.

Project funds are to be spent within the current school year or an extension may be requested. An expense report with receipts is required by Friday, May 5, 2017.

**APPLICATION DEADLINE:
Monday, December 12, 2016**

Apply online at www.educationfund.org

For more information, contact:

Edwina Lau, Program Director

305.558.4544, ext. 113

elau@educationfund.org



Driving a **Brighter Future**

For more than 65 years, Ford Motor Company Fund has worked to improve people's lives, investing \$1.5 billion to support innovative programs in Community Life, Education, Safe Driving and the Ford Volunteer Corps.



For opening minds, creating opportunities,
and helping to create a brighter future,
Ford Salutes The Education Fund.



Contributors with IMPACT

Platinum Star



**School District
Education Foundation
Matching Grant Program**

Gold Star



America's Most Convenient Bank®



Ford Motor Company Fund

**Humana
Foundation**



ASSURANT®

P L Dodge
FOUNDATION



Silver Star



PEREZ TRADING COMPANY

**Rod and Lucy
Petrey**

**Raj Rawal and
Anne Marie Miller**

**Robert Russell
Memorial
Foundation**

Bronze Star

**The Jack Chester
Foundation**



**Miami Sportfishing Tournament/
Gary M. Pappas**

