

**5E Lesson Plan Template\***

*This assignment is worth 20 points. A draft (5 points) will be submitted in week 6 for feedback. The final plan to be graded will be submitted during Week 8 (15 points).*

Your Name	C.J. Celeiro
Lesson Subject Area	Black American Playwrights
Specific Topic	<i>The Mountaintop</i> by Katori Hall – character relationships and development
Appropriate Standards being addressed	<ul style="list-style-type: none"> <li>• TH:Re9.1.III.a. Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.</li> <li>• TH:Cn11.2.II.a. Formulate creative choices for a devised or scripted drama/theatre work based on theatre research about the selected topic.</li> <li>• CC.1.4.9-10.W. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</li> <li>• CC.1.4.9-10.M. Write narratives to develop real or imagined experiences or events.</li> <li>• CC.1.4.9-10.N. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introduction a narrator and/or characters.</li> <li>• CC1.4.9-10.O. Use narrative techniques such as dialogue, description, reflection multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</li> </ul>
Instructional Objectives (Bloom Level) Minimum of three	<p>At the end of this lesson the students will be able to:</p> <ol style="list-style-type: none"> <li>1. SWBAT research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices IOT evaluate the impact of their chosen Black American figure with at least 85% accuracy.</li> </ol>

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	<p>2. SWBAT engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introduction a narrator and/or characters IOT create the dramatic structure of their own version of <i>The Mountaintop</i> with their chosen Black American figure.</p> <p>3. SWBAT Use narrative techniques such as dialogue, description, and pacing to develop experiences, events, and/or characters IOT collaboratively write their own mini-version of <i>The Mountaintop</i> with their chosen Black American figure.</p>
<p>ENGAGE Activities</p>	<p>Day 1:</p> <ul style="list-style-type: none"> <li>• 5 min: DO NOW: Today, we are going to be reading <i>The Mountaintop</i> by Katori Hall. The play features Dr. King and a maid named Camae. What so you predict their relationship will be like, considering they are the only two characters in the play. (TPT: <i>On the Spot TPT – Quick Write</i>)</li> <li>• 5 min: Students partner up and share their responses. (TPT: <i>On the Spot TPT – Think, Pair, Share</i>)</li> <li>• 5 min: Introduce students to <i>The Mountaintop</i> by Katori Hall</li> <li>• 10 min: Class close-read of pgs 5-8, focusing on the speech patterns established between Dr. King when he is in private versus when he is around Camae (a stranger)</li> <li>• 10 min: While reading, students will complete TPT: <i>Hold up</i> to assess the way Dr. King speaks to the off-stage Rev. Abernathy at the beginning of the play. Then, students will be able to discuss and defend their view.</li> <li>• 10 min: After reading Camae’s entrance students will complete TPT: <i>Chalkboard Splash</i> to write and interpret how Dr. King speaks around Camae, utilizing a specific text example to support this statement.</li> <li>• Homework: Students read pgs 8-15 and complete guided questions to help track understanding, focusing on character development, the complexities of the relationship between Dr. King and Camae, and discussing inferences.</li> </ul> <p>Day 2:</p> <ul style="list-style-type: none"> <li>• 5 min: DO NOW: Based on what we have read so far, how would you describe the character of Camae? How does this help further the storytelling? Use at least one specific detail to support your response. (TPT: <i>On the</i></li> </ul>

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	<p><i>Spot TPT – Quick Write)</i></p> <ul style="list-style-type: none"><li>• 5 min: Students partner up and share their responses. (<i>TPT: On the Spot TPT – Think, Pair, Share</i>)</li><li>• 5 min: Brief discussion of homework reading.</li><li>• Class close-read of pgs 16-19, focusing on Camae’s impression of Dr. King.</li><li>• 10 min: While reading, students will complete <i>TPT: Hold up</i> to assess if they view Camae’s impression of Dr. King as authentic or insulting. Then, students will be able to discuss and defend their view.</li><li>• 10 min: After reading students will complete <i>TPT: Chalkboard Splash</i> to write and interpret how the relationship between Dr. King and Camae is developing, utilizing a specific text example to support this statement.</li><li>• Homework: Students read pgs 20-30 and complete guided questions to help track understanding, focusing on character development, the complexities of the relationship between Dr. King and Camae, and discussing inferences.</li></ul> <p>Day 3:</p> <ul style="list-style-type: none"><li>• 5 min: DO NOW: Last night for homework, you learned that Camae is actually an angel here to take Dr. King to heaven. How do you believe this will impact their relationship? What things will Camae and Dr. King do differently now that this monumental secret has been exposed? (<i>TPT: On the Spot TPT – Quick Write</i>)</li><li>• 5 min: Students partner up and share their responses. (<i>TPT: On the Spot TPT – Think, Pair, Share</i>)</li><li>• 5 min: Brief discussion of homework reading.</li><li>• Class close-read of pgs 30-33, focusing on the shifts in power, and the way Dr. King speaks to God on the phone.</li><li>• 10 min: While reading, students will complete <i>TPT: Hold up</i> to assess how Camae is using her newly revealed power over Dr. King in pursuit of her objective.</li><li>• 10 min: After reading students will complete <i>TPT: Chalkboard Splash</i> to write and interpret how you think Camae is going to be able to convince Dr. King to come to heaven (after all, we know the play takes the place the night before his death, so there’s no spoilers here...)</li><li>• Homework: Students read pgs 33-44 and complete guided questions to help track understanding, focusing on character development, the complexities of the relationship between Dr. King and Camae, and discussing</li></ul>
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	<p>inferences.</p> <p>Day 4:</p> <ul style="list-style-type: none"> <li>• 5 min: DO NOW: Today, we are going to begin a project in which you will work with a partner and focus on a significant Black American meeting their “angel.” Who are some Black Americans you can think of that have made a significant impact on American culture? List three, and write at least one sentence for each that explains how they contributed to American culture. (<i>TPT: On the Spot TPT – Quick Write</i>)</li> <li>• 5 min: Students will write the names of their three people on the board. If a student has a repeat response, they will put a checkmark next to the name. Teacher will also contribute. (<i>TPT: Chalkboard Splash</i>)</li> <li>• 10 min: Class close-read of pgs 38-41, focusing on the significance of the events and phrases Camae says when describing “the baton passing on”.</li> <li>• 5 min: While reading, students will complete <i>TPT: Hold up</i> to assess what they believe to be the meaning of “the baton passing on.”</li> <li>• 15 min: Teacher presents project assignment <ul style="list-style-type: none"> <li>○ Students will partner up, by student choice.</li> <li>○ As a partnership, students will choose a Black American figure. (No two partnerships shall have the same figure)</li> <li>○ Students will conduct research on their chosen American figure based on a series of questions provided by the teacher.</li> <li>○ Students will collaborate to convert their research into a mini-version of <i>The Mountaintop</i> with dramatic structure and playwriting format. The script must include... <ul style="list-style-type: none"> <li>▪</li> </ul> </li> </ul> </li> </ul>
<p><b>EXPLORE</b> Activities</p>	<p>Day 4:</p> <ul style="list-style-type: none"> <li>• Homework: Students will conduct research on their chosen American figure...</li> </ul> <p>Day 5:</p> <ul style="list-style-type: none"> <li>• 5 min: DO NOW: List three interesting or unique facts you learned about your chosen figure. (<i>TPT: On the Spot TPT – Quick Write</i>)</li> <li>• 5 min: Students partner up and share their responses. (<i>TPT: On the Spot TPT – Think, Pair, Share</i>)</li> <li>• 25 min: Partnerships pair up and create a graphic</li> </ul>

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	<p>organizer to map out the dramatic structure of their play. This graphic organizer will include...</p> <ul style="list-style-type: none"> <li>○ How angel will be in disguise</li> <li>○ How the angel and the figure developing a relationship</li> <li>○ A creative circumstance that causes the angel to reveal their identity.</li> <li>○ An explanation from the angel to the figure about their impending death.</li> <li>○ The figure’s reaction to this news, and their attempts to bargain, beg, or accept.</li> <li>○ Addressing or discussion of the work and legacy this figure has made.</li> <li>○ A concluding scene that leads to a blackout.</li> </ul> <ul style="list-style-type: none"> <li>● 10 min: Partners match up with another partnership and read their dramatic structure maps to each other. Other partnerships should offer 1 piece of positive feedback and 1 piece of constructive feedback.</li> </ul>
<p><b>EXPLAIN</b> Activities</p>	<ul style="list-style-type: none"> <li>● <i>Research graphic organizer</i></li> <li>● <i>Inclusion of “addressing or discussion of the work and legacy this figure has made” into their dramatic structure graphic organizer, as well as the final writing of the play.</i></li> </ul>
<p><b>ELABORATE</b> Activities</p>	<p>Day 6:</p> <ul style="list-style-type: none"> <li>● Students immediately get into partnerships.</li> <li>● 45 min: Students have full class period to collaborate on their plays together on Google Docs, utilizing their research graphic organizer and dramatic structure graphic organizer. <ul style="list-style-type: none"> <li>○ How angel will be in disguise</li> <li>○ How the angel and the figure developing a relationship</li> <li>○ A creative circumstance that causes the angel to reveal their identity.</li> <li>○ An explanation from the angel to the figure about their impending death.</li> <li>○ The figure’s reaction to this news, and their attempts to bargain, beg, or accept.</li> <li>○ Addressing or discussion of the work and legacy this figure has made.</li> <li>○ A concluding scene that leads to a blackout.</li> </ul> </li> <li>● Homework: Students must complete writing their scripts collaboratively.</li> </ul>
<p><b>EVALUATE</b></p>	<p>Day 7:</p>

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Activities	<ul style="list-style-type: none"><li>• Students immediately get into partnerships</li><li>• Students will read (perform) their plays aloud in front of the class. After each performance, audience will be able to ask specific questions about their chosen figure.</li></ul>
References	
Materials & Equipment	School-issued laptop Paper Pencil Anchor Chart Paper Hold Up cards
Handouts (attach)	

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