**Creative Institute Lesson Plan**

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**Theater: High School**

**Objective**: Students will be able to demonstrate and synthesize knowledge of the social and political history of Elizabethan England with the history of theatre architecture by labeling and describing a self-made model of the Globe Theatre. Grade Levels: HS Standards:

**CSSC standards**:

 HS.3.1.b Research, evaluate, and synthesize cultural and historical information to support artistic choices (DOK 2-4)

HS.3.1.c Demonstrate a basic understanding of theatre history through the study of playwrights, theatrical styles, and historical periods (DOK 1-3)

**Introduction:** This lesson should be utilized after students have done their primary research on Elizabethan England and built their model of the Globe Theatre. Research could have been facilitated in small groups or individually with each student or group sharing out on a specific topic (politics, music, social structure etc.) Share-outs can be done in any form: worksheet, presentation, song, poem, artwork, performed scene, etc. Students would also have already been introduced to the idea of scale and would have built a scale mode that needs to be accurately labeled.

**Themes**:

**Connection** – Students will connect to the material intellectually through previously researched and shared information as well as discussion. Students may also connect to the material through the sensory exercise of creating and labeling the model.

**Active Engagement** – Students are actively engaged in the work because they can take full ownership of their synthesis of the material. They are also consistently going back to communicating what they are working on.

**Sensory Experience** – Students may have an increased sensory experience from working with the model of the theatre to explore politics rather than looking only at a diagram or reading a description. **Perceptivity** – Students will utilize perceptivity in noticing details about the model or research that, when working together, reveal more about the topic.

**Time Line**: This single lesson would toward the end of a 6-week unit.

**Materials**:

* Models (previously built)
* Paper, toothpicks, and glue for labels
* iPads for Research

**Activity/Introduction**:

* In small groups, students will review the research previously presented and discuss themes in the research that might cross social, political, and artistic lines.
* Individually, students will write or draw descriptions of each section of the theatre (The

Galleries, The Entrance, Stairs and Access, The Stage, The Pit, The Yard, The Galleries, The Heavens, The Frons Scenae, Lord’s Rooms, Gentlemen’s Rooms)

* Students will label each section of the theatre to include the descriptions or descriptions can be left to the side.
* Students will rotate with another student to do a peer evaluation of another model. Evaluations will following a teacher led protocol. They will go through this rotation two times. (This activity is also listed in “Evaluation” below.)
* Students will then have time to complete a self-evaluation of the process of the day. (This activity is also listed in “Evaluation” below.)

**Adaptations**:

Currently, more adaptations are required for the other components of the unit (research, scale work, and model building for example.) This single lesson already had a lot of opportunity for differentiation at each stage in the process so it is up to the teacher as to how much latitude to allow each student.

**Evaluations**:

* Students will rotate with another student to do a peer evaluation of another model. Evaluations will following a teacher led protocol. They will go through this rotation two times.
* Students will then have time to complete a self-evaluation of the process of the day.
* Teacher evaluation of the whole project will take place at a later time.