

# 30-minute Lesson Plan — ELA (Grade 9, UK): Introduction to Shakespeare

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## Overview

A blended, active introduction to Shakespeare focusing on accessibility, performance, and close-reading through collaborative micro-productions (peer podcast/vlog). Low-materials lesson using a short multimedia clip and short text extracts. Builds skills in inference, language analysis, and contextual understanding aligned to UK Key Stage 3/GCSE preparatory standards (reading for meaning, analysing language and structure, and appreciating performance choices).

## Learning Objectives (measurable)

- Identify the meaning and tone of a short Shakespeare passage and explain one linguistic choice (metaphor, imagery, word choice). Success: correctly identify tone and justify one word choice in one clear sentence.
- Demonstrate how performance choices (pause, stress, gesture) change meaning. Success: in a 60-second peer podcast/vlog, show 2 performance choices and explain their effect.
- Connect Shakespearean language strategies to a modern real-world communication example. Success: give one specific, concrete example and explain the connection in one sentence.

## Success Criteria (student-facing)

- I can paraphrase a 3–5 line Shakespeare extract in modern English (clear paraphrase in  $\leq 2$  sentences).
- I can name one literary device in the extract and explain its effect on meaning (1–2 sentences).
- I can describe two performance choices and their likely impact on audience understanding (shown in peer recording).
- I can relate the extract's strategy to a modern communication example (1 sentence).

## Materials (low)

- Short video/audio clip of a staged Shakespeare line or short extract (teacher device/smartphone; <60 seconds).
- Printed/handwritten copies of one 3–5 line extract per group (optional — can display on board/screen).
- Small device per group for recording 60-second podcast/vlog (phone/tablet) OR a shared device per pair.
- Timer (teacher phone/clock).

## Timetable (30 minutes)

1. Hook & framing (3 minutes)
2. Group close-reading (jigsaw style) (10 minutes)
3. Peer podcast/vlog production (8 minutes)
4. Peer feedback + pulse check 2 (5 minutes)
5. Whole-class pulse check + exit quiz checkpoints (4 minutes)

## Lesson Core (Blend approach: peer workshops + multimedia + peer feedback)

### 1. Hook & framing (3 minutes)

- Teacher plays a 30–45 second performance clip of the selected Shakespeare line (e.g., a single line from Macbeth, Romeo and Juliet, or Twelfth Night) with visible emotion and staging.
- Teacher quickly frames: “We will work in groups to understand meaning, try two performance choices, and record a 60-second peer response explaining how those choices change meaning.”

### 2. Group close-reading — Jigsaw micro-workshop (10 minutes)

- Form groups of 3–4. Each group receives the same 3–5 line extract (or teacher projects it).
- Roles within group: Reader (reads aloud), Analyst (identifies one device/word), Performer (suggests performance choices), Recorder (notes paraphrase and evidence).
- Tasks (8 minutes):
  - Paraphrase the extract in modern English (1–2 sentences).
  - Identify one literary device or notable word and explain its effect (1 sentence).
  - Decide on two performance choices (tone, pause, emphasis, gesture) and predict their impact (1–2 sentences).
- Teacher circulates, supports, and times.

#### Pulse check 1 (immediate, during group work)

- Task: Each group posts one-line paraphrase and one performance choice on a shared board or teacher collects verbally.
- Success criteria: At least 80% of groups produce a paraphrase that preserves the basic meaning (teacher uses quick verification: paraphrase includes main action/feeling) and name one clear performance choice (e.g., “long pause before ‘X’”).
- If fewer than 80% meet criteria, teacher prompts groups to refine paraphrase using a one-sentence model scaffold: “In this line, the speaker is saying \_\_\_\_, and they feel \_\_\_\_.”

### 3. Peer podcast/vlog production (8 minutes)

- Groups produce a 60-second recording:
  - 20 seconds: a confident performance of the line using the two chosen performance choices.
  - 40 seconds: a concise peer explanation (one group member) that paraphrases, names one device, and explains how the performance choices change meaning or audience reaction.
- Teacher suggests a quick structure: 10s intro, 20s performance, 30s explanation.
- Low-stakes rubric displayed: clarity of paraphrase (0–2), identification of device (0–2), explanation of performance impact (0–2), clarity of recording (0–1), teamwork evidence (0–1).

#### Pulse check 2 (after recording)

- Task: Each group swaps recordings with another group and listens once.
- Success criteria: Listening groups provide one specific peer feedback comment: either “One strength” or “One suggestion” related to paraphrase, device identification, or performance clarity. At least 75% of feedback items reference one of the success criteria.
- Teacher monitors via quick sampling of 3 feedback comments aloud.

### 4. Peer feedback + whole-class pulse check (5 minutes)

- Two groups volunteer to play their recordings for class (or teacher plays two selected recordings).
- Quick whole-class pulse check 3:
  - Task: Students use thumbs-up/thumbs-down or show small whiteboards to indicate agreement with two statements shown by teacher:
    1. “The performance choice changed the meaning in a clear way.”
    2. “The paraphrase captured the main idea.”
- Success criteria: 70% agreement on at least one statement for each recording. Teacher uses responses to decide next instructional step (not part of this 30-minute lesson).

### 5. Exit activity – Quiz-style checkpoints (4 minutes)

- Teacher issues short written or electronic rapid quiz (see below: 10 checkpoints). Students complete a subset (choose any 4) as exit tickets or homework.
- Collect responses for formative data.

## Differentiation & Inclusion

- Support: Provide a modern-English gloss of key archaic words for students who need it. Allow

one scribe per group.

- Stretch: Ask higher-attaining students to comment on how meter or rhetorical structure affects meaning.
- Accessibility: Captioned clip; printed extract in large font; allow oral responses for students with writing needs.
- Behavioural/engagement: Quick role rotation keeps task ownership and movement.

## Assessment & Feedback

- Formative: Pulse checks, rubric-scored peer recordings, exit quiz checkpoints.
- Peer feedback emphasizes constructive, criterion-referenced comments (What worked; one way to improve).
- Teacher notes common misconceptions for next lesson planning.

## Metacognition Prompts (embedded)

- During recording: "Explain in one sentence how the performance choices you used would change how someone responds to a speech in real life (e.g., a job interview, speech, argument)."
- Exit prompt (written): "How might the paraphrase-and-performance strategy help you interpret tone in a news report, political speech, or social media post? Give one specific example."

## Pulse Checks (summary)

- Pulse check 1 – Group paraphrase & performance choice
  - Success:  $\geq 80\%$  of groups produce paraphrase preserving main meaning and name one performance choice.
- Pulse check 2 – Peer feedback on recordings
  - Success:  $\geq 75\%$  of feedback comments reference paraphrase, device identification, or performance clarity.
- Pulse check 3 – Whole-class agreement on played recordings
  - Success:  $\geq 70\%$  of students agree that at least one statement (performance changed meaning; paraphrase captured idea) is true for each recording.

**10 Quiz-style Checkpoints (use as exit ticket items or short homework). Each includes explicit success criteria and model answer where applicable.**

1. Identify the speaker: "Who is most likely speaking in this line?" (multiple choice or short answer)
  - Success: correctly select or name character based on context cues.
  - Example answer: "Macbeth" (if extract from Macbeth).
  
2. Paraphrase in 1 sentence: "Rewrite the extract in modern language in one sentence."
  - Success: paraphrase accurately conveys main action/feeling in  $\leq 2$  sentences.
  - Model: "The speaker says they feel trapped and sees danger everywhere."
  
3. Vocabulary in context: "What does the archaic word 'wherefore' most likely mean here?" (choose: why/because/where/how)
  - Success: choose the correct meaning with brief justification (1 sentence).
  - Model: "Why – because the speaker asks for a reason."
  
4. Literary device ID: "Name one literary device in the extract (metaphor, simile, alliteration, irony)."
  - Success: correctly identify device and underline the example in the text.
  - Model: "Metaphor – 'sea of troubles' compares problems to a sea."
  
5. Device effect short answer: "Explain in one sentence how that device affects meaning."
  - Success: explanation links device to effect (tone, emphasis, imagery) in 1 sentence.
  - Model: "The metaphor makes the problem feel overwhelming and vast."
  
6. Performance choice identification: "Give one performance choice (e.g., pause, stress) that would change the line's meaning."
  - Success: name a concrete choice and briefly state expected effect.
  - Model: "A long pause before 'not' makes the denial dramatic and surprising."
  
7. Inference: "What can you infer about the speaker's mood? Provide one textual clue."
  - Success: mood identified and linked to specific word/phrase as evidence.
  - Model: "Anxious – shown by the repeated negatives and hurried syntax."
  
8. Contextual question: "Is this extract more likely from a comedy or tragedy? Give one reason."

- Success: correct genre inference with one supporting textual or tonal reason.
  - Model: “Tragedy – the language feels dark and fatalistic.”
9. Comparative real-world application: “Give one modern example where tone matters (choose: job interview, tweet, school speech) and say how you’d use a performance choice.”
- Success: name scenario and link a specific performance choice with likely effect.
  - Model: “Job interview – deliberate calm tone to show confidence.”
10. Evaluation: “Rate how well your group did meeting the success criteria (0–3) and state one improvement.” (self-assessment)
- Success: honest score with one realistic improvement linked to criteria.
  - Model: “2 – we paraphrased well but need clearer audio in our recording.”

## Teacher Notes (practical tips)

- Select a short, easily accessible extract with clear emotional content and a few archaic words (3–5 lines).
- Keep recordings low-stakes: focus on clarity and reasoning rather than production polish.
- Time strictness is essential; use timer and signal transitions.
- Collect quick formative data from exit quiz checkpoints to inform the next lesson (e.g., deeper language analysis, context unit).

## Ending metacognitive prompt (to record as part of exit ticket)

- “How did the paraphrase + performance strategy help you understand tone or intention, and where might you use this skill outside class?”