

GED 2002 Teachers' Handbook of Lesson Plans

Content Area	Lesson Title	Correlation to Framework	Lesson Number
Language Arts, Reading	<i>Reading Plays</i>	04.01/04.06	38
Objectives/Learner Outcomes At the end of this lesson, the learner will be able to: <ul style="list-style-type: none">• Understand the concept of comedy• Interpret the tone of a selected passage from a play• Paraphrase what occurs in a passage from a play• Understand a character's point of view	Materials/Resources/Internet Sites/Handouts/Worksheets <ul style="list-style-type: none">• Handout – <i>Intonation Technique</i>• Handout – <i>Moliere</i>• Dictionary		
Pre-Requisite Knowledge The learner should be able to: <ul style="list-style-type: none">• Understand the basic genre of a play• Know how to read a play passage	Key Words <ul style="list-style-type: none">• Drama• Play• Genre• Comedy• Character		
Anticipatory Set/Introduction To introduce lesson, Ask: What is the most important element in a dramatic text? (intent of the words, characterization) Discuss how the text in a play is set up (e.g., characters' names, emotions, feelings, and action of the character in brackets, etc.).			
Preview Questions for Lesson: <ol style="list-style-type: none">1. What is inflection?2. What is drama?3. How is drama different from other types of writing?4. What is a comedy?5. What is your favorite play?			

Instructional Outline

Say: Today, you are going to become an actor (explain the concept of actor). An actor is a person that participates in a play. A play is a dramatic text that is written with the intention of being performed for an audience. Actors have to study a lot and train in order to become successful within their art. The job of an actor is to study a character and represent it alone or with a group of other actors. In order to successfully represent a character, the actor must carefully study the personality and his/her relationship with the other characters in the play. A play is a story that builds based on a series of actions. Each character within a play is very important.

Characters in plays must communicate to the audience such things as feelings, emotions, and intentions. In order to effectively communicate ideas or intentions, the actor uses his /her voice, and life experiences. With his/her voice, the actor communicates to the audience the personality of the character. One can understand the personality and feelings of a character (jealousy-love-wonder-contempt-pain-despair-happiness-horror-revenge) just by listening and interpreting the tone used by an actor.

Provide students with the Handout – **Intonation Technique**. Have the students take turns in reading the woman's parts using the tone of voice indicated in the brackets. Discuss how the manner and the tone in which the sentence is read impacts the meaning of the sentence.

Say: Today you will read a short passage from a play written by Jean Baptiste Moliere. Moliere was a French playwright and actor who lived from 1622-73. He was the creator of a form of play called French high comedy. His genius lay in exposing the hypocrisies of his society.

Tartuffe is a play about a wealthy family. Orgon is the man of the family. One day Orgon decides to bring Tartuffe to live with his family because of things that Tartuffe has shared with him. Tartuffe pretends to be a man of god, but in reality he wants to obtain Orgon's wealth. By manipulating Orgon, he turns him against his own family. Everyone in the family recognizes what that Tartuffe is a hypocrite, liar, and malicious man, except Orgon. As a way to obtain Orgon's wealth, Tartuffe wants to become legally part of the family by marrying Orgon's daughter, Marianne. Marianne is in love with a young man named Valere. Therefore, this situation creates a huge conflict between her feelings and her father's will.

Have students read the Handout – **Moliere**. Have the students take turns reading the passage expressively. Discuss how the tone in which a passage is read is important to its meaning.

Process/Activities			
<ol style="list-style-type: none"> Using a dictionary, have the students look up the definition of drama, inflection, and tone. Discuss the different terms. Have students work in pairs. Give them the Handout – Moliere. Provide the students with time to practice the short passage and prepare it to present to the class. Based on the prior information given to students about Tartuffe's characters, have students read the play passage. Once read, have students re-read it in their small groups, but reinterpret it using the tone that would be used by actors. Have students perform the play passage in front of the class. (If possible, have students memorize the short passage.) 			
Product/Evaluation/Summary			
<p>Ask students to perform in front of the class. At the end of each performance, have students critique the performance. Analyze the characters. (If read with accurate tone, students will be able to understand the difference between reading a regular text and a dramatic piece.)</p> <p>Evaluate a student's work by the effort made in reading the play passage. Students must be able to read the play passage and interpret it. It should not be just simply reading. It must be dramatized. The student should be able to identify and portray the character.</p> <p>Students may wish to also write an original script to be performed for the class.</p>			
Teaching to Different Types of Learners			
	Visual	Auditory	Kinesthetic/Tactile
Learning Activity	Provide students with written directions for the play and interpretation.	Provide students with oral directions (read the handouts). Check for understanding by asking questions when giving the assignment.	Allow students to perform the play using the play passage or by memorizing the short passage.
Special Differentiation Strategies	Students may want to use the Internet to locate pictures of play productions in order to better visualize the characters.	Allow all students to perform the play passage. Encourage the students to verbally discuss each group's performance	Allow students to use classroom space to rehearse and to use props if desired.
Evaluation	Provide students with the written technique handout prior to the Moliere exercise. Students may wish to write an original piece.	Have students interpret aloud their own dramatic piece. In order to successfully complete this activity, have students use the proper verbal tone. Based on an interpretation of tone, the class should identify types of personalities in different roles.	Allow students to make drawings to show the personality of the different characters.

The Family and Adult Literacy Connection

Reading with feeling or emotion is important. Based on the knowledge acquired through this lesson, students can teach children how to read a story by the use of proper inflection in their voice. Many parents do this when reading to very young children. Help students see the connection between this type of reading and reading plays.

ESE/ESOL Accommodations

Provide students with dictionaries. Ensure that students understand how different tones sound when read aloud. Explain the following terms and model for students how a phrase would be read using the following tones:

1. Love
2. Wonder
3. Contempt
4. Pain
5. Despair
6. Laughter
7. Horror
8. Revenge

GED 2002 Teachers' Handbook of Lesson Plans Intonation Technique

Following is an exercise that will help you understand and develop the meaning of inflection and intonation. Inflection is the variation of speech. Intonation is the connection between the feelings and personality of the character. Notice how the meaning of a phrase can change even though the sentence remains the same.

Read the following dialog according to the description given by the narrator.

NARRATOR: A woman bakes a pie and cools it down by putting it near the window. Nearby, children are playing. The woman leaves to take care of other business. She checks on the pie 15 minutes later, and notices that there is a piece missing.

WOMAN: (angry-frustrated. Raise your voice above your average loudness and leave little space in between words. Read the sentence at a fast pace.)

- Who took a piece of my pie?

WOMAN: (joyfully because people liked her pie so much that they could hardly wait for it to cool down. Speak with a smile, use a soft tone, and read the sentence slowly.)

- Who took a piece of my pie?

WOMAN: (sad because she wanted to be the first one to cut the pie so that everything would work as planned. Try to pronounce the words with very little projection.)

- Who took a piece of my pie?

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Molière

Based on the information given by your teacher, work with a partner and perform the piece in front of the class. Analyze the characters and their situation.

Characters: ORGON, MARIANE

Place: The house of Monsieur Orgon, Paris 1663

ORGON: Now, Mariane.

MARIANE: Yes, father?

ORGON: Come; I'll tell you, a secret.

MARIANE: Yes ... What are you looking for?

ORGON: (*looking into a small closet-room*) To see there's no one there to spy upon us; That little closet's mighty fit to hide in. There! We're all right now. Mariane, in you I've always found a daughter dutiful and gentle. So I've always loved you dearly.

MARIANE: I'm grateful for your fatherly affection.

ORGON: Well-spoken, daughter. Now, prove you deserve it. By doing as I wish in all respects.

MARIANE: To do so is the height of my ambition.

ORGON: Excellent well. What say you of—Tartuffe?

MARIANE: Who? I?

ORGON: Yes, you. Look to it how you answer.

MARIANE: Why! I'll say of him—anything you please.