

**INSTRUCTIONS TO COMPLETE THE THEMATIC LITERATURE ACTIVITY**

*The purpose of this assignment is for you to create a reading activity that encourages students to enjoy reading.*

*In your last course, SLM 550 Professional Portfolio, you'll be asked to select artifacts from previous courses and to write reflections. Below are AASL Standards and elements that you might use in SLM 550 when reflecting on this thematic literature activity.*

AASL/NCATE Standards/ Elements Addressed**2.1 Literature**

*Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.*

**2.2 Reading promotion**

*Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.*

**Documentation Required**

1. Bibliography of resources used or displayed.
2. Literature activity lesson with any accompanying handouts.
3. Self- assessment of lesson. (At end of lesson plan)

**Procedure**

1. Plan a thematic literature activity for a group of students. This may be based on genre, author or illustrator, theme, other literary elements, or curricular connections. Activities can include booktalks, read aloud, puppet shows, flannel board stories, Readers Theater, book blogs, or other activities that meet the diverse needs of your students.
2. Present the activity.
3. Evaluate the activity by noting student reaction and comments as well as your own self assessment.

SCORING TOOL

Student:

Date Graded:

Total Points / out of 20

Exemplary: 20-19 pts. Proficient: 18-16 pts. Developing: 14-15 pts. Unsatisfactory: Less than 13 pts.
--

Written Comments:

Additional Feedback:

<b>Thematic Literature Activity</b>				
Criteria and Scoring	Exemplary	Proficient	Developing	Unsatisfactory
<b>Bibliography 5 pts.</b>	Outstanding materials met diverse needs and interests 5 pts	Suitable materials met most needs and interests 3-4 pts.	Some dated materials; Met some needs 2 pts.	Inappropriate materials did not meet interests or diverse needs 1 pt.
<b>Lesson/ Activity/ Handout 10 pts.</b>	Outstanding plan; Valuable and fun; Effective strategies or activities met student developmental needs, and interests.; shows understanding of the stages of reading appreciation and development 10 pts.	Most strategies or activities met student needs, and interests; Adequate plan with clear objectives;; shows understanding of stages of reading appreciation and development 8-9 pts.	Some activities met student needs but not their interests; Some objectives unclear; limited understanding of stages of reading development and appreciation 6 pts.	Minimal strategies; activities were not developmentally appropriate; confusing objectives  5 pt.
<b>Assessment 5 pts.</b>	Reflection shows growth; .Learned from student feedback; Outstanding suggestions for improvement 5 pts.	Reflection-shows growth, used multi-perspectives. 4 pts.	Adequate reflection; Assessed activity from her/his perspective. 3pts.	Demonstrates minimal understanding of the effects of reflective practice on professional growth, student achievement, or school-community relationships; does not seek ways to grow professionally 1-2 pts.

Title of Lesson: Thematic Unit-Gender Roles in Macbeth	
Overview of Lesson: Students will focus on the changing gender roles of Macbeth and compare them to modern interpretations of gender roles. Teacher wanted help incorporating thematic non-fiction texts into her unit.	Resources Needed: <ul style="list-style-type: none"> <li>• Gender Roles in Macbeth wks</li> <li>• Gender Stereotypes Wks</li> <li>• Non-Fiction Connections Wks</li> <li>• "Curse" Article</li> <li>• "Breadwinner" Article</li> <li>• Additional Reading Bibliography</li> </ul>
Essential Question(s): Have gender stereotypes changed since Shakespearian England?	
Integrated Standards and Indicators <ul style="list-style-type: none"> <li>• AASL 21<sup>st</sup> Century Standards <ul style="list-style-type: none"> <li>-1.1.2 Use prior and background knowledge as context for new learning.</li> <li>-2.1.1 Continue an inquiry- based research process by applying critical- thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.</li> <li>-- 3.2.3 Demonstrate teamwork by working productively with others</li> </ul> </li> <li>• Local/State Standards and Indicators <ul style="list-style-type: none"> <li>-3C.1.Collaboratively and independently record data/information in a variety of formats.</li> <li>-5A.1 Individually and collaboratively use a variety of formats to prepare the findings/conclusions of the information need for sharing.</li> </ul> </li> <li>• Content Standards <ul style="list-style-type: none"> <li>-Objective 3.1.1: The student will compose effective informative or expository texts. The student will be able to Compare and contrast two texts in relation to a specific purpose</li> </ul> </li> </ul>	
Desired Outcomes: Students will be able to make connections between modern day gender roles and those stereotypes expressed in Shakespeare's Macbeth.	Estimated Time: 2 class periods

Teaching Strategies		
<input checked="" type="checkbox"/> Scaffolded Questioning	<input type="checkbox"/> Grouping Strategies	<input checked="" type="checkbox"/> Informal Writing
<input checked="" type="checkbox"/> Independent Reading	<input checked="" type="checkbox"/> Think-Pair-Share	<input checked="" type="checkbox"/> Modeling/Demonstration
<input type="checkbox"/> Interpretation of Primary Sources	<input type="checkbox"/> Roundtable	<input type="checkbox"/> Small/Large Group
<input type="checkbox"/> Interpretation of Graphics (maps, graphs, cartoons, tables,...)	<input type="checkbox"/> Jigsaw	<input type="checkbox"/> Reading (Pre, During, Post)
<input type="checkbox"/> Concept Attainment	<input type="checkbox"/> Pairs Check/Review	<input type="checkbox"/> Simulation/Act-it-Out
<input type="checkbox"/> 150 Words or less	<input type="checkbox"/> Indep/Group Project	<input type="checkbox"/> Video Clips
	<input type="checkbox"/> Integration of Technology	<input type="checkbox"/> Cross-Curricular Connections
	<input type="checkbox"/> Audio	<input type="checkbox"/> Other _____
	<input type="checkbox"/> Formal Writing	

Instructional Plan		
Engagement/Motivation: Using the Gender Stereotypes worksheet, students will generate as many gender stereotypes as they can. We will then have a class discussion on what they came up with.	AASL 1.1.2 3.2.3	Differentiation/Strategies <input checked="" type="checkbox"/> Tiered assignments <input type="checkbox"/> Flexible grouping <input type="checkbox"/> Learning centers
Pre-Assessment of Prior Knowledge: Students will then use the "Gender Roles in Macbeth" worksheet to identify gender identity they have seen in Macbeth. They will pull on their prior reading of the play to complete this activity.	1.1.1 2.1.1	<input type="checkbox"/> Curriculum compacting <input type="checkbox"/> Varying questions <input type="checkbox"/> Independent Projects
Direct Instruction: After discussing the different ways that characters change	2.1.1 3.2.3	Multiple Intelligences <b>V=Verbal/Linguistic</b>

<p>gender roles within the play, the teacher will introduce the Essential question. Students will compare their stereotypes from the warm-up with the behaviors they found in their pre-assessment. Students will then be asked to read two articles about modern women dealing with gender stereotypes. While students are reading independently, teacher and media specialist will be sitting with targeted groups of struggling students and modeling how to annotate the text as we read. These annotations will serve as examples when we come back together as a group.</p>		<p>M=Musical/Rhythmic                  L=Logical/Mathematical                  S=Visual/Spatial                  B=Body/Kinesthetic                  IA=Intrapersonal                  IR=Interpersonal</p> <p><u>Modifications</u></p> <p><input checked="" type="checkbox"/> Adapting the skill level  <input type="checkbox"/> Adapt number of items  <input type="checkbox"/> Adapt materials  <input type="checkbox"/> Provide learning strategy  <input type="checkbox"/> Provide audio/video/digital access  <input type="checkbox"/> Increase personal assistance</p>
<p><b>Modeling/Guided Practice:</b>                  As a group we will use the “Non-fiction connections” to make connections between the articles and the play. Teacher and media specialist will circulate and help students make connections between the articles and Macbeth.</p>	<p>2.1.1</p>	
<p><b>Independent Practice:</b>                  Students will use the evidence they found with the “Non-Fiction Connections” worksheet to write a SAT style essay.</p>	<p>2.1.1</p>	<p><u>IEP Goals/Accommodations</u></p> <hr/>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>○ Product: The non-fiction connections worksheet will show student thinking and will be an accurate assessment of their understanding.</li> <li>○ Process: Student will be graded on participation and completion of all three handouts.</li> <li>○ Student Self-Questioning: Students will be asked to re-evaluate their notions on Gender Stereotypes in their SAT essay.</li> </ul>		
<p><b>Self- Assessment of the Lesson:</b>                  Overall I found this lesson to be very difficult. In our initial meeting, we had a miscommunication about what the teacher wanted. I thought she was interested in books that push gender stereotypes. The part I missed was that she wanted non-fiction articles. As a result, the initial list I sent her of great fiction that pushes gender stereotypes was scratched. We instead focused on SIRS and non-fiction articles that addressed Gender stereotypes. I found it difficult to judge the level of difficulty on some of the articles because I was not familiar with her specific class. I sent her the list of articles and she chose two that she thought would be appropriate. I knew right off that the kids would need some graphic organizers to help them make the connections we were trying to get them to see. I am really proud of the assignments. The kids responded well and had some great comments as we talked through each. The kids were moderately interested in the articles but you could tell that they were just reading them because of the class assignment. I did have one student ask for the list of the other articles but she seemed to be abnormal for the group.</p> <p>One thing I struggled with during this assignment was switching hats between English teacher and Media Specialist. I found myself thinking and approaching the assignment like an English Teacher. This has become a challenge of mine as I finish my internship and get ready to do my collaborative lesson plan. I need to clearly establish my role and purpose within the assignment. I felt like I allowed the teacher to call all of the shots when I should have had a stronger voice in the process and product.</p>		

# Thematic Unit Bibliography

---

Brown, John Russell. "Representing Sexuality in Shakespeare's Plays." *New Theatre Quarterly (Ashford, England)*. Aug. 1997: 205-213. *SIRS Renaissance*. Web. 21 Oct 2012.

Dunleavy, M.p. "BASIC INSTINCTS; A Breadwinner Rethinks Gender Roles." *The New York Times*. The New York Times, 27 Jan. 2007. Web. 20 Oct. 2012.

Folbre, Nancy. "Homemaker Dad, Breadwinner Mom." *Economix Homemaker Dad Breadwinner Mom Comments*. The New York Times, 16 Jan. 2012. Web. 21 Oct. 2012.

Goodman, Ellen. "The Curse of an Equal Workforce." *Boston Globe (Boston, MA)*. 13 Feb 2009: A17. *SIRS Issues Researcher*. Web. 22 Oct 2012.

"Men, Women and Babes." *Macbeth*. Michael Long. Boston: Twayne Publishers, 1989. [54]-64. Twayne's New Critical Introductions to Shakespeare 9. Gale Virtual Reference Library. Web. 21 Oct. 2012.

## Does this topic fascinate you?

---

Some other interesting articles include...

Brown, John Russell. "Representing Sexuality in Shakespeare's Plays." *New Theatre Quarterly* (Ashford, England). Aug. 1997: 205-213. *SIRS Renaissance*. Web. 21 Oct 2012.

Folbre, Nancy. "Homemaker Dad, Breadwinner Mom." *Economix Homemaker Dad Breadwinner Mom Comments*. The New York Times, 16 Jan. 2012. Web. 21 Oct. 2012.

"Men, Women and Babes." *Macbeth*. Michael Long. Boston: Twayne Publishers, 1989. [54]-64. Twayne's New Critical Introductions to Shakespeare 9. Gale Virtual Reference Library. Web. 21 Oct. 2012.

## Does this topic fascinate you?

---

Some other interesting articles include...

Brown, John Russell. "Representing Sexuality in Shakespeare's Plays." *New Theatre Quarterly* (Ashford, England). Aug. 1997: 205-213. *SIRS Renaissance*. Web. 21 Oct 2012.

Folbre, Nancy. "Homemaker Dad, Breadwinner Mom." *Economix Homemaker Dad Breadwinner Mom Comments*. The New York Times, 16 Jan. 2012. Web. 21 Oct. 2012.

"Men, Women and Babes." *Macbeth*. Michael Long. Boston: Twayne Publishers, 1989. [54]-64. Twayne's New Critical Introductions to Shakespeare 9. Gale Virtual Reference Library. Web. 21 Oct. 2012.

