

Subject: English— Drama: Twelve Angry Men

Title: *Lesson 6*—Exploring Themes

Date: _____

Grade: ENG 3C1

Time Frame: 150-300 minutes

Curricular Expectations:

- Oral Communication:
 - Listening to Understand: (1.2) select and use appropriate active listening strategies when participating in a variety of classroom interactions;
- Reading and Literature Studies:
 - Reading For Meaning: (1.4) make and explain inferences about texts, supporting their explanations with well-chosen stated and implied ideas from the text; (1.6) analyse texts in terms of the information, ideas, issues, and themes they explore, examining how various aspects of the texts contribute to the presentation or development of these ideas; (1.8) identify and analyse the perspectives and/or biases within the text, and comment on any questions they may raise about beliefs, values, identity and power;
- Writing:
 - Developing and Organizing Content: (1.2) generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies in print, electronic, and other resources; (1.3) locate and select information to appropriately support ideas for writing
- Media:
 - Creating Media Texts: (3.4) produce media texts for a variety of purposes and audiences, using appropriate forms, conventions, and techniques.

Lesson Expectations:

- Students will explore various themes within the play in small groups, sourcing out textual evidence to support;
- Students will extend their understanding of the themes by digitally displaying the meaning (including text, images, video) in a web 2.0 application;
- Students will upload digital displays to a collective digital reel and engage in meaningful discourse about similarities

Anticipatory Set:

(10 minutes)

<p>Making Inferences on Post-its</p>	<p>-The teacher hands each student ONE post-it note and uploads the following image (thematic wordle) on the front SMARTboard.</p> <p>-The teacher asks students to make some inferences on their post-it note as to the <u>meaning</u> of the wordle, which is all about “Theme.” Students will post on the front board when complete and the teacher leads a discussion/review on theme.</p> <div data-bbox="570 501 1365 953" data-label="Image"> </div>
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Procedure/Instructional Sequence:

(50 minutes)

<p>Introduce Thematic Learning Centres</p>	<p>-The teacher introduces the lesson activity, which involves students working in small groups and visiting four learning centres within the room;</p> <p>-Students will explore the following four learning centres (themes):</p> <ol style="list-style-type: none"> 1. Justice and Fairness 2. Class and Race Prejudice 3. Democracy and Civil Responsibility 4. Influence, Power, and Convictions: Legal and Moral <p>-Students must have access to computers/laptops and the Internet, and will:</p> <ol style="list-style-type: none"> 1. Begin with the <u>discussion prompts</u> on the handout, and engage in discourse with peers in groups to <u>find textual evidence</u>; 2. <u>Brainstorm</u> everything that is expose about this theme within the play, including phrases, words, quotations, images, and connections. 3. Take these ideas and <u>create</u> ONE of the following <u>digital applications</u>: <ol style="list-style-type: none"> a. Create a WORDLE (word cloud) that explores the theme—text only; b. Create a GLOG (interactive poster) that explores the theme—text, images, videos. 4. <u>Upload the image</u> (wordle or glog) onto the <u>class digital reel</u>
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	<p>using VuVOX. The theme should be obvious with the use of text, images, hyperlinks, videos, quotations, etc.</p>
<p>Refresher on Web 2.0 Applications: Wordle Glogster VuVox</p>	<p>-The teacher uploads the following applications on the SMARTboard and reviews the features.</p> <ol style="list-style-type: none"> <p>Wordle: creates “word clouds”</p>  <ul style="list-style-type: none"> This program allows for exploring themes or ideas with great fluency; students type out their words or phrases into a word processing document, then copy and paste into the webpage (www.wordle.net) <p>TIPS:</p> <p>(1) if students wish to join phrases, they must use ~ (a squiggle hyphen) with no spaces in between the words (i.e. not~explicitly~stated);</p> <p>(2) the more students type out the words/phrases, the larger they appear on the screen;</p> <p>(3) hit the “randomize” button to view a variety of options for their wordle, then play around with the features (font, colour, layout) at the top;</p> <p>(4) in order to save, students must use the “print screen” button on the keyboard, go into PAINT, then paste and save as a JPEG (image).</p> <p>Glogster:</p>  <ul style="list-style-type: none"> This collaborative online learning program, “Poster Yourself” allows teachers and students to post various interactive posters/walls (glogs) that can be used for visual presentations and also lend themselves to both viewing and responding between members http://edu.glogster.com/ OR www.glogster.com/ , which is a free version of Glogster; Visit the opening page of the website and play the introductory presentation “Poster Yourself” to view the features of glogster. <p>VuVox:</p>  <ul style="list-style-type: none"> This is a linear slideshow creator (digital reel) that is used to develop personal or collaborative slideshows using your own digital media, such as video, photos, music and text; http://www.vuvox.com/ Visit the opening page of the website and scroll through the introductory presentation “The past...the present.”

Share Fair	<ul style="list-style-type: none">-Each group will post their Wordle or Glogster page on the class digital reel (VuVox);-As a class, the teacher facilitates a share fair, drawing similarities between the various Wordles and Glogster pages that explore <u>each</u> theme within the play;-The teacher saves the reel on the webpage, or on the network, for students to access for future reference.
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