

Week of : September 30-October 4, 2024	Teacher Name: Celeiro	Subject: Black American Playwrights
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	Monday - 09/30	Tuesday - 10/01	Wednesday - 10/02	Thursday - 10/03	Friday - 10/04
Standards: <i>**For all Core classes, please refer to the Common Core Standards.</i>	TH:Cr11.1.I.c Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.	TH:Pr4.1.II.b Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.	TH:Pr4.1.II.b Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.	TH:Pr4.1.II.b Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.	TH:Pr4.1.II.b Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.
Objective: <i>What will learners be able TO DO by the end of the lesson(s)?</i>	SWBAT Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work IOT interpret the impact of Jocelyn Bioh to American theatre with 85% accuracy.	SWBAT Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work. IOT synthesize major themes and symbols in <i>Chyde's</i> by Lynn Nottage to biblical terms with 85% accuracy.	SWBAT Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work. IOT relate the character actions in <i>Chyde's</i> by Lynn Nottage to biblical terms with 85% accuracy.	SWBAT Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work. IOT relate the character actions in <i>Chyde's</i> by Lynn Nottage to biblical terms with 85% accuracy.	SWBAT Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work. IOT relate the character actions in <i>Chyde's</i> by Lynn Nottage to biblical terms with 85% accuracy.
Do Now: <i>How will learners review notes/ information from the previous class to assess understanding?</i>	5 min: Tonight, you are going to start reading about a clique of "mean girls" at a school in Ghana. What are some ways you predict these girls will interact with each other in their clique?	5 min: Tonight, you are going to meet a new character today, former Miss Ghana Eloise Amponsah. She is the recruiter who is going to pick one of the girls to compete in the Miss Ghana	5 min: It's time for the pageant! During this scene tonight you are going to see who Eloise chooses to compete in the Miss Ghana pageant. Who do you predict Eloise will pick? Explain why.	5 min: So it's settled... Ericka gets to compete in Miss Ghana. Why do you think Jocelyn Bioh chose for that to happen? What message does that	5 min: Thoughts and feelings on the ending?

		pageant. Based on what we have read so far, what are some predictions you have about Eloise Amponsah in terms of who she is as a person?		communicate to the audience?	
Anticipatory Set: <i>How will you introduce today's lesson?</i>	5 min: Students share Do Now responses.	5 min: Students share Do Now responses.	5 min: Students share Do Now responses.	5 min: Students share Do Now responses.	5 min: Students share Do Now responses.
Direct Instruction: <i>Think of this as "I show"</i>	5 min: Presentation of assignment/expectations, listed below	10 min: Class Discussion on major plot points from the homework reading.	10 min: Class Discussion on major plot points from the homework reading.	10 min: Class Discussion on major plot points from the homework reading.	10 min: Class Discussion on major plot points from the homework reading.
Guided Practice: <i>Think of this as "We work together"</i>	15 min: Students will work in partners to research questions about Bioh' life, education, and major works.	10 min: Anchor Chart as a class regarding major themes facing black teenage girls. Students must find a direct quote or event and <u>page number</u> to support how the theme is presented. <ul style="list-style-type: none"> ● Group loyalty and Peer pressure ● Colorism ● Hierarchy and Power ● Competition and Jealousy ● Self-Esteem and Insecurities 	10 min: Anchor Chart as a class regarding major themes facing black teenage girls. Students must find a direct quote or event and <u>page number</u> to support how the theme is presented. <ul style="list-style-type: none"> ● Group loyalty and Peer pressure ● Colorism ● Hierarchy and Power ● Competition and Jealousy ● Self-Esteem and Insecurities 	10 min: Anchor Chart as a class regarding major themes facing black teenage girls. Students must find a direct quote or event and <u>page number</u> to support how the theme is presented. <ul style="list-style-type: none"> ● Group loyalty and Peer pressure ● Colorism ● Hierarchy and Power ● Competition and Jealousy ● Self-Esteem and Insecurities 	10 min: Anchor Chart as a class regarding major themes facing black teenage girls. Students must find a direct quote or event and <u>page number</u> to support how the theme is presented. <ul style="list-style-type: none"> ● Group loyalty and Peer pressure ● Colorism ● Hierarchy and Power ● Competition and Jealousy ● Self-Esteem and Insecurities
Independent Practice:	5 min: Students will write their answers on	10 min: Independently,	10 min: Independently,	10 min: Independently,	10 min: Independently,

<i>Think of this as “Learners Work”</i>	a visual anchor chart about Jocelyn Bioh, and we will review.	students use these findings to answer the question, “What message is communicated to the audience based on the way this theme is presented?”	students use these findings to answer the question, “What message is communicated to the audience based on the way this theme is presented?”	students use these findings to answer the question, “What message is communicated to the audience based on the way this theme is presented?”	students use these findings to answer the question, “What message is communicated to the audience based on the way this theme is presented?”
Closure: <i>Your lesson wrap up - tying everything together so learners can begin to synthesize information</i>	5 min: Preparation for homework assignment to begin reading <i>School Girls</i> .	Students share independent practice responses	Students share independent practice responses	Students share independent practice responses	Students share independent practice responses
Assessment: <i>Data Collection - Quizzes, Tests, Projects, Oral Responses {formal & informal}</i>	Students submit independent practice for formative assessment grade.	Students submit independent practice for formative assessment grade.	Students submit independent practice for formative assessment grade.	Students submit independent practice for formative assessment grade.	Students submit independent practice for formative assessment grade.
Planned Misconceptions:	Misinterpreting Bioh’s impact Confusing different pieces from Bioh’s body of work	Confusing characters Forgetting the play takes place in the 1980s Struggle to relate to female characters (being an all-boys school)	Confusing characters Forgetting the play takes place in the 1980s Struggle to relate to female characters (being an all-boys school)	Confusing characters Forgetting the play takes place in the 1980s Struggle to relate to female characters (being an all-boys school)	Confusing characters Forgetting the play takes place in the 1980s Struggle to relate to female characters (being an all-boys school)
Opportunities for Differentiation: <i>Be specific about how you will accommodate identified learners.</i>	Students are still accountable for Do Now, Exit Ticket, and participating in class discussion in order to receive credit. Integration of technology for responses. Guided Notes Opportunity for students to discuss in	Students are still accountable for Do Now, Exit Ticket, and participating in class discussion in order to receive credit. Integration of technology for responses. Opportunity for students to self-teach	Students are still accountable for Do Now, Exit Ticket, and participating in class discussion in order to receive credit. Integration of technology for responses. Opportunity for students to self-teach	Students are still accountable for Do Now, Exit Ticket, and participating in class discussion in order to receive credit. Integration of technology for responses. Opportunity for students to self-teach	Students are still accountable for Do Now, Exit Ticket, and participating in class discussion in order to receive credit. Integration of technology for responses. Opportunity for students to self-teach

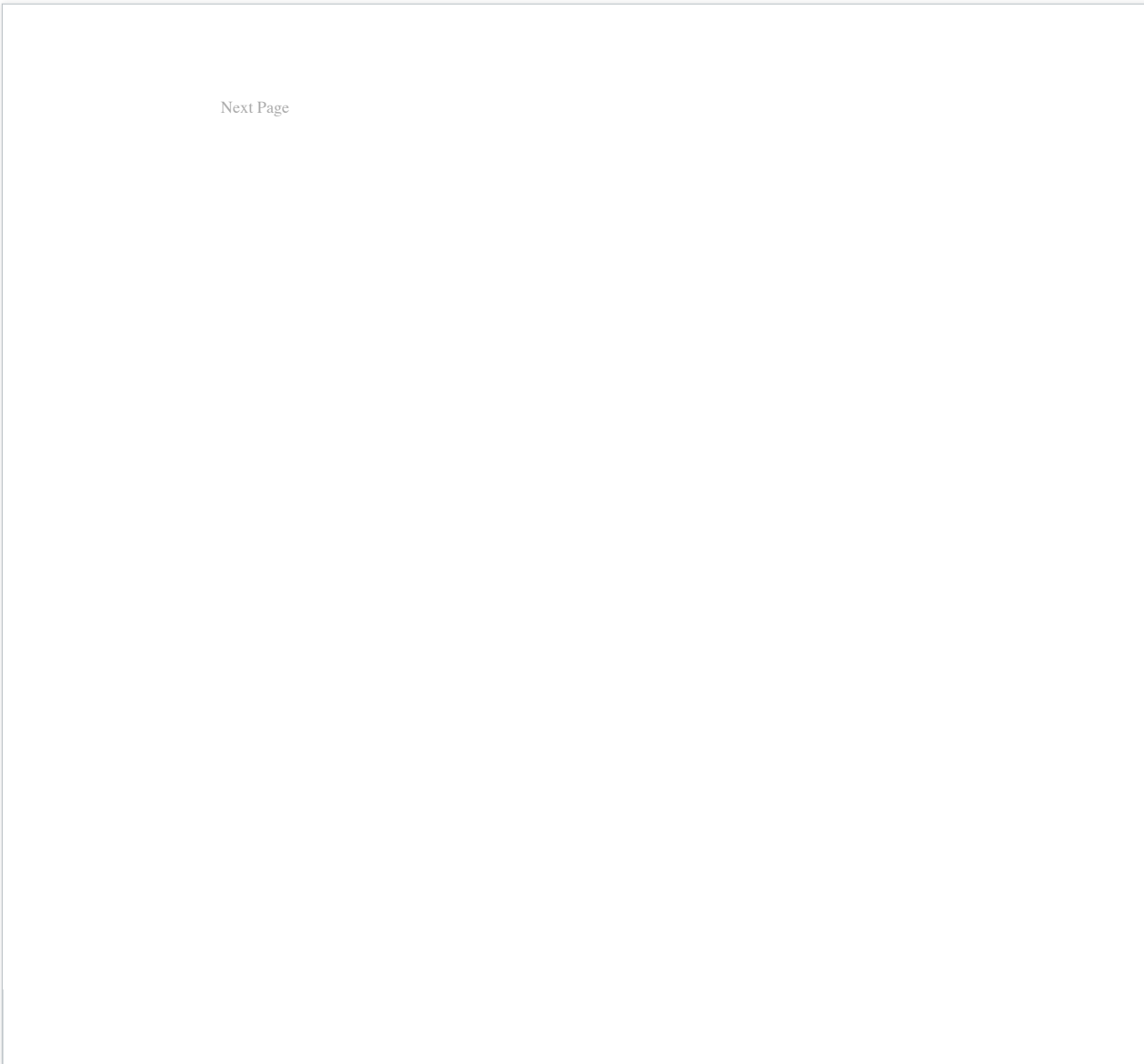
	small groups as well as with the entire class	and showcase their understanding	and showcase their understanding Student-led sessions	and showcase their understanding Student-led sessions	and showcase their understanding Student-led sessions
New Vocabulary					
Homework <i>Learners NEED opportunities to review/practice concepts outside of the classroom.</i>	Read Part 1 (pg. 1-35) and answer guided questions.	Read Part 2 (pg. 35-55) and answer guided questions.	Read Part 3 (pg. 55-84) and answer guided questions.	Read Epilogue (pg. 84-106) and answer guided questions.	Pro-shot of <i>School Girls</i> available on YouTube to watch (optional)

Notes and Reflection:

Celeiro, Christopher 2_2357_user_dcid

Revision 1 CELEIRO - BAP - Week 006.pdf

Thursday, September 26, 2024 at 3:08 pm On time



Submission Activity



Christopher Celeiro
Revision 1 submitted

Thu Sep 26, 2024 at 3:08 pm



Robert Parker
Mr. Celeiro,

Is there a reason why your objective and IP are the same for the entire week. I see the opening of the lesson is different, but the IP could be different for each day as well.

Sat Sep 28, 2024 at 10:33 am



Christopher Celeiro
Thank you for pointing this out. In looking back at this I am noticing a few things -- the objective is actually incorrect and I did not properly update it. I am going to go back and fix this, as well as add specificity to the independent practice and guided practice to outline the different specific strategies I will use to accomplish the objective.

Sat Sep 28, 2024 at 2:29 pm



Christopher Celeiro
Revision 2 submitted
Revision for Black American Playwrights (fixed errors on objectives, added specific targeted questions, classroom strategies, and ThinkTrix Model Components to independent practice.

Sat Sep 28, 2024 at 2:49 pm



Robert Parker
Thank you for the update and immediate changes!

Mon Sep 30, 2024 at 5:13 pm

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Standards: <i>**For all Core classes, please refer to the Common Core Standards.</i>	TH:Cr11.1.I.c Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.	TH:Pr4.1.II.b Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.	TH:Pr4.1.II.b Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.	TH:Pr4.1.II.b Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.	TH:Pr4.1.II.b Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.
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Do Now: <i>How will learners review notes/ information from</i>	5 min: Tonight, you are going to start reading about a clique of "mean girls" at a	5 min: Tonight, you are going to meet a new character today, former Miss Ghana	5 min: It's time for the pageant! During this scene tonight you are going to see who	5 min: So it's settled... Ericka gets to compete in Miss Ghana. Why do you	5 min: Thoughts and feelings on the ending?

<i>the previous class to assess understanding?</i>	school in Ghana. What are some ways you predict these girls will interact with each other in their clique?	Eloise Amponsah. She is the recruiter who is going to pick one of the girls to compete in the Miss Ghana pageant. Based on what we have read so far, what are some predictions you have about Eloise Amponsah in terms of who she is as a person?	Eloise chooses to compete in the Miss Ghana pageant. Who do you predict Eloise will pick? Explain why.	think Jocelyn Bioh chose for that to happen? What message does that communicate to the audience?	
Anticipatory Set: <i>How will you introduce today's lesson?</i>	5 min: Students share Do Now responses.	5 min: Students share Do Now responses.	5 min: Students share Do Now responses.	5 min: Students share Do Now responses.	5 min: Students share Do Now responses.
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Guided Practice: <i>Think of this as "We work together"</i>	15 min: Students will work in partners to research questions about Bioh' life, education, and major works.	10 min: Anchor Chart as a class regarding major themes facing black teenage girls. Students must find a direct quote or event and <u>page number</u> to support how the theme is presented. <ul style="list-style-type: none"> ● Group loyalty and Peer pressure ● Colorism ● Hierarchy and Power ● Competition and Jealousy 	10 min: Anchor Chart as a class regarding major themes facing black teenage girls. Students must find a direct quote or event and <u>page number</u> to support how the theme is presented. <ul style="list-style-type: none"> ● Group loyalty and Peer pressure ● Colorism ● Hierarchy and Power ● Competition and Jealousy 	10 min: Anchor Chart as a class regarding major themes facing black teenage girls. Students must find a direct quote or event and <u>page number</u> to support how the theme is presented. <ul style="list-style-type: none"> ● Group loyalty and Peer pressure ● Colorism ● Hierarchy and Power ● Competition and Jealousy 	10 min: Anchor Chart as a class regarding major themes facing black teenage girls. Students must find a direct quote or event and <u>page number</u> to support how the theme is presented. <ul style="list-style-type: none"> ● Group loyalty and Peer pressure ● Colorism ● Hierarchy and Power ● Competition and Jealousy

		● Self-Esteem and Insecurities	● Self-Esteem and Insecurities	● Self-Esteem and Insecurities	● Self-Esteem and Insecurities
Independent Practice: <i>Think of this as "Learners Work"</i>	5 min: Students will write their answers on a visual anchor chart about Jocelyn Bioh, and we will review.	10 min: Turn & Talk/Partner Work, Independently, students use these findings to answer the question, "What message is communicated to the audience based on the way this theme is presented? Consider the ways the girls act before and after Ericka's introduction." <i>Paulina - dominating leader of the group, how does she assert her power and ensure it is followed?, uses blackmail against Nana, is misinformed (or lying) about American culture</i> <i>Mercy & Gifty - loyal to Paulina's face but apologetic behind her back, don't think for themselves</i> <i>Ama - clearly wavering from Paulina's leadership</i> <i>Ericka - the girls idolize her light skin</i>	10 min: Individual Closeroad Independently, students use these findings to answer the question, "What message is communicated to the audience based on the way this theme is presented? Consider Eloise's mission, Paulina's power, and the way Ericka and Ama expose Paulina's secrets." <i>Paulina - asserts her power to "kick" Nana out of the group</i> <i>Ericka - when the girls learn from Ericka that Paulina is a fraud, their loyalty immediately shifts of Ericka</i> <i>Eloise - unapologetically focused on competition and money, outwardly colorist</i> <i>Nana - stands up to Paulina after being kicked from the</i>	10 min: Turn & Talk/Partner Work, Independently, students use these findings to answer the question, "What message is communicated to the audience based on the way this theme is presented? Consider how the pageant causes all of the drama to unfold." <i>Paulina - desperation to use bleaching cream to become "beautiful," reveals Ericka's secret when she loses</i> <i>Ericka - jealous of Paulina, both girls learn they were both unwanted growing up</i> <i>Eloise - chooses Ericka as the winner on the basis of her skin color</i> <i>The Pageant - the competition atmosphere is where all of the fighting,</i>	10 min: Individual Closeroad Independently, students use these findings to answer the question, "What message is communicated to the audience based on the way this theme is presented? Consider each character's "where are they now" moment." <i>"Where are they now"</i> <i>Paulina - sends apologies and lies so Ericka can compete further</i> <i>Ama - engaged to boyfriend, gets into college</i> <i>Mercy - If she keeps her grades up, her father will buy new sneakers</i> <i>Gifty - finally learning to read</i> <i>Nana - joins the soccer team</i> <i>Ericka - makes it to Miss Universe but does not place, the top 10 "most beautiful</i>

		<p><i>and naturally long hair – how could this effect the rest of the play?</i></p> <p><i>Nana - bullied for her weight, self-esteem</i></p> <p><i>The Pageant - breeding ground for competition, and self-esteem issues</i></p> <p>ThinkTrix Model: <i>Recall, Example to Idea, Evaluation</i></p>	<p><i>group, develops self-worth</i></p> <p><i>Ama - despite being Paulina's best friend, she is the first to reveal her truth</i></p> <p>ThinkTrix Model: <i>Example to Idea, Evaluation</i></p>	<p><i>jealousy, and harsh commentary unfolds</i></p> <p>ThinkTrix: <i>Cause-Effect, Example to Idea, Evaluation</i></p>	<p><i>women in the world” are all non-Black women</i></p> <p>ThinkTrix: <i>Cause-Effect, Example to Idea, Evaluation</i></p>
<p>Closure: <i>Your lesson wrap up - tying everything together so learners can begin to synthesize information</i></p>	5 min: Preparation for homework assignment to begin reading <i>School Girls</i> .	Students share independent practice responses	Students share independent practice responses	Students share independent practice responses	Students share independent practice responses
<p>Assessment: <i>Data Collection - Quizzes, Tests, Projects, Oral Responses {formal & informal}</i></p>	Students submit independent practice for formative assessment grade.	Students submit independent practice for formative assessment grade.	Students submit independent practice for formative assessment grade.	Students submit independent practice for formative assessment grade.	Students submit independent practice for formative assessment grade.
<p>Planned Misconceptions:</p>	Misinterpreting Bioh’s impact Confusing different pieces from Bioh’s body of work	Confusing characters Forgetting the play takes place in the 1980s Struggle to relate to female characters (being an all-boys school)	Confusing characters Forgetting the play takes place in the 1980s Struggle to relate to female characters (being an all-boys school)	Confusing characters Forgetting the play takes place in the 1980s Struggle to relate to female characters (being an all-boys school)	Confusing characters Forgetting the play takes place in the 1980s Struggle to relate to female characters (being an all-boys school)
<p>Opportunities for Differentiation: <i>Be specific about how you will accommodate identified learners.</i></p>	Students are still accountable for Do Now, Exit Ticket, and participating in class discussion in order to receive credit.	Students are still accountable for Do Now, Exit Ticket, and participating in class discussion in order to receive credit.	Students are still accountable for Do Now, Exit Ticket, and participating in class discussion in order to receive credit.	Students are still accountable for Do Now, Exit Ticket, and participating in class discussion in order to receive credit.	Students are still accountable for Do Now, Exit Ticket, and participating in class discussion in order to receive credit.

	Integration of technology for responses. Guided Notes Opportunity for students to discuss in small groups as well as with the entire class	Integration of technology for responses. Opportunity for students to self-teach and showcase their understanding	Integration of technology for responses. Opportunity for students to self-teach and showcase their understanding Student-led sessions	Integration of technology for responses. Opportunity for students to self-teach and showcase their understanding Student-led sessions	Integration of technology for responses. Opportunity for students to self-teach and showcase their understanding Student-led sessions
New Vocabulary					
Homework <i>Learners NEED opportunities to review/practice concepts outside of the classroom.</i>	Read Part 1 (pg. 1-35) and answer guided questions.	Read Part 2 (pg. 35-55) and answer guided questions.	Read Part 3 (pg. 55-84) and answer guided questions.	Read Epilogue (pg. 84-106) and answer guided questions.	Pro-shot of <i>School Girls</i> available on YouTube to watch (optional)

Notes and Reflection: