

The Puppet of Denmark
9th-12th Grade
1 Hour

Desired Results	
Enduring Understandings: Students will understand that: <ul style="list-style-type: none"> • Shakespeare can be understood and embodied in non-traditional ways. • Meaning can be conveyed in a multitude of ways other than linguistically. 	Essential Questions: <ul style="list-style-type: none"> • How can puppets provide a safe modality for ELL students who would otherwise be overwhelmed by heightened language? • In what ways can the "mask" of puppetry unlock creativity in students?
Student Outcomes: <u>Students will be able to:</u> <ul style="list-style-type: none"> • Demonstrate the application of puppetry to create, perform and/or present a play. • Comprehend and synthesize Hamlet via Puppetry. • Discuss the similarities and differences between the five presented Hamlets. • Collaborate with their peers to direct and perform a Shakespearean Act. <u>Language Objective:</u> <ul style="list-style-type: none"> • 1.17 - Students will verbally communicate their thoughts and ideas to the group while in rehearsal. • 5.15 - Students will verbally share feedback with their peers and ask clarifying questions about the work they have presented. 	
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> • Students will assess their own understanding of Hamlet by reenacting the play. • These exercises will allow students to absorb Hamlet in their own tactile and verbal way. The tasks assigned will allow students to own their interpretation of the play and its characters in a meaningful and memorable way. This in turn may empower students who struggle with heightened text (especially ELL students) by giving them a chance to use non-conventional methods of interpreting and performing Shakespeare. 	Other Evidence: <ul style="list-style-type: none"> • Runway activity will demonstrate students' knowledge of the characters in Hamlet. • Through the puppet one acts, students will demonstrate the ability to recollect and make sense of heightened language using minimal language and/or colloquies. • Inserting the five heightened text sentences in the one acts will test students' comprehension of the text and its context.
Lesson Plan	
Activities:	

My Classmate The Car - SW pair up and be either a driver or a car. The driver uses contact signals to direct the car around the room. Ideally avoiding other Car Classmates. As time goes on, more obstacles will be added around the room to provide more of a challenge for the drivers to steer their Car Classmate around.

Hamlet Puppet Show Explained

- TW explain that the students will be split up into five groups (one group per Act). SW be asked to create puppets to tell the story of the Act that they are assigned.
- TW split the class up into their groups and assign the Acts
- TW show an example of a puppet (marioneta) they have created and model how to manipulate it
- TW supply a "goody box" of materials that SW use to create their own puppets
- SW create their puppets

Puppet Runway Show

- TW collect the art supplies and set up a "Runway"
- SW be asked to present their puppet characters by making their puppet walk the runway
- TW ask them how their characters would walk and why

Hamlet Puppet Show Executed

- TW divide class into groups and assign each group and act from Hamlet and task them with creating a "skit" of each act using their puppets within their group. Members of the group may modify their puppets to accommodate casting needs.
- TW write out five key lines of text for each group to include in their Act.
- SW devise a skit using their puppets, their required five lines, any other language/gibberish words, and their imaginations.
- Each needs to say one of the lines.
- SW present the skits in order for the class.

Feedback/Assessment

- At the end of each act, TW ask the students to take 30 seconds to think about any images that stayed with them and why or any questions they have about what they just saw: Do we know what happened? What was the event?
- SW take their puppets home as a souvenir if they choose to

Targeted Tiered Vocabulary:

Tier 1 words (Basic words most ELLs know in their primary language):

Interpretation (Interpretación), Event (Evento)

Tier 2 words (Essential to comprehension: i.e., process and transition, specificity, sophistication polysemy, transitional terms, idioms, clusters, cognates): Puppet (marioneta) and Heightened Language (I will specify that I mean "poetic" English not "tall" English)

Tier 3 words (Low frequency, content specific, typically found in a glossary at the back of the text): Middle English terms/words in Shakespeare's Text

Materials For Visual Aide:

- Google Slides Document of plans for the class
- A list of Vocabulary and their Spanish Translations
- Pictures of traditional Mexican Puppets
- Pictures of Marionettes in the Western Culture's definition of them
- "Goody Box" of puppet making Materials
- Simple puppet premade by the teacher
- Typed out lines from each Act in 'Hamlet' to give to the groups

ELL Strategies Included in Learning Plan:

- **Modeling** - with the example puppet
- **Watching Rate of Speech and Wait Time** - Giving students 30 seconds to think about their feedback comments
- **Non-Linguistic Cues (demonstrations, gestures, intonation)** - There is full freedom for students to express non-linguistically during their puppet shows
- **Written Instructions on board** - A Google Slides document outlining the class and activity instructions
- **Highlight/Write vocabulary used for instruction on board**
- **Small Group discussion and teamwork – Classmate explanations** - This happens during the creation of their shows