

Shhh... It's Movie Time!
(Grade 11)

Undesirable Behavior Targeted: Students are not staying on task and talking with their neighbors outside of designated class chat time. They are also not participating by daydreaming, being on electronic devices, and not participating in group work. This is detrimental to the students in the class because they are not able to pay attention to explicit directions and complete assignments successfully and correctly, and are also keeping their peers from being able to participate in a learning environment without unnecessary distractions.

Expected Behavior(s): (1) Raise hand to participate when instructor or another peer is talking (2) Wait to be called on after raising hand before speaking (3) Use designated class chat time to share thoughts with other peers (4) Sit feet forward in assigned seat, ready to learn (5) Use electronic devices only during designated electronic class time

Positive Reinforcements:

1. **Immediate R+:** every time a student has actively participated by the end of a class period, they are given a cut-out representing the literary element being studied that week.
2. **Ongoing R+:** Students turn in the cut-outs they have collected throughout the week to the designated pocket poster hanging on the board at the front of the class.
3. **Name of Fun-Interactive-Learning-Activity (overall R+): What's In a Movie?** The goal is for students to learn various literary elements that are commonly present in not only literature, but cinema as well. Historical and dramatic elements of film will also be studied.
4. **Easy Administration of R+:** When students have shown adequate participation and ability to stay on task, they will be given a cut-out, which will be placed in a pocket poster to be counted after each week, and at the end of the six-week unit. Students will be able to have popcorn and another snack on movie day, as well as a grade bump on an assignment dependent upon how many cut-outs are accumulated.

Interactive Learning Activity: Shh... It's Movie Time! Entails students watching a film as a class on the last day of the 6 weeks after students have received 25-30 cut-outs. The students will find common literary elements such as theme, characters, motifs, allusions, archetypes, rise, climax, fall, etc. Students will also be looking for historical context of the movie, common societal norms during the time the movie was created and will name major historical events that happened during the time the movie was set or created.

110.38. English Language Arts and Reading, English III

(7) Knowledge and Skills (C) analyze how the relationships among dramatic elements advance the plot (F) analyze the effectiveness of characteristics of multimodal and digital texts. Throughout the six weeks, students learn target literary terms found in text that can also be found in film.

113.42. World History Studies

Knowledge and skills (A) explain how the Industrial Revolution led to political, economic, and social changes (B) identify the major political, economic, and social motivations that influenced European imperialism. Students will come to understand historical context surrounding target literary text.

117.325. Technical Theater, Level III

(C) Knowledge and skills (4) Historical and cultural relevance (A) demonstrate a working knowledge of historical or cultural accuracy from research in theatrical design. Students will learn why film is a valuable communication device of societal, historical, and literary information.

Lesson Overview to Teach Expected Behavior: Student expectations will be shown a poster visual. They will be taught at the beginning of a class period and unit by the instructor, and class will then role play together to demonstrate what not to do as far as expected behaviors. It is a fun activity geared toward helping students understand in a non-threatening, silly way why certain classroom behaviors are disruptive. Then, we will role play and mimic what behaviors are acceptable to show students the difference.

Overview to Explain the Purpose and Power of the Plan: After class activity, we will discuss respect and participation in the class. The instructor will gather student thoughts on why it is important to listen when others are talking and how it made them feel during our role play activity when they were being interrupted. The instructor will emphasize that classroom participation and being sensitive to our peers helps us to be prepared and to gain all information possible from the class.

Materials List: printed literary element cut-outs, 6 different elements, 750 total, hanging pocket chart for 25 students, 1 movie, 25 movie tickets for students, 25 individual sized bags of popcorn, candy/snack, 25 worksheets to look for literary elements in film.