

Lesson 1

Lesson Part	Activity description/Teacher does	Students do
Formal Preassessment <i>(Sequence start)</i>	<p>Assessment 1.1: <i>Doll's House</i> Lesson Segment Preassessment</p> <p>Teacher distributes Assessment 1.1, as a preassessment of student's background knowledge. This assessment is aligned with learning targets and central focus, to measure prior learning. Assessment 1.1 consists of objective and subjective questions, with assessment criteria for each type of question. (See Assessment 1.2 for the Answer Key to this preassessment.)</p> <p>Assessment 1.1 includes questions dealing with academic language demand, such as identifying typical gender roles, expectations and stereotypes in the 19th century. It also requires students to reflect on gender roles, expectations and stereotypes that are still relevant today. Students have just begun a new unit on the Women's Movement, one case study of a reform movement whose roots were formed in the US in the 19th century. Students will be reading Henrik Ibsen's <i>Doll House</i>, which they will analyze and interpret through a feminist lens. This preassessment will help gauge how much prior knowledge the students have on this topic, as well as how well they understood the main points of the initial lecture on the Women's Movement, including the rights, restrictions, expectations and roles of the genders in the 19th and turn of the 20th century. In the middle of this lesson sequence, students will also witness a lecture on 19th century realist theater.</p> <p>The teacher will use information given and performance on Assessment 1.1 to decide on instructional practices and focuses in the subsequent lessons. Teacher will administer a similar assessment at the end of the lesson segment to assess the learning progress achieved during this unit.</p>	<p>Students take Assessment 1.1. The preassessment is designed to identify how much students know and how confident they feel about the upcoming content. Consequently, the assessment addresses prior knowledge, academic language and student voice.</p>

Title	Lesson 1: Doll House Act I: through a gender role lens	
Standard	CCSS. ELA 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	
Central Focus (CF)	Analyze in detail the theme of gender roles and expectations in Doll House and discuss its development over the course of the text, including how it emerges and is shaped and refined by the plot, characters, and setting.	
Academic Language	Analyze (function), gender, cite, text, evidence, support, infer, theme	
Learning Target (LT)	<p>-I can cite strong and thorough textual evidence to support analysis of what the text says explicitly.</p> <p>-I can also infer author's purpose and development of themes based on textual evidence.</p>	

<p>Instruction</p>	<p>Teacher asks students to draw attention to the Central Focus (CF) and Learning Targets (LTs), which are written on the board.</p> <p>Teacher calls on a student to read CF aloud. Teacher asks class what the key words of the CF are. Teacher underlines these key words as students shout them out.</p> <p>Teacher asks students to rephrase the LT in their own words with a neighbor.</p> <p>Teacher asks class “Why is it important to discuss textual evidence? How might an author’s purpose be different from what the text actually says?” As a quick check on prior learning, teacher asks if students have read a play yet this year. Teacher asks if they talked about play stage directions.</p> <p>Teacher conducts a think aloud to model reading and interpreting of stage directions in order to get information about the play’s setting, characters, and mood.</p>	<p>Students focus on CF and LTs written on blackboard.</p> <p>Selected student reads CF aloud, class listens & reads along silently. Students randomly shout out key words in the CF.</p> <p>Students rephrase the LT’s in their own words with a neighbor.</p> <p>Students volunteer answers on importance of textual evidence and author’s purpose. Students freely volunteer answers about having read a play and attention to stage directions.</p> <p>Students read along in their book and listen to think aloud.</p>
<p>Informal Assessment</p>	<p>Informal Assessment 1.1</p> <p>Teacher continues reading stage directions aloud and stops every 2-3 sentences to ask students which words they notice and what inferences they can make from those words.</p> <p>Key words and phrases teacher will emphasize if students do not mention them: -repetition of word “small” -presence of artifacts that indicate attention to art, literature and music -hints of a family space</p>	<p>3-4 students offer key words and possible interpretations of stage directions after teacher has read aloud.</p>
<p>Practice Activity Support</p>	<p>Teacher explains group work activity and passes out worksheet (Assessment 1.2/Instructional Materials 1.1) to record textual evidence for each question.</p> <p>Teacher calls on 1 student to repeat group activity procedure to confirm that students understand their tasks.</p> <p>Teacher forms small groups by asking students to count off by 5’s.</p> <p>Informal Assessment 1.2</p> <p>Teacher circulates and checks in with each group at least twice to listen to their discussion, ask clarifying questions, answer questions that students might have and encourage more discussion between group members. Sample questions, based on handout prompts: -What were some of the terms Torvald calls Nora that really stuck out to you? Are these labels we might hear today? What do these terms signify in terms of Torvald’s view of Nora? -Why do you think Nora reveals her secret to Kristine? Does this</p>	<p>Students receive group activity worksheet and listen to directions.</p> <p>1 student rephrases group work process and tasks.</p> <p>Students count off by 5’s and move to places in the room to work with their group.</p> <p>Students discuss questions, cite passages in the text and record answers on Assessment 1.2.</p>

	<p><i>relationship seem plausible to you? Does it sound like a relationship similar to one that you have?</i></p> <p><i>-How would you describe Krogstad's and Nora's interaction? What does Krogstad want from Nora? What does Nora need from Krogstad?</i></p>	
Assessment of Student Voice	<p>Before reconvening as a whole class, teacher asks students to write 2-3 sentences at the bottom of their handout (Assessment 1.2/Instructional Material 1.1) to answer the Student Voice questions the teacher has written on the board:</p> <p><i>-How did the group work help you achieve the Learning Targets?</i></p> <p><i>-What questions do you still have, and what resources will you make use of to clarify or answer your confusions?</i></p>	Students take 5 minutes to silently and individually write answers to the Student Voice questions in the box at the bottom of their group work handout (Assessment 1.2)
Informal Assessment	<p>Informal Assessment 1.3</p> <p>Teacher asks to return to original seats for whole class discussion to review group work findings.</p> <p>Teacher mixes both calling for volunteers and selecting specific students to share textual evidence in response to group work handout questions. Refer to Assessment 1.3 for list of questions.</p>	<p>Students move back to full circle for class discussion.</p> <p>Students volunteer or respond when their name is called to share small group findings and demonstrate their learning towards the language demand.</p>
Closure & Homework Announcement (another Practice Activity)	<p>Teacher collects Assessment 1.2 in order to review student work and take Student Voice piece into account for following lessons.</p> <p>Teacher announces homework: Read Act II. Come in with a passage to discuss that continues our thematic conversation about gender roles and expectations, and bring in an image/quote/description of current media that addresses a similar issue.</p>	<p>Students turn in Assessment 1.2 to teacher.</p> <p>Students take note of homework. They can check teacher's online "Teacher Page" later tonight for homework specifics.</p>

Lesson 2

Lesson Part	Activity description/Teacher does	Students do
Title	Lesson 2: <i>Doll House</i> Act II: A complex character builds her complicated web	
Standard	CCSS. ELA 9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or theme.	
Central Focus (CF)	Analyze in detail the theme of gender roles and expectations in <i>Doll House</i> and discuss its development over the course of the text, including how it emerges and is shaped and refined by the plot, characters, and setting.	
Academic Language	Analyze (function), character, cite, text, evidence, support, infer, plot, motivation	
Learning Target (LT)	<i>I can discuss how Nora develops into a complex character by expressing multiple and conflicting motivations as she interacts with different characters in Doll House.</i>	
Review	<p>Teacher asks students to get out their <i>Doll House</i> books and do a Pair Share of their homework, which was to identify a passage from Act II and bring in a modern media image/quote/ad that addresses a similar gender issue.</p> <p>To guild students in their Pair Share, the teacher has prepared</p>	<p>Students share with a neighbor their passage and media example.</p> <p>Students can refer to the</p>

	<p>questions students could address during their brief discussion:</p> <ul style="list-style-type: none"> -<i>Why did you choose this image?</i> -<i>How does it relate to Doll House?</i> -<i>What is it saying about gender roles and expectations?</i> <p>Teacher circulates the room to informally assess how students compared a textual passage with a modern media example and what kinds of gender roles and stereotypes students are identifying.</p>	<p>questions projected on screen. (See Instructional Materials 2.1, the lesson’s Power Point presentation, for evidence of these slides.)</p>
Informal Assessment	<p>Informal Assessment 2.1</p> <p>Teacher asks for volunteers to share their passage and media example. If few volunteers come forward, teacher will call on select students, notably the quieter ones that have great things to share but will often not volunteer.</p>	<p>Students either volunteer to share their homework or respond when teacher calls on them.</p>
Instruction Inquiry	<p>Teacher projects Learning Target on screen and reads it aloud. Teacher asks students to rephrase the LT in their own words with a partner, as well as answer the question</p> <ul style="list-style-type: none"> -<i>Why is this a critical approach to take to this specific text?</i> <p>Informal Assessment 2.2</p> <p>Teacher circulates as informal assessment to gauge understanding of importance of this LT</p> <p>Teacher calls on 1 student to share their definition of the LT.</p> <p>Teacher asks class if someone could share their idea why taking this approach to Doll House is important.</p> <p>Teacher displays image found during “Doll House” search that was cover art for a performance of the play. The image highlights Nora and her many complex relationships. Teacher asks students to reflect on how they respond to the image, especially its relationship to the play’s title <i>Doll House</i>. Teacher shares the German translation of the title “<i>Puppenheim</i>” which emphasizes the idea of puppetry and gives an alternative interpretation to the word “doll”.</p>	<p>Students rephrase LT in own words with a neighbor and discuss the question.</p> <p>1 student repeats their interpretation of the LT.</p> <p>2-3 students share their ideas.</p> <p>Students share ideas on the image, and reflect on the significance of the name of the play “Doll House”</p>
Practice Activity Support	<p>Teacher introduces group work activity: Creating Nora’s webs. Each group will analyze the relationship that Nora has with one other character in the play. The group will write their findings on a section of the white boards in the room. Groups asked to pay specific attention to:</p> <ul style="list-style-type: none"> -<i>the language Nora uses with the particular character</i> -<i>the type of connection (real, fake, manipulative, attractive, etc.)</i> -<i>what motivation Nora has for interacting with this character</i> -<i>how gender roles and expectations influence behavior and speech.</i> <p>5 groups made to focus on the following 5 character relationships:</p> <ul style="list-style-type: none"> -<i>Torvald / Kristine / Krogstad / Rank / Anne Marie & Helene</i> <p>Teacher forms groups based on a mixture of stronger and weaker students (in terms of reading ability, abstract thinking, and presentation skills). Student Reflections from Lesson 1 indicated positive reactions to group work so teacher employs group</p>	<p>Students listen and read to group tasks as they are explained by the teacher and projected on the screen. (See Instructional Materials 2.1 for these images.)</p> <p>Students ask questions about the process.</p> <p>Students get into groups, find a space at the whiteboard and begin discussing with their group members the items they must</p>

	<p>structure to achieve Lesson 2 learning targets, with goals of similar productivity.</p> <p>Informal Assessment 2.3</p> <p>Teacher circulates during group work and engages with students asking them various prompting questions, to either further their thinking or clarify an idea already written on the board. Questions include:</p> <p><i>-How are Torvald’s interactions shaped by his idea of gender roles and expectations? Do you think Torvald knows who the “real” Nora is? Why/why not?</i></p> <p><i>-Do you see a connection between any of the female characters in Doll House to the narrator in the short story, “Story of An Hour”?</i></p> <p><i>-What do you think about Rank’s relationship with Nora, since she is a married woman?</i></p> <p><i>-What does Krogstad recognize in Nora? Why does he think this?</i></p>	<p>address.</p> <p>Students write their findings on the white board and engage with the teacher if they are addressed or have questions.</p>
<p>Informal Assessment</p>	<p>Teacher calls all class together to gather close to the whiteboards and conduct a silent gallery walk, where students will read the analysis that other groups made on a Nora relationship.</p> <p>Teacher asks students to return to original seats.</p> <p>Informal Assessment 2.4</p> <p>Teacher confirms insightful ideas and poses clarifying questions to the whole class to highlight specific details that are important for understanding the LT’s, such as Nora’s motivations, gender role embodiments and language she uses. Teacher focuses on calling weaker students to share what they discussed in their groups, and calls on gifted students to share what they gathered from other groups’ findings. Teacher addresses same questions posed to groups (from above):</p> <p><i>-How are Torvald’s interactions shaped by his idea of gender roles and expectations? Do you think Torvald knows who the “real” Nora is? Why/why not?</i></p> <p><i>-Do you see a connection between any of the female characters in Doll House to the narrator in the short story, “Story of An Hour”?</i></p> <p><i>-What do you think about Rank’s relationship with Nora, since she is a married woman?</i></p> <p><i>-What does Krogstad recognize in Nora? Why does he think this?</i></p>	<p>Students silently walk about the room and read all character analyses on the whiteboards. (See Instructional Materials 2.2 for evidence of student work on the white boards.)</p> <p>Students return to their seats.</p> <p>Students randomly volunteer answers to teacher’s clarifying questions. If called on, weaker students are asked to share knowledge on their group, while gifted students are challenged to share observations from other groups’ findings.</p>
<p>Closure Assessment of Student Voice</p>	<p>Teacher has students write an Exit Slip, a tool to assess student learning from today’s lesson. (See Instructional Materials 2.3.) Students are asked to fill out 2 boxes, labeled “Clear” and “Foggy” windows. In the “Clear Windows” box, students are asked to briefly summarize what they learned about Nora’s relationship with 3 characters presented today. In the Foggy Window’s box, students should write outstanding questions they have about the characters, plot, or gender issues.</p> <p>Teacher considers student responses and adjusts the next lesson support activities, paying special attention to students who identified particular confusion. [See notes on Lesson 3 regarding</p>	<p>Students write an Exit Slip, according to Instructional Materials 2.3.</p>

	targeted support in “Practice Activity Support” section.]	
Announcement of Homework (Formal Assessment)	<p>For homework, students will read and annotate Act III of <i>Doll House</i>. They will also write a journal entry about the ending of the play and the work as a whole, addressing 2 of the following questions:</p> <ul style="list-style-type: none"> -Does the end provide the reader with sufficient closure? Explain. -Why do you think Ibsen makes the climactic event a masquerade? -What secrets, deceptions and desire pervaded the drama that were based on gender roles, expectations and stereotypes in the 19th century? <p>This journal entry will serve as a formal assessment at the halfway point of this lesson sequence.</p>	Students listen to teacher describe homework, see it projected on screen (See Instructional Materials 2.1) and can check requirements later online on the instructor’s “Teacher Page.”

Lesson 3

Lesson Part	Activity description/Teacher does	Students do
Title	Lesson 3: <i>Doll House</i> Act III: Conflict, surprise, change.	
Standard	CCSS. ELA 9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.	
Central Focus (CF)	Analyze in detail the theme of gender roles and expectations in <i>Doll House</i> and discuss its development over the course of the text, including how it emerges and is shaped and refined by the plot, characters, and setting.	
Academic Language	Analyze (function), character, cite, text, evidence, support, infer, plot	
Learning Target (LT)	<p><i>I can discuss how particular characters change over the course of the play and therefore develop into complex, dynamic figures. (I can answer the questions “Who changes? Who doesn’t?”</i></p> <p><i>I can analyze the last Act of <i>Doll House</i> and how Ibsen’s choices to structure the text and order events create tension and surprise.</i></p> <p><i>I can identify my strengths as a discussion participant and challenge myself to make new types of contributions in a small group discussion.</i></p>	
Review	<p>Teacher asks students to take out their homework assignment and share this journal entry about the last act of the play with a neighbor.</p> <p>Teacher asks a few students to share their writings with the class.</p> <p>Teacher distributes handout (Instructional Material 3.2) and asks students to fill in the top box in order to access the prior learning done the last two lessons. Questions ask students to recall information about gender roles and expectations, aspects of 19th century realist theater, and characters in <i>Doll House</i>.</p> <p>Informal Assessment 3.1</p> <p>Teacher circulates for informal assessment opportunity of learning</p>	<p>Students turn to a neighbor and share their journal entry with that partner.</p> <p>2-3 students share with the class.</p> <p>Students complete the top box in the handout, according to Instructional Material 3.2.</p>

	from the last two lessons.	
Instruction Inquiry Preview	<p>Teacher asks students to read the first 2 LT's written on the board and jot down notes on the back of their handout on the following questions:</p> <ul style="list-style-type: none"> -Over the course of the play, who changes? Who doesn't? -What characters does Ibsen use to create tension? -What events does Ibsen craft to create surprise? <p>These notes will be tools students can reference during their coming group discussions on Act III.</p>	<p>Students read LT's on board and jot down notes answering the 3 questions written on the board.</p>
	<p>Teacher asks students to read the 3rd LT, and describes how the goal of today is to be intentional about the kinds of contributions one makes in a discussion, and to challenge oneself to offer new or differing points of view.</p>	<p>Students read the 3rd LT.</p>
	<p>Teacher cues students to middle box of handout (Instructional Material 3.2) and describes how they will brainstorm all the most common types of discussion comments, indicated by letters: T / O / CH / CO / Q / A / F</p> <p>Teacher describes how they will identify these types and write their definition in the space provided on the handout.</p>	<p>Students study the acronyms on their handout (Instructional Material 3.2) and offer ideas on what they could stand for.</p>
	<p>Teacher gives an example: The "T" stands for <i>referring to the text</i>. In a literary discussion, it's important to base interpretations and thematic development based on close reading of the text, as we focused on at the start of this unit.</p>	<p>Students listen to teacher's example, and write the definition of T on their handout.</p>
	<p>Teacher helps students reach particular words by giving them clues, such as:</p> <ul style="list-style-type: none"> -If a classmate says something and you don't quite agree with it, how might you follow up their idea? (challenging an idea) -If you agree with a previous comment but you'd like to offer an extension of that thought, you would be (furthering an idea) -If you want to relate some passage from the text to your life, or another text or another passage within the same text, what are you doing? (making connections) <p>Teacher will be specific about types of possible connections:</p> <ul style="list-style-type: none"> -text to text (connections within one literary text) -text to genre (connections between this text and its genre) -text to self (personal connection) -text-to-world (connection between text and current debate/issue) 	<p>Students listen and respond to teacher's hints. Students write down definition of each of the contribution types.</p>
Informal Assessment	<p>Informal Assessment 3.2</p> <p>Teacher asks students to answer questions #4 and #5 on the handout (Instructional Material 3.2) , first to reflect on their traditional roles in a discussion, and second to make a goal for 2 new roles in the following discussion.</p>	<p>Students write a short answer to question #4 and circle the 2 desired acronym for #5 (See Instructional Material 3.2)</p>

	Teacher circulates making sure students have written something for #4 and chosen 2 new roles.	
Practice Activity Support	<p>The class is split into two equal discussion groups. Teacher explains that students will engage in a 15-minute discussion that is self-led. Teacher will not participate in either group but instead sit outside each circle and observe, making notes on the type and frequency of contributions that students make.</p> <p>Teacher asks who has the next birthday in each group order to determine which student will begin each discussion.</p> <p><u>Targeted Support:</u> In response to Lesson 2 Exit Slips, teacher has prepared guided questions for groups to discuss to clear up particular student confusions. Teacher projects questions on screen and which direct eye contact and verbal invitation signals to targeted students they should address these during their group discussion time. (See Instructional Material 3.1. for evidence of these questions in a presentation.) Questions include: <i>-How is the tension between Kristine and Krogstad resolved? What other critical conflict will this resolution also have an effect on?</i> <i>-Torvald clearly reveals some definitive roles and expectations he has of women in this Act. What are some of these views?</i> <i>-When Torvald finally reads Krogstad’s letter, what is it that Nora was expecting Torvald to do, that she was calling “the miracle”?</i> <i>-When “the miracle” doesn’t happen, what is the only thing that Nora can possibly conceive of doing? Why?</i> <i>-Locate passages in the text that demonstrate how Torvald simple doesn’t understand Nora.</i></p>	<p>Students listen to discussion direction.</p> <p>Students chat to determine who has the next birthday.</p> <p>Targeted students refer to projected questions to engage group in discussion to clear up confusion from previous days. (See Instructional Material 3.1. for these slide projections.)</p>
Assessment of Student Voice	<p>Teacher asks students to answer the 4 reflection questions in the bottom box of the handout (Instructional Material 3.2). This assessment contains both qualitative and quantitative information to help teacher determine effectiveness of the discussion and inform instructional decisions for the final lesson tomorrow.</p> <p>Teacher circulates to keep students on task and answer any questions they might have.</p>	Students answer the 4 questions on handout (Instructional Material 3.2).
Practice Activity Support	<p>Teacher asks students to turn their handout over and return to the notes they made earlier for reference in the next activity.</p> <p>Teacher describes partner skit activity: Each pair will receive a 2-page scene to rehearse and the following day perform in front of the whole class. After reading through the scene, they should discuss the following questions with their partner (which are also projected on the screen for reference, see Instructional Material 3.1): <i>-What does each character want for her/himself?</i> <i>-What does each character want from the other person in the scene?</i> <i>-What gender roles, expectations and stereotypes are activated?</i> <i>-What conflicts – or hint/seeds of conflict – are present?</i></p>	<p>Students turn over handout and review notes taken at beginning of lesson.</p> <p>Each student receives a copy of his/her scene and joins with partner to read through the scene and discuss answers to the questions.</p>

	Teacher instructs students to use the remaining time to practice their lines and start thinking about body language, gestures and tone of voice to portray motivations, emotion and conflict.	
Informal Assessment	<p>Informal Assessment 3.3</p> <p>Teacher circulates to each pair and listens in on readings, asking groups various questions that address the learning targets, such as:</p> <p><i>-Are there any seeds or hints of surprises in this scene?</i> <i>-What gender roles and stereotypes does your character portray?</i> <i>-Is there tension between your characters? What is its cause?</i> <i>-Are your characters dynamic and complex, or are they "simple"?</i> <i>Do they change over the course of the play? Are they changing in your scene?</i></p>	<p>Students spend rest of class practicing lines and adding intonation, facial expressions and body language to reading.</p> <p>Students continue to practice and engage with teacher to reflect on language demands when the teacher prompts them.</p>
Closure Assessment of Student Voice & Homework Announcement	<p>Teacher asks students to show with one hand how ready they feel to perform their skits tomorrow in class, using thumbs up/down/sideways. This preparation entails portraying character motivation, gender roles, and conflict, relating directly to 2 of the 3 learning targets of the day.</p> <p>Teacher announces Homework:</p> <ol style="list-style-type: none"> Respond to teacher feedback on preassessment, directly on the paper! Practice <i>Doll House</i> scenes, paying attention to tone of voice, facial expressions and body language to communicate motivations, conflict or tension and gender roles. 	<p>Students show with thumbs up/down/sideways how prepared they feel to perform their skit tomorrow.</p> <p>Students take note of homework. They can check teacher's online "Teacher Page" later tonight for homework specifics.</p>

Lesson 4

Lesson Part	Activity description/Teacher does	Students do
Title	Lesson 4: <i>Doll House</i> : An artistic medium comes to life	
Standard	CCSS. ELA 9-10.7 Analyze the representation of a subject or key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	
Central Focus (CF)	Analyze in detail the theme of gender roles and expectations in <i>Doll House</i> and discuss its development over the course of the text, including how it emerges and is shaped and refined by the plot, characters, and setting.	
Academic Language	Analyze (function), character, cite, text, evidence, support, infer, plot	
Learning Target (LT)	<i>I can analyze the representation of Doll House in another artistic medium: film and performance. I can evaluate and discuss what is emphasized and what is absent or different in each treatment.</i>	
Instruction Inquiry Preview Review	<p>Teacher reads Learning Targets, which are written on the board.</p> <p>Teacher asks students to think about how these learning targets relate to the previous LTs from the unit. Why are these LTs a logical progression from the other goals the class has had the past week? Teacher scaffolds this process by first asking students to write on their own, then pair-share, and then share out with the class.</p> <p>Teacher asks students to jot down their answer silently on a piece of notepaper.</p>	<p>Students silently read LT's while teacher reads aloud.</p> <p>Students jot down notes on this LT as a progression of previous LT's. This task is designed to check the understanding of students of how these LT's have built on each other. Also, it is important to evaluate a live adaptation of this text, since it is a</p>

	<p>Teacher asks students to share their ideas with a neighbor. This process is an effective tool for students to self-assess their own ideas by comparing them with a peer.</p>	<p>play and was meant to be performed with movement, dialogue, and an audience in mind.</p> <p>Students share written ideas with a neighbor.</p>
Informal Assessment	<p>Informal Assessment 4.1</p> <p>The teacher conducts informal assessment to monitor student learning from the front of the room, asking the following questions after the individual note-writing and pair-share:</p> <ul style="list-style-type: none"> -What were our learning goals for the last 3 lessons? -How does our learning goal for today build on those lessons? -Why should we watch a film rendition of <i>Doll House</i>? -What are you curious to see in this rendition? -How do you envision the main characters to act, speak, and move? <p>Think about Nora, Torvald, Kristine and Krogstad.</p>	<p>Students raise hands to share responses.</p>
Practice Activity Support	<p>Teacher draws on prior knowledge of previous lessons to describe how students will get to see how gender roles, expectations and stereotypes are portrayed in a film adaptation of the text. Teacher cues students to pay attention to the following and how they communicate characters as gendered selves:</p> <ul style="list-style-type: none"> -facial expressions -body language, movement -tone of voice <p>Teacher asks students to take notes on the above items while they watch the film excerpt. Teacher plays 8-minute scene of a traditional film production of <i>Doll House</i>.</p> <p>Informal Assessment 4.2</p> <p>During the film, teacher circulates the room and glances at notes students are taking as an informal assessment opportunity to see what they are noticing.</p>	<p>Students listen to teacher's introduction and prompts on what to pay attention to during the film.</p> <p>Students watch film and take notes on the categories.</p>
Informal Assessment	<p>Informal Assessment 4.3</p> <p>At the conclusion of the film, teacher organizes students into differentiated groups to discuss what they noticed in the film – using their notes as reference – to the categories on the board, as well as what was emphasized and what was absent/different in this film rendition.</p> <p>Teacher circulates during this formative assessment, noting strong and weak responses, and encouraging students to elaborate claims with specific details seen in the film.</p> <p>Informal Assessment 4.4</p> <p>Teacher conducts formative assessment at front of room by asking</p>	<p>Students work with small group to discuss their observations from the film.</p> <p>Students raise hands to share</p>

	<p>students to share what they discussed in their small groups, in terms of characters. Questions teacher prompts with:</p> <p><i>-How was Kristine portrayed? What did you notice about her appearance, her behavior, and her tone?</i></p> <p><i>-What about Torvald?</i></p> <p><i>-What characteristics were emphasized in the portrayal of Nora?</i></p> <p><i>-What details did you notice about the space, the setting?</i></p>	<p>their group work discussion points and answer the teacher's prompts.</p>
Practice Activity Support	<p>Teacher invites students to rehearse their pair scenes one last time for a quick 5 minutes before performing them. Teacher has scaffolded this final scene practice with the previous film viewing and discussion about live performance elements to communicate emotion, gender roles, and other critical characteristics.</p> <p>Informal Assessment 4.5</p> <p>Teacher circulates and checks in with each pair for during scene practice and offers final verbal feedback on strengths and areas to improve expression.</p> <p>Teacher reassembles class after scene practice.</p> <p>Teacher calls on pairs to perform scene before class. Teacher concludes each performance with one comment that highlights a strength of the students' live enactment.</p>	<p>Students get in pairs and rehearse scenes, experimenting with different tone of voice, body language and facial expressions.</p> <p>Students listen and respond to teacher's verbal feedback.</p> <p>Students return to original seats.</p> <p>Students perform skits and actively witness peers' performances.</p>
Closure Assessment of Student Voice	<p>Informal Assessment 4.6</p> <p>Teacher asks series of "fist-to-five fingers" student voice questions to gauge effectiveness of today's lesson. Questions are:</p> <p><i>1. How well did watching and discussing the film excerpt help to understand and analyze the text? (Fist= not at all, 5=helped a lot)</i></p> <p><i>2. How well did performing a scene help to understand the text? (Fist=not at all, 5=helped a lot)</i></p> <p><i>3. In sum, how well did you achieve the learning targets today? (Fist=did not at all, 5=achieved them valiantly)</i></p> <p>Teacher asks a few students to explain why they are holding up their given amount of fingers.</p> <p>For students holding up less than 4 fingers, teacher offers more film excerpt resources, linked through her online Teacher Page. Teacher encourages all students to watch more clips in order to get a sense of this text in a live performance setting.</p> <p>[Note: Student Voice piece also Included in the postassessment, according to Assessment 4.1]</p>	<p>Students return to their seats.</p> <p>Students show fist-to-five to self-assess effectiveness of today's lesson.</p> <p>A few students share why they are holding up their specific number of fingers.</p>
Formal Postassessment (Sequence end)	<p>Teacher distributes Formal Postassessment (Assessment 4), which includes a mixture of both qualitative and quantitative questions. The postassessment gauges content learned in the unit, confidence in the subject matter, and resources used during the unit.</p>	<p>Students complete postassessment, according to Assessment 4.</p>