**Teacher:** Miss Bert

**Class:** English

**Date:** 2/26

**Grade Level:** 12

**Room Number:** 202

**Period:** 1, 5

**Unit:** Love, Betrayal, and Revenge: Hamlet

**Lesson Number:** 18 of 22

**Topic:** Ophelia through art and poetry

**Context:** Students have finished Hamlet.

**Objectives:**

***Short-range learning objective:***

1. Students will be able to interpret pieces of art and relate them to Ophelia.
2. Students will be able to analyze different representations of Ophelia.
3. Students will be able to analyze poetry and relate it to Ophelia.
4. Students will be able to assemble a better understanding of the character Ophelia.
5. Students will be able to discuss different artists’ representations.

***Long-range learning objective:***

1. **Students will be able to understand that Hamlet is a timeless work.**
2. Students will be able to analyze themes and their significance.
3. Students will be able to identify characteristics about the Globe theatre.
4. Students will be able to examine symbols and their significance.
5. **Students will be able to identify how diction influences tone.**
6. Students will be able to understand the concept of revenge.
7. Students will be able to distinguish a tragic play.
8. **Students will be able to examine the character traits of the main characters.**
9. Students will be able to locate dramatic irony throughout the play.
10. Students will be able to define irony.
11. Students will be able to understand the plot.
12. Students will be able to outline and analyze nonfiction articles.
13. Students will be able to define and understand monologue and soliloquy.

**Rationale**

1. ***Administrators:*** Art brings forth another way of looking at something. While looking through pieces of art depicting Ophelia students will be able to see different representations of her and gain a better understanding of her. In addition, the poetry will help them understand her as well.

***2) Students:*** Art in literature can help give you another perspective on a situation. By analyzing Ophelia through the depiction of various artists and different poem sstudents will see Ophelia in a new light.

1. ***Critical Pedagogues:*** There are many different types of learners, therefore we must try and include as many different learning styles as possible in our instruction.

**Background Knowledge and Skills** Students have finished reading Hamlet and have been analyzing characters throughout the text.

**Standards:**

1. 12.RL.7: Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.
2. 12.W.10: Write routinely over extended time frames.

**Summary:** As students walk in, I will have the song “If I Die Young” playing to begin a conversation about Ophelia. After we talk about Ophelia a little I will discuss art and how to analyze a piece of art. Each student will be given 5-8 minutes to analyze their picture and answer the questions on the board about it. Then, students with the same paintings will group together to discuss their findings and come up to show the class what they had. After presentations, I will give students the poems and have them write a response to the poem by relating it to Ophelia. If time allows, students will read aloud. Students will hand it in at the end of class.

**Procedure**

***1) Anticipatory Set: 2 minutes***

* Play “When I Die Young” and have students listen along.
* Discuss the character of Ophelia

***2) Direct Instruction: 8 minutes***

* Explain how to analyze art:
  + Colors, textures, facial expressions, etc.
  + Talk about tone

***3) Guided Practice: 25 minutes***

* On their own, students will analyze their picture and answer the questions.
* Students with the same picture will come together and talk about their pictures and present to the class.

***4) Closure: 8 minutes***

* Have students select a poem and write about it (using the guidelines on the board).

***5) Independent Practice:***

**Materials and Resources Needed:** Copies of pictures, copies of poems

**Accommodations for Students with Special Needs (Differentiated Instruction):** Students with IEP’s are noted and monitored.

**Assessment of Student Learning**

a) Formative or Summative: formative

b) Informal or Formal: informal

**Reflection of lesson/ways to improve for next class**