Assignment #11- Drama Games Lesson Plan

Title: Invention of Time & Calendar

Subject: World History

Grade: 9-12

Time: 55 min. or two 50 min. lessons

Anticipatory Set: Set out some timepieces and different calendars.

 Tell a time management joke.

The Talking Clock

“A young man had just gotten his first apartment and was excited about it. After a night out with his buddies he brought them to his new apartment to show them. “I even have a talking clock,” the young man bragged. “What”? A talking clock? What do you mean? They asked. While showing off the living room the guests noticed a large gong in the corner. “What in the world is that?” One of them asked. “That’s the talking clock I was telling you about,” he answers with a smile. He picked up a large mallet and aimed it at the gong. He pulled back and hit it with some force making a booming sound throughout the apartment. His buddies just looked at each other like he was crazy. Suddenly, a voice came from the other side of the wall, “Knock it off it’s 4 in the morning!”

Objective: Students will define time.

 Students will discuss why time was needed?

 Students will create strong, deep questions.

 Students will review the reading assignment over time and calendars.

 Students will take notes over Chapters 1-3.

 Students will create a timeline and add to it.

Purpose: To make connections of why and how time and calendars began and their

 use, similarities, and differences today.

Materials: The Discoverers by Daniel J. Boorstin

 Self-Assessment Worksheets

 175 Theatre Games by Nancy Hurley

 Index cards, Basket

 Timepieces, calendars for decoration

Procedure: 1. Ask students, “What is time?”

 2. Why did they need time? A calendar?

 3. Compare advantages and disadvantages of time keeping.

 4. Play “People Who …” on p. 43 in 175 Theatre Games. Everyone sits

 in a circle on chairs with the leader in the middle. There is one less chair

 than people. Everyone is given a historical person from World History

 involving the creating of time or the calendar such as the Babylonians or

Egyptians. The leader says, “I like people who used a lunar calendar,” or

I like people who were the first to discover the length of the solar year.”

If the statement matches the student’s historical person, they quickly get

up and switch chairs. They must move at least two chairs away from

where they were sitting. Whoever misses a chair stands in the middle and

makes another describing statement.

 5. Play “Did You Hear” on p. 24 of 175 Theatre Games. Students are

 divided into groups of 3. While one member of each group counts out

 loud by fours to one hundred, the other two try to distract him/her by

 whispering key points learned in reading assignment. After the person

 in the middle reaches 100, he/she tells his partners what they were

 whispering. The person in the middle could express his/her experience,

 the kind of listener he/she thinks he/she is, and how concentration skills

 could be improved. Group members switch roles so each person gets a

 turn.

 6. Students will create strong, deep questions and one person will be chosen

 as the student leader. That person will ask a debate style question that

 could have two sides and asks the students their thoughts. The questions

 should be from chapters 1-3 in The Discoverers. Students will have a

 socratic discussion where all students make sure they speak evenly and all

 ask questions of each other in order to answer the questions of the leader.

 Students should divide into two groups with an inner circle and outer

 circle. Only the inner circle can talk while the outer circle observes and

 evaluates. Then the groups switch places.

Guided Practice:

 Divide students into groups and have them create questions about time and

 the calendar for other groups to answer.

Independent Practice:

 Students will take notes over chapters 1-3 in The Discoverers and create

 a timeline using Microsoft Excel and add dates, people, and events from

 World History as we work through the book. All of this will be organized

 into their World History binder.

Review/Closure:

 Have students review what is time and why it was needed as well as the

 calendar and the different types. Students will review the key points

 discussed in the chapters.

Self-Assessment:

 Have students complete the self-assessments reflecting on the lesson.

 **reflections**

Name:

What was the big idea we worked on today?

What did I learn today?

What good ideas did I have today?

In what situations could I use this knowledge I learned today?

What questions do I have about today’s work?

What new ideas do I have that this lesson made me think about?

Socratic Circle Assessment

Individual Performance:

 How would you describe your contributions, in amount of times you

 spoke and content, to the discussion in the inner circle? Why?

 How could you have improved the conversations in the inner circle?

 Why?

 How would you describe the quality of feedback you provided when

 participating in the outer circle? Why?

 How would you evaluate your preparation for this Socratic circle?

 Why?

Group Performance:

 How would you describe the quality of the overall conversation of

 your inner circle? Why?

 How would you evaluate the quality of teamwork demonstrated by

 your inner circle? Why?

 How would you describe the quality of feedback your group showed

 while in the outer circle? Why?

 How would you evaluate your group’s preparation for this Socratic circle? Why?