Name of Instructor: Shane V. Sedlemyer

Date: 10/9/18   Time: 8 – 9:15   Grade/Subject/Course: ENGL 121

Stage 1 – Desired Results

Enduring Understandings: *Big Ideas & situated context/your established unit plan goals*
- Advance the skillsets needed to understand and evaluate literature.
- Teach students a new way of reading in order to fully understand a text.
- Develop close reading skills that students can utilize beyond class.
- Allow students to work collaboratively in order for them to understand that collaboration is a key part of life.

Essential Questions:
What are the benefits of completing a digital project like this?
By completing this project, students will learn how to do DH digitally and non-digitally. By reading backwards and mapping out the events of the play, they are deconstructing the typical mode of analysis. They are also gaining some basic skills of coding using simple commands with Twine.

Why interact with a text this way rather than use PowerPoint or a similar software?
Twine does not just have to be used to create interactive fictions and games. It is actually intuitive and makes more sense to map a timeline with Twine than it does to make a timeline in Powerpoint or a spreadsheet.

Lesson topic and duration:		Materials
Intro	5 minutes	Project Handout
Explanation of Project	20 minutes	*Romeo and Juliet*
Twine Tutorial	15 minutes	
Creation of Groups	2 minutes	
Group Discussion	30 minutes	
Wrap Up	3 minutes	

Lesson Objectives:
To learn a new way to read texts and learn how to develop a deeper understanding of why the author made the choices they did.

Promote a safe environment for students to learn and create together.

Stage 2 – Assessment Evidence

Assessments	Evidence of understanding
Monitoring students to gauge that they are actively participating in discussion and asking questions.	Students are actively planning how they will execute their mini project.

Stage 3 – Learning Plan

| W
Where are we going? Why? What is expected?

H
How will we hook and hold interest? | **Introduction, Value Statement, and Motivation**
I will begin by saying that we will be re-reading the play that the students just read. This will capture their attention, potentially shocking them. I will then ease their panic and reveal how we will be doing it. I will then distribute the handout and transition to how we will be doing it. | **Time**

5 min. |

E How will we equip students for expected performance?	**Procedures and content presentation** I will go through the handout explaining the parameters of the project. I will explain the benefits of reading backwards and how it allows you to truly understand how and why things happen in a text.	**Time** **20 min.**
R How will we help students to rethink and revise?	I will show students how Twine works and walk them through setting it up and the basic operating mechanics.	**15 min.**
O How do we organize and sequence the learning?	I will organize students into 5 small groups (based on the class size, this can be 10 small groups with 2 groups attached to each act.	**2 min.**

T How will we tailor learning to varied needs, interests, and styles?	**Differentiation and adaptations** Each small group will be assigned an act to analyze and read backwards. They will have the remaining time in class to plan and begin. **30 min.**	**E** How will students self-evaluate and reflect?	**Summary and Closure** I will conclude by asking if there are any questions about the project. Then I will remind students that next class we will be watching film clips from several adaptations of *Romeo and Juliet*.	**Time** **3 min.**
Homework, independent assignments Work on projects together outside of class that will be due in one week: October 16th.				**Due** **Next Class 10/11**

Reading Backwards Project Handout

DUE October 16th 2018

In this group project, five (or ten) small groups will be assigned an act from Shakespeare's *Romeo and Juliet.* Each group will read their act backwards together outside of class. They will map out exactly what is the cause of each event that occurs. By seeing the outcome first, they will be better equipped understand the cause. Students will map out their projects using Twine, which is an open-source tool for telling interactive stories. In using a digital tool like this, students will learn a skill that can go beyond this classroom and be incorporated into other classes and disciplines.

What is Twine?

As mentioned above, Twine is an open-source hypertext tool. It involves some simple coding techniques.

Putting a word inside [[double brackets]], creates a passage. One passage can split off and lead to two different passages. This is useful in our case to analyze chain reactions. Two events might have been caused by a singular catalyst. Students will not be expected to go above and beyond the basic Twine structure, **but any group that uses more advanced techniques, will get possible BONUS points up to 10 points total.** I will be available to answer any questions.

Project Requirements
- A clear Twine story map that links the cause and effect of events (Minimum of 15, let me know if your group struggles with this)
- A brief in class presentation of your group's Twine map.
- NOTE: I will be able to tell if you have used a summary to complete the project rather than actually read it backwards. I know what both look like from experience.

Rubric

Area	Description	Points Possible
Content	Project is a fully completed Twine map of the group's Act (minimum of 15)	30 points
Grammar	Project has few grammatical errors, spelling errors, and other mistakes.	10 points
Presentation	Group gave a informative presentation featuring each student equally. Presentation was between 8 – 10 (or 4 -5) minutes in length (there are many presentations to get through, please be respectful of your fellow classmates).	10 points
Peer Evaluation (to be turned in the next class after presentations)	Peer evaluations will be averaged and account for these 10 points. A good group member actively contributed to the project, was pleasant to work with, and did their fair share of the work.	10 points (separate from 50 for project)

The Why of the How: A Further Explanation

I learned the technique to read backwards in my undergraduate theatre program. I was a technique developed by David Ball meant to be used while reading plays, but can be applied to any literature, and I have. This is a technique that has been useful to me beyond undergrad and even beyond academia. As someone who is engrossed in popular culture such as comics, TV, video games, and movies, I have used this technique to understand what is going on as plots grow larger and more convoluted. This techniques main use though, is in reading texts within academia.

Serious texts typically require multiple reads in order to fully understand them. You can get the base plot and function from one read, but the second read is what breaks it down and creates a true understanding. Discussion in class is a form of rereading, you gain a lot from hearing the critical thoughts of a professor and peers. However, this can grow monotonous and stale when practiced and repeated again in so many classes. Using the reading backwards technique and asking students to work together to do it, causes them to think differently and probably pay more attention than they would have with a standard discussion. The reason I have chosen *Romeo and Juliet* for this project, is it is a text most students should already be familiar with. After this unit of class is over, they will probably have read at least most of the play several times and know it inside and out.

It is important to explore a text in different ways because then the text becomes a truly four-dimensional object. Simply reading it in a linear fashion keeps the text as a two-dimensional object. Using alternative methods of reading, exploration, and analysis also will help the students to become more engaged and want to participate. If done successfully, this project will have a lasting effect on the students in and outside of the classroom.