

TITLE OF LESSON

English 1 Unit 3 Lesson 35 – Awards Ceremony

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TIME ESTIMATE FOR THIS LESSON

One class period

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ALIGNMENT WITH STANDARDS

California – Eng 9-10: L/S1.0-1, 1.4, 1.9

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MATERIALS

**Elizabethan Academy Awards** – Teacher-created certificates or statuettes (one per award recipient)

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LESSON OBJECTIVES

- To recognize winners in the Elizabethan Academy Awards
  - To celebrate the efforts of all of the students
  - To rejoice in completing the project
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EXPLANATION OF LESSON

Today the students will celebrate all of their hard work throughout the unit as you recognize them with a mock Academy Awards Ceremony. For this Ceremony, encourage them to be dramatic by treating the Ceremony with utmost seriousness. You may want to seal the award information in envelopes, or remove it from a locked briefcase. For each winner, there should be an award and a minute given for acceptance speeches. (Awards given may be certificates, or you may wish to create some statuettes by spray painting gold paint on to plastic dolls or figures. Visit the site <http://www.teachnet.com/how-to/endofyear/certificates060399.html> to find free PDF file templates for award certificates.) If you videotaped the performances yesterday, you may want to play the Exit Scenes for the students after the ceremony. If you are a super videotaper and have access to video editing equipment, you could even cut video pieces of the winning nominations and play those pieces during the awards ceremony as each acceptance speech is given. Go techies! You may also want to choose a student to MC the awards ceremony today, a student that really loves to get up and ad lib. Let that student know ahead of time that she will be announcing the categories and then opening the envelope and announcing the winner for each. She will need to introduce herself, announce the category and the winner, and then wrap the ceremony up (either by having people eat or watch the video tape).

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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial complete acceptance speeches.
- 2) **Daily Log** – Have students copy down the Daily Log entry below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Refreshments. 2. Elizabethan Academy Awards Ceremony.		None

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ACTIVITIES – INDIVIDUAL AND GROUP

1. Arrange the Food – Organize the potluck items and make arrangements for students to get food, since this will be the foremost thought on everybody’s mind! Once everyone has received food, begin the Awards Ceremony. Make sure to state rules for audience conduct (congratulatory sounds only; no getting up for food during acceptance speeches).

2. Instructions for Award Recipients – Welcome everyone to the Elizabethan Academy Awards. Remind them that they are all winners, since just being nominated is an honor. Tell them that you will present the winners in each category (or you may wish to use student presenters). You will announce the category and then reveal the winner. When the winner(s) are announced, they should come to the front of the class and give an acceptance speech. Just as with the Oscars, acceptance speeches should be short (about a minute) and dramatic (tears, exuberant gratitude, and blowing kisses are all encouraged). They should remember to thank William Shakespeare! Without him, there would be no Elizabethan Academy Awards.
  3. Celebrate! Congratulate the actors on their achievements.
  4. Video and Wrap-Up – If you videotaped yesterday, show the videotaped performances. Let students chat. Or you might want to debrief with students while they eat. Tell them that no awards ceremony is complete without a post-show wrap-up, where the reporters interview all of the stars. Bring one group at a time to the front of the class to be the stars appearing on the “wrap-up” show, and have the other students be the reporters. Tell them to ask questions about the experience of the project: What did they find the hardest about the project, the easiest, the parts they liked the best, the parts they liked the least, etc. Make up your own list of questions you would really like to have students answer and write them on the board. Tell the class that they may add to the list of questions as well. (Let them have some fun as reporters – perhaps they could ask about behind-the-scenes gossip, or what happened in the staging of the scenes that was a “blooper,” and was not meant to happen.) The idea is to generate reflection and evaluation of their role in the assignments and the group dynamic, while allowing the students an informal and playful setting for the discussion.
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HOMEWORK

None

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GROUP ROLES

None

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DOCUMENTATION FOR PORTFOLIO

**Unit 1**

- Final Exam Unit 1
- Hero Myth
- Trickster Myth
- Monster Myth
- Creation Myth

**Unit 3**

- Character Diary 3
- Character Diary 5
- Exit Scene Prologue
- Exit Scene
- Exit Scene Promptbook

**Unit 2**

- Final Project #1: Creating Your Own Autobiography Web Page
- Final Project #2: Book Project of all of their writings to date: 4 Autobiographical Incidents, 2 Evaluation Essays, and 4 Myths
- Final Exam Unit 2

**Unit 4**

None