“Pictures of You”- Can One Hour Make A Difference?

Michigan High School Expectations

**CE 1.2.1** Write, speak, and use images and graphs to understand and discover complex ideas.

**CE 1.2.2** Write, speak, and visually represent to develop self-awareness and insight

**CE 1.2.3** Write, speak, and create artistic representations to express personal experience and perspective

**CE 1.3.7** Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.

**CE 1.5.1** Use writing, speaking, and visual expression to develop powerful, creative and critical messages.

**CE 1.5.2** Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.

Lesson Objectives

Students will be able to connect *Hamlet* and surround text to their own lives

Students will be able to understand the impact of identity on their lives now and how who they will be in the future.

Students will be able to do an interview- type situation that requires them to think on their lives and the lives of their classmate.

Students will be able to use personal skills to help their classmate identify key character traits in themselves.

Pre- Assessment

What are the five universal terms that describe everyone in high school? (Jock, Prom Queen, Loner, Friendly, Geek)

Test how well classmates know each other, or how well they don’t.

Draw Names from a hat to pair up

Post Assessment

Take a picture of your partner that shows how you see them and what you’ve learned about them.

Write a description of your partner based on what you’ve learned about them that day.

Be able to justify your writing and picture.

Lesson Plan

”Pictures of You”- Can One Hour Make Difference?

Time: 55 minutes

Materials: Camera, note card with questions

**Objectives:**

* Students will be able to connect *Hamlet* and surround text to their own lives
* Students will be able to understand the impact of identity on their lives now and how who they will be in the future.
* Students will be able to do an interview- type situation that requires them to think on their lives and the lives of their classmate.
* Students will be able to use personal skills to help their classmate identify key character traits in themselves.

**Setting the Stage:** I will ask my students how they view themselves. How they view a certain student. What are the five universal terms that describe everyone in high school? How well do you know/ or not know your classmates. Using the five terms describe who I point at.

**Discuss:** Why do we have these labels? Can we erase them? Why is one person a jock and another person a geek? After high school will these labels disappear?

**Observe:** Half the class will write their name down on a piece of paper, and then the other half will draw a name from the hat.

Instruction

The first half of the class will write their names down and put them in a hat. The Second half of class will draw a name. This will be your partner.

They can leave the classroom, but not campus: the goal is to get to know as much as they can about their partner

At the end you will take a picture of your partner that represents how you see them

Each team will get a camera and a list of questions to guide them through the discussion

* Share something personal with your partner
* Relax: do an impression of a famous person or character
* Share a secret with your partner
* Admit something that worries you or frightens you

When you are finished talking to your partner, take a picture of your partner as you see them.

Be prepared to share this information with the class, and explain you picture of them

Accommodations

Help students that can get in ice-breaker going. Brainstorm how to talk about identity with classmate.

Work one-on-one with student groups that have trouble getting along.

Project examples on how to build relationships that will help erase the universal terms.

Allow students to work anywhere in the school.

Assessment

Students will take a picture of their partner, as they see them after talking to them and getting to know them.

Students will write a short paper on what they have learned about their partner

1. In the paper they will need to justify their picture.
2. Answer the question: “Can one hour make a difference?”
3. Can the universal terms be erased? If so, how?

Be prepared to tell the class what you’ve found.