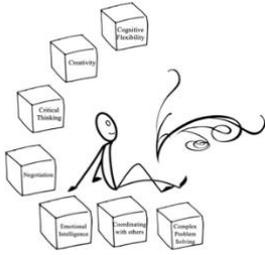


Scaffolding Classical Literature: Read, Remember, Rendition (Secondary) Donna Lee Fields, Ph.D.



theory behind the scaffold...

Many ESL teachers will question the importance of teaching and using classic literature in their classes. We probably all agree that it is not easy to teach in its authentic form as it demands a high level of language proficiency and maturity for any student, and especially students those whose home language is different from that of the class text.

Nevertheless, through varied techniques, the reading of authentic classic literature is an incredibly enriching experience (although your students may not appreciate or admit this until years later!). Presented creatively, you may find that otherwise uninterested students will happily participate in activities that include:

- role-playing using their own scripts in colloquial language
- songs written with alternative endings of the plot
- debates on contentious concepts from the stories
- artwork that represents overall themes

These activities are ways for students to review/clarify details of the stories and so be able to interact with the literature more confidently.

The same scaffolding activity can be used as an introduction or review (perhaps with certain modifications) for summative evaluations. Below, we'll consider a scaffolding activity designed for a summative assessment on Homer's *The Odyssey*. We add here a Mini-Lesson which shows how in this case, the summative assessment becomes, in fact, a formative assessment: students are given the opportunity to evaluate their knowledge before the final exam. They take a trial exam to test their knowledge on the subject, then, in the best practices of the [Ethic of Excellence](#), they have the opportunity to correct their own divergent answers to construct them more cohesively.

These summative/formative assessments are adapted from Dylan Wiliam's brilliant book [Embedded Formative Assessments](#).

See how you can adapt this Mini-Lesson to your own needs.

Mini-lesson...

Shakespeare: Twelfth Night

Scaffolding	Read, Remember, Rendition 
Body of Lesson	'Trial Exam
Formative Evaluation/ Reflection	<ul style="list-style-type: none">You return the exam to your students. You tell them: <i>'In your groups, use the best answers of all of your tests to create the best exam possible.'</i>

scaffold step by step...

There are many ways to present the plays of Shakespeare. Now there are many versions in colloquial speech, set to music, modern versions, etc.

All of these are valuable and whichever one engages your students, it's the right one to use!

This activity focuses on the purity of Shakespeare's language. Let the students roll it around in their mouths and feel the strangeness and how satisfying it is when they can finally pronounce some of the dialogue.

The summaries in the activity act as 'translations' from Shakespearian English to more colloquial. The artwork adds more disciplines, learning styles, and so will engage more students.

1. Choose 5-10 quotes from the play you've been reading.
2. Place them in text boxes. Add spaces for students to identify who is speaking, to whom, and what is happening at that point in the play.
3. Include one space at the bottom for students to draw one element of the scene that is taking place when that dialogue is being spoken. (See examples below and in the template.)

<p><i>I prithee, and I'll pay thee bounteously, Conceal me what I am, and be my aid For such disguise as haply shall become The form of my intent. I'll serve this duke;</i></p> <p>○ _____ says these lines. ○ _____ says these lines to _____</p> <p>○ At this point in the play, this is happening: _____ _____</p> <p>This is an image of at least one thing that is happening in the play at this point: _____</p>	<p><i>By my life, this is my land's hand! These be her very C's, her U's and her T's; why that?</i></p> <p>○ _____ says these lines. ○ _____ says these lines to _____</p> <p>○ At this point in the play, this is happening: _____ _____</p> <p>This is an image of at least one thing that is happening in the play at this point: _____</p>
<p><i>Here: wear this jewel for me: 'Tis my picture: Refuse it not; it hath no tongue to vex you; And I beseech you come again tomorrow What shall you ask of me that I'll dey, That honour saved may upon asking give?</i></p> <p>○ _____ says these lines. ○ _____ says these lines to _____</p> <p>○ At this point in the play, this is happening: _____ _____</p> <p>This is an image of at least one thing that is happening in the play at this point: _____</p>	<p><i>What relish is in this? How runs the stream? Or am I mad, or else this is a dream. Let fancy still my sense in Lethe steep; If it be thus to dream, still let me sleep.</i></p> <p>○ _____ says these lines. ○ _____ says these lines to _____</p> <p>○ At this point in the play, this is happening: _____ _____</p> <p>This is an image of at least one thing that is happening in the play at this point: _____</p>

4. Print out sets and give one to each group.
5. Groups identify who is speaking, to whom, and what is happening in the play at that point.
6. Groups draw one element of the scene that is being targeted in that text box.
7. Groups draw one of their illustrations on the board and the class identifies which text box is being represented. The class as a whole reaches a consensus as to the details of each text box.