

Lesson Plan Title	Trial of Socrates (Readers Theater, p. 74, <i>Beyond the Blueprint</i>)
Lesson Plan Created by	Tamara Buonocore and Karen Cook
Grade	9
Subject	Social Studies
Time	One to three class periods
Indicators/Objective(s)	<ul style="list-style-type: none"> • Students will work collaboratively to improve reading fluency. • Students will feel more confident in reading aloud. • Students will improve memory of historical events through kinesthetic tasks. • Students will evaluate the strength of the democracy in Athens. • Student will connect issues in Athens to democracy in the United States.
Required Materials for Lesson/Technology	<ul style="list-style-type: none"> • Copies of the play "Trial of Socrates" published in One Day Plays for History and Life. Scott, Foresman and Company. Also posted online at www.timelessteacherstuff.com • Dictionaries
Initiation (prior knowledge; connections; vocabulary)	Background information on ancient Greek government and philosophy
Learning Procedures	Students work individually to read the play silently while highlighting words they cannot define or pronounce. In small groups students discuss words that were highlighted, and then make a vocabulary list. Students look up each word and use it in a sentence. In pairs, students practice reading parts of the play while the other person offers suggestions. The whole group then performs the play with each person assigned to his/her own part. The play is followed by a discussion and self-evaluation.
Grouping	Varies according to the learning procedure.
Guided Practice	In pairs, students practice reading parts of the play while the other person offers suggestions.
Instructional Strategies	Cooperative learning, kinesthetic learning, discussion
Closure	<p>Class discussion</p> <ul style="list-style-type: none"> • What would have happened if Socrates was found innocent, or fled? • Is the United States more democratic than ancient Greece? • Is it important or unpatriotic to question leaders in a democracy? <p>Self-evaluation – in writing or survey</p>

	<ul style="list-style-type: none"> • Did you feel more comfortable reading the play aloud than a textbook? • What new words did you learn? • Did you enjoy reading this way?
Independent Practice	Study the vocabulary
Assessment based on Objectives (informal, formal, formative, summative – essential question)	<ul style="list-style-type: none"> • Written responses to discussion questions • Participation in the play and/ or discussion • Self-evaluation • Vocabulary quiz
Interventions (for struggling students)	<p>One-on-one practice of the parts before performing the play</p> <p>Part selection/assignment should take into account the level of comfort the learner has with reading aloud.</p>
Enrichment (for gifted students)	Write your own play about the same subject set in modern America.
Connections to Other Subjects	<p>English/language arts</p> <p>Drama</p>