



Musical Theater Composition
Presented by the Johnny Mercer Foundation and Alliance Theatre

Introduction to Musical Theater
Unit Plan & Instructional Resources

Created by: Liz Davis, Manager of Education Services, Alliance Theatre

Contact: liz.davis@alliancetheatre.org

Program Overview:

Presented by the Johnny Mercer Foundation and the Alliance Theatre, the Musical Theater Composition video series is comprised of two distinct sections:

Section	Description	Video Objectives
Introduction to Musical Theater	1-hour resource video	<ul style="list-style-type: none">• Demystify the process of launching a Broadway-bound musical at a regional theater• Provide a foundational understanding of “classic” song types• Emphasize the flexibility of the art form and the opportunity that lies in breaking with tradition• Contextualize historical and contemporary musical theater “giants” and writing teams• Identify example source texts (e.g. books and films) that inspired great works of musical theater
The Songwriting Process	(4) 10-15 minute instructional videos	<ul style="list-style-type: none">• Feature a professional composer at work• Deconstruct the songwriting process, focusing on: Concept, Lyrics, Music, and Production• Guide students through the process of creating original musical theater songs

Purpose of Unit:

Designed to serve high school educators and students, each video includes access to free, standards-aligned lesson plans and instructional materials. This Unit Plan is intended to support teaching and learning connected to the Introduction to Musical Theater resource video. The Unit Plan is arts-integrated, meeting evolving objectives in both Theater and English Language Arts.

Essential Questions:

- How do “classic” musical theater song types inform your work as a contemporary writing “giant”?
- Which underlying source text provokes or inspires you?

Contents:

Sequence	Lesson	Resource	Page #
Before viewing the resource video	1 - Vocabulary	Standards	3
		Lesson Plan	4
		Instructional Resource	5
While viewing the resource video	2 – Lecture & Performance Notes	Standards	6
		Lesson Plan	7
		Instructional Resource	8
After viewing the resource video	3 – Independent Research	Standards	9
		Lesson Plan	10
		Instructional Resource	11
	4 – Project-Based Learning (Group Work)	Standards	12
		Lesson Plan	13
		Instructional Resource	14-15
	5 – Project-Based Learning (Share Out)	Standards	16
		Lesson Plan	17
		Instructional Resource	18
Rubric		19	

How to Use the Unit Plan:

This Unit Plan is designed as an educational resource for high school educators and students, but it is not a script! Each lesson plan is written in a 1-hour, virtual format. Please note that individual students, as well as in-person and/or hybrid classrooms may also enjoy these activities. Additionally, teachers are welcome to extend the length of each lesson agenda to allow time for re-teaching or additional class time to complete activities, as needed. The instructional resources provided are intended to serve as formative assessments, and the rubric provided is intended to serve as a final, summative of student learning throughout the Unit. Georgia Standards of Excellence, Common Core, and National Core Arts Standards are provided for each lesson. Each teacher who uses this tool is invited to mold and modify it to best serve each learner and classroom.

Throughout the Unit, students will engage in whole and small group discussions and activities, as well as independent research. Ultimately, students will collaborate in small groups to participate in a Project-Based Learning experience.

Editable versions of all instructional resources are available. Teachers should determine how to disseminate and utilize these resources with students. For example, students can download the instructional resources and either save to a device or print from home.

Lesson 1 - Vocabulary Standards

Source	Standard(s)
Georgia Standards of Excellence – English Language Arts, Literature and Composition (Grades 9-10)	<p>ELAGSE9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
Georgia Standards of Excellence – English Language Arts, American Literature (Grades 11-12)	<p>ELAGSE11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>
Georgia Standards of Excellence – Theatre Art, Musical Theatre	<p>TAHSMT.CR.1: Organize, design, and refine theatrical work.</p> <p>b. Engage in and apply meaningful cultural, literary, and historical research to support formal or informal theatrical performance.</p>
Common Core Standards – English Language Arts (Grades 9-10)	<p>CCSS.ELA-LITERACY.W.9-10.2.D: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>
Common Core Standards – English Language Arts (Grades 11-12)	<p>CCSS.ELA-LITERACY.W.11-12.2.D: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>
National Core Arts Standards – Theatre	<p>Anchor Standard 7: Perceive and analyze artistic work - HS Advanced</p> <p>TH: Re7.1.-III.a: Use historical and cultural context to structure and justify personal responses to a drama/theatre work.</p>

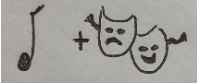
**Lesson 1 - Vocabulary
Lesson Plan**

Objective: Students will define unknown and multiple-meaning words to build domain-specific vocabulary before viewing the Introduction to Musical Theater resource video.

Agenda:

Description + Approximate Time	Directions
1. Do Now – Musical Theater (5 minutes)	<p>Upon arrival, welcome students and encourage them to utilize the chat feature to respond to the prompt:</p> <p><i>On a scale of 1 (low) to 10 (high), how interested are you in musical theater as an art form? Justify your response in 1-2 sentences.</i></p>
2. Warm Up – Agree/Disagree (10 minutes)	<p>As you read the statements below, advise students to lean in (towards screen) if they agree and lean back (away from screen) if they disagree. Invite 1-2 students to share out following statement.</p> <ol style="list-style-type: none"> 1. <i>Musical theater fills me with joy.</i> 2. <i>As an artist, I enjoy acting, singing, and dancing.</i> 3. <i>It's easy to believe characters are in love when they sing together.</i> 4. <i>Regional theaters are just as important and impressive as Broadway theaters.</i> 5. <i>Musical productions are a tool for political commentary and social engagement.</i>
3. Mini Lesson – Define Vocabulary (20 minutes)	<p>Provide students with the Lesson 1 – Vocabulary Instructional Resource (page 5). Utilize the resource to: define each term, hear the words used in context (students may opt in to read aloud), and invite students to draw an illustration or doodle that will help them remember the word.</p>
4. Improv Game – Word at a Time Story (20 minutes)	<p>Together, the class will tell a complete story – one word at a time. Determine the order in which students will speak so that each student can contribute one word to tell a story. Encourage students to go with their first impulse. The story will end when all (9) new vocabulary words have been used.</p>
5. Assessment – Exit Card (5 minutes)	<p>Ask students to share the following 3-2-1 Exit Card information with you via private chat before departing:</p> <ol style="list-style-type: none"> 3. Which (3) vocabulary words do you know by heart today? 2. Use (2) of those words in an original sentence. 1. Which (1) vocabulary word remains unclear for you?

Lesson 1 - Vocabulary
Instructional Resource

Word (Part of Speech)	Definition	Used in Context	Illustration or Doodle
Musico-dramatic (adjective)	<i>Musical *and* dramatic</i>	"These writing giants implemented genuinely integrated musico-dramatic scores."	
Giant (noun)		"In the 1920s, the American musical took shape, giving birth to writing giants such as Cole Porter."	
Incubator (noun)		"Theatres like the Alliance Theatre serve as incubators for new musical work."	
Commerce (noun)		"There was a national movement to restore the idea of theater away from commerce and conservatism."	
Duet (noun)		"This song is considered a love duet ."	
Premiere (verb)		"The musical premiered off-off-Broadway in 1982."	
Resonate (verb)		"What does and does not resonate well in keeping with current cultural conversations?"	
Epilogue (noun)		"The writers set out to accomplish a great deal in a relatively short epilogue ."	
Unconventional (adjective)		"The musical had an unconventional path."	

Lesson 2 - Lecture & Performance Notes
Standards

Source	Standard(s)
Georgia Standards of Excellence – English Language Arts, Literature and Composition (Grades 9-10)	ELAGSE9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Georgia Standards of Excellence – English Language Arts, American Literature (Grades 11-12)	ELAGSE11-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Georgia Standards of Excellence – Theatre Art, Musical Theatre	<p>TAHSMT.RE.1: Engage actively and appropriately as an audience member.</p> <p>a. Examine the relationship between actor and live audience in history and contemporary performance.</p> <p>TAHSMT.CN.2: Examine the role of theatre in a societal, cultural, and historical context.</p> <p>a. Compare and contrast presentational and representational styles in musical theatre.</p> <p>b. Examine the role and influence of musical theatre in various historical and contemporary cultures.</p>
Common Core Standards – English Language Arts (Grades 9-10)	CCSS.ELA-LITERACY.RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Common Core Standards – English Language Arts (Grades 11-12)	CCSS.ELA-LITERACY.RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
National Core Arts Standards – Theatre	<p>Anchor Standard 7: Perceive and analyze artistic work - HS Advanced</p> <p>TH: Re7.1.-III.a: Use historical and cultural context to structure and justify personal responses to a drama/theatre work.</p>

Lesson 2 - Lecture & Performance Notes

Lesson Plan

Objective: Students will view the Introduction to Musical Theater resource video in order to compare/contrast the Broadway-bound journeys of a variety of musicals and identify “classic” song types.

Agenda:

Description + Approximate Time	Directions
1. Welcome and Directions	Welcome! Today we will view the Introduction to Musical Theater resource video presented by the Johnny Mercer Foundation and Alliance Theatre. Before we begin, locate the Lesson 2 – Lecture & Performance Notes Instructional Resource (page 8). Utilize the graphic organizer as you view the video to track specific information from the Lecture & Performance.
2. Stream Video (60 minutes)	Stream video
3. Assessment	The Lesson 2 – Lecture & Performance Notes Instructional Resource (page 8) can be utilized as a formative assessment. Students will need additional time to complete the graphic organizer. At the teacher’s discretion, students may complete the graphic organizer independently (i.e. as homework). In that case, be sure to share the video link with students so they can return to the video if needed. Alternatively, more class time can be offered to review and complete the assessment independently, in small groups, or as a whole group. If any information is unclear or is not explicitly stated in the video, encourage students to engage in independent research to determine information.

Lesson 2 - Lecture & Performance Notes
 Instructional Resource

Song Title	Musical Title	Theater (and Year) of Origin	Song Type	Viewer's Response (Questions, Comments)
"The Gods Love Nubia"	AIDA	Alliance Theatre (1998)	Act I Curtain	Very moving performance by soloist! Liked hearing the ensemble at end.
"Cockeyed Optimist"				
"She Loves Me"				
"Corner of the Sky"				
"And at the Top of the World"				
"Suddenly Seymour"				
"Millwork"				
"Emmie's Dream"				
"More... And More... And More"				
"Zazz"				
"Barry is Going to Prom"				
"The Color Purple"				

Lesson 3 - Independent Research Standards

Source	Standard(s)
Georgia Standards of Excellence – English Language Arts, Literature and Composition (Grades 9-10)	ELAGSE9-10W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Georgia Standards of Excellence – English Language Arts, American Literature (Grades 11-12)	ELAGSE11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Georgia Standards of Excellence – Theatre Art, Musical Theatre	TAHSMT.CR.1: Organize, design, and refine theatrical work. b. Engage in and apply meaningful cultural, literary, and historical research to support formal or informal theatrical performance.
Common Core Standards – English Language Arts (Grades 9-10)	CCSS.ELA-LITERACY.W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Common Core Standards – English Language Arts (Grades 11-12)	CCSS.ELA-LITERACY.W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
National Core Arts Standards – Theatre	Anchor Standard 8: Interpret intent and meaning in artistic work - HS Advanced TH:Re8.1.III.b: Use new understandings of cultures and contexts to shape personal responses to drama/theatre work. TH:Re8.1.III.c: Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.

**Lesson 3 - Independent Research
Lesson Plan**

Objective: Students will gather relevant information from multiple, reliable sources to investigate the life and work of a musical theater “giant.”

Agenda:


Description + Approximate Time	Directions
1. Do Now – Audience Response (5 minutes)	Upon arrival, welcome students and encourage them to utilize the chat feature to respond to the prompt: <i>What did you think of the Introduction to Musical Theater resource video? Share 1 reaction and 1 question.</i>
2. Warm Up – Giants (5 minutes)	Pick (5) well-known “giants” across industries and history (e.g. Steve Jobs, Serena Williams, John Lewis, Anna Wintour, Jennifer Lopez). Share an image of each “giant” – one at a time – inviting students to respond in the chat with one word they feel best describes that person’s life and work. Ask 1-2 students to share more.
3. Mini Lesson – Independent Research (15 minutes)	Inform students that they will have the opportunity to independently investigate the life and work of a musical theater “giant” or writing team. Share the Lesson 3 – Independent Research Instructional Resource (page 11) and model its use, literally describing which giant you (the teacher) chose, and revealing the information that you gathered. Use this as an opportunity to model independent research and teach students how to choose and cite multiple, reliable sources. Note: prepare your model for the Lesson 3 – Independent Research Instructional Resource before this class.
4. Word Dump – Giants and Writing Teams (10 minutes)	Track student responses to this “Word Dump” prompt: <i>Which musical theater “giants” and writing teams were named in the Introduction to Musical Theater resource video? Do you know any other key players in the field? Call out these names to generate a collaborative list of possible “giants” and writing teams to research.</i>
5. Independent Research – Giants and Writing Teams (20 minutes)	Provide students with class time to begin researching the “giant” or writing team of their choice. Use the private chat feature to check in with each student to see if they need additional support. As an option, you can note which students are researching the same “giant” or writing team and provide them a breakout room space to share ideas and resources.
6. Assessment – Exit Card (5 minutes)	Ask students to share the following Exit Card information with you via private chat before departing: <i>1. Which “giant” or writing team did you select to research? 2. Share one interesting fact you learned in your research today. 3. Yes/No - do you need additional support in locating reliable sources?</i>

**Lesson 3 – Independent Research
Instructional Resource**

Directions:

- Select a musical theater “giant” or writing team to research.
- The figure/team may be historical or contemporary.
- The figure/team may have been referenced in the Resource Video or may be a figure/team of your choosing.

Step #1 – Generate a Research Focus and Question

Name(s)	Picture or Photograph	If you could ask this “giant” or writing team any one question, what would you ask?
		

Step #2 – Gather Research from Multiple, Reliable Sources

Interesting or Significant Fact	Source

Lesson 4 - Project-Based Learning (Group Work)
Standards

Source	Standard(s)
Georgia Standards of Excellence – English Language Arts, Literature and Composition (Grades 9-10)	ELAGSE9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Georgia Standards of Excellence – English Language Arts, American Literature (Grades 11-12)	ELAGSE11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Georgia Standards of Excellence – Theatre Art, Musical Theatre	TAHSMT.CR.1: Organize, design, and refine theatrical work. <ul style="list-style-type: none"> a. Analyze various theories of dramatic structure in a musical and explain how text, music, and movement can be used to advance the plot of a musical. b. Engage in and apply meaningful cultural, literary, and historical research to support formal or informal theatrical performance.
Common Core Standards – English Language Arts (Grades 9-10)	CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Common Core Standards – English Language Arts (Grades 11-12)	CCSS.ELA-LITERACY.SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
National Core Arts Standards – Theatre	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art – HS Advanced TH:Cn10.1.III.a: Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

Lesson 4 - Project-Based Learning (Group Work)

Lesson Plan

Objective: Students will collaborate in small groups of “writing teams” to develop the concept and lyrics for an original musical inspired by a source text.

Agenda:

Description + Approximate Time	Directions
1. Do Now – Source Texts (5 minutes)	<p>Upon arrival, welcome students and encourage them to utilize the chat feature to respond to the prompt:</p> <p><i>The Introduction to Musical Theater resource video named several musicals inspired by source texts, including “Tuck Everlasting” and “Bring It On: The Musical.” What source text (book, movie, or other) would you like to see adapted as a musical?</i></p>
2. Warm Up – Pitch a Musical (10 minutes)	<p>Split the class in half. In each group, students share the source text brainstormed above. The group assumes the role of Broadway Producers, and selects one source text to pitch as a new Broadway musical. Groups have 5 minutes to prepare the pitch, and then each group shares out. The teacher – in role as a Broadway Investor – will decide the “winning” pitch.</p>
3. Mini Lesson – Introduce Source Text: The Musical! Project (15 minutes)	<p>Explain directions for the Project (below) and model how to use the Lesson 4 – Project-Based Learning (Group Work) Instructional Resource (page 14-15), using examples driven by the “winning” pitch from the Warm Up.</p> <ul style="list-style-type: none"> • Students will break out into small groups of 4. • Each group will pick one source text to adapt as a new musical. • As a group, brainstorm the title and characters for (4) specific songs from the show. • Assign one “giant” (team member) to write at least one verse of lyrics for each song. • Each group will have the opportunity to share out.
4. Group Work – Source Text: The Musical! Project (20 minutes)	<p>Provide class time for groups to work on Step #1 of the Project:</p> <ul style="list-style-type: none"> • Determine Title of Show • Determine “Best Of” Playlist details (Song Titles, Characters) • Assign one “giant” (writing team member) as Lyricist of each song
5. Writer’s Workshop – Lyrics (10 minutes)	<p>Ensure that Step #1 is completed before releasing students to Step #2. Provide class time for students to work on Step #2 of the Project: composing at least one verse (4 lines) of original lyrics for their assigned song.</p>
6. Assessment	<p>Ask students to privately chat their work on Step #2 to you (the teacher) before departing. In the next lesson, differentiate instruction to support every student in completing Step #2 before the Share Out. Ultimately, the Lesson 4 – Project-Based Learning (Group Work) Instructional Resource (page 14-15) may be utilized as a formative assessment.</p>

Lesson 4 – Project-Based Learning (Group Work)

Instructional Resource – Step #1

Giants:

Insert writing team member names here:

Title of Show:

_____ : *The Musical!*
(Source Text)

“Best of” Playlist:

Song Type	Song Title	Lyricist(s)	Character(s)
“I Am” Song			
“I Want” Song			
“Love Duet”			
“Title” Song			

Lesson 4 – Project-Based Learning (Group Work)

Instructional Resource – Step #2

Directions - Step #2:

- Compose **at least one verse** (4 lines) of original lyrics for each song.
- Remember: lyrics are *a lot* like poetry.
- Each “giant” will contribute one set of lyrics to their writing team.
- Then, each writing team will have the opportunity to share highlights from the “Best Of” Playlist of their original musical.

Compose original lyrics here:

**Lesson 5 - Project-Based Learning (Share Out)
Standards**

Source	Standard(s)
Georgia Standards of Excellence – English Language Arts, Literature and Composition (Grades 9-10)	ELAGSE9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Georgia Standards of Excellence – English Language Arts, American Literature (Grades 11-12)	ELAGSE11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Georgia Standards of Excellence – Theatre Art, Musical Theatre	TAHSMT.CR.1: Organize, design, and refine theatrical work. <ul style="list-style-type: none"> a. Analyze various theories of dramatic structure in a musical and explain how text, music, and movement can be used to advance the plot of a musical. b. Engage in and apply meaningful cultural, literary, and historical research to support formal or informal theatrical performance.
Common Core Standards – English Language Arts (Grades 9-10)	CCSS.ELA-LITERACY.SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Common Core Standards – English Language Arts (Grades 11-12)	CCSS.ELA-LITERACY.SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
National Core Arts Standards – Theatre	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding – HS Advanced TH:Cn11.2.III.a: Justify the creative choices made in a devised or scripted drama/theatre work, based on a critical interpretation of specific data from theatre research.

Lesson 5 - Project-Based Learning (Share Out)

Lesson Plan

Objective: Students will present the concept and lyrics for an original musical inspired by a source text.

Agenda:

Description + Approximate Time	Directions
1. Do Now – Presentation (5 minutes)	Upon arrival, welcome students and encourage them to utilize the chat feature to respond to the prompt: <i>Your group presentations are today! Your goal as a presenter is to be clear, concise, and logical. What’s one presentation tip or strategy that you find helpful?</i>
2. Warm Up – Breath (5 minutes)	Advise the students that strong presenters (and actors) control and use their breath to stay grounded and mindful. Lead students through a simple yet effective breathing exercise, such as: inhaling, holding, exhaling, and holding breath in incremental counts (example: breathe in for 5 seconds, hold for 5 seconds, breathe out for 5 seconds, hold for 5 seconds; and then increase or decrease the count). Encourage students to relax their shoulders and breathe deeply. Ask them how they felt when they arrived, and their feelings may have changed after engaging in the breathing exercise.
3. Mini Lesson – Rubric (5 minutes)	Review the Rubric (page 19) with students and check for understanding regarding the criteria for success. Additionally, share a few student work samples from Lesson 4 to celebrate the great work that’s happened so far.
4. Group Work – Refine Presentations (20 minutes)	Allow additional class time for groups to refine their presentations. Check in with each group to ensure they are ready to share out. If needed, extend this time for refinement.
5. Share Out – Source Text: The Musical! (20 minutes)	Provide instructions for the culminating share out. Randomly determine the order in which groups will present, and share the Lesson 5 – Project-Based Learning (Share Out) Instructional Resource (page 18) so students can provide feedback on their peers’ presentations. After each presentation, pause to hear a few comments (compliments and questions) from the audience and invite the presenting team to respond, if time allows.
6. Closing Reflections and Assessment (5 minutes)	The Lesson 5 – Project-Based Learning (Share Out) Instructional Resource (page 18) includes two closing reflection questions, providing students the opportunity to reflect on their peers’ presentations and evaluate their own performance. Completion of this resource can be utilized as a formative assessment. Additionally, the Rubric (page 19) provided may serve as a final, summative assessment of student learning.

Lesson 5 – Project-Based Learning (Share Out)

Instructional Resource

Directions – Step #1:

- Complete this graphic organizer **as other groups present** to provide feedback about your peers' presentations.

Writing Team Members	Title of Show	Compliment I LIKED...	Question I WONDER...

Directions – Step #2:

- Respond to the prompts below as closing reflections.

1. Which musical (other than your own) would you be most interested in producing? Why?
2. Self-evaluate your own presentation today.
 - Do you feel your presentation was clear, concise, and logical?
 - GLOW - What did you do well in your presentation today?
 - GROW – What will you consider changing the next time you present?

Lesson 5 – Project-Based Learning (Share Out)

Rubric

Criterion	Not Evident (0)	Beginning (1)	Intermediate (2)	Advanced (3)
Student effectively collaborated with team to determine the concept (Title of Show, “Best Of” Playlist) for this project.				
Student expressed clear, creative ideas by composing original lyrics (at least one verse, in character) for this project.				
Student’s original lyrics could be used to advance the plot of a new musical.				
Student’s original lyrics demonstrated understanding of the specified song type				
Student’s presentation was clear, concise, and logical (easy to follow and appropriate in substance and style).				

Total: _____ / 15 points