LESSON PLAN
TOUCHCAST USAGE IN EDUCATION

BY MS. BETH CRAWFORD
ENGLISH - JULIUS CAESAR - 10TH GRADE
Overview
This lesson plan is about Julius Caesar and the question of why it is relevant to study Julius Caesar today. This question will be introduced to students via TouchCast by the teacher. Then, the students will create their own modern versions of Julius Caesar and will reenact a scene using TouchCast. During this lesson, students will work in teams to plan and create authentic content using the TouchCast technology.
Related Common Cores Standards

- **CCSS.ELA-Literacy.W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above)
- **CCSS.ELA-Literacy.W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 here)
- **CCSS.ELA-Literacy.W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information
- **CCSS.ELA-Literacy.RL.9-10.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme
- **CCSS.ELA-Literacy.RL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus)
- **CCSS.ELA-Literacy.SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence, and to increase interest
- **CCSS.ELA-Literacy.W.9-10.3a** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events
- **CCSS.ELA-Literacy.W.9-10.3b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters
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<thead>
<tr>
<th>Part / Time</th>
<th>Procedures</th>
<th>TouchCast</th>
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| Introduction     | 1. Teacher’s TouchCast introduction to the topic:  
• Why is Julius Caesar still relevant today?  
• How absolute power corrupts, dictators get overthrown, fate vs free will  
• CCSS.ELA-Literacy.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later writer might be influenced by Shakespeare’s plays). Modern adaptations (ie. Mean Girls and Pretty Little Liars both include theme of how absolute power corrupts)  
• Shakespeare and his background  
• “History” plays and how history gets revised  
• Julius Caesar and who he “really” was  
• Other major players and who they are in the play                                                                 | Teacher’s TouchCast Lecture - Introduction to the topic - who was Julius Caesar and why is JC still relevant today?  
• Use the teleprompter to read your script  
• Use the Photo vApp to include relevant images of pop-culture (i.e. heroes from current films and books)  
• Use the Browser vApp to include relevant web sites of current news (i.e. leaders and corruption)  
• Use the Quote vApp for citation  
• Reinforce your questions by writing them on the blackboard using the text tool  
• Use the Video vApp to include relevant and modern examples of different nations revolutions (i.e. the Arab spring)  
• Ask your student to submit answers to questions you were asking during the TouchCast by connecting them to Google Forms  
• Remind your students to pause the TouchCast while browsing  
*Watch Beth Crawford’s TouchCast                                                                                           |
| Body of lesson   | 2. After reading the play Julius Caesar, students will film a scene from the play. This scene will be written in modern English. It should reflect an accurate depiction of the major characters and plot elements of the chosen scene, as well as accurately depict the elements of a play, such as stage directions. In addition, students will choose appropriate backgrounds to enhance the scene, as well as appropriate costuming. They will attempt to film from multiple angles, using both lighting & sound to their best advantage. | Student TouchCast Assignment - Prior Knowledge needed:  
• Elements of a play  
• An understanding of how lighting, scenery, and costumes can affect audience understanding of character  
• An understanding of how movie directors reveal characterization  
• The major characters & plot elements of the play Julius Caesar by William Shakespeare  
• The techniques of annotating & close reading                                                                                                                                                                                                                                                                 |

*Watch Beth Crawford’s TouchCast
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| Body of lesson (30 min) | 1. Students will break into groups of three to four.  
2. They will choose which scene in the play they want to depict  
3. **CCSS.ELA-Literacy.RL.9-10.3** Students will do a close reading of that scene, identifying the major plot elements and characterization evident in that scene. They will annotate the scene to reflect their close read.  
4. After determining what the most important plot & characterization elements are in the scene, students will work together to create a modernization of that scene, leaving the basic major elements intact. To begin this process, students will create a storyboard to plan their scene. They will attempt to plan more than one camera angle to film.  
5. **CCSS.ELA-Literacy.RL.9-10.7, CCSS.ELA-Literacy.W.9-10.3a, CCSS.ELA-Literacy.W.9-10.3, CCSS.ELA-Literacy.W.9-10.4, CCSS.ELA-Literacy.W.9-10.5, CCSS.ELA-Literacy.W.9-10.6** Once students have created a storyboard of events, they will write the dialogue and stage directions for the scene. No more than 2-3 characters can speak at one time, and all student members need an equal amount of speaking parts. This script will clearly depict the situation, use narrative techniques such as dialogues and asides, create a smooth progression of events, be clear and coherent, and be revised and edited to remove any errors. To create the script, students will share a document with each other in their google drives.  
6. **CCSS.ELA-Literacy.SL.9-10.5** Students will select appropriate lighting, background, costumes, and scenery to enhance their interpretation of the scene.  
7. Students will sign up to film after school, and as a group will film their reenactment using TouchCast. They may use the teleprompter if they wish, but no other notes. Dialogue should appear polished and well rehearsed. | Students’ TouchCast role-playing group assignment- reenacting modern scenes of Julius Caesar play:  
- Use the teleprompter to copy and paste the script  
- Plan the shooting sessions with a storyboard  
- Assign production roles  
- Use the green screen to shoot scenes and upload a background from the internet/camera roll using the Photo vApp  
- Shoot scenes in short segments by the recording/pausing method or by the merging TouchCasts method  
- Don’t forget to add titles |
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| Materials   | • TouchCast  
• iPads or PC  
• Green Screen  
• Tripod  
• Costumes  
• Internet Connection  
• Microphone  
• Storyboard |

**TouchCast**

- TouchCast
- iPads or PC
- Green Screen
- Tripod
- Costumes
- Internet Connection
- Microphone
- Storyboard
### TouchCast // Julius Caesar // Assessment Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
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<tbody>
<tr>
<td><strong>Teamwork</strong></td>
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<td>Students meet and discuss regularly. All students contribute to the discussion and listen respectfully. All team members contribute a fair share of the work.</td>
<td>Students meet and discuss regularly. Most students contribute to the discussion and listen respectfully. All team members contribute a fair share of the work.</td>
<td>A couple of team meetings are held. Most students contribute to the discussion and listen respectfully. All team members contribute a fair share of the work.</td>
<td>Meetings are not held AND/OR some team members do not contribute a fair share of the work.</td>
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<td><strong>Julius Caesar:</strong> Characters</td>
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<td>The characters match the original play in terms of characterization and are well acted.</td>
<td>The characters mostly match the original play and are mostly well acted.</td>
<td>Few characters match the original play and few are well acted.</td>
<td>Characters do not match the play and all are poorly acted</td>
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<td><strong>Julius Caesar:</strong> plot</td>
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<td>The modernization matches the play well. It is very clear to the audience which scene is depicted.</td>
<td>The modernization mostly matches the play. It is clear which scene is depicted, but there are some errors in translation.</td>
<td>Little modernization is evident. There are elements of the plot missing from the modernization.</td>
<td>No modernization is evident. OR the major elements of the plot are missing.</td>
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<td><strong>Storyboard</strong></td>
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<td>Storyboard is complete with sketches for each scene, detailed notes on titles, transitions, special effects, sound, etc. Storyboard reflects outstanding planning and organization for the visuals in the video.</td>
<td>Storyboard is relatively complete with sketches for most scenes, and notes on titles, transitions, special effects, sound, etc. Storyboard reflects effective planning and organization for the visuals in the video.</td>
<td>Storyboard has glaring omissions in scene planning. There are some sketches, and notes on titles, transitions, special effects, sound, etc. Storyboard reflects attempts at planning and organization for the visuals in the video.</td>
<td>Storyboard is not done or is so incomplete that it could not be used even as a general guide. Storyboard reflects very little planning of the visuals.</td>
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**TouchCast // Julius Caesar // Assessment Rubric**

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<tr>
<td><strong>Script</strong></td>
<td>Script is complete and it is clear what each actor will say and do. Entries and exits are scripted as are important movements. Script is quite professional. No more than 2-3 characters can speak at one time, and all student members need an equal amount of speaking parts. This script will clearly depict the situation, use narrative techniques such as dialogues and asides, create a smooth progression of events, be clear and coherent, and be revised and edited to remove any errors.</td>
<td>Script is mostly complete. It is clear what each actor will say and do. Script shows planning. No more than 2-3 characters can speak at one time, but student members have an unequal amount of speaking parts. It mostly depicts the situation, and uses some narrative techniques such as dialogues and asides, creating mostly a smooth progression of events, is mostly clear and coherent, and has most errors edited and revised.</td>
<td>Script has a few major flaws. It is not always clear what the actors are supposed to say and do. Script shows an attempt at planning, but seems incomplete.</td>
<td>There is no script. Actors are expected to improvise what they say and do as they go along.</td>
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<td><strong>Filming</strong></td>
<td>Several camera angles are utilized. Camera is smoothly paused between shots, creating effective transitions. Green screen background and costumes contribute to the realism of the movie.</td>
<td>Several camera angles are utilized, but transitions are not smooth. Green screen background and costumes contribute to the realism of the movie.</td>
<td>Only one camera angle is utilized, and transitions are not smooth. Green screen background and costumes contribute to the realism of the movie.</td>
<td>Camera work is poor, jerky, and there are few, if any, transitions. Background does not support script, and costumes are missing.</td>
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**Note that Julius Caesar character, Julius Caesar plot, and script will all be doubled. Students have the opportunity to remove a member from their group, if that member does not contribute.**
Watch the teacher’s TouchCast Introduction to Julius Caesar

Watch the teacher’s TouchCast “Characters in Shakespeare’s Julius Caesar”

Watch the teacher’s TouchCast “The making of Julius Caesar”
Watch the students role-playing TouchCast “Act 3, scene 1”

Watch the students role-playing TouchCast “Act 1, scene 2”
TouchCast // Julius Caesar // Examples

Watch the students role-playing TouchCast "Act 3, scene 1"

Watch the students role-playing TouchCast "Act 1, scene 1"
# Storyboard - A tool to plan your TouchCast

<table>
<thead>
<tr>
<th>Shot order</th>
<th>Name of the scene / Actors</th>
<th>Background Image</th>
<th>Title</th>
<th>Text</th>
<th>Angle / Zoom</th>
<th>vApps / Effects</th>
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