# Experiential Learning Lesson Plan

## Title of Lesson: The Scarlet Letter – Role Play Exercise

### Learning Objectives for the Lesson

What should students be able to do/demonstrate by the end of the lesson? (When writing objectives, avoid general terms such as “learn” and “understand”).

By the end of the activity, students should be able to:

- Demonstrate improved insight into the motivation of key characters in the novel
- Outline the values and traditions of the time/setting of the novel
- Effectively self-criticize upon reflection on the activity

### Preparation Prior to the Lesson

What, if any, research might I need to undertake in order to prepare for this lesson? What, if any, materials or equipment might I need to set up for this lesson? Any arrangements or contacts to make? (e.g. actors from Ryerson’s ISTC – Interpersonal Skills Training Centre)

- Possibly research/locate available film clips from dramatizations of the novel to serve as a kick-off to the exercise?
- Develop and distribute role play scenario including list of roles, along with rough story line/setting to be played out (e.g. a hypothetical scene in the Market Place in Boston Town between Hestor Prynne and Roger Chillingworth, a second hypothetical scene at the Prynne Cottage between Pearl and Arthur Dimmesdale.)

### Lesson Steps

#### Introduction: How will I open/introduce the lesson?

- Set aside one class for distribution and review of the role play materials
- Identify and record student pairs for role play(s)
- Assign related exercise for students to research and write up a detailed profile of their assigned character
- Set date for students to present their role play scene in pairs.

#### “Do it”: How will I have students execute the lesson. (e.g. role play, case study, creation of a product or artifact, game playing)

- Direct students to first research and develop their character profile
- Once character profiles have been developed and submitted, students should plan to meet with their partner and role play the scenario from their characters’ points of view (e.g. Pearl would like Arthur Dimmesdale to acknowledge their connection – how would this conversation unfold?)
- Having role played the scenario once, each pair of students should then rehearse/prepare their role play for presentation.

#### “What Happened”: How/in what format (e.g. debrief discussion, written summary of proceedings?) will I have the students share their results, reactions and ideas generated by the lesson? (What did they do? What did they see, hear, feel? What was difficult? What was easy?)

- On day of role play presentations, set aside 5 minutes after each presentation for immediate debrief/feedback from instructor and classmates.
<table>
<thead>
<tr>
<th><strong>“What's Important”:</strong></th>
<th><strong>“So What”:</strong></th>
<th><strong>“Now What”:</strong></th>
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</thead>
<tbody>
<tr>
<td>How will I assist students in processing the outcomes of the lesson? (What themes/issues emerged; how were issues addressed?).</td>
<td>How will I help students to extend their learning beyond the lesson? (Connection with real world examples; finding general trends or common truths in the experience).</td>
<td>What opportunities will I provide for students to apply what was learned in alternate circumstances/situations?</td>
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<td>- Break class into small, in-class discussion groups to identify, summarize and share recurring themes emerging from all role play presentations.</td>
<td>- Ask students to find one story from recent/current events that parallels some of the themes that emerged from the exercise.</td>
<td>- Provide students with reflection question “How might I apply what I have learned from this experience to the analysis of another literary work?”</td>
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**Assessment**

How will I know if students “GOT IT”? How might I extend the lesson? What follow up activity/assessment will measure whether students have met the specified learning objectives? (E.g. journal entries, test/quiz, performance-based activity).

- Assign students a 400 – 600 word paper summarizing the extent to which the proceedings of their role play reflected the reality of the social systems and customs depicted in the novel *The Scarlet Letter*.

**My Own Learning (Post-Lesson Reflection)**

Did the lesson go as I expected it would? What worked well with the lesson? What could be improved? Did I seek feedback from students on the lesson and, if so, what responses did they share? Did anything surprise me about the lesson or the students’ feedback?
Adapted from:


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