

Choice Menu

SINGLE LESSON – Project Development Guide with Templates and Examples



ACTIVE LEARNING
FOCUS

ABOUT THIS RESOURCE

A choice menu gives students agency over their learning: they can make choices about what they learn or how they demonstrate proficiency. This type of choice board provides both structured expectations and opportunity for differentiation, so that you can meet the needs of an entire class or group of students with one assignment.

HOW TO USE THIS RESOURCE

- Define your goals. What specific standards, learning goals, or skills do you want students to practice or master?
- Determine where you can offer choice.
 - Content:** choices in instructional materials (articles, videos, audio texts, etc.)
 - Process:** choices in activity sequence or pacing, choices in tasks to show mastery or for building toward work product
 - Product:** choices in assessment or culminating task/project
- Review and customize the [template](#) on the following page. Reference the [science](#) and [English](#) examples for inspiration. Add as many choices and courses as necessary to meet your needs. When selecting the activities or topics for your menu, be mindful of the choices you are allowing students to make. Place similar choices in the same course so students will need to choose other options for the remaining courses.
- Optional:* Consider using AI to help create the activities for your menu. Check out [Using AI to Support Student Choice](#).

<< TEMPLATE >>

Student Choice Menu

Select 1 appetizer, 1 main course, and 1 dessert to complete.

You may choose to make your table lines white so they do not appear. See our examples on pages 3-4.

Appetizers 

Desserts 

Option 1

Option 1

Option 2

Option 2

Main Courses 

Option 1

Option 2

EXAMPLE

Blood and Cardiovascular System Menu

Select 1 appetizer, 1 main course, and 1 dessert to complete.

Appetizers

Option 1: Create a TREE MAP to compare BLOOD TYPES A, B, AB, and O. Be sure to include who can receive blood from whom, and the antigens/antibodies each has.

Option 2: Create a FLOW MAP showing the path of BLOOD FLOW through the body. Include both pulmonary and systemic circulation.

Desserts

Option 1: Create a colorful PAMPHLET on HYPERTENSION. Include risk factors, symptoms and treatments. Include treatment options that do not involve the doctor/medication.

Option 2: Both STROKES and HEART ATTACKS result from a lack of blood flow with symptoms that occur suddenly. Create a DIGITAL PRESENTATION comparing and contrasting the two. Include causes, symptoms, how to tell the difference between them, and what you should do if you or someone around you may be experiencing either.

Main Courses

Option 1: It is time for prom! You decide to write and perform a rap at lunch as part of your promposal. As you begin your heart starts to race and you start to sweat. WRITE YOUR RAP. Also include a SHORT PARAGRAPH describing what is happening in your CARDIOVASCULAR SYSTEM as you perform. Include blood pressure and heart rate.

Option 2: You are trying out for the track team when you trip over your untied shoelaces. You look down at your knee and see a cut. It starts to bleed. Write a SHORT PARAGRAPH describing what happened and how your body tried to stop the bleeding. Include the steps in the BLOOD CLOTTING process.

EXAMPLE

Romeo and Juliet: a Dinner to Die For

Select 1 appetizer, 1 main course, and 1 dessert to complete as we read, act out, and discuss the play.

Appetizers

At the end of Act 1

Option 1: Choose one “golden line” from any scene in [Act 1](#). Write at least one paragraph explaining why you think this line is “golden” - why do you find it significant or noteworthy? Make sure you consider its context within the scene as well as all of [Act 1](#).

Option 2: Compose a short letter from one character to another, reacting to the events that occurred in any one scene from [Act 1](#). Take on the perspective of the character writing the letter and imagine what that character is thinking and feeling. What might they want to share with the person who will read the letter?

Desserts

At the end of Act 5 Scene 3

Option 1: Create a personal playlist for any character except Romeo or Juliet. List at least five songs and include a 3-5 sentence explanation for each song that connects the lyrics of the song to evidence of that character’s traits in the text. prepare to share your playlist and justifications with the class.

Option 2: Work with one or two partners to create a series of tableau vivant depicting three pivotal moments from the play. As a class, we will try to identify the moment you are recreating. Be prepared to explain your thinking behind each tableau vivant, including why you chose the moment.

Main Courses

At the end of Act 4

Option 1: Promptbooks are copies of scripts that contain notes about performance: blocking, delivery of lines, setting, costumes, and so on. Choose a scene from the play that you believe to be the most pivotal scene and create a promptbook using the [Pivotal Scene Promptbook Project Guidelines](#).

Option 2: A body biography is a portrait using both words and pictures, which illustrates your understanding of the character. Choose a character from the play and use the [Body Biography Guidelines](#) to create a visual of your character using symbols and textual evidence of indirect characterization.

EXAMPLE

PIVOTAL SCENE PROMPTBOOK PROJECT GUIDELINES

Promptbooks are copies of scripts that contain notes about performance: blocking, delivery of lines, setting, costumes, and so on. They are used by directors, actors, stage managers, and others involved in a production.

Choose a scene from the play that you believe to be the most pivotal. Create a promptbook using the guidelines below to make choices about how lines are delivered and what happens on stage. These choices should highlight that you have done a close reading and understand the characters' subtexts.

Follow the steps below to create your promptbook :

1. Print or photocopy a clean copy of the **scene you have chosen** as the most pivotal.
2. Carefully read through your scene. Circle any unfamiliar words and define them.
3. Choose a setting and decide how you want to stage the scene (like furniture, indoor or outdoor scenery, or other set pieces that establish the setting). Draw a simple sketch of the stage set (from the audience's viewpoint). For a finishing touch, write a key line from your scene under the set design.
4. Make your annotated script. In the margins of the text, mark the following:
 - **Blocking for each actor**
Blocking is where and when actors move around the stage as they perform the scene. This includes all entrances and exits (e.g., Juliet enters from stage left) and all movements around the stage (large movements like "crosses downstage" and "lies on ground" or simple gestures like "shakes his fist"). These notes show that you understand the action of the scene and the relationships between the characters.
 - **Notes for the actors' performances:**
Include production notes for the way you would want an actor to play a character and read their lines: pauses, tone of voice, facial expressions, and pacing. These notes show that you understand the characters' text and subtext in their interactions with other characters.
 - **Major technical cues:**
Include notes for lighting and sound (e.g., "thunder" or "spotlight on Mercutio" or "lights dim"). These notes show that you have a sense of the mood and atmosphere of the scene as it progresses.

EXAMPLE

BODY BIOGRAPHY PROJECT GUIDELINES

A body biography is a portrait of a character, using both words and pictures, which illustrates your understanding of the character. Choose a character from the play and create a visual of your character using symbols and evidence of indirect characterization.

STEP 1: BRAINSTORM AND DRAFT

In the body biography, you will need to represent the following aspects of your character symbolically.

Take notes on each of the following before you begin creating your visual, so that you have a clear plan before you start drawing.

- **Heart:** Where should it be placed to best represent what this character loves most? What should it look like, and what shape, color, pictures, or symbols should be included in it? If what the character loves changes or is wrapped up in conflict, find a way to represent this visually.
- **Hands:** What should the character hold in their hands? Items that are associated with the character either literally or symbolically should be included. Are there objects mentioned within the play itself that you could use? If not, choose objects that especially seem to correspond with the character.
- **Feet:** What does the character stand for or believe in? This should be a symbolic representation of the character's most important beliefs about life—their principles.
- **Ground:** Make the ground/background the setting of an important scene for that character. For example, for Tybalt this might be the town square where he is killed in Act 3 Scene 1.
- **Colors:** Colors are often symbolic. What color(s) do you most associate with your character? Why? How can you work these colors into your presentation?
- **Textual Evidence:** Once you have chosen all of your symbolic elements, return to the play and choose textual evidence to serve as labels or explanation for three of those symbols. You will need at least three (3) pieces of textual evidence on your body biography; remember to include your MLA citation!
- **Before you make your full visual,** sketch a quick draft on a piece of paper, to plan out the placement of each of the elements and the textual evidence.

STEP 2: CREATE YOUR VISUAL

Trace one of your classmates on the large roll of paper provided and turn your draft into a full-sized, colorful, finalized visual of your character. Remember to include the textual evidence you identified, with citations. Be prepared to share and discuss your body biography with the class.

Get more resources like this at www.opportunityeducation.org/resources