

Name	Helen Karas
Date and time	
Cooperating teacher	
School	
Level and number of students	Secondary 4
Description of students	
Previous lessons	Writing an autobiography
Anticipated problems and solutions	In the pre- activity it will be hard to manage the groups, therefore the teacher has decided that each group will be one row.
Next lessons	Video on Criss Angel “Mindfreak” show

Title of lesson: Do you believe in magic?

Goal of lesson: The goal of the lesson is for students to use the article they will read to find the answers to the questions on the questionnaire that will be handed to them in the while part of this lesson plan. The questions have been worked on so that they aren't only search and find answers, but the answers have to be inferred from the text.

Educational aim of a *broad area of* Environmental Awareness and Consumer Rights and Responsibilities: Although the students

<i>learning</i>	won't be purchasing anything or analyzing any economic factors, students will become aware of their environment by critically analyzing people like Criss Angel who make a living out of fooling people with illusions and making them think it is magic.
<i>A cross-curricular competency targeted</i>	Uses information: In both the pre and the while activity the students will use and gather information to learn new card tricks as well as gather information to answer the questions in the questionnaire
<i>ESL competencies targeted (1 or 2)</i> Evaluation (self, peer or teacher)	Reinvests understanding of texts and oral interaction.
Related Content (Culture, Functional Language, Vocabulary, Grammar, Strategies, Processes, Texts) that students need to carry out activities in lesson	Vocabulary Activating prior knowledge, texts(Newspaper article), Strategies: Inferencing
Materials and source	8 Decks of cards, Criss Angel article, Criss Angel questionnaire, OHP Pictures of Magicians, card trick sheets, teacher's card trick sheet.

PREPARING TO LEARN

ACTIVITY	DESCRIPTION OF THE ACTIVITY (role of Teacher and Students)	RATIONALE EVALUATION
1. Mind trick (5 minutes)	On the board place the cards so you can do your trick. Ask students to pick a black card and they follow the teacher's directions. At the end of the directions the teacher tells students that they are on the card in the middle on the bottom row.	Teacher is trying to get students in the magic theme by introducing them to a few card tricks. With the first activity students listen and follow the teacher's instruction (Understanding English).
2. Learning a card trick. (25 minutes)	Tell students that now they will learn a few card tricks. Each group (the class is set up in groups of 4 or by row) will learn a few card tricks. They need to follow the directions on the handouts. The teacher will also model the activity and give them some functional language to use in the classroom.	In the second activity students have to read and follow the instructions to their card trick. MELS evaluation of oral interaction and reading comprehension.
3. Magicians from the past and present (5 minutes)	Teacher shows an OHP of magicians and talks about them a bit to the class. Students can also participate by adding in any comments or tricks they have seen one of these magicians do.	Preparing them for the article they will read

WHILE LEARNING

<p>4. Criss Angel article (5 minutes)</p>	<p>Teacher hands – out the article on Criss Angel and asks students to read the article first. In 5 minutes the teacher will hand out the questions to answer.</p>	<p>My Ct recommended this trick of handing out the text first because this way the students read through the whole text and don't only scan for the answers in the text.</p>
<p>5. Answering the questions (30 minutes)</p>	<p>Students answer the questions after reading the text. Teacher goes around the class and helps students with any clarifications they may need.</p>	<p>This worksheet will be graded and entered as their reading comprehension grade. The questions for the article are written in a way that it asks students to look for a deeper meaning to the text rather than simply scanning for the right answers. Students need to infer answers from the text.</p>

REINVESTMENT OF LEARNING

<p>6. Reinvestment: Response questions (Any extra time)</p>	<p>If some students have finished reading and answering the texts before hand, the directions will be on the board of what to do next.</p> <p>Students must suggest a really risky or tricky illusion they would like to see Criss Angel do. or Describe one illusion they have seen Criss Angel do and why they liked it. (50 to 75 words)</p>	<p>This is considered a reinvestment task, but I have it more as filler in case some students finish before other students, those who don't get to finish before the class ends, then we will continue next class.</p>
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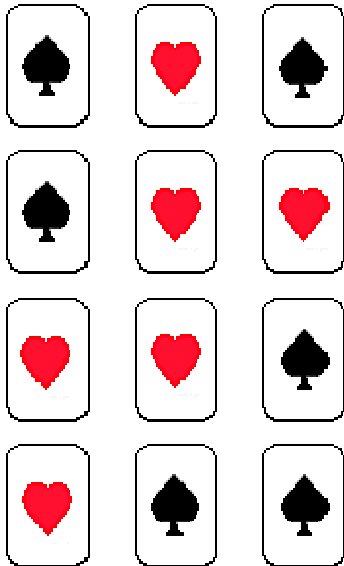
The teacher's trick on board

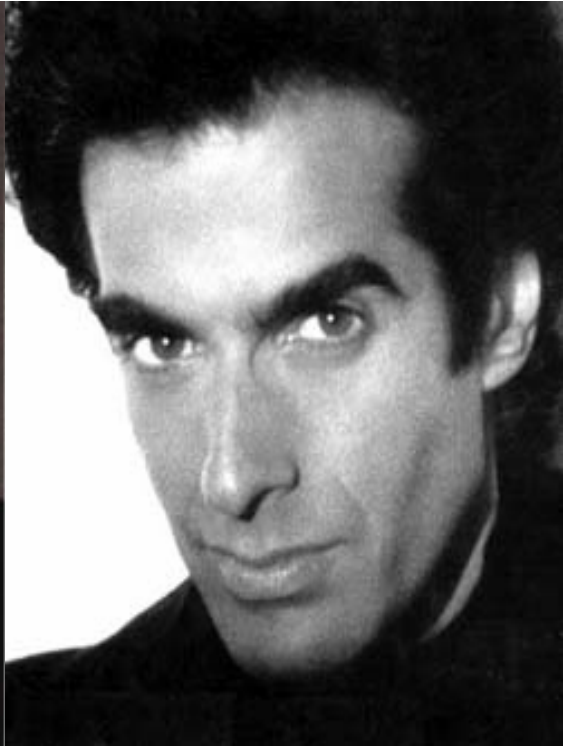
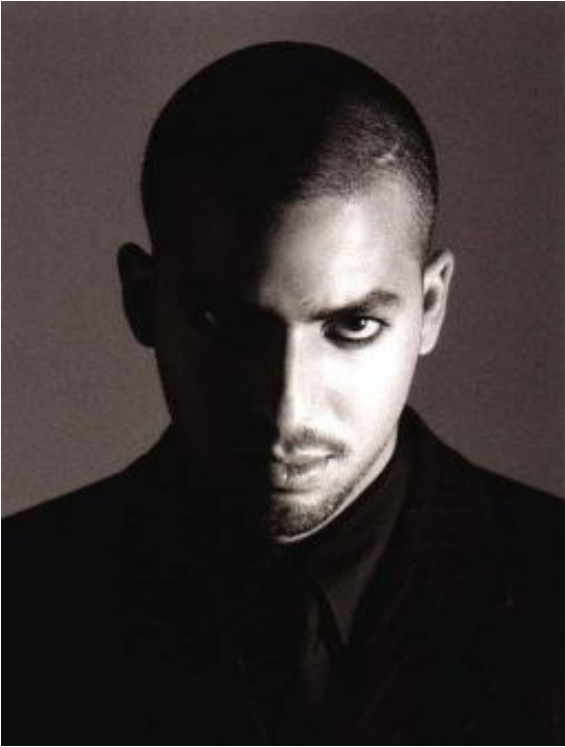
The Magic Effect:

12 cards are placed on the bar (using any red and black cards from the deck) in the same pattern you see in the diagram below here. You tell someone to secretly pick any **BLACK** card. After telling them to make several secret random moves, you are able to tell them which card they have moved to.

The Magic Secret:

Tell your audience member to pick any black card. Tell them to next move UP or DOWN to the nearest **RED** card. Next, tell them to move LEFT or RIGHT to the nearest **BLACK** card. Next, tell them to move **DIAGONALLY** To the Nearest **RED** card. Finally, tell them to move UP or DOWN to the nearest **BLACK** card. If you follow these directions carefully, your audience member will always end up on the **MIDDLE CARD ON THE BOTTOM ROW**.





Cut To It

Effect: The spectator picks a card, puts it on the top of the deck, cuts the deck, and the magician finds the card.

How it's done

- 1- Look at the bottom card of the deck.
- 2- Ask the spectator to take any card.
- 3- Ask him to put the card he chose on top of the deck
- 4- Cut the deck and put the bottom part of the deck on the top.
- 4- You count off the cards from the top, flipping them face up until you reach what used to be the bottom card.
- 5- The next one is the chosen card.

DON'T WRITE ON THIS PAPER!

**GIVE IT BACK AT THE END OF THE
ACTIVITY.**

Psychic Solution

Effect: You tell a person to pick the top card of the pile and to memorize it, then to put the card back into the pile. Taking the deck, you act like you are trying to get "psychic" messages from it. While they concentrate on their card, you name it.

1. Take an ordinary deck, and ask the spectator to shuffle it.
2. Spread the cards like a fan, face up, telling the spectators that the deck is in no particular order. While doing this, look at and remember the top card (on the left).
3. Have the spectator cut the deck into three piles.
4. Be sure you keep an eye on the card that was on top of the deck. Arrange the piles so the first cut pile (the top of the deck) is in-between the other piles.
5. Ask them to look at the card on top of the middle pile, and to memorize it. Then they are to put it inside one of the piles. (You already know what this card is.)
6. Put the deck back together and shuffle the cards.
7. Have the spectator concentrate on the color of the card they picked, you tell them the color. Have them concentrate on the suit, you tell them the suit. Then the number, you tell them the number.

The trick is done; you should have them stunned at your psychic abilities.

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ACTIVITY.**

Slap the Cards Out of His Hand

This is a self-working trick with a nice surprise ending.

1- Tell the spectator to pick any card out of the deck, then to memorize his card and place it face-down on top of the deck.

2-Deal the top 2 cards face-down onto the table, next to each other.

3- Now deal the next 2 cards on top of the 2 cards on the table, and continue dealing the cards onto the 2 stacks (as if you're dealing out the cards for a 2-player card game). Keep dealing until each stack contains 6 cards.

4- Then deal an extra card on top of the first stack (the one on the left, which has the spectator's card on the bottom).

5-Now place the first stack on the left (which has the extra card) on top of the second stack.

6-Pick up the stack and hold it face-down in your hand. Deal out 4 stacks face-down onto the table again, just like you're dealing the cards for a 4-player card game. The first stack will end up having an extra card, so say, "This stack has an extra card, so we won't use it," and set the first stack aside.

7- There are now 3 stacks. Put the third stack (the one on the right) on top of the first stack (the one on the left), then put the second stack on top of the other two. Now deal out 2 stacks face-down onto the table just like you did with the 4 stacks. The first stack (on the left) will end up having an extra card, so say, "This stack has an extra card, so we won't use it," and set the first stack aside.

8-Now you have one stack of 4 cards. Tell the spectator to hold his hand out, palm up. Place the stack face-down onto his palm (don't let him see any of the cards), and tell him to place his thumb lightly on top of the cards to hold them in place. Alternating with both of your hands, gently but quickly slap the top 3 cards off of his hand (this might take a little practice). Ask him what his card is, then tell him to look at the card in his hand. It's his card!

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GIVE IT BACK AT THE END OF THE ACTIVITY.

I can read your mind.

Pre-arrangement : Remove all tens and picture cards from the deck

1- The magician asks a spectator to shuffle the cards.

2- He then takes a bunch of cards and spreads them in front of the spectator who is asked to pick a card from the fan. The spectator is to remember the chosen card and replace it in the pack.

3- The magician then asks the spectator to multiply the value of the card they picked by 2 then add 5, then multiply that number by 5. The spectator is then asked to remember the total they arrive at.

4- Next, the magician lets the helper select another card in the deck, and that value, they are to add to the total that they arrived at before. The spectator is finally asked to reveal their total to the magician.

How the Trick is Done

When you hear their total, subtract 25 **The two digits you get will be the two cards they chose.**

Eg. if their total is 86 then third two selected cards would have been an 8 and a 6.

This is a self working mathematical trick.

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GIVE IT BACK AT THE END OF THE ACTIVITY.

Criss Angel, a new master of illusion

By Ann Oldenburg, USA TODAY



Poof! Criss Angel has turned into the magician of the moment. With

Marilyn Manson looks and Harry Houdini abilities, Angel has caught buzz with his new A&E show, *Mindfreak* (Wednesday, 10 ET/PT).

In its first two weeks *Mindfreak* has drawn 1.7 million viewers, easily improving on the cable network's average prime-time audience of 1.1 million. More important, it's drawing young viewers: The median age is 34, well below A&E's usual 49.

"He is on track to be the next superstar in our field," says Richard Kaufman, editor of *Genii: The Conjurors' Magazine*. Criss is "a hungry guy. You have to be hungry to be a star. It only comes to those who are willing to do almost anything, and, as you can see from the series, he's willing to do just about anything."

In the premiere, he lit himself on fire. This week, Angel flies suspended from a helicopter, hanging with four 8-gauge fish hooks stuck into his back. "You have to put them in the flesh just right. Too shallow and they will rip right out, too deep can be permanent muscle damage. It was excruciatingly painful, yet one of the most beautiful things I've ever done."

It's part of his artistry, says the musician and magician, who also calls himself a mentalist, a hypnotist and an illusionist. And if you ask him about comparisons to David Blaine, who has done such stunts as freezing himself in ice and burying himself alive, Angel says: "Who?"

Although it seems as if Angel — who took his stage name when fellow magician and famous debunker The Amazing Randi told him he looked nothing like an angel — just burst on the scene, he has been performing since he was 6.

"My Aunt Stella did a card trick," says Angel, who grew up on Long Island in a Greek-American family. "It boggled my mind. Once she shared it with me, I felt this incredible sense of power, that an adult didn't understand how it worked. It was very enticing."

Angel is now his real name, he says. He doesn't want to give his family name or age or other information. "I don't talk about my age, my personal life, my religion, my politics. And here's why: I want people to experience my art from the purist form." Besides, he adds, "I have a lot of people showing up at my mother's doorstep."

He has made TV appearances and done several specials, including ones on the Sci Fi Channel and ABC Family. But magicians don't typically get series. That only happened after he signed with powerhouse agency The Firm. Dave Baram, the president, is an amateur magician, and Angel is the firm's first magician client.

A&E, he says, has been supportive, but he's concerned that executives might not air one of his episodes.

"I did something that is a famous effect that 12 magicians have tried to do and died — to catch a bullet in your teeth. I wanted to devise a way to really try to do it. I had a ballistics expert fabricate a metal cup for my mouth designed to absorb the .223 bullet. And I had a sharpshooter, a guy who is an incredible shot — Jon Davis from the band Korn. And we were successful in doing it. We did it and I didn't kill myself! I want to show people."

He says A&E is worried about copycats trying it. In a statement, the network said it hasn't made a decision on the bullet-catch stunt: "With the enormous success of *Criss Angel: Mindfreak* with the younger audience, we are carefully reviewing each episode."

In the meantime, Angel is working on a book and has a tour planned for fall. "The goal is to become a household name."

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A

Name: _____

Group: _____

Criss Angel: Oasis

/25

Instructions: As you watch the Criss Angel video clip, answer the questions.

1) How did Criss Angel come up with the idea for the magic stunt "Oasis"? /1

2) Why did Criss Angel want to get tied to a chair? /2

3) How did the sailors feel once Criss freed himself from the chair? Why in your opinion? /2

-They felt _____

-Because _____

4) What is the container made of? (Give three items) /3

5) What did **Pontiac** promise Criss, and what will he have to do to get that promise? /2

6) What will Criss face physically while he is in the tank? /3

- _____
- _____
- _____

7) Why is it important to plan these tricks well? (tricks like the tank and levitating someone) /2

8) What are two options that Criss has to escape the tank? /2

- _____
- _____

9) What factors did Jennifer say Criss was experiencing in the tank that made his team worry about him (2 factors) /2

- _____
- _____

10) Why did Criss Angel not like his experience in the tank? /2

Response Questions (Only do this after watching the show)

11) What do you think Criss Angel was thinking about in the tank? /2

12) Why does Criss includes clips of that weird family in between scenes of the show? /2
