



Unit Name: Reading Literature/Writing Literary Essays

Duration: Unit 3

Essential Questions:

Who was Shakespeare and why is he still important today?

How has language changed since Shakespeare's time?

What methods can be used to decode Shakespeare's messages?

What important words and phrases were coined by Shakespeare?

How does Shakespeare highlight the aspects of dilemma and tragic choice through the character of Macbeth?

What does it take to make a good person turn evil?

Enduring Understandings:

Readers will understand Renaissance society and culture.

Readers will learn about Shakespeare's life.

Reader will learn the structure of a Shakespearean sonnet .

Readers will understand syntax and language modifications from Shakespeare to today

Writers will use tactics to uncover viable research via the internet



Writers will understand elements of effective public speaking

Relevant Standards: RL11.12.1, RL11.12.4, RL11.12.7, W11.12.1, W11.12.2, W11.12.3, W11.12.4, W11.12.5, W11.12.6, W11.12.7, W11.12.8, W11.12.9, SL11.12.1, SL11.12.2, SL 1.12.3, SL11.12.4, SL11.12..5, SL11.12.6, L11.12.1, L11.12.2, L11.12.3, L11.12.4, L11.12.5, L11.12.6

Core Instruction: Teachers will blend reading, writing, and grammar into *Macbeth* and the Shakespearean Sonnets

Reading: Genre Literature/Shakespearean

- Oral performance of text
- Individual readings of texts
- Utilize active reading strategies
- Collection of information regarding Shakespeare's life and times
- Decoding of Shakespearean sonnet
- Creation of original sonnet following Shakespearean guidelines
- Use context clues for unfamiliar vocabulary
- Discussion of various interpretations of texts
- Use context clues for unfamiliar vocabulary
- Oral performance of text
- Individual readings of texts
- Discussion of various interpretations of text, with concentration on specific lines
- Recognize the consequences of ambition for the tragic hero
- Judge responsibility as it relates to Macbeth, Lady Macbeth and the Witches
- Judge the effectiveness of manipulation through the characters of Macbeth, Lady Macbeth and the Witches
- Apply the concepts of slippery slope (of morality), psychomachia, The Great Chain of Being, liminality, and duty to the text
- Predict the consequences for Macbeth's tragic decision



Writing: Writing an original Sonnet

Students will understand the parts of a Shakespearean Sonnet and write one of their own

- Brainstorm to develop ideas
- Use of knowledge to create presentation
- Demonstrate understanding of thesis and be able to prove the statement
- Become familiar with many new words for vocabulary building
- Compare personal knowledge of legends to written legends
- Draw connections between multiple texts for comparison/contrast of themes, characters, etc
- Derive implications of alternative staging of the play as connected to theme
- Critique directorial choices in cast, blocking, camera angle, costume and music as applicable
- Discuss impact of directorial choices

Grammar:

- Sentence Structure (simple, compound, complex, compound-complex); independent-dependent clauses; commas (these grammar skills are reinforced in their writing, and students are kept accountable by including these elements in a rubric)
- Demonstrate command of conventions of standard English capitalization
- Demonstrate command of conventions of standard English spelling
- Clarify meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content.
- Acquire and use grade-appropriate general academic and domain-specific words and phrases.

Interdisciplinary Connections

Students will work in groups in order to perform scenes from *Macbeth* for class.

Tier 2 Vocabulary: according, analogy, analysis, analyze, annotate, articulate, assert, audience, authentic, background, characterize,



characteristic, chronology, cite, claim, clarify, compose, composition, conclude, conclusion, consequence, consider, convey, correlate, credible, define, depict, determine, develop, emphasize, evaluate, evidence, examine, expository, genre, narrator, notice, objective, observe, opinion, organize, outline, preview, proofread, reference, revise, review, respond, structure, succinct, support, symbolize, transition

Tier 3 Vocabulary: sonnet, soliloquy, aside, metonymy, rhyme scheme,

Core Instructional Materials/Resources/Digital Tools: (i.e., specific textbooks, classroom resources, digital tools, links to websites and videos)

Textbook: Sonnets, *Macbeth*

21st Century Themes and Skills:

- CRP2.** Apply appropriate academic and technical skills.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

Students will work in groups to create performance of scenes from *Macbeth*



8.1 Educational Technology 8.1.8A.1 - 8.1.8.A.2; 8.1.8.A.5	<table border="1"><tr><td>Understand and use technology systems.</td></tr></table>	Understand and use technology systems.
Understand and use technology systems.		
Assessments and Performance Tasks:	Students will write original sonnet Students will take tests on each act of <i>Macbeth</i> Students will be graded on performance of <i>Macbeth</i> scenes	



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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p>Explore concepts in depth/encourage independent study/Conduct research and provide presentation of topics.</p> <p>Encourage creative expression and thinking by allowing students to choose how to approach an assignment.</p> <p>Invite students to explore different points of view on a topic and compare two.</p> <p>Provide opportunities where students are in charge of their learning.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p>	<p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary and important information</p> <p>Emphasize critical/key information</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating</p>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating</p>



<p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Use Higher Level Questioning Techniques that require students to look into causes, experiences, and facts to draw conclusions or make connections to other areas of learning</p> <p>Provide assessments at a higher level of thinking</p>	<p>Use graphic organizers</p> <p>Refer to relevant previously taught or mastered skills</p> <p>Use multiple analogies and examples</p> <p>Provide study guide and notes</p> <p>Provide models and demonstrations</p> <p>Repeat/review</p> <p>Shortened assignments</p> <p>Consistent, immediate feedback</p> <p>Vocabulary files</p> <p>Visual aids</p> <p>show student example/model of any assignment</p> <p>Modify reading required</p> <p>Modify writing required</p>	<p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student request books on tape/CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student</p>	<p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p>
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		<p>agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments Extended time on tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p>	<p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p> <p>Modifications for Assessments Extended time on tests and quizzes.</p> <p>Student may take/complete tests in an</p>
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		<p>Distribute study guide for tests.</p> <p>Establish or accommodations / modifications for assessments.</p>	<p>alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for tests.</p> <p>Establish accommodations / modifications for assessments.</p>
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