



**Unit Name: Reading Literature**

**Duration: Unit 1**

**Essential Questions:**

**How does Sophocles connect to the nature of humanity through the tragic medium?**

**How much control do we have over our lives?**

**How do characters within the play develop and evolve?**

**How can we determine fate versus free will?**

**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?**

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

**What role does duty play in our lives?**

**Enduring Understandings: Readers can appreciate Greek culture and literature.**

**Readers can recognize the importance of a tragic hero and a martyr.**

**Readers can identify themes of fate, ignorance to truth, limitations of free will tied to interference of the gods.**

**Readers can describe dramatic structure and elements of a tragedy.**

**Readers can understand the structure of a tragic play**



Readers can identify the staging of the Globe theater

Readers can describe the qualities of dilemma and tragic hero

Readers can recognize themes of madness, duty, seeming, duplicity, and truth

Relevant Standards: RL 11-12.1-10; RI 11-12.1-10; W 11-12.1-2,4-9; SL 11-12.1-2,4; L 11-12.1-6

Core Instruction: Greek and Shakespearean literature blends reading, writing and grammar lessons.

Reading: Genre Literature/Fiction

- Close reading skills; fluency; analyze how particular elements of a story interact:
- How setting shapes the characters; how plot shapes the characters;
- Analyze how author develops and/or contracts points of view of different character or narrator.
- Analyze how a poem's form or structure contributes to its meaning
- Determine the meaning of words and phrases and analyze impact of rhyme, alliteration, in specific verses, stanzas or sections of a story or drama
- Identify a variety of literary concepts and techniques as they are used in Greek literature and Shakespearean literature
- Read the text orally
- Apply context clues for new vocabulary.
- Evaluate choices of tragic hero and connection to consequences.

Writing: Developing a Thesis and Writing a Five Paragraph Literary Essay

Elements of an Essay: topic paragraph, 2-3 supporting paragraphs, concluding paragraph (traditional 5 paragraph essay)

Students write a literary essay in response to Greek literature or Shakespearean literature (i.e. fate versus free will, qualities of a tragic



hero and Antigone or Hamlet).

- Develop a thesis.
- Write with well-structured supporting details.
- Write a conclusion that ties thesis to supporting details.
- Guidance and support from teachers and peers, develop and strengthen writing: planning, revising, editing with focus on development, organization, style, purpose and audience.
- Engage effectively in a range of collaborative conversations with diverse partners to build one another's ideas and express their own clearly.

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 12 reading and content.
- Acquire and use grade-appropriate general academic and domain-specific words and phrases.

Interdisciplinary Connections

Students will split into groups and be assigned a Greek God to research. Students will present information learned about their assigned Greek God to the class.

Tier 2 Vocabulary: according, analogy, analysis, analyze, annotate, articulate, assert, audience, authentic, background, characterize, characteristic, chronology, cite, claim, clarify, compose, composition, conclude, conclusion, concrete, consider, convey, correlate,



credible, define, depict, determine, develop, emphasize, evaluate, evidence, examine, expository, first draft, genre, narrator, notice, objective, observe, opinion, organize, outline, preview, proofread, reference, revise, review, respond, structure, succinct, support, symbolize, transition

**Tier 3 Vocabulary:** tragic hero, exile, lamentation, tragedy, chorus, hubris

**Core Instructional Materials/Resources/Digital Tools:** *Antigone* by Sophocles, *Hamlet* by William Shakespeare

**21<sup>st</sup> 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 split into groups and be assigned a Greek God to research. Students will present information learned about their assigned Greek God to the class. Students will also use google chromebooks in order to do their research.**



<p><b>8.1 Educational Technology</b></p> <p>8.1.8A.1 - 8.1.8.A.2; 8.1.8.A.5</p>	<p>Understand and use technology systems.</p>
<p><b>Assessments and Performance Tasks:</b></p>	<p>Students will read a story and analyze it using literary elements.</p> <p>Students will take a test consisting of short answers, extended responses, matching characters to significant quotes, and an essay on the literature studied.</p> <p>Write an essay based on Greek or Shakespearean literature.</p>



## 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. 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>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>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>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>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 Preferential seating</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>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 Preferential seating</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</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>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 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 agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Extended time to complete 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> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive</p>
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		<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><b>Modifications for Assessments</b> 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>Distribute study guide for tests.</p> <p>Establish or accommodations / modifications for assessments.</p>	<p>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><b>Modifications for Assessments</b> 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>Distribute study guide for tests.</p>
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