



**Unit Name: Reading Literature**

**Duration: Unit 2**

**Essential Questions:**

**What aspects of existentialism can be applied to the two previous plays studied?**

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

**How does the author use elements of a play to create effect within the play?**

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

**How do we form and shape our identities?**

**How does an author create mood by using poetic devices?**

**Why is poetry more effective in relating feelings than other types of writing?**

**How do different types of poetry on the same subject change the effect that they have on the reader?**

**How does poetry connect to your perspective regarding the world?**

**Enduring Understandings: Readers can appreciate literary existentialism.**

**Readers can recognize the elements of the play.**

**Readers can identify various poetic devices.**

**Readers can describe attitude.**

**Readers can understand tone.**



**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: Existentialist literature and poetry 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 Existentialist literature and poetry
- Distinguish between the different types of poetry and give examples of each
- Recognize styles used by different authors and different periods
- Interpret author's meaning in poems.

**Writing: Developing a Sonnet.**

**Elements of a Sonnet: 14 lines, rhyme scheme**

**Students write an original sonnet on topic of choice**

- Develop topic.
- Write with colorful imagery.
- 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 work to convey scenes from *Hamlet* or *Rosencrantz and Guildenstern Are Dead* by acting them out in groups in front of 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:** metaphor, simile, oxymoron, rhyme scheme, duplicity, tragic hero

**Core Instructional Materials/Resources/Digital Tools:** *Hamlet* by William Shakespeare, *Rosencrantz and Guildenstern Are Dead* by Tom Stoppard



|   |  |
|---|--|
| <p><b>21<sup>st</sup> Century Themes and Skills:</b></p> <p><b>CRP2.</b> Apply appropriate academic and technical skills.</p> <p><b>CRP4.</b> Communicate clearly and effectively and with reason.</p> <p><b>CRP7.</b> Employ valid and reliable research strategies.</p> <p><b>CRP8.</b> Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><b>CRP9.</b> Model integrity, ethical leadership and effective management.</p> <p><b>CRP11.</b> Use technology to enhance productivity.</p> <p><b>CRP12.</b> Work productively in teams while using cultural global competence.</p> | <p><b>Students will work to convey scenes from <i>Hamlet</i> or <i>Rosencrantz and Guildenstern Are Dead</i> by acting them out in groups in front of the class.</b></p> |
| <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</p>  |



|  |   |                                   |   |
|--|---|-----------------------------------|---|
|  | <div style="border: 1px solid black; padding: 2px; display: inline-block;">technology systems.</div>  |                                   |   |
| <b>Assessments and Performance Tasks:</b>  | <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 original sonnet.</p> |                                   |   |
| <b>Differentiation/Accommodations/Modifications</b>  |   |                                   |   |
| <b>Gifted and Talented</b>   | <b>English Language Learners</b>  | <b>Students with Disabilities</b> | <b>Students at Risk of School Failure</b> |
| Explore concepts in depth/encourage independent study/Conduct research and provide presentation of topics. | Modified Assignments  | Pair visual prompts with verbal   | Pair visual prompts with verbal           |



|   |  |   |  |
|---|--|---|--|
| <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>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,</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>Provide models and demonstrations</p> <p>Repeat/review</p> <p>Shortened assignments</p> <p>Consistent, immediate feedback</p> | <p>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>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>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>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>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>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>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>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</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>Provide student with clearly stated (written) expectations and grading criteria for assignments.</p> <p><b>Modifications for Assessments</b><br/>         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>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><br/>         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 accommodations / modifications for assessments.</p> |
|--|--|--|---|





|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|