

INACTIVE Alternate Unit to Romeo and Juliet - Rise of Dictators/Fighting Corrupt Leaders

Content Area: **ELA**
Course(s): **CP English 9**
Time Period: **Marking Period 3**
Length: **10 weeks**
Status: **Published**

Course Pacing Guide

CP English 9 introduces students to a variety of literary genres but, more importantly, depicts the ways individuals struggle to fight injustices in society, which inspires us to do the same.

Model		
Unit	MP	Weeks
Conformity/Nonconformity	1	2
Defining a Hero	1	3
The Courage to Fight Injustice	1-2	6
Loss of Innocence/Coming of Age/Challenges of Adolescence	2	5
Rise of Dictators + Fighting Corrupt Leadership	3	10
Poetry	3	3
Short Stories	4	4
Nonfiction	4	4

Unit Overview

From Shakespeare to modern day we will explore how corrupt and brutal political leaders take power--and what we can do to resist them.

*Note: some teachers may elect to use this unit to teach *Macbeth* rather than *Romeo and Juliet*

Enduring Understandings

- The common characteristics of despots, including their motivation and goals (i.e. what drives a dictator)
- Parallels between literary and historical/real world figures
- The importance of allegory as a political weapon
- The reason an author would write an allegory
- The way(s) an authority figure can seize power
- What ordinary citizens/students can do to fight against corrupt leadership

Essential Questions

- What drives Macbeth to seize power in Scotland?
- Why do ordinary citizens and thanes standby while it happens?
- What leads to Macbeth's downfall and why?
- What is an allegory?
- Why would an author write an allegory rather than a piece of nonfiction?
- How does "Animal Farm" function as an allegory about the Russian Revolution?
- What does Orwell reveal about the rise of Stalin in Soviet Russia?
- What does history tell us about the collapse of the Soviet Union/Stalinism?
- Where do we see Macbeth/Stalin-like figures in the world today?
- How do we undermine them?

LGBTQIA+ Integration

Macbeth

During Shakespeare's time, women were not permitted to act on the stage. Therefore the actors were all men, even for female roles. It's an interesting juxtaposition that Lady Macbeth has such a loud voice in the play, when actual females were silenced and unseen. Again we see conflicting gender roles: Lady Macbeth is the instigator of Macbeth's crimes and Shakespeare addresses the conflicting gender role when Lady Macbeth says,

"I have given suck, and know

How tender 'tis to love the babe that milks me:

I would, while it was smiling in my face,

Have pluck'd my nipple from his boneless gums,

And dash'd the brains out, had I so sworn as you

Have done to this." (1.7.54–59)

“Come, unsex me here,
Make thick my blood,
That no compunctious visitings of nature
Shake my fell purpose,
Come to my woman’s breasts,
And take my milk for gall” (1.5.40–48)

Shakespeare ultimately has Lady Macbeth default to his often used female end (madness followed by suicide), but for most of the play it is she who has the “male” role (while simultaneously a man is portraying “her”).

Suggested Activities:

What has made Lady Macbeth act this way? Brainstorming exercise.

Write an obituary for Lady Macbeth

Write a letter of advice for Lady Macbeth at a pivotal moment in the play (teacher’s choice)

Is there a point of no return for Lady and Lord Macbeth? Where is it? Discussion.

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
LA.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
LA.RL.9-10.10a	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

New Jersey Student Learning Standards (No CCS)

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LA.RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.W.9-10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Holocaust/Genocide Education

SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.

Interdisciplinary Connections

We will teach this unit while students are learning about Stalin/the Russian Revolution in Global Issues class.

SOC.6.2.12.A.4.a

Explain the differences between socialism, communism, and fascism and explain the reasons for their spread in Europe and Asia.

Technology Standards

TECH.8.1.12.E.1

Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

TECH.8.1.12.E.CS2

Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.12.E.CS3

Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

21st Century Themes/Careers

CAEP.9.2.12.C.1

Review career goals and determine steps necessary for attainment.

Financial Literacy Integration

PFL.9.1.12.A.4

Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

Amistad Integration

SOC.9-12.1.1.1

Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

SOC.9-12.1.2.2

Relate current events to the physical and human characteristics of places and regions.

SOC.9-12.1.3.2

Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.

Instructional Strategies & Learning Activities

- Intro to Shakespeare and Macbeth flipped classroom video/activities
- Intro to Shakespeare activity packet: understanding elision, common Elizabethan terms, meter and word-arrangement
- Watching a performance of Macbeth w/close reading, paraphrasing, and comprehension questions
- Acting out important scenes to help with understanding of the text

Differentiated Instruction

- Learning preferences integration (visual, auditory, kinesthetic)
- Tiered Learning Targets
- Learning Through Play
- Meaningful Student Voice & Choice
- Self-Directed Learning
- Debate
- LMS use
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Assessment Design & Backwards Planning
- Utilizing side by side text with Shakespeare and Modern Text (i.e. No Fear Shakespeare)
- Supplement with film scenes to give visuals

Formative Assessments

- Quizzes
- Comprehension questions
- Paraphrasing
- Annotations
- Quick writes

Summative Assessment

- Creative/multiple intelligences project
- Combination research essay/literary analysis

Benchmark Assessments

- Synthesis essay will be used as a benchmark assesment for SGO

Alternate Assessments

Modifications to assessments include:

Chunking of test materials (i.e. multiple choice all one topic)

Extra white space

Larger font

Extended time

1:1 correspondence of characters to description

1:1 correspondence of vocabulary to definition

Reduction of writing by 25%

For students with IEPs, modifications and accommodations to assessments will be implemented

Resources & Technology

- Copy of Macbeth Folger Shakespeare performance DVD
- Chromebooks
- Projector/Prometheus Board
- No Fear Shakespeare to provide assistance with comprehension

BOE Approved Texts

Macbeth by William Shakespeare

Animal Farm by George Orwell

Closure

- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they

leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate
- "No Fear Shakespeare" version of the play
- Consult with ELL teacher

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Seat the student close to the teacher or a positive role model and away from possible distractions
- Increased white space on handouts
- Increased font size on handouts
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions already written in.
- Permit extended time to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.

- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Utilize Modern Side-by-Side text such as No Fear Shakespeare
- For Resource English 9 - access to abridged version of Macbeth

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy
- consult with guidance counselors
- extended time on assessments
- If not specified above, any other accommodations that are listed on a student's 504 plan

At Risk

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Peer or scribe note-taking
- No penalty for spontaneous spelling errors or sloppy handwriting
- Follow a routine/schedule
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Cue/model expected behavior

- Use de-escalating strategies
- Chart progress and maintain data
- Communication with parent/guardian regularly
- Communication with SAC (if appropriate)
- consult with I&RS team

Gifted and Talented

- Offer the Most Difficult First
- Pretest for Volunteers
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking
- Consult with Accel teachers