Unit 5: Shakespeare

Content Area: **Language Arts Literacy**
Course(s): **English 9 CP**
Time Period: **Marking Period 3**
Length: **10 Blocks**
Status: **Published**

Course Description

This course continues to develop students' critical reading and writing skills developed in the intermediate school. Through the study of literary genres such as the short story, novel, drama, poetry, mythology and nonfiction, students sharpen recognition of various literary elements and devices. Emphasis in this course is placed on in-depth reading and discussion as well as writing skills.

Unit Description

Stage 1-- Desired Results

Unit Purpose: Students will learn how to interact with a fictional text focusing on its themes, words, and artistic medium. Students will examine how themes are presented and developed and then further refined as the text progresses. They will also examine the word choice of the author and determine how words contribute to the power of a text. Finally, they will explore the text through various media determining how the text is enhanced in each.

Established Goals: By the end of the unit students will be able to trace a theme throughout a text, write an objective summary, recognize and determine the impact of word choice, and understand the enhancements and pitfalls of various types of artistic media.

New Jersey Student Learning Standards: English Language Arts Grades 11 and 12

Explicit:

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.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g.,

how the language evokes a sense of time and place; how it sets a formal or informal tone).

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).

Implicit:

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.

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.

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.

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RL.9-10.10. 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.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print

and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Understandings:

Students will understand that…

-A theme is more than one word; it's a lesson the story teaches the reader.
-An objective summary does not use biased language.
-Words have layers of meanings.
-Words are chosen for the specific effects they can have on readers.
-An artistic medium is chosen for the specific effects it can have on an audience.
-Different artistic media can have different effects on and create different understandings for an audience.

Essential Questions:

-How does an author create a theme in a text?
-How does an author develop and refine a theme in a text?
-How can I write a summary without any biased language?
-How do I determine the meaning(s) of a word in a text?
-How can I determine the effect a word is supposed to have within a text?
-Why does the artistic medium chosen to tell a story matter?
-How does an artistic medium create varied understandings of a text (either written or visual)?

Students will know…

-How a theme is created and developed and refined throughout a text.
-How to write a summary that is objective (v. subjective).
-How to recognize that words have both a denotative meanings and connotative meanings, and that both are necessary and important.

Students will be able to…

-Determine how a theme emerges within a text.
-Determine how a theme is developed, shaped, and refined over the course of a text.
-Create an objective summary of a scene(s), an act, or the play.
-Distinguish between connotative and denotative meanings of words
-Analyze the impact of word choice on meaning and tone

-That word choice affects meaning and tone.
-That various artistic media lend themselves to particular effects and understandings of the text.

-Examine at least one other adaptation of the text
-Determine how an artistic medium can impact a work of "art"/literature.

Academic Terminology:
-Theme
-Connotation
-Denotation
-Tone
-Medium (artistic)
-Objective (summary)
-Soliloquy
-monologue
-Aside
-Dramatic irony
-Act (section of text)
-Scene (section of text)
-Iambic pentameter
-Comic relief
-Prologue
-Tragedy

Stage 2 -- Assessment Evidence

Assessments:

Major Assessments:

-Reading On-Demand Skills Unit Assessment

-Student Choice Project

Minor Assessments:

Performance Tasks:

-Scene Rewrite/Adaptation
-Storyboard (online)

-Twitter

-Podcast Interview (pre-recorded)

-Ted Talk

-Google Site (Verona Times Website, Apothecary, History of Family, etc.)

-RL.9-10.2 skills quiz

-RL.9-10.4 skills quiz

-RL.9-10.7 skills quiz

Homework/Class Work:

-Reader's Notebook Entries (5)

Stage 3 -- Learning Plan

Learning Activities:

-Introduce the standards, essential questions, assessment evidence and corresponding rubrics, and calendar of lessons to students.
-Establish each student's prior understanding of informational writing (informational essay) through a relatable hook (story, survey, posing questions, etc.) or through individual conferences.
-Read Aloud from texts.
-Execute standards based mini-lessons to develop skills and strategies.
-Read mentor texts to identify and implement craft conventions.
-Collaborate with assigned reading partners.
-Experience activities where speaking and listening skills are taught and in sharing times.
-Confer individually with teacher and peers.
-Demonstrate understanding through various assessments.

Mini-Lessons

RL.9-10.2

-Determine how a theme emerges within a text.

-Determine how a theme is developed, shaped, and refined over the course of a text.

-Create an objective summary of a scene(s), an act, or the play.

RL.9-10.4

-Distinguish between connotative and denotative meanings of words

-Analyze the impact of word choice on meaning and tone

RL.9-10.7

-Examine at least one other adaptation of the text

-Determine how an artistic medium can impact a work of "art"/literature

Resources

Mentor Texts:

- *Romeo and Juliet* by William Shakespeare

Potential Works of Study:
All student selected choices available through classroom library, school or public library, or bought buy student.

Online Resources:

- Various historical documents
- The Enlightenment (https://sourcebooks.fordham.edu/Halsall/mod/modsbook10.asp)
- Act III, Scene IV of *Romeo and Juliet* (http://www.glasgow.kyschools.us/userfiles/213/Classes/7243/Analyzing%20an%20ArgumentRomeo%20and%20Juliet-0.pdf)

SAT Connection:

Reading Rhetoric, The Official SAT Study Guide, p. 81

The SAT Essay, The Official SAT Study Guide, p. 173-221

Command of Evidence, The Official SAT Study Guide, p. 55

Words in Context, The Official SAT Study Guide, p. 61

Reading Information, The Official SAT Study Guide, p. 73

Reading Synthesis, The Official SAT Study Guide, p. 87

Writing & Language, The Official SAT Study Guide, p. 135-154

Vocabulary:

*Students self-select vocabulary words, consulting narrative mentor texts and personal vocabulary entries in Reader's Notebook.

CONSIDERATIONS FOR DIVERSE LEARNERS

Accommodations and Modifications:

Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks

- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios
- Problem-based learning
- Interest-based research
- Authentic problem-solving

Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Personal vocabulary
- Text-to-speech
- Simplified instructions
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills

- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Strategies and Practices that Support At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Guided reading
- Introduce key vocabulary before the lesson
- Work in a small group
- The lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability
- Choice Boards
- Literature circles
- Project-based learning
- Graphic organizers
- Choice books
- Mini-Workshops to reteach or extend
- Jigsaw
- Goal-setting with students
- Use of a reading buddy
- Exploration based on interest

Strategies and Practices that Support Students with 504 Plans:

- Follow all the 504 plan modifications
- Text-to-speech/audio-recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high-frequency words and phonemic patterns

Standards

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.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
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.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
LA.RL.9-10.10b	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

LA.L.9-10.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
LA.L.9-10.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.5.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Anchor Standards

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are

	appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.K-12.NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Interdisciplinary Standards

LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RST.9-10.2	Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
LA.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.
LA.RST.9-10.5	Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

Holocaust & Amistad Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Computer Science & Design Thinking (CS & DT):

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.D.4 - Assess the credibility and accuracy of digital content

LGBTQ & Persons With Disabilities

Mentor Texts:

Romeo and Juliet by William Shakespeare

LGBTQ & Persons with Disabilties Resources:

- Introductory lessons to Romeo and Juliet should cover the history of Shakespeare productions, including that during Elizabethan era, female parts were played by male actors, while more recently, female actresses have taken on some of his most famous male roles. Introductory lessons should also discuss the themes of gender and gender identity as they occur in Shakespeare's works.

  "Was Shakespeare Gay?"

  "Was Shakespeare Gay, and does it matter?"

  "Shakespeare and gender: the 'woman's part'"

  12 Arguments to Prove Shakespeare was Gay or Bisexual

Other Potential Works of Study or Workshop Texts:

- *Of Fire and Stars* by Audrey Coulthurst
- *The Love & Lies of Rukhsana Ali* by Sabina Khan

- *Red, White & Royal Blue: A Novel* by Casey McQuiston