Human's Ambiguity and Duality

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 3**
Length: **8-10 Weeks**
Status: **Published**

Brief Summary of Unit

This unit focuses on the moral challenges man faces in his quest to both progress and englighten himself. Students will study both prose and poetry that depict man's inner struggle to define his values and ethics. The fiction and non-fiction texts will address questions of how man copes with the conflicts within himself and why he makes the choices he does in response to both his needs and desires. There will be an emphasis placed on the conventions of both a literary tragedy and epic as well as on the structure of lyrical poems and non-fiction arguments. Analysis of deductive and inductive reasoning coupled with the use of rhetoric in different modes of discourse will allow students to consider the role expressive language plays in the development of an argument. As an outgrowth of this study, students will practice formulating and sustaining arguments based on reading and observation. Ultimately, students will read closely to critically analyze and synthesize concepts as they relate others' struggles to their own experiences.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision: July 2024

Standards

The identified standards reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support

	analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme

	Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.RI.11-12.10a	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.11-12.10	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.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.11-12.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Essential Questions

- How and why are rhetorical devices such as paradox and irony used to highlight thematic concepts?
- How do characters use asides, soliloquies, and monologues to reveal their true natures to the audience?
- How do dynamic characters demonstrate change in reaction to conflict?
- How do elements in man's nature result in conflict and moral dissonance?
- How does a written work reveal an author's voice?
- How does an author's use of stylistic devices affect a piece of literature?
- How does one create and sustain an original argument based on information synthesized from readings, research, and observation?
- How does one evaluate and incorporate multiple sources into an original argument?
- How does one write for a variety of purposes?
- How does the structure of a work reveal an author's development of character and theme?
- How might an individual critique a system or set of complex ideas using logic and reasoning skills in novel ways?

Students Will Know/Students Will Be Skilled At

- How a deductive, syllogistic argument is developed and substantiated
- How characters develop in response to interaction with others and hightened conflict
- How Elizabethan drama differs from modern drama
- How motifs and symbols enhance or reinforce the development of thematic ideas in the text
- How political and cultural changes in the Renaissance impacted Shakespeare's writing of Macbeth
- How to read verse to establish meaning
- Strategies and resources that may be used to decode and establish meaning via complex diction and syntax
- The importance and necessity of applying visual thinking strategies in the interpretation of a drama
- The tenets of tragedy including the tragic hero, the tragic flaw, and the tragic impulse

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- Common Lit Reading Benchmark, three times per year
- Advanced Placement Test
- NJGPA
- SAT
- PSAT/NMSQT

Learning Plan

Instructional time for reading will be divided into thirds; one third of the time will be dedicated to whole class text instruction; one third will include literature circles; one third, independent reading. The intent is for student-readers to have clear modelling through whole-class instruction. These strategies are practiced through literature circles in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for grade 11; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education. Classrooms will house rich and diverse independent reading libraries of both contemporary and canonical works.

The reading of text during the eleventh grade targets not only comprehension, but also analysis, and synthesis. Students will read both long-and short-form, exceprted and full-length, print and electronic, fiction and nonfiction texts. Study will include the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, graphic novel. Technique and terminology specific to a genre of reading is examined. Research tasks are embedded throughout the year and a minimum of one task is completed during each unit. Vocabulary instruction will be chosen from the reading material.

Students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through mini-lessons, holding students accountable for skills taught and practiced; modelling is done through mentor texts, both published and student-crafted. Teachers focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding; teacher-created multi-modal text sets as well as text sets gleaned from APCentral.collegeboard.org will be used as materials. High- and low-stakes, timed and untimed pieces are all important.
Students will be taught how to speak and listen in addition to being assessed on these skills.

This unit of study will focus on "Human's Ambiguity and Duality."

For this particular unit, teachers may . . .

- Abridge the language, block the scene, and perform a Shakespearean scene.
- Analyze dramatic conventions including soliloquy, aside, monologue in connection with character develoipment and themes.
- Craft a written analysis illustrating how motif develops a thematic argument in the text.
- Critically read and analyze both fiction and nonfiction mentor texts.
- Engage in both timed and untimed synthesis, rhetorical strategies, and persuasive writing.
- Have students develop written examples that mirror the use of language in mentor texts presented. For example, students reinvent and/or modernize Shakespearean passages.
- Read, listen, and view varying interpretations of one scene for the purposes of comparison/contrast.
- Reinforce key terminology in relation to the use of rhetorical strategies in written text.
- Use scaffolding to build verbal and written rationales to justify critical analysis of text.
- Work in collaborative teams to analyze a syllogistic argument.

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

Instructional Materials

Common Reading:

Selections from The Language of Composition (Bedford, Freeman, and Worth), 4th edition by R. Shea, L.A. Scanlon, and R. Aufses

NonFiction Text (Short, Long)

Grant and Lee: A Study in Contrasts, Bruce Catton

Declaration of Conscience, Senator Margaret Chase Smith, 1950

"Is Morality Natural" by M. Hauser in *Newsweek*

"What Makes Us Moral" by J. Kluger in *Time Magazine*

Morality as Antinature, Nietzsche

Of the Dignity of Meanness of Human Nature, David Hume

Three Types of Friendship- Excerpt from the Nicomachean Ethics, Aristotle

Between the World and Me, Ta-Nehisi Coates

A Presumption of Guilt, Bryan Stevenson

"Why Study Shakespeare?" by A. Mabillard

"The Play That Dare Not Speak Its Name" by S. Beauman

Selections from *The Friendly Shakespeare* by N. Epstein

"Lady Macbeth Not Alone in Her Quest for Spotlessness" by B. Carey in *The New York Times*

Selected articles from *The New York Times*

Selected articles from The New Yorker

Selected articles from The Atlantic

Selected articles from Time

Fictional Text (Novel, Short Story, Poetry)

Macbeth by William Shakespeare

Hamlet by William Shakespeare

The British Tradition by Prentice Hall Literature

The Sick Rose, William Blake (poem)

Ode to a Grecian Urn, John Keats (poem)

Visual Text (Art, Photography, Infographic, Film)

Society Freed Through Justice, George Biddle (mural)

Liberty Leading the People, Eugene Delacroix (painting)

Injustice Leading Greed and Opportunity, Sandow Birk (painting)

1971 and 2015 versions of the film *Macbeth*

Photographic stills from previous stage versions of *Macbeth*

Various paintings and posters depicting scenes from *Macbeth* including:

Lady Macbeth Seizing the Daggers and Lady Macbeth Sleepwalking by H. Fuseli

Macbeth and the Witches by C. Stanfield

Macbeth by E. Dulac (poster)

Orson Welles's 1948 film of *Macbeth (poster)*

Independent/Small Group Reading:

Selected sonnets/poems of Shakespeare

Selected sonnets/poems of Spenser

Selected sonnets/poems of Sidney

Selected sonnets/poems of Marlowe

Selected sonnets/poems of Raleigh

Selected sonnets/poems of Queen Elizabeth I

Speaking and Listening

The Danger of a Single Story, Chimamanda Ngozi Adichie, 2009

Capitalism Will Eat Democracy — Unless We Speak Up, Yanis Varoufakis 2016

Jimmy Carter's Nobel Lecture, 2002

Selected activities from *Shakespeare Set Free* including improvisational readings, rewriting and abridging Shakespearean verse, and the acting of scripted scenes from *Macbeth*

1960 online Caedmon Full-Cast audio production of *Macbeth*

TedTalk: Chimamanda Ngozi Adichie at The Forum recording at the Galle Literary Festival, BBC World Service

Writing (Narrative, Informational, Argument):

apcentral.collegeboard.org essay AP Language prompts (synthesis, rhetorical strategies, and persuasive essay topics)

apcentral.collegeboard.org AP Literature prompts (argumentative topics)

Macbeth full-text for use in motif project and close written analysis of text

College Board Website (AP Classroom):

* Unit Guides

* Daily Videos

* Topic Questions

* Progress Checks

* Question Banks

* Instructional Reports

* Practice Exams/Released Questions

Research:

Use of Purdue Online Writing Lab at owl.english.purdue.edu

Modern Language Association at mls.org

Cranford High School Media Center Database Collection:

- JStor
- Ebsco Host
- Facts on File
- Follet Fiction Ebooks
- Gale Reference Ebooks
- New York Times
- Salem History Database
- Salem Literature
- Goodreads
- Readingrants
- Historychannel

Cranford Public Library Online Resources: http://cranford.com/library/

Additional Student Resources:

- Chromebooks/laptops
- Google Classroom Suite
- Turnitin.com
- AP Classroom independent practice
- Albert IO
- Common Lit
- Google Tools including Docs Voice Typing
- Audible
- Writing Portfolios
- Writer's Notebook/Journal
- Padlet
- Socrative.com
- Poll everywhere
- Soundcloud
- Podcasting equipment
- Film production equipment
- Netflix
- YouTube

Teacher Resources

- *Shakespeare Set Free: Sourcebook for Classroom Teachers*, Folger Shakespeare Library
- *Readicide*, Kelly Gallagher
- *The British Tradition/Teacher's Edition*, Prentice Hall Literature
- *A Novel Approach*, Kate Roberts
- *The Friendly Shakespeare*, Norrie Epstein
- *When Kids Can't Read*, Kylene Beers
- *5 Steps to a 5: 500 AP English Language Questions to Know by Test Day,* Allyson Ambrose
- *Beyond Literary Analysis,* Allison Marchetti & Rebekah O'Dell
- *Writing with Mentors*, Allison Marchetti & Rebekah O'Dell
- *Argument in the Real World*, Kristen Hawley Turner and Troy Hicks
- *Writing Instruction that Works: Proven Methods for Middle and High School Classrooms*, Arthur Applebee and Judith Langer
- *Teaching Adolescent Writers*, Kelly Gallagher
- *Write Like This,* Kelly Gallagher
- *Book Love*, Penny Kittle
- *The Journey is Everything*, Katherine Bomer
- *How to Read Literature Like a Professor*, Thomas C. Foster
- *The Digital Writing Workshop*, Troy Hicks
- *Crafting Original Writing*, Troy Hicks
- *Fearless Writing: Multigenre to Motivate and Inspire*, Tom Romano

- *The Art of Styling Sentences*, Ann Longknife and K.D. Sullivan
- *The Well-Crafted Sentence*, Nora Bacon

Strategies for Accommodation and Modification

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; elminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines

Adhere to all modifications and accommodations as prescribed in IEP and 504 plan