Unit 8 Writing: Exploration of Shakespeare

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 4**
Length: **8 Weeks**
Status: **Published**

Pacing Guide

Please refer tothis Language Arts Reading and Writing Workshop Pacing Guide for grade 8 Advanced.

Brief Summary of Unit

As an extension of their study of Shakespeare, students will explore this genre of writing by drafting an original sonnet and a mini-saga. In order to understand the universality of story-telling and thematic expression, students will also draft a literary analysis that compares or contrasts one of Shakespeare's plays with a more contemporary work.

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.

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Standards

The identified standards reflect a developmental progression across grades/ 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.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

LA.RI.8.2	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.8.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
LA.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.W.8.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
LA.L.8.1.B	Form and use verbs in the active and passive voice.
LA.L.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
LA.L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
LA.L.8.2.C	Spell correctly.
LA.L.8.3.A	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Essential Questions

- How do the writings of Shakespeare provide us with a glimpse into the past and the present?
- How do the writings of Shakespeare reveal us? Shape us? Reflect us?
- What do we learn from reading and viewing Shakespeare about the power, fragility and beauty of being human?

Enduring Understandings

- By making connections between the text and our own lives through exploring teenage identity, thoughts, feelings, and ideas, we can come to a better understanding of ourselves through written expression
- Some literary works written many centuries ago contain characters, situations, and themes that are familiar to contemporary readers

Students Will Know

- The form, structure, and purpose of a Shakespearean sonnet
- What a drama is, how it differs from other genres we have read, and how to write their own drama.
- Features of different types of texts (example: how a script looks and functions compared with a short story; how a poem differs from a story, etc.)
- Character archetypes (specifically, the "star-crossed lovers") and common storylines and themes in the literary tradition ("star-crossed lovers" attempting to defy their fate)
- The meaning of symbolism and how a symbol may contribute to meaning
- Different types of figurative language: simile, metaphor, personification, hyperbole
- What an allusion is and how allusions work in a text
- The points of view that exist in literature and how they differ from one another

Students Will Be Skilled At

- Writing sonnets that model the structure of Shakespeare's own sonnets.
- Incorporating rhyme, rhyme scheme, and rhythm into their writing.
- Translating main ideas, events, themes, and format of Romeo and Juliet text into a modern-day mini-saga.
- Comparing/contrasting the similarities between Romeo and Juliet and at least one other contemporary piece of literature with similar archetypes and/or plot structures.

Evidence/Performance Tasks

Formative:

- Answer Essential Questions
- Teacher Observations
- Accountable Talk, Turn and talks
- Listening in on partnership discussion of writing piece
- Post it Notes and Jots
- Peer Conferences/Partnerships
- Writing Surveys
- Writers Notebook (quick writes/drafts/prewrites), emphasizing specific skills
- Prewriting/brainstorming for organization
- Drafts online (Google Docs)
- Writing Conferences: Individual and small group
- Conference Notes
- Writing Club work and discussions
- Writing pieces to note the growth need of the writer
- Entrance and Exit Tickets
- Open-Ended Responses

Summative:

- Students should create a minimum of 1-2 products.
- On-demand Writing Assessments
- Grade-level Standards-based Rubrics
- Benchmark writing assessments, scored using rubrics, district-created 2018-2019 and provided, reported three times per year

In addition to the "possible assessments" provided as suggestions in the "Learning Plan", teachers may consider using the following formats when assessing students before, during, and after the unit:

- Culminating anthology (poetry)
- Romeo and Juliet: Modern-day mini-saga, literary analysis, possible alternate ending

Learning Plan

Middle School Writing instruction follows a balanced literacy approach including a number of strategies and techniques in Writing Workshop. These include mini-lessons, shared writing, independent writing, small group strategy instruction, one-to-one conferencing, partnerships and/or writing clubs. Writing Workshop emphasizes immersion, independence, and choice. Individual conferences with each student will address specific needs of the writer. Each unit ends with a celebration of learning where writers share their work with others in the school community.

Lessons should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses 'think alouds' when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing clubs.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point.

The architecture of a writing conference includes:

- Research
- Decide
- Teach and Coach with guided practice

- Link

Throughout the year, students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. A variety of writing forms, including digital writing, are emphasized. Grammar lessons are embedded in writing instruction, holding students accountable for skills taught and practiced; modeling is done through published and student-crafted mentor texts. Teachers focus equally on process and product with an emphasis on synthesizing across texts for nuanced understandings; teacher-created multi-modal text sets will be used as materials. High-and low-stakes writing and timed and untimed assignments will be used throughout the unit. Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Instructional 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.

Teacher Resources

- Folder Shakespeare, Teaching *Romeo and Juliet*
- Folger Shakespeare Library/Teaching Blog: https://www.folger.edu and https://teachingshakespeareblog.folger.edu/?_ga=2.179413924.1045349818.1515242673-1743601041.1515242673
- NPR Shakespeare Podcast: https://www.npr.org/tags/126922131/shakespeare
- Royal Shakespeare Company: https://www.rsc.org.uk/education/teacher-resources
- https://www.weareteachers.com/teach-shakespeare/
- Notice and Note, Beers and Probst
- https://www.scholastic.com/teachers/articles/teaching-content/grades-6-8-shaking-shakespeare/
- http://www.onlinecollege.org/2009/12/16/100-incredibly-useful-links-for-teaching-and-studying-shakespeare/
- http://www.readwritethink.org/classroom-resources/lesson-plans/star-crossed-lovers-online-857.html
- http://edsitement.neh.gov/lesson-plan/listening-poetry-sounds-sonnet