

# Unit 3: Characterization & Analyzing Classic Drama (Weeks 15-23)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **9 Weeks**  
Status: **Published**

## **Unit 3: Characterization & Analyzing Classic Drama**

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Empathy and being able to see a situation from another person's perspective are two of the key ingredients for academic, social, and vocational success in life. This unit will try to cultivate empathic interpretation of text by giving students the opportunity to play different characters in a classic drama while continuing to develop general interpretive skills via analytical reading, analytical writing, and oral expression.

## **Essential Questions**

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How can roleplaying lead to empathy and a better understanding of another person?  
How can creativity enhance one's understanding of a topic or text?  
How can the examination of a writer's subtextual intent lead to an analytical mind?

## **Pre-Assessments**

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RACE assignment requiring students to write a one-paragraph response to a question about the opening pages of Macbeth.

## **Instructional Plan**

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## **Background**

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**Student Learning Intentions or We are learning to ... (WALT)**

WALT Interactively become familiar with the background on Shakespeare to enhance understanding of new text: Macbeth

**Student Success Criteria ... "I can statements"**

I can understand Shakespeare's historical and literary background

I can understand the anticipatory themes in the text

### **Instructional Strategies and Activities**

Using performance/skits (involving student participants), the teacher will provide background for the play.

### **Formative Assessments**

Class participation

### **Instructional Materials and Resources**

Macbeth

### **Reflections and Suggested Modifications**

## **Iambic Pentameter**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT Use creativity to better understand Shakespeare's language.

WALT Cast the play in order to begin the process of establishing empathy for a character

WALT Identify the author's subtextual intent

### **Student Success Criteria ... "I can statements"**

I can analyze background information about the text

### **Instructional Strategies and Activities**

Each student will write their own iambic pentameter poem and read it aloud to the beat.

Teacher will give each student a role in the play

Teacher & class will read aloud the opening pages of play and discuss word choice and characterization.

## **Formative Assessments**

Class participation

## **Instructional Materials and Resources**

Macbeth

## **Reflections and Suggested Modifications**

## **Vocabulary**

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### **Student Learning Intentions or We are learning to ... (WALT)**

Use creativity to demonstrate vocabulary words' meanings so that the definitions are remembered long after the vocab quiz.

### **Student Success Criteria ... "I can statements"**

I can define vocabulary words

I can identify vocabulary words in the text

I can use context clues to understand unfamiliar words

### **Instructional Strategies and Activities**

Class will use team work, drawing, skits, and/or music to show understanding of vocab words.

### **Formative Assessments**

Vocab Quiz

### **Instructional Materials and Resources**

Resource(s): Google Classroom; phone; room's projector

## **Reflections and Suggested Modifications**

### **R.A.C.E. Response**

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#### **Student Learning Intentions or We are learning to ... (WALT)**

To further develop our ability to support an argument with textual evidence.

#### **Student Success Criteria ... “I can statements”**

I can write a strong central idea

I can choose text evidence to support my claim

I can support my claim using details from the text

#### **Instructional Strategies and Activities**

RACE assignment: students will write a one-paragraph response to a question about the pages read in class today.

#### **Formative Assessments**

RACE Assignment

#### **Instructional Materials and Resources**

Macbeth

## **Reflections and Suggested Modifications**

### **Text to Self**

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#### **Student Learning Intentions or We are learning to ... (WALT)**

WALT Compare movie to literature so that we can apply our analytical skills to other forms of media (in this case, film).

## **Student Success Criteria ... “I can statements”**

I can make text to self connections

## **Instructional Strategies and Activities**

Teacher will show video clips from two different movies and ask the class to discuss how the clips relate to the text.

## **Formative Assessments**

Participation & comment cards

## **Instructional Materials and Resources**

Macbeth

## **Reflections and Suggested Modifications**

## **Review**

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### **Student Learning Intentions or We are learning to ... (WALT)**

To remember the characters and plot elements for not only the unit test but beyond via finding connections to our own lives and today’s society.

## **Student Success Criteria ... “I can statements”**

I can identify important moments in the plot

I can analyze character's motives

I can make text to self connections

## **Instructional Strategies and Activities**

Teacher will give the class a Review sheet which will serve as a study guide for the unit test, then the class

will play the game “Password” to further enhance understanding of the text, in preparation for unit test.

### **Formative Assessments**

Presentations  
Unit test

### **Instructional Materials and Resources**

MAcbeth

### **Reflections and Suggested Modifications**

### **Modifications and/or Accommodations**

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#### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

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## Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers.

Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## **New Jersey Student Learning Standards: Content Area**

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ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.11–12.1.C	Recognize spelling conventions.
ELA.L.KL.11–12.2	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.
ELA.L.KL.11–12.2.B	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
ELA.L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

ELA.L.VL.11–12.3.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.
ELA.L.VL.11–12.3.D	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, its etymology, or its standard usage.
ELA.L.VI.11–12.4.D	Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
ELA.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
ELA.RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
ELA.RL.IT.11–12.3	Analyze the impact of the author’s choices as they develop ideas throughout the text 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).
ELA.RL.TS.11–12.4	Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
ELA.RI.CT.11–12.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
ELA.W.RW.11–12.7	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.
ELA.SL.PE.11–12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

## **Integration of Career Readiness, Life Literacies and Key Skills**

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

## **Integration of Computer Science and Design Thinking**

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CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
CS.K-12.2.b	Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
CS.K-12.2.c	Solicit and incorporate feedback from, and provide constructive feedback to, team

members and other stakeholders.

## **Interdisciplinary Connections: NJSLS for ELA, Social Studies, Science and/or Math**

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MU.9-12.1.3B.12prof.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

## **Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy**

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See Crosswalks

## **21st Century Life and Career**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **SEL Competencies**

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SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings

