

Unit 3: Reading Classical Literature & Writing Argumentative Pieces (Weeks 15-22)

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

Unit 3: Reading Classical Literature & Writing Argumentative Pieces

In this unit, students will be challenged to read, understand, discuss, and write about more complex texts and themes, specifically in various genres of classical literature. As the Reading Literature standards indicate, students are expected to understand the role that figurative language and structure play in works of literature, and a large focus of the reading in this unit will focus on sharpening students' recognition of these elements in plays, essays, poetry, etc. In addition, students will be challenged to analyze these texts on a deeper level to develop original arguments and convey their claims through well-written, thesis-driven, evidence-backed argumentative essays.

Essential Questions

1. Why do we still read classical literature?
2. How do authors use figurative language, literary devices, and structural choices to define and enhance their work and convey their message?
3. To what extent are we responsible for our actions? Are we fully in control, or do - and should - other factors influence our decisions, e.g., friends, family, our country, fate, etc.?
4. What does a clear argumentative thesis in a literary analysis essay look like? Why is an essay's thesis only as good as the evidence that supports it?

Pre-Assessments

To assess students' current familiarity with English literary history and Shakespearean language, students will take a pre-assessment wherein they will answer basic history/literature questions and close-read a text by Shakespeare to determine its meaning. The results of this assignment will inform teachers' instruction of how much historical context must be provided for each text as well as how much reading support will be required for students' comprehension.

Instructional Plan

Resources:

- [Anticipation Guide](#)
- [Macbeth Act I Assignment](#)
- Macbeth Act I Quiz (via Kahoot) + [written response](#)
- [Macbeth Act II Assignment](#)
- [Macbeth Act III Assignment - Part I](#)
- [Macbeth Act III Assignment - Part II](#)
- Macbeth Acts II-III Quiz (via Kahoot) + [written response](#)
- [Macbeth Act IV Assignment](#)
- [Macbeth Act IV & V Quiz](#)
- [Macbeth Final Essay](#)

Research Scavenger Hunt

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

WALT base our analysis of a text on relevant textual evidence.

Student Success Criteria ... “I can statements”

I can analyze a text using textual evidence

Instructional Strategies and Activities

Students will work in pairs to research the answers to a series of questions regarding British literature & Shakespeare’s life.

Formative Assessments

Participation

Class discussion

Instructional Materials and Resources

Macbeth

Reflections and Suggested Modifications

Anticipation Guide

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

WALT active participation in a discussion requires careful listening, thoughtful responses, and relevant contributions.

WALT adhere to professional/academic standards of speech when engaging in class discussions.

Student Success Criteria ... “I can statements”

I can participate in an academic discussions

Instructional Strategies and Activities

[Individual Journal + Anticipation Guide Activity](#): Students will work alone to write about questions & prompts relevant to the unit. Then, we will discuss their responses as a whole class.

Formative Assessments

Anticipation Guide

Instructional Materials and Resources

Macbeth

Reflections and Suggested Modifications

Close Reading

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

WALT analyses are subjective and can differ from reader to reader, as long as they have evidence to support their analysis.

Student Success Criteria ... “I can statements”

I can use close reading skills to analyze sections of the text

Instructional Strategies and Activities

[Shakespeare Close-Reading Activity](#): Students will work alone, then with a partner, to determine the meaning of a passage from Romeo and Juliet.

Formative Assessments

Close-Reading Activity: Students will be assessed on their ability to read, comprehend, and “translate” a Shakespearean passage. The results of this assessment will determine how much more practice they’ll need prior to reading Macbeth.

Instructional Materials and Resources

Macbeth

Reflections and Suggested Modifications

Text to Self

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

WALT use context clues to determine the meaning of unknown words.

Student Success Criteria ... “I can statements”

I can use context clues to figure out the meaning of unknown words

Instructional Strategies and Activities

[Macbeth Article + Response + Discussion Activity](#): Students will read an article about Macbeth, annotate it,

respond to it, then discuss it with partners/ whole group.

Formative Assessments

Discussion

Instructional Materials and Resources

Macbeth

Reflections and Suggested Modifications

Background

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

WALT analyses are subjective and can differ from reader to reader, as long as they have evidence to support their analysis.

Student Success Criteria ... “I can statements”

I can find appropriate textual evidence to support my analysis

Instructional Strategies and Activities

[Video: Why You Should Read Macbeth](#)

Watch summary video and choose roles, then read and discuss Macbeth Act I as a whole group + work on [study guide](#).

Formative Assessments

Discussion

Instructional Materials and Resources

Macbeth

Reflections and Suggested Modifications

Act I

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

WALT write summaries to objectively convey what occurred in the text.

WALT authors are deliberate in their word choices and phrasing, i.e., they use and arrange words purposely to communicate literal and figurative messages.

Student Success Criteria ... “I can statements”

I can write accurate summaries concerning the important parts of the text

Instructional Strategies and Activities

[Macbeth Act I Soliloquy Translation Individual → Partner → Group Activity](#)

Review Act I Quiz. Watch summary video and choose roles, then read and discuss Macbeth Act II as a whole group + work on [study guide](#).

Formative Assessments

[Macbeth Act Quizzes](#): Students will be assessed on their knowledge of the content of each act as well as their ability to decode certain passages and think critically about the events and characters.

Instructional Materials and Resources

Macbeth

Reflections and Suggested Modifications

Act II

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

WALT include various story elements, such as the setting, order, and characters in our analysis of a text.

Student Success Criteria ... “I can statements”

I can analyze the setting of a text

I can plot the important points of a text

Instructional Strategies and Activities

Review Act II Quiz. Watch summary video and choose roles, then read and discuss Macbeth Act III as a whole group + work on study guide.

Formative Assessments

[Macbeth Act I-III Test](#): MC, quote identification, & written response

Instructional Materials and Resources

Macbeth

Reflections and Suggested Modifications

Act III and IV

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

WALT analyses are subjective and can differ from reader to reader, as long as they have evidence to support their analysis.

WALT a theme is a message that a work of literature communicates about society, human nature, or the human experience.

Student Success Criteria ... “I can statements”

I can analyze the choices an author makes to create a narrative

Instructional Strategies and Activities

Prep. for Acts I-III Test.

Review Acts I-III Test. Watch summary video and choose roles, then read and discuss Macbeth Act IV as a whole group + work on [study guide](#).

Review Act IV Quiz. Watch summary video and choose roles, then read and discuss Macbeth Act V as a whole group + work on [study guide](#).

Formative Assessments

-[Macbeth Act I-III Test](#): MC, quote identification, & written response

-[Macbeth Act IV-V Test](#): MC, quote identification, & written response

Instructional Materials and Resources

Macbeth

Reflections and Suggested Modifications

Writing Process

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

WALT provide relevant and adequate textual evidence to support our thesis in the form of paraphrases and direct quotations.

WALT write in a formal, academic tone and avoid first person language and slang.

WALT write conclusions that reiterate our argument and reinforce the significance of the argument and topic as a whole.

Student Success Criteria ... “I can statements”

I can undergo the recursive writing process

I can revise my work based on feedback from my peers

Instructional Strategies and Activities

[Macbeth Argumentative Essay Outline](#): Pre-Writing Discussion + Individual Writing.

[Macbeth Essay Outline Peer-Review Activity](#)

[Macbeth Outline Final Draft](#) + Conferences

Formative Assessments

[Macbeth Argumentative Essay Outline - First Draft](#): The first draft will serve as an assessment of how well students can craft an original thesis, provide supporting topic sentences and evidence, and address and refute a counter-argument. Their work on this outline will inform how to proceed with my instruction for the final draft.

Instructional Materials and Resources

Macbeth

Reflections and Suggested Modifications

Debate

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

WALT work together with our classmates to establish norms for discussions.

Student Success Criteria ... “I can statements”

I can collaborate to create norms for an academic discussion

Instructional Strategies and Activities

Macbeth Debate Activity: Students will have one minute to debate their argument via a March-Madness type of bracket.

Formative Assessments

Macbeth Debate Activity: This activity will allow me to see students oral argumentation skills in real time as well as assess the validity of their first draft arguments. I can use this to help them strengthen their outline for the final draft.

Instructional Materials and Resources

Macbeth

Reflections and Suggested Modifications

Modifications and/or Accommodations

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

ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
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.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.RL.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).
ELA.SL.PE.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.
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.
ELA.SL.PE.11–12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
ELA.SL.PE.11–12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
ELA.SL.PE.11–12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
ELA.SL.II.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.
ELA.SL.ES.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.
ELA.SL.PI.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.
ELA.SL.UM.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.
ELA.SL.AS.11–12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Integration of Career Readiness, Life Literacies and Key Skills

CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and

employees in the global workplace.

TECH.9.4.12.IML.8

Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

TECH.9.4.12.IML.9

Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Integration of Computer Science and Design Thinking

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.

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

SOC.K-12.5

Presenting Arguments and Explanations

Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.

21st Century Life and Career

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.

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

See Crosswalks

SEL Competencies

SEL.PK-12.1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others