

# Unit 4 - The Challenge of Comedy

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **Generic Time Period**  
Length: **45-48 days**  
Status: **Published**

## Unit Overview

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In the final unit you will encounter the challenging task of appreciating humorous texts and Shakespearean texts. You will use all your collaborative, speaking, and listening, reading, and writing skills as you examine the ways in which authors create humor.

If we shadows have offended,

Think but this, and all is mended:

That you have but slumb'ed here,

While these visions did appear.

And this weak and idle theme,

No more yielding but a dream...

-from Puck's epilogue *A Midsummer Night's Dream*, by William Shakespeare

## Transfer

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In this unit, students will focus on refining these important skills and knowledge areas for AP/College Readiness:

Reading to make careful observations of textual detail and draw an interpretive conclusion about the meaning and value of a piece of writing (Activities 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.13, 4.16)

Reading to become aware of how stylistic effects are achieved by a writer (Activities 4.8, 4.9, 4.14 )

Analyzing literature using the language of literary analysis (Activities 4.4, 4.5, 4.10)

Focusing deliberate attention on the craft of sentence-level writing (Activities 4.2, 4.4, 4.13, 4.14, 4.16)

Applying effective strategies and techniques in own writing (Activities 4.2, 4.4, 4.11)

Controlling tone, establishing and maintaining voice, achieving appropriate emphasis through diction and sentence structure (Activities 4.4, 4.14, 4.16)

Recognizing and correcting cases in which possessive determiners (its, your, their), contractions (it's, you're, they're), and adverbs (there) are confused with each other (Activity 4.8)

## **Meaning**

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### **Understandings**

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To use knowledge of genre characteristics and purposes to analyze texts.

To analyze how a variety of authors create humor in print and nonprint texts.

To analyze how humor is used to reveal a universal truth (theme).

To write a well-developed analysis of a humorous text.

To analyze and perform a scene from a Shakespearean comedy.

To revise and edit drafts using standard English conventions.

### **Essential Questions**

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- How do writers and speakers use humor to convey the truth?
- What makes an effective performance of a Shakespearean comedy?

## **Application of Knowledge and Skill**

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### **Students will know...**

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#### **Language and Writer's Craft**

- Pronoun-Antecedent Agreement (4.2)
- Using Verbals (4.4)
- Inappropriate Shifts in Verb Voice and Mood (4.6)
- Recognizing Frequently Confused Words (4.8)

#### **Academic Vocabulary**

- juxtaposition
- derision
- denounce

- caricature

## Literary Terms

- persona
- voice
- satire
- irony
- dialect
- hyperbole
- alliteration
- pun
- monologue
- multiple points of view

## Students will be skilled at...

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### Embedded Assessment 1: Writing an Analysis of a Humorous Text

- Establish and fully maintains a clearly focused controlling idea about the use of humor to convey a universal truth.
- Develop the topic with relevant details, examples, and textual evidence.
- Use insightful commentary to analyze the effect of humorous elements.
- Introduce the topic and context in an engaging manner.
- Use a well-chosen organizational structure that progresses smoothly to connect ideas.
- Use a variety of effective transitional strategies.
- Provide a satisfying conclusion.
- Use precise diction and language to maintain an academic voice and formal style.
- Demonstrate a command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage.

### Embedded Assessment 2: Performing Shakespearean Comedy

- Demonstrate a deep understanding of Shakespeare's intended humor.
- Use a variety of effective performance elements (staging, set design, lighting, sound, props) for comic effect.
- Show evidence of extensive planning, rehearsal, and reflection.
- Demonstrate extensive evidence of collaboration.
- Provide context in an engaging introduction.
- Communicate a satisfying ending to the audience.
- Make effective interpretive choices to deliver lines for comic effect and to convey meaning (including tone, pronunciation, inflection, facial expressions, gestures, movement, and blocking).
- Use punctuation cues consistently and naturally to inform vocal delivery.
- Memorize lines fully and accurately.

## Digital Assessments

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Activity Quizzes 4.2-4.21

Unit Assessment Part 1

Unit Assessment Part 2

## Learning Goals - Level Three

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Learning Goal 1:

The students will write an essay that explains how an author creates humor for effect and uses it to communicate a universal truth.

Learning Goal 2:

The students will present an assigned scene in front of their peers to demonstrate their understanding of Shakespeare's text, elements of comedy, and performance.

LA.L.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
LA.L.8.2.C	Spell correctly.
LA.L.8.4.C	Consult 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 or its part of speech.
LA.L.8.5.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
LA.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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.8.9.A	Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
LA.W.8.9.B	Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
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.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.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
LA.RL.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.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LA.RL.8.7	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.
LA.SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

LA.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## 4.1 Previewing the Unit

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SWBAT

- Preview the big ideas in the unit.
  - Demonstrate an understanding of the skills and knowledge needed to complete Embedded Assessment 1 successfully.
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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.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.

## Independent Reading Link

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- p. 342 Reading Plan

## 4.2 Understanding the Complexity of Humor

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SWBAT

- Write an objective summary of an informational text about a genre.
  - Demonstrate understanding of the denotations and connotations of words related to humor.
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LA.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.L.8.2.A

Use punctuation (comma, ellipsis, dash) to indicate a pause or break.

LA.L.8.4.A

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

LA.L.8.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.L.8.5.B

Use the relationship between particular words to better understand each of the words.

LA.L.8.5.C

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

LA.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

## **Formative Assessment Opportunities**

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- p. 348 Making Observations
- p. 349 Focus on the Sentence
- p. 349-352 Text Questions
- p. 353 Focus on the Sentence
- p. 353 Informational Writing Prompt

## **Language and Writer's Craft: Verbals**

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- p. 353 Pronoun-Antecedent Agreement

## **4.3 Classifying Comedy**

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SWBAT

- Categorize humorous texts by levels of comedy.
- Analyze print and graphic features to explain how authors create humor.

specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LA.W.8.2.A

Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

LA.W.8.2.B

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

LA.W.8.2.D

Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

LA.RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

## Formative Assessment Opportunities

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- p. 355 Comedy Chart
- p. 356 Check Your Understanding
- p. 356 Text Questions
- p. 356-357 RAFT
- p. 357 Informational Writing Prompt

## Independent Reading Link

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- p. 356 Read & Respond

## 4.4 Humorous Anecdotes

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SWBAT

- Analyze how authors convey humor in speech and writing.
- Write and present an oral reading of an original humorous anecdote.
- Integrate ideas from multiple texts to build knowledge and vocabulary about humor.

LA.L.8.1.A

Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

LA.L.8.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LA.W.8.2.A

Introduce a topic and organize ideas, concepts, and information, using text



structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

LA.W.8.2.B

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

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.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

LA.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **Formative Assessment Opportunities**

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- p. 358-359 Monologue Chart
- p. 359 Check Your Understanding
- p. 360 Knowledge Quest
- p. 361 Focus on the Sentence
- p. 361 Knowledge Quest
- p. 361-362 Text Questions
- p. 363 TWIST & Chart
- p. 364 Anecdote Chart
- p. 365 Informational Writing Prompt

## **Language and Writer's Craft**

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- p. 365 Using Verbals

## **Independent Reading Link**

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- p. 365 Read & Connect

## **4.5 Finding Truth in Comedy**

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SWBAT

- Analyze a humorous essay by participating in a Socratic Seminar.
- Explain how an author conveys universal truths through humor.
- Integrate ideas from multiple texts to build knowledge and vocabulary about humor.

LA.L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
LA.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

## Formative Assessment Opportunities

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- p. 366 Knowledge Quest
- p. 368 Knowledge Quest
- p. 369-372 Text Questions
- p. 370 Knowledge Quest
- p. 372 Check Your Understanding
- p. 372 Informational Writing Prompt

## Independent Reading Link

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- p. 370 ZINC-comedy / humor
- p. 372 Read & Discuss

## 4.6 Satirical Humor

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SWBAT

- Analyze how authors use satire to expose human folly.
- Write a paragraph using appropriate and varied transitions.

LA.L.8.1.B	Form and use verbs in the active and passive voice.
LA.L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
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).

LA.W.8.2.A

Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

LA.W.8.2.C

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

LA.W.8.2.E

Establish and maintain a formal style/academic style, approach, and form.

LA.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

LA.RI.8.5

Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

## **Formative Assessment Opportunities**

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- p. 373 Satire Chart
- p. 375 Making Observations
- p. 376-377 Text Questions
- p. 379 Check Your Understanding
- p. 379 Informational Writing Prompt

## **Independent Reading Link**

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- p. 378 Read & Connect

## **4.7 Elements of Humor: Comic Characters and Caricatures**

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SWBAT

- Identify and define comic characters and caricatures.
- Analyze characters and caricatures in a literary text.

LA.L.8.4.A

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

LA.RL.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.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

LA.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

## **Formative Assessment Opportunities**

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- p. 380 Simpsons Characterization Chart
- p. 383 Making Observations
- p. 384-385 Text Questions
- p. 386 Characterization Chart
- p. 386 Check Your Understanding

## 4.8 Elements of Humor: Comic Situations

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### SWBAT

- Analyze comic situations in a literary text collaboratively.
- Determine the impact of word choice on meaning and tone in a comic situation.

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.8.2.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).
LA.L.8.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.8.5.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
LA.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.C	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
LA.W.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
LA.RL.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.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

## Formative Assessment Opportunities

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- p. 387 Comic Situation Chart
- p. 392 Making Observations
- p. 392-395 Text Questions
- p. 395 Check Your Understanding
- p. 395 Informational Writing Prompt

## Independent Reading Link

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- p. 395 Read & Research

## 4.9 Elements of Humor: Hyperbole

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SWBAT

- Analyze the effect of hyperbole in poetry.
- Identify hyperbole in previously studied print and non-print texts.

LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

## Formative Assessment Opportunities

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- p. 400 Making Observations
- p. 400-401 Text Questions

## Independent Reading Link

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- p. 401 Read & Connect

## 4.10 Elements of Humor: Comic Wordplay

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SWBAT

- Interpret the use of wordplay in poetry, drama, and previously read texts.

- Write an original poem using puns.

LA.L.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
LA.L.8.5.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
LA.L.8.5.B	Use the relationship between particular words to better understand each of the words.
LA.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

## Formative Assessment Opportunities

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- p. 404 Making Observations
- p. 404-405 Text Question
- p. 405 Check Your Understanding
- p. 405 Informational Writing Prompt

## 4.11 Planning and Revising an Analysis of a Humorous Text

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### SWBAT

- Analyze the effects of humorous elements in texts.
- Draft and revise an essay analyzing a humorous text.

LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.8.5.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
LA.L.8.5.B	Use the relationship between particular words to better understand each of the words.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures

(e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

LA.W.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
LA.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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.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.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

## **Formative Assessment Opportunities**

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- p. 406-408 Elements of Humor Charts
- p. 411-412 Text Outline
- p. 412 Check Your Understanding

## **Independent Reading Checkpoint**

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- p. 412 Summarize Theme

## **Embedded Assessment 1: Writing an Analysis of a Humorous Text**

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SWBAT

Write an essay that explains how an author creates humor for effect and uses it to communicate a universal truth.

LA.L.8.1.C	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
LA.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.RL.8.10	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

## Reflection

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SWBAT:

Explain how has their understanding of humor created developed during this unit.

Answer do they think their sense of humor will change as they mature. Explain.

## 4.12 Previewing Embedded Assessment 2

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SWBAT

- Reflect on prior learning and make connections.
- Demonstrate an understanding of the skills and knowledge needed to complete Embedded Assessment 2 successfully.

LA.L.8.4.C	Consult 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 or its part of speech.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Independent Reading Link

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- p. 415 Reading Plan

## 4.13 Analyzing Multiple Points of View

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SWBAT

- Identify and analyze an author's use of multiple points of view in a novel excerpt.
- Transform a narrative into a monologue and deliver it as an oral performance.

LA.8.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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).
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.C	Spell correctly.
LA.L.8.5.B	Use the relationship between particular words to better understand each of the words.
LA.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.8.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LA.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Formative Assessment Opportunities

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- p. 416 POV Chart
- p. 422 Making Observations
- p. 422-423 Text Questions
- p. 423 Focus on the Sentence
- p. 424 Narrative Writing Prompt
- p. 424 RAFT
- p. 425 Present Monologue

## Gaining Perspectives

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- p. 425 Being Healthy

## 4.14 Creating Context for Shakespearean Comedy

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### SWBAT

- Research topics to build knowledge about Shakespeare.
- Gather relevant information to understand the context of the play *A Midsummer Night's Dream*.

LA.8.L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or

listening. 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).

LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.8.2.C	Spell correctly.
LA.L.8.4.C	Consult 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 or its part of speech.
LA.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.8.3.A	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
LA.W.8.3.B	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
LA.W.8.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
LA.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.RL.8.6	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

## **Formative Assessment Opportunities**

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- p. 426 Shakespeare Chart
- p. 427 Focus on the Sentence
- p. 427-428 Text Questions
- p. 428 Narrative Writing Prompt

## **4.15 Insulting Language**

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SWBAT

- Read closely to interpret the meaning of Shakespeare's language.
- Deliver a line with proper inflection, tone, gestures, and movement.

LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

LA.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **Formative Assessment Opportunities**

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- p. 429-430 Decoding Language Chart
- p. 430 Check Your Understanding

## **4.16 Close Reading of a Scene**

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SWBAT

- Analyze graphical elements in drama.
- Summarize text to maintain meaning.

LA.RL.8.2

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

LA.RL.8.3

Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

LA.RL.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

LA.SL.8.2

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

## **Formative Assessment Opportunities**

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- p. 432 Making Observations
- p. 433 Check Your Understanding
- p. 433 Focus on the Sentence
- p. 433 Text Questions

## **Reading Independent Link**

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- p. 432 Read & Connect

## **4.17 Acting Companies and Collaborative Close Reading**

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SWBAT

- Collaborate to annotate a dramatic scene.
- Analyze the elements of a dramatic scene and rehearse it collaboratively.

LA.RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
LA.RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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## Formative Assessment Opportunities

- p. 434-436 Text Questions
- p. 436 Check Your Understanding

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## 4.18 Facing the Challenge of Performance

### SWBAT

- Recognize the controlling idea and supporting details of an informational text.
- Make connections to an informational text by identifying tips to help your dramatic performance.
- Memorize and rehearse lines for a performance.
- Integrate ideas from multiple texts to build knowledge and vocabulary about a topic.

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.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RI.8.6	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
LA.RI.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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## Formative Assessment Opportunities

- p. 437 Knowledge Quest
- p. 439 Knowledge Quest
- p. 439 Quickwrite
- p. 439-440 Text Questions
- p. 441 Knowledge Quest
- p. 443 Knowledge Quest
- p. 443-444 Text Questions

- p. 445 Check Your Understanding
- p. 445 Knowledge Quest

## **Independent Reading Link**

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- p. 440 Read & Discuss
- p. 445 ZINC-public speaking/speech

## **Gaining Perspectives**

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- p. 445 Stage Fright

## **4.19 Working with Acting Companies and Focus Groups**

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SWBAT

- Use evidence to support understanding of a character.
- Synthesize information to create a performance plan.

LA.RL.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.RL.8.7	Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.
LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **Formative Assessment Opportunities**

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- p. 446-447 Characterization Chart
- p. 447 Action Sequence Chart
- p. 448 Performance Plan Chart
- p. 449 Check Your Understanding
- p. 449 Performance Detail Chart

## **4.20 Same Text, Different Text**

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SWBAT:

- Compare and contrast scenes in different media.
- Evaluate the effects of directors' choices in film.

LA.RL.8.7

Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

## **Formative Assessment Opportunities**

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- p. 451 Directors Film Chart
- p. 452 Check Your Understanding
- p. 452 Text Questions
- p.450 Actors Film Chart

## **Independent Reading Link**

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- p. 452 Read & Research

## **4.21 Dress Rehearsal**

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SWBAT:

- Demonstrate understanding of the characteristics of drama by rehearsing a dramatic scene.
- Reflect on performance strengths and challenges and use this information to refine a performance.

LA.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

## **Formative Assessment Opportunities**

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- p. 453 Dress Rehearsal

## **Independent Reading Checkpoint**

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- p. 453 Analyze Playwright

## **Embedded Assessment 2 - Performing Shakespearean Comedy**

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SWBAT:

Present your assigned scene in front of your peers to demonstrate your understanding of Shakespeare's text, elements of comedy, and performance.

LA.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

LA.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **21st Century Life and Careers**

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CAEP.9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

CAEP.9.2.8.B.4

Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

CAEP.9.2.8.B.5

Analyze labor market trends using state and federal labor market information and other resources available online.

## **Technology**

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TECH.8.1.8

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.8.B

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.8.C

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.8.D

Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.8.E

Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

TECH.8.2.8

Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## **Accommodations and Modifications**

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4.2 Use Conversation for Quickwrite graphic organizer to help explain sense of humor.

4.3 Allow students to work together to sort comics by type of humor using RAFT graphic organizer.

4.4 Support comprehension using Round Table Discussion graphic organizer.

4.4 Help students write a sentence that begins with a verbal, to explain the anecdote.

4.4 Challenge students to look at each instance of humor in the text & discuss how the humor was effective.

4.5 Use sentence frames and questions to support analyzing humor.

- 4.6 Use Idea Connector graphic organizer to support student use of transitions.
- 4.7 Use Notes for Reading Independently graphic organizer to support reading comprehension.
- 4.8 Use Paragraph Frame for Conclusions to help support controlling ideas.
- 4.8 Use subtitles to provide support for engagement with film.
- 4.9 Use sketches to help students understand & visualize humor in a text.
- 4.9 Challenge students to imagine another scene to add to the poem. They can either draw the scene or create another stanza of poetry.
- 4.10 Support understanding of idioms using partner discussion and Collaborative Dialogue graphic organizer.
- 4.10 Challenge students to write their own poems, using idiomatic expressions as Prelutsky has done, then share.
- 4.17 Review the text for unknown words and create a list. Have students research and record the definitions.
- 4.17 Use Round Table Discussion graphic organizer to help students analyze a scene.
- 4.18 Scaffold analyzing key idea and details to support comprehension of an informational text.
- 4.20 Use Venn Diagram for Writing a Comparison to contrast two films.
- 4.20 Lead a discussion with students about whether they would have made different choices as an actor or director of the film.
- 4.21 Provide sentence stems.
- 4.21 Support student participation in group discussion using Active Listening Feedback graphic organizer.
- 4.1 Create a scaffolded list of assignments to help students self monitor how close they are to attaining the skills necessary to complete the embedded assessment.
  - 4.11 Show students an exemplary essay. Teacher highlights on document camera while students highlight their individual work and matches elements to either the rubric or a modified checklist for students.
  - 4.13 -4.14 TED talk- Hip Hop or Shakespeare
  - 4.15-4.19 video clips of Midsummer Night's Dream
  - 4.2 encourage students to read with a pencil and mark the text, teacher asks multiple questions to check for understanding. Students will answer reading questions in a turn and talk or pair and share style with a partner before the teacher review the answers with the students.
  - 4.20 Show students examples of how to act Shakespeare's works. Teacher will monitor acting companies and give them feedback so that they can effectively perform a Shakespearean skit. Students can consult their rubrics or a modified checklist for their performances as well.
  - 4.3-4.8 Priscilla and the Wimps, and multiple articles by David Barry
  - Children's Literature
  - Independent Reading
  - Literature Circles



- SOAPStone
- Sustained Silent Reading
- Visual Prompts
- Writing Workshop
- Writing Workshop

## Interdisciplinary Connections

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- VPA - Theatre

VPA.1.3.8.C

Theatre

VPA.1.3.8.C.1

Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.

VPA.1.3.8.C.CS1

Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Techniques for communicating a character's intent vary in live performances and recorded venues.

## Unit 4 Resources

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- "9 Public Speaking Tips to Get Over Stage Fright," by Emma Sarran Webster
- "A Day's Work" from 'The Adventures of Tom Sawyer,' by Mark Twain
- "Brothers" by Jon Scieszka
- "Fear Busters-10 Tips to Overcome Stage Fright!" by Gary Guwe
- "Is Traffic Jam Delectable?" by Jack Prelutsky
- "I've Got a Few Pet Peeves about Sea Creatures" by Dave Barry
- "Made You Laugh," by Marc Tyler Nobleman
- "Moose" by Ted Hughes
- "Seedfolks" by Paul Fleischman
- "The Open Window" by Saki
- "The Power of Pets," by Isha Sharma
- "Underfunded Schools Forced to Cut Past Tense from Language Programs," from 'The Onion'
- "Who's on First?" by Bud Abbott and Lou Costello (available online)
- Activity 4.10: Examples of wordplay, such as "Who's on First?" by Abbott and Costello (print and audio or video) (optional)
- Activity 4.13: Art related to Shakespeare, brief summary of the play "A Midsummer Night's Dream"
- Activity 4.16: Copies of selected scenes from "A Midsummer's Night Dream" (one per student) Note: Found online
- Activity 4.17: Copies of selected scenes from "A Midsummer's Night Dream" (one per student) Note: Found online
- Activity 4.19: DVDs of film versions of "A Midsummer's Night Dream", such as 1982 NY Shakespeare Festival production, directed by James Lapine; 1968 or 1996 Royal Shakespeare Company productions; 1999 Warner Brothers USA production, directed by Michael Hoffman

- Activity 4.3: Humorous comic strips and political cartoons
- Activity 4.6: Satirical TV show clip
- Activity 4.7: The Simpsons (opening credits clip), sample caricatures, audio recording of "The Open Window" (optional)
- Activity 4.8: YouTube clip from "I Love Lucy" - 'Lucy's Famous Chocolate Scene'
- Adapted from "Fear Busters - 10 Tips to Overcome Stage Fright," by Gary Guwe
- Excerpt from "A Midsummer Night's Dream", by William Shakespeare
- RAFT strategy
- TWIST strategy