

Unit 06 Genre Study: Drama

Content Area: **English**
Course(s): **English 2**
Time Period: **Semester 2**
Length: **5 weeks**
Status: **Published**

Unit Introduction

Students will engage in a deep study of a particular genre, drama. Students will learn about the particular elements of the genre, including the language, structure, purpose, and conventions that are unique to that particular genre.

Progress Indicators For Reading Literature

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| LA.RL.9-10.5 | Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). |
| LA.RL.9-10.6 | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. |

Progress Indicators For Reading Informational Text

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| LA.RI.9-10.7 | Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
| LA.RI.9-10.8 | Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. |
| LA.RI.9-10.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts. |

Progress Indicators For Writing

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| LA.W.9-10.3.A | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| LA.W.9-10.3.B | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |
| LA.W.9-10.3.C | Use a variety of techniques to sequence events so that they build on one another to |

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| | create a coherent whole. |
| LA.W.9-10.3.D | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| LA.W.9-10.3.E | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |

Progress Indicators For Speaking and Listening

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| LA.SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. |
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Progress Indicators For Language

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| LA.L.9-10.3.A | Vary word choice and sentence structure to demonstrate an understanding of the influence of language. |
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Essential Questions

How does vocabulary help people communicate effectively?

How is the development of our language influenced by other cultures?

How are the universal themes developed by the action, conflicts, setting, characterization, and other elements of the literature?

What elements of the human experience transcend cultures to present universal themes?

What are the corrupting effects of power and hubris?

Content

Literature May Include:

Roses' *Twelve Angry Men*

Sophocles' *Oedipus*

Sophocles' *Antigone*

Shakespeare's *Julius Caesar*