

Unit 03: Shakespearean Drama

Content Area: **English**
Course(s): **English 4**
Time Period: **Semester 1**
Length: **4 weeks**
Status: **Published**

Unit Introduction

Our study of Shakespearean drama will be enhanced when students consider how Shakespeare's plays reflect the universality of the human condition. Students will consider how the characteristics of classical tragedy, comedy or history illustrate universal literary elements.

Progress Indicators For Reading Literature

LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

Progress Indicators For Reading Informational Text

LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
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Progress Indicators For Writing

LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.11-12.9.A	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
LA.W.11-12.9.B	Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

Progress Indicators For Language

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

Progress Indicators For Speaking and Listening

LA.SL.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.
LA.SL.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.
LA.SL.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.
LA.SL.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.

Essential Questions

How are examples of Shakespeare's influence present in modern society?

How is Shakespeare's writing universal and timeless?

How does reading Shakespeare reveal the universality of man?

How does the structure and style of Shakespearean drama define the genre?

Content

Drama-Multi-Act Play: Text Pages 449-452 from *The Tragedy of Hamlet* (William Shakespeare)
Drama-Multi-Act Play: Text Pages 452-454 from *The Tragedy of King Richard the Second* (William Shakespeare)
Drama-Multi-Act Play: Text Pages 457 & 459 Film Viewing Activity
Drama-Multi-Act Play: Text Pages from *The Merchant of Venice* (William Shakespeare)
Essays About Art or Literature: Text Pages 434-437 "Comparing Shakespeare's Macbeth to Holinshed's Chronicles of England Scotland and Ireland"
Essay About Art or Literature: Text Pages 393-397 "*Macbeth* from Characters of Shakespeare's Plays" (William Hazlitt)
Informational Text/Encyclopedia Article Text Pages 241-243 "Elizabeth I, Queen of England" (The Columbia Encyclopedia)

Supplementary Materials

Supplementary Materials
DVD: Background of Will Shakespeare-1978. Director Peter Wood.
DVD: Hamlet 1990 Director: Franco Zeffirelli
DVD: The Reduced Shakespeare Company 2001 Director: Paul Kafno (2 copies)
DVD: Hamlet 1996 Director Kenneth Branagh
DVD: Hamlet 1995 Director: Sir John Gielgud
DVD: Macbeth 1978 Director: Philip Casson (2 copies 1 copy SMP)
DVD: Macbeth Director Arthur Allan Seidelman
DVD: Macbeth and King Lear 1976 & 1978 Director Philip Casson & Director Tony Davenall
Audio Cassettes Macbeth 1995 Pearson
Audio CD 2011 Macbeth Directed Martin Jarvis
DVD: Shakespeare Uncovered: Hamlet, Richard the II, Macbeth, The commeides, The Tempest, Henry IV, Henry V. 2012 Director: Richard Denton et al
Audio Cds Macbeth 2012 Directors: John Tiffany and Andrew Goldberg
DVD: Shakespeares' Soliloquies 2002 Directed By: Scott Mansfield (2 copies)
DVD Taming of the Shrew BBC
You Tube: Hamlet To Be or NOt To Be Soliloquies (Olivier, Branagh, Gibson, Hawke, Burton, Klein)
DVD: Rosencrantz and Guildenstern are Dead Directd 1990 By Tom Stoppard
DVD Scotland, PA Greasy spoon Bloody Murder Directed by Billy MORrisette 2005 (amp)
DVD Hamlet 2000 Director Michael Almereyda DVD Five Shakespeare Comedies and Tragedies Set BBC 1980

