

07_Tragedy Copied from: The Appreciation of Artistic Performance, Copied on: 11/15/23

Content Area: **TEMPLATE**
Course(s):
Time Period: **Semester**
Length: **3 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

This unit encourages students to become self-aware and relate to others. Actors focus on conveying extreme emotions through movement, voice, facial expression.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- self-awareness can stimulate awareness of others and can lead toward greater understanding.
- humans can demonstrate predictable body movements when faced with tragic circumstances.
- effective tragic performance involves extreme emotions conveyed through movement, voice, and facial expression and is often demonstrated during the climax of a story.

CONTENT AREA STANDARDS

L.11-12.3. 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.

A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

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.)

RL.11-12.5. Analyze how an author's choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

RL.11-12.3. Analyze the impact of the author's choices 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).

SL.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.

SL.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.

SL.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.

W.11-12.10. 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

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.3	Analyze the impact of the author's choices 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).
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.11-12.5	Analyze how an author's choices concerning how to structure 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) contribute to its overall structure and meaning as well as its aesthetic impact.

LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
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.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.W.11-12.10	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.
LA.SL.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.
LA.SL.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.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- every human experiences tragedy.
- once an actor has experienced even a small loss, they are able to express a great tragedy.
- author's word choice impacts meaning and tone.

Procedural Knowledge

Students will be able to:

- view tragedy and objectively observe the actions of those involved.
- recognize tragedy in their own experience.
- translate their tragedy into a performance of another's.
- determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.
- come to discussions prepared, having read or researched material under study.
- cite strong and thorough textual evidence.
- apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- by the end of grades 11-12, read and comprehend literature, including stories, dramas, and poems, at the high ends of the grade 11-CCR text complexity band independently and proficiently.
- support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 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.
- demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
- 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.
- analyze multiple interpretations of a story, drama, or poem evaluating how each version interprets the source text.
- analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant.
- 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 discipline-specific tasks, purposes, and audiences.

EVIDENCE OF LEARNING

Alternate Assessments

- Teacher/Student Conferences
- Dramatizations
- Multimedia Presentations
- Screencastify

Formative Assessments

- journal
- viewing
- class discussion

Summative Assessments

- performance (i.e. Live, Flipgrid, Google Meet Recording, Screencast-O-Matic, Screencastify, etc.)
- writing

RESOURCES (Instructional, Supplemental, Intervention Materials)

- <https://www.youtube.com/watch?v=8PsErwLwhuA> - scene change game
- https://www.rhinegold.co.uk/wp-content/uploads/2015/10/TDSP2_1617_scheme-KS3_Comedy-and-tragedy.pdf - lessons 1-3
- https://www.teachingenglish.org.uk/sites/teacheng/files/Shakespeare_and_Tragedy_Lesson_Plan.pdf
- William Shakespeare's tragedies - *Antony and Cleopatra*, *Coriolanus*, *Hamlet*, *Julius Caesar*, *King Lear*, *Macbeth*, *Othello*, *Romeo and Juliet*, *Timon of Athens*, *Titus Andronicus*

INTERDISCIPLINARY CONNECTIONS

- English - narrative writing
- Technology - media literacy
- Social studies - social justice, ethics
- Career readiness - art

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.