



**GRADE 12
ELA CCGPS UNIT PLAN: 1st 9 Weeks**

This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.

READING FOCUS : Literary

THEME: A Royal Mess: An Examination of the Lives, Scandals, and Impact of Britain's Most Notorious and Noteworthy Kings and Queens

EXTENDED TEXT FROM BRITISH LITERATURE:

Macbeth by William Shakespeare

SHORT TEXTS FROM BRITISH LITERATURE:

1. Grendel, (excerpt chapter 2) by John Gardner—*be advised of strong language; use your own discretion in choosing excerpts from this text*
2. *Beowulf*, by anonymous (translation determined by school)
3. *The Seafarer* by Burton Raffel
<http://www.nexuslearning.net/books-enotes.com/beowulf.text>
4. *When I was Fair and Young* by Queen Elizabeth I
<http://www.poetryfoundation.org/poem/174926>
5. *To His Love When He Had Obtained Her* by Sir Walter Raleigh
http://www.poemhunter.com/i/ebooks/pdf/sir_walter_raleigh_2004_9.pdf

SHORT INFORMATIONAL TEXTS INCLUDING PRIMARY AND SECONDARY SOURCE DOCUMENTS FROM BRITISH HISTORY:

1. . Holinshed's Chronicles, Volume V: Scotland
<http://shakespeare-navigators.com/macbeth/Holinshed/index.html>
2. Robin Hood
<http://www.robinhood.info/robinhood.index.html>
3. The Magna Carta
http://www.archives.gov/exhibits/featured_documents/magna_carta/
4. Elizabeth I's Speech to the Troops at Tilbury

<http://www.nationalcenter.org/ElizabethTilbury.html>

5. The Martyrdom of Thomas a` Becket, 1170
<http://www.britannia.com/history/docs/becketgrim.html>

6. History of the English Language
<http://www.merriam-webster.com/help/faq/history.htm>

SUPPLEMENTAL MATERIALS:

How to conduct a TP-CASTT

<http://homepage.mac.com/mseffie/assignments/poem-a-day/TPCASTT.pdf>

Critical Approaches to Literature

<http://www.olemiss.edu/depts/english/courses/web/fall96/litcrit>

WRITING FOCUS: Argumentative

ASSESSMENT TASKS (These writing prompts will serve as the assessments for this unit.)

Informative/Explanatory writing should focus on why literary and rhetorical choices are made by the author, and how those choices are intended to affect or impact the reader based solidly in text evidence; argumentative/opinion writing must advance a specific claim or claim(s) and provide strong and logical support, based solidly in text, for claims.

1. **Informational:** Read excerpts from *Beowulf* and *Grendel* and analyze the effect point of view has on narration. Make sure you explain point of view in terms of both its literary purpose and its importance in shaping an author's style choices. Incorporate cited textual evidence from both literary and informational text as needed to develop and support your explanation.
2. **Argumentation/opinion:** Read and analyze Plato's *The Allegory of the Cave*. Choose a modern day situation that you believe best represents the "Allegory" and create a visual/audio presentation that supports your opinion. Make sure that your audience can make clear connections between Plato and your representation. The presentation should include allusions to Plato's "Allegory" and its major themes. NO POWERPOINT. You should ensure that all still images, video clips, and music underscore your argument and develop your overall message.
3. **Argumentative/opinion:** *The Magna Carta* is "widely viewed as one of the most important legal documents in the history of democracy" (<http://www.archives.gov/documents>). It was written in response to landowners who felt they were being unfairly subjugated by King John. Choose one of the following points-of-view (women, Jews, peasants) and argue the merits or shortcomings of the document as it relates to that particular group of people. Use textual evidence from *The Magna Carta* and other research to help develop and support your argument.
4. **Argumentation/opinion:** Shakespeare and his peers often played fast and loose with historical facts and events. The historical Macbeth may not have been the beast he is portrayed in Shakespeare's play. Research King James I's influence on Shakespeare and develop an argument against Shakespeare's "twisted" portrayal of the historical Macbeth. Keep in mind that James I of England was James VI of Scotland. Make sure you use textual evidence to support your argument.

(UP TO TWO ADDITIONAL ANALYSIS PROMPTS PER UNIT AT INSTRUCTOR DISCRETION)

5. **Informational/explanatory:** Examine the various critical approaches to literary analysis. In small groups choose one of the approaches and develop a visual that explains the theme “A Royal Mess” and shows an understanding of the approach. The visual should include connections between and among the various pieces of literature, the royal personages included in the unit, common themes and/or patterns discerned, causes/effects of the royals’ actions and the possible impacts that continue to shape our contemporary world. The visuals may include technology; however, creative students may present murals, collages, montages, skits, combinations of any and/or all of these.

NOTE: AT LEAST 3 OF THE MINIMUM OF 4 ANALYSIS ESSAYS MUST BE WITH THE GENRE FOCUS IDENTIFIED FOR THE UNIT

NARRATIVE/RESEARCH/ROUTINE WRITING

NARRATIVE

1. After reading chapter 2 of the novel Grendel, think of a time when you have been misunderstood. Write a narrative about the incident, its outcomes, and the lesson(s) you learned as a result. Relate your own experience to that of Grendel citing textual evidence from the excerpt to support and develop your thesis.
2. Choose a scene from Macbeth and become one of the following—a maid, a knight, a foot soldier, a physician (or someone else you might like to “become”)who witnessed the events in that scene—and re-tell the story from your point of view. Although you may take poetic license in the re-telling, make sure that the scene and the context are both easily identifiable.

RESEARCH CONNECTION(S)

Critical approaches to literary analysis: research the various critical approaches and choose one to use as a basis for writing an analysis of Macbeth.

Aristotle’s Theory of Tragedy in the Poetics

History of the English Language

Kennings—bards—ballads—early epic poetry

Historical context of texts (Holinshed’s Chronicles)

ROUTINE WRITING Notes, summaries, process journals, and short responses across **all genres**

Summaries/note-taking

Close readings—analysis of selected short texts

TP-CASTT—analysis of selected poems

Vocabulary journal

Short response journal writings over designated pieces of text

Examine the use of kennings in Beowulf for hyphenated words/phrases

Analyze and discuss the evolution and history of the English language
Compare the tone of Queen Elizabeth I's poem to those of Sir Walter Raleigh
Write a "Grendel/Beowulf" rap, comic strip, children's story, etc. covering all the major events
Write a brief explanation of Aristotle's *Theory of Tragedy* and pull textual evidence from Macbeth as exemplars

Possible Extended Activities:

Write a parody of one of Sir Walter Raleigh's poems

Quote Journal for Macbeth

Annotated bibliographies

PLANS FOR ASSESSMENT 1: *integrating reading selections from the unit into a writing task*

Read excerpts from *Beowulf* and Grendel and analyze the effect point of view has on narration. Make sure you explain point of view in terms of both its literary purpose and its importance in shaping an author's style choices. Incorporate cited textual evidence from both literary and informational text as needed to develop and support your explanation.

SKILL BUILDING TASKS *Note: tasks may take more than a single day.*

Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How does literature reflect the thinking, values, and human development of a specific historical time period?

TASK: Acquire background knowledge and establish context for unit.

Standards:

ELACC11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ELACC11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Instruction:

- Begin unit with a "scavenger" hunt. Place each of the following dates on different colored paper: 650, 750, 850, 950, 1000. Have smaller corresponding colored squares available for students to choose. Their colored paper choice will determine their groups and which date each group will research for people, places, events, and important literary texts associated with the date. The information will be posted on the wall in whatever manner the classes determine is the most interesting and useful.
- Once the research is completed, use the "wall" as a source for introduction and discussion of early British literature and history (as it pertains to literature and literary texts). Use the wall to help students answer first essential question. Guide students in making connections between the types of literature produced and the historical events of the day. Students should understand that novels and literature as they may think of it was sparse. Much of the literature was ecclesiastical in nature.
- Place a "star" or some other indicator at the date nearest to the time period of *Beowulf*. Tell students this is where our literary focus will begin.

Differentiation Option(s): Allow students to use a variety of visual representations for this, i.e. pictures, drawings, excerpts, maps, graphics, etc.

ESSENTIAL QUESTION: How does language evolve?

TASK: Study evolution of the English language.

Standards:

- ELACC11-12RL4: 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, and beautiful. (Include Shakespeare as well as other authors.)
- ELACC11-12RL7: 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. (Include at least one play by Shakespeare as well as one play by an American dramatist.)
- ELACC11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- ELACC11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- (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.

Instruction:

- So students will have some insight into the evolution of our language, lead students in a discussion over the topic by sharing some of the “slang” words used during your high school years compared with their slang words. It might also be a good time to share new words that have been introduced since the year 2000.
- Explain to students the “evolution” of language is not new. Students should understand the English we speak today is not the English spoken during the time period they'll be studying for the next nine weeks.
- Give students copies of text written in old English and ask them to decipher it. After students have an opportunity to examine the old English text, give them a text written in Middle English. Finally, give students text written during Elizabethan England. Ask students to give specific examples of how the language evolved. They can represent the evolution in some type of graphic organizer (i.e. Thinking Map Flow Chart, matrix, etc.). Share these in small groups and/or whole class.
- Have students try to read Old/Middle English texts silently, or ask a few brave students to attempt this aloud for others to hear.
- So students can actually “hear” both Old and Middle English spoken, go to <http://www.youtube.com> and type in *The Lord's Prayer* in Old English/Middle English. These renditions are beautiful and really help students understand how our language changed.
- ****Answer essential questions as a formative assessment. Students may use their graphic organizer to help them. Graphic organizer should be attached to answer sheet.**
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****Assessment Opportunity**

Differentiation Option(s): After hearing the Old/Middle English renditions from *youtube*, allow students who would like to do so to research the actual pronunciations and spellings of the words used in Old/Middle English to make their own recordings.

ESSENTIAL QUESTIONS:

1. How does the analysis of point of view and author's style help in the comprehension and understanding of literary text?
2. How do authors use figurative language to convey tone?

TASK: Complete a TPCASTT over *The Seafarer*.

Standards:

- ELACC11-12RL4: 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. (Include Shakespeare as well as other authors.)
- ELACC11-12RL7: 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. (Include at least one play by Shakespeare as well as one play by an American dramatist.)
- ELACC11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.
- ELACC11-12SL3: 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.
- ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Instruction:

- Introduce students to the process of "close" reading a poem. To close read a poem use the TPCASTT method of analysis. There are many exemplars available which help explain how to conduct a TPCASTT. The following is just one of those: <http://homepage.mac.com/mseffie/assignments/poem-a-day/TPCASTT.pdf>
- Using direct instruction and a gradual release model, guide students through the process of close reading a poem using the TPCASTT technique for analysis of Burton Raffel's translation of *The Seafarer*.
- A TPCASTT reading affords many opportunities for language acquisition and the study of syntax, diction, and rhetorical devices. As students complete the TPCASTT, ask them to find specific examples of each of these.
- ****Have students answer essential questions three and four using notes from their close readings over *The Seafarer*. Ask students to use textual evidence in their answers. This may be a good time to review the use of citations and proper documentation for textual evidence.**

Homework: Students who do not complete the close reading during class should finish the assignment for homework. They will need the completed work for the writing assignment.

****Assessment Opportunity.**

Differentiation Option(s): For struggling readers or lower achieving students, cut the close reading into sections and have them complete only the sections needed to answer the essential questions.

ESSENTIAL QUESTIONS:

1. How do visual interpretations enhance or hinder the overall effect of characterization and point of view of a literary text?
2. How can readers interpret a literary piece for a performance and maintain the author's meaning and vision for his story and its characters?

TASK: Read excerpts from *Beowulf* and *Grendel*.

Standards:

- ELACC11-12RL7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluate how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by an American dramatist.)
- ELACC11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.
- ELACC11-12SL3: 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.
- ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Instruction:

- Introduce the concept of the scop and his importance in perpetuating the oral history and traditions of Anglo-Saxon England. To make a point about the scop's use of rhythm, caesura, and kennings to help in memorizing the long, epic poems of their time, ask students to think about rap music or other music they listen to. Ask them to make a list of the devices they use to remember lyrics. Relate their devices to those of the scop's.
- When discussing kennings, make specific mention of the use of hyphenations. Many of the kennings are hyphenated.
- Once again go to <http://www.youtube.com> and search for *Beowulf* and *Grendel*. This site offers a laundry list of visual and oral interpretations of the epic poem. The movie trailers for the movie *Beowulf* (the ones with Gerard Butler) are particularly engaging and beautifully done. There are also several renditions of *Beowulf's Prologue* being read in its original old English version. These sites may be used as either an activating opening or students might go to a computer lab and visit the site on their own using the second essential question as the focus of their work. Students should be prepared to either write a response or participate in a class discussion answering the essential question. ***Be aware of the fact that although the trailers themselves may not contain strong language, some of the comments about the trailers may. Because of this, it may be best that you choose the specific video clips you wish to share with the students and "burn" them on a DVD prior to this lesson.***
- Students should begin their favorite words, phrases, figurative language journal at this point. Each entry in the journal should include a correct citation so that students can find the quoted material at a later date if they need it. Students should also include a brief explanation as to why they chose the entry, how the entry enhances the story, and what type of figurative language the entry represents (if this is applicable to the entry). During the study of this unit, take time to chart some of the students' favorite entries and list these on chart paper. Place the chart paper on the wall and use the entries to look for patterns, discuss stylistic devices, learn new vocabulary, etc.
- Provide direct instruction over kennings, caesura, alliteration, and other figurative language and poetic devices found in *Beowulf*. If you did this with *The Seafarer*, then, have the students look for the same devices in *Beowulf* and do a comparison between the two poems.
- Share this module's culminating task with the students. Have students begin marking the textual evidence they may need for completing the culminating task. If students cannot mark on the text itself, have them use Post-it notes. **Note: These two sites have free versions of the poem if students wish to download a copy to analyze.** <http://www.alliteration.net/beoIndex.htm>; <http://www.beowulfepic.com/>
- Although it is not necessary for students to read the entire *Beowulf* poem to complete the culminating task in this module, they should at least read the *Prologue*, an account of Grendel's raid on the Danish Court, the arrival of Beowulf, and Grendel/Beowulf's battle. For differentiation purposes, the reading can be done in small groups, with a partner, through taped versions, or independently. Please no whole group, round-robin reading of the text.

Homework: Students complete reading task at home.

ESSENTIAL QUESTION: How can connections between real-life and fictional experiences enhance narrative writing?

TASK: Write narrative response.

Standards:

- ELACC11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g. a sense of mystery, suspense, growth, or resolution).
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- ELACC11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.
- ELACC11-12SL3: 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.
- ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Instruction:

- In preparation to answer the first narrative writing prompt, students should be given a copy of Chapter 2 of John Gardner's novel Grendel. Make sure they understand that this novel contains explicit, graphic, adult language. ***(If any students are uncomfortable reading this chapter, then, adjust the narrative writing task to read as follows: For the sake of argument, assume that Grendel was not born to be a monster; however, because of his background, appearance, and inability to communicate well, he has become frustrated and misunderstood. Think of a time when you have been misunderstood. Write a narrative about the incident, its outcomes, and the lesson(s) you learned as a result. Relate your own experience to that of Grendel citing textual evidence from the excerpt to support and develop your thesis.)***
- For those students who do read Chapter 2 of John Gardner's novel, ask them to examine and analyze Gardner's brilliant use of kennings and figurative language. There is also a great deal of transition between paganism and Christianity in this book just as there is in the poem. Discuss this transition with all the students. Gardner uses the zodiac as a structural element in his book—homage to paganism. This discussion ties back to the Day One and Two essential questions: **How does literature reflect the thinking, mores, and human development of a specific historical time period?**
- **Students should write response to first narrative in class.**

****Assessment Opportunity**

Differentiation Option(s): Write a "Grendel/Beowulf" rap, comic strip, children's story, etc. covering all the major events.

ESSENTIAL QUESTION: How do rubrics and exemplars aid in improving and clarifying writing?

TASK: Examine rubrics and exemplars to gain better understanding of the skill.

Standards:

ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-2 up to and including grades 11-12).

ELACC11-12W10: 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, and audiences.

Instruction:

- Lead students in direct instruction over point of view. Check for understanding by having students share some of the textual evidence they are pulling to help them complete the culminating task writing assessment.
- Share the Informational/explanatory writing rubric with students. This may be the time to conduct direct instruction over the writing process. Using exemplars provided in *Appendix C* of the Common Core Standards may help students gain a better understanding of how to write their response. Have students “score” the exemplars against the rubric they are provided. Each element and/or writing target in the rubric needs to be color coded. Have students then find specific examples from the exemplar to respond with each color-coded section of the rubric. Using the same corresponding colors, students should underline examples from the exemplars. Some examples may have more than one “color” because that one stylistic device may incorporate several good writing strategies/elements. Students may now use their color-coded exemplars as guides for their paper.
- Working in small groups or with a partner, allow students to brainstorm their responses to the culminating tasks using one another as peer guides and editors.
- ****Write essay in class.**

Homework: Students should read the poem/novel as necessary to complete module in allotted time frame.

Writing should be done in class so teachers can guide the process and conference with students independently or in small groups.

Note: For students who do not read Chapter 2 of Grendel, simply have them use Beowulf as the basis of their answers.

****Assessment Opportunity**

Differentiation Option(s): For students who struggle with writing, grade the process by allowing them to write the paper in sections—opening paragraph, body, and closing. Students should have one-on-one teacher/student conferences after each section with time provided for revisions. Each individual section is graded. Sections are merged to produce a final essay.

Plans for Assessment 2: *integrating reading selections from the unit into a writing task*

Read and analyze Plato's *The Allegory of the Cave*. Choose a modern day situation that you believe best represents the “Allegory” and create a visual/audio presentation that supports your opinion. Make sure that your audience can make clear connections between Plato and your representation. The presentation should include allusions to Plato's “Allegory” and its major themes. NO POWERPOINT. You should ensure that all still images, video clips, and music underscore your argument and develop your overall message.

ESSENTIAL QUESTION: How can the study of historical texts and philosophical thinking help gain insight and better understanding of both historical and contemporary events?

TASK: Read and interpret Plato's *The Allegory of the Cave* excerpted from his The Republic.

Standards:

ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reason

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claims(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

ELACC11-12RL1: Cite strong and thorough textual evidence 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.

ELACC11-12RL5: 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.

Instruction:

- Share with the students this module's Culminating Task. Explain what the task is asking them to do so they will be prepared to analyze and mark text as needed. Remind students they are to continue to make entries in their favorite words, phrases, figurative language journal.
- Read the essential question to the class. Explain that they are going to read a famous excerpt from Plato's The Republic. A good introduction to this would be to read the opening provided on the excerpt from <http://webspace.ship.edu/cgboer/platoscave.html>. This explanation gives enough background knowledge without being overly burdensome.
- Many people refer to The Republic as Plato's dialogues. We often associate dialogue with quotation marks. Have students look at the structure of the text and defend the term *dialogue* as it used to describe the text. Lead discussion on the various ways dialogue is represented in text other than quotations marks—i.e. Alan Paton's use of dashes in Cry the Beloved Country is an example of dialogue without quotation marks. Ask students their opinions on the use of quotation marks to indicate dialogue. Students need to understand that punctuation (or lack of it) may be considered part of an author's style. It is a conscious decision made by an author.
- Break students into small learning groups of three (four if necessary). Each group will choose someone to take on the roles Socrates, Glaucon, and interpreter(s). As the students take on their specific roles, Socrates and Glaucon are going to read the excerpt as if it were they who are in conversation. As they read, the interpreter(s) will need to stop the reading after each of Socrates' dialogues and lead students in clarifying text meaning, defining unfamiliar terms, developing unanswered questions, and/or making connections to the essential question. All students should begin marking the text for use in culminating task.

Differentiation Option(s): To make the reading more interesting and meaningful, pre-assign groups with reading parts already assigned to your strongest readers. Have struggling readers as interpreters because they are simply asking the questions. All members of the group must discuss and participate in answering them. To further assist students, you might want to have the questions on the white board or chart paper.

ESSENTIAL QUESTION: How can we represent a theme through multi-media?

TASK: Create multi-media presentation representing a specific theme.

Standards:

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on

grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- 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.
- b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions of a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- 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.

ELACC11-12SL3: 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.

ELACC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and range of formal and informal tasks.

Instruction:

- ****When students have finished reading and analyzing the text in their small groups, lead a whole class discussion in the text's meanings. Have interpreters share some of the unanswered questions and/or text connections with the whole class. As a class, answer the essential questions. As a formative assessment, have students write a quick, short response to the essential question: *How can the study of ancient texts and philosophical thinking help gain insight and better understanding of both historical and contemporary events?***
- Share the *youtube* video with students. Ask if a visual helps with understanding. Use this as a lead in for the culminating task. (The Cave: An Adaption of Plato's Allegory <http://www.youtube.com/watch?v=69F7GhASOdM>)
- Give students presentation rubric. Review the expectations for each competency level.
- Give students an opportunity to make revisions to the rubric as they deem necessary.
- In order to get interesting multi-media presentations, perhaps at this time the school's media specialist or technology guru (or a really technology savvy student) could share the various tools available for presentations. PowerPoints are "so yesterday" that the use of Prezis, HyperStudio, MovieMaker, Photo Story, or other forms of technology, might offer students greater variety and flexibility. These presentations should be fully integrated with visuals, audio, and text.
- Allow students to return to their small groups to begin brainstorming their approach to the culminating task. Each student should have specific responsibilities. Each group should turn in a proposed plan including a breakdown of the project, student jobs/responsibilities, and deadlines. Note: As with any project, specific deadlines and check points should be determined at the onset of the project. *Grading the process eliminates "lost" project syndrome: a syndrome where students work and work and when it comes time to present, they have nothing because no one checked the progress or guided the process.*
- Closure: Take a status of class.

****Assessment Opportunity**

ESSENTIAL QUESTION: How are planning, editing, and revising useful when creating multi-media presentations?

TASK: Work in groups to plan, edit, and revise a multi-media presentation.

Standards:

- ELACC11-12RI7: Integrate and evaluate multiple sources of information present in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- ELACC11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- ELACC11-12SL2: 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.

Instruction:

- Allow students to return to their small groups to begin brainstorming their approach to the culminating task. Each student should have specific responsibilities. Each group should turn in a proposed plan including a breakdown of the project, student jobs/responsibilities, and deadlines. Note: As with any project, specific deadlines and check points should be determined at the onset of the project. *Grading the process eliminates “lost” project syndrome: a syndrome where students work and work and when it comes time to present, they have nothing because no one checked the progress or guided the process.*
- Give students time in class to complete the assignment.
- Closure—revisit the presentation rubric. Have groups use the rubric to determine their status.
Note: This particular activity may take three to four days to complete. Block scheduled classes may take less time to complete than those on traditional schedules.

PLANS FOR ASSESSMENT 3: *integrating reading selections from the unit into a writing task*

The *Magna Carta* is “widely viewed as one of the most important legal documents in the history of democracy” (<http://www.archives.gov/documents>). It was written in response to landowners who felt they were being unfairly subjugated by King John. Choose one of the following points-of-view (women, Jews, peasants) and argue the merits or shortcomings of the document as it relates to your point of view. Use textual evidence from the *Magna Carta* and other research to help develop and support your argument.

ESSENTIAL QUESTION: How does the use of visuals help organize main idea and supporting details?

TASK: Develop a visual organizer representing main idea and supporting details.

Standards:

- ELACC11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- ELACC11-12SL2: 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.
- ELACC11-12RI7: Integrate and evaluate multiple sources of information present in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Instruction:

- Place the following dates on the “wall” timeline established in Module 1 of Unit 1: 1100, 1150, 1200, 1250. Explain to students that the unit is moving into another important historical time in British (actually the world) history where several seminal events occurred and documents written—the death of Thomas a’ Becket and the writing of the *Magna Carta*. (At the end of this section of Module 2, students should be able to connect Henry II, Becket’s death, and the *Magna Carta*.)
- Using interactive technology if you have it (or copies if you don’t have this capability), show information at <http://www.timeref.com/tree68.htm>. Guide students in determining important information about Henry II by asking students to help you identify the important information. To do this, after each paragraph, have a volunteer go to the Smart Board, or overhead/Elmo if using a transparency/paper copy, and underline what he/she determines to be important information. The other students should agree/disagree with choices. The class should come to a consensus regarding underlined information.
- ****When the entire piece of text has been underlined, ask students to individually categorize the information and place it in a tree map type visual organizer. Each category must be labeled with a specific title. Have students swap their completed visual organizer with another student. Each student must explain his/her organizer and support his categories and labels. Students should understand that this activity is a strategy they might use to help them organize information when they are asked to work independently. The category labels are actually main ideas and the information under each label is supporting details.**
- Place Henry II at the proper place on the time line.
- As a closure, partners are to label themselves “A” and “B”. Without using any notes, Partner “A” shares everything learned today about Henry II. Partner “B” uses graphic organizer to check partner “A’s” accuracy. After this, Partner “A” uses the graphic organizer to ask partner “B” three questions.

****Assessment Opportunity**

ESSENTIAL QUESTION: How do political cartoons convey tone and point of view?

TASK: Write political cartoons that show and understanding of tone and point of view.

Standards:

- ELACC11-12RI1: Cite strong and thorough textual evidence 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.
- ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
- ELACC11-12SL5: 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.

Instruction:

- One of the important events of Henry II’s life was his complicity in the death of Thomas a’ Becket in 1170. Pair students for a “pair/share” reading activity. Give students a copy of *Sources of British History*: Edward Grim: “Martyrdom,” The Murder of Thomas Becket, 1170 (<http://www.britannia.com/history/docs/becketgrim.html>). Students will evaluate the text for diction as it relates to the author’s tone and point of view using a “close” reading. Model the close reading process with the first paragraph of the text.
How to conduct a Close reading <http://www.web.cn.edu/kwheeler/reading-lit.html>
- Have pairs join another set of pairs to form groups of four. In these groups, students should share their analysis of the text’s tone and point of view. When they complete their “share” time, lead a whole-group discussion over tone and point of view.
- Independently, students are to create a political cartoon that conveys the author’s tone and point of view. The cartoon should include talk bubbles and

captions. (Artistic ability isn't as important as the bubbles and captions. Students may use clip art if they cannot draw.)

- ****Share political cartoons. Allow students to determine the “best” cartoons based on the cartoon’s fulfillment of the assignment. Post cartoons on wall.**
- Place the martyrdom of Thomas a’ Becket on the timeline.

****Assessment Opportunity**

Differentiation Option(s): Students who prefer to write a poem or a rap may do so. However, they, too, must capture the author’s tone and point of view.

ESSENTIAL QUESTION: What elements discern fact from fiction?

TASK: Research informational text to determine fact vs. fiction.

Standards:

ELACC11-12RI1: Cite strong and thorough textual evidence 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.

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

ELACC11-12SL5: 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.

Instruction:

- Conduct a Robin Hood *wordsplash* with students. To do this, place the name *Robin Hood* on the white board. Ask students to call out in a random fashion any word, concept, idea, etc., that comes to their minds about Robin Hood. Place their comments around the name.
- Allow students to form their own research groups to conduct a short internet search for Robin Hood. The purpose of this search is to determine how much of what they know about Robin Hood is truth and how much is fiction. As they are researching, ask students to find the historical “dates” of Robin Hood. One good website they might use is <http://www.historic-uk.com/HistoryUK/HistoryofEngland/Robin-Hood/>.
- When students have completed the research, conduct a whole-group class discussion. Using the opening *wordsplash* as a point of reference, categorize the students’ original comments into two groups: fiction/fact. Discuss the various ways fact and fiction become blurred.

Differentiation Option(s):

ESSENTIAL QUESTION: How does media shape society’s perceptions of history?

TASK: Compare and contrast various films interpretations of the same subject matter.

Standards:

ELACC11-12SL5: 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.

ELACC11-12RL7: 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. (Include at least one play by Shakespeare as well as one play by an American dramatist.)

ELACC11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

ELACC11-12W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Instruction:

- Leaving students in their groups, have each group visit the *youtube* site to watch film clips of several Hollywood versions of Robin Hood: 1973 Disney’s *Robin Hood*; 1976 *Robin and Marian*; 1991 *Robin Hood: Prince of Thieves*; 1993 *Robin Hood: Men in Tights*; and 2010 *Robin Hood*. Focus their viewing

by ask them to respond to the following questions:

1. How has Hollywood's portrayal of Robin Hood influenced our beliefs about the man?
 2. How are the films different? How are they the same?
 3. Who are the films' main protagonist(s)/antagonist(s)? How are they portrayed (look at clothing, surroundings, dialogue, etc.)
 4. ****Watch the film clip in the 2010 *Robin Hood* where Robin discovers his true identity and confronts King John. Take notes over the situation and the context for the battle between Robin and the King. NOTE: The notes will be used later.**
- Place the historical dates of Robin Hood and King John on the timeline.

Homework: For homework, have students use today's notes to write a one/two page response to the following prompt:

Explain how society's perceptions of a historical event (in this case the legend of Robin Hood) are often shaped by literature and media (in Robin's day the media might have been monks' accounts/chronicles, oral traditions, etc.). Cite textual evidence from today's research in your explanation.

****Assessment Opportunity**

ESSENTIAL QUESTION: How can the interpretation of primary source documents help?

TASK: Read and interpret a primary source.

Standards:

- ELACC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- ELACC11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
 - c. Consult general and specialized 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, its part of speech, or its etymology, or its standard usage.

Instruction:

- To open this lesson, ask students to ponder the following question and be prepared to share their thoughts with the whole class: *Pretend that the United States Constitution had never been written. How would things be different?* Use this question as a lead into discussion of The Magna Carta.
- Print copies of The Magna Carta from <http://www.constitution.org/eng/magnacar.htm>. This site gives a comprehensive translation of the charter (carta) and will give students the information they need to complete the Culminating Task for Task 2.
- Read the *Preamble* and # 1 of the charter. Lead students in a discussion over the importance of the Catholic Church and the Pope during this time in history. Ask students to make a connection between John's showing his utmost support of the Church and the incident between his father Henry II and Thomas a` Beckett. This charter was written in 1215. Place this event on the timeline.
- Prior to having students read the text, introduce the Oxford English Dictionary (OED) to the students. Because the language of The Magna Carta is very difficult to decipher, students will probably need to use the OED to define archaic and/or unfamiliar words. Model and discuss the etymology of words and choosing the most relevant definition when given more than one. Remind students to place interesting new words or phrases in their journal.

- Read the Culminating Task to the class. Discuss the prompt and what it is asking the students to do. Make sure students understand the assignment.
- ****Students may work with a partner(s) in reading and interpreting the document; however, each student must choose his/her own persona and write his/her own paper.**

****Assessment Opportunity**

Differentiation Option(s): Have students compare and contrast The Magna Carta with our *Constitution*. Once they complete the comparison, students write a paper explaining the influence The Magna Carta had our own “charter.”

ESSENTIAL QUESTION: How do we develop an argument in response to a specific prompt?

TASK: Write an argumentative essay responding to a specific prompt.

Standards:

- ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between reasons and evidence, and between claim(s) and counterclaims.
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Instruction:

- Make sure students understand the writing rubric for argumentative writing.
- Students should write their papers in class. Have students form buddy writing partners with three other students. Each student will decide to become one of the following: *Mechanics/usage editor*, *Organizational/structure editor*, *Content editor*, and/or *Voice/interest editor*. These writing buddy partners are to help one another throughout the process making sure that each member of the group meets the standard/elements as outlined in the rubric.
- Teacher/student one-on-one and/or small group conferencing should take place throughout the writing process.
- Have students rate their papers using grading rubric.
- Have students write commentary on one other student’s paper using the language of the standards.
- Allow writing buddy partners to choose one paper from each group to share with the entire class in an author’s chair.
- Use the timeline to initiate whole-group discussion over the connections between/among the various dates, events, and literature. Guide students in understanding the cause and effect represented by all these.
- ****Ticket out the Door: Answer Module’s Essential Question.**

****Assessment Opportunity**

Differentiation Option(s):

PLAN FOR ASSESSMENT 4: *integrating reading selections from the unit into a writing task*

Argumentation/opinion: Shakespeare and his peers often played fast and loose with historical facts and events. The historical Macbeth may not have been the beast he is portrayed in Shakespeare's play. Research King James I's influence on Shakespeare and develop an argument against Shakespeare's "twisted" portrayal of the historical Macbeth. Keep in mind that James I of England was James VI of Scotland. Make sure you use textual evidence to support your argument..

ESSENTIAL QUESTIONS:

1. How can pre-reading strategies help build prior knowledge?
2. Why is understanding historical context for a literary work important?

TASK: Pre-reading to build prior knowledge and establish a historical context.

Standards:

- ELACC11-12RL2: Determine two or more themes or central ideas of 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.
- ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ELACC11-12RL7: 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 interpret the source text. (Include a least one play by Shakespeare).
- ELACC11-12SL5: 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.

Instruction:

- Ask students to think about their favorite movies. Make a list of several of these on the board. Discuss with the students the elements of these movies they particularly like—i.e. plot development, characterization, tone, mood, atmosphere, dialogue, conflicts, etc. Look for patterns.
- Explain to students that Shakespeare was the George Lucas, Steven Spielberg, et al. of his day. His plays generated the same excitement and level of entertainment for his audiences as modern directors/playwrights/producers do for us.
- Tell students they will read and study Macbeth, which was written by Shakespeare between 1603 and 1607. It is a play set in Scotland during the 11th century. At this time, it may be appropriate to discuss James I of England (James VI of Scotland) and his influence on Shakespeare and England.
- Shakespeare used Holinshed's *Chronicles* (a British History published during Shakespeare's life) for historical material for many of his plays. Chapter 8.5 of the *Chronicles* briefly mentions the historical Macbeth. The text is written in middle English. Share the text.
- Place the play on the timeline. Discuss historical events, etc. that parallel Macbeth's reign.
- To introduce the various themes developed in the play, show students the *youtube* video rap *Sound and Fury: Macbeth Rap, Flocabulary's Shakespeare's Hip Hop*. As students watch/listen to the rap, they should compile a list of all the themes mentioned. If necessary, show the video twice to make sure students catch all the themes. The rap is really well done and gives students insight into Macbeth's plot.
- In whole group, list and briefly discuss the various themes mentioned in the video.
- Give students an opportunity to think about the following question: What concerns you most about reading Macbeth?
- Share several "concerns".
- Ask students for a list of ideas to eliminate the concerns and make the reading of the play more enjoyable. Chart student responses and post as a tool for engagement and buy in.
- Introduce students to play's characters and setting. Ask students to think about *tone* and *mood*. Allow students to find a partner. The partners should share their definitions and/or understandings of tone and mood. Once students have had about two/three minutes to complete this exercise, ask for volunteer partners to share their answers with the entire class. As a whole group, develop definitions for the terms. Place the definitions on a Literary Terms word wall. (Note: Add literary terms and definitions to word wall as necessary.)

- ****Close the class with a 3-2-1: Name three topics discussed today. Give two connections you made to today's discussions. List one concern you have about reading Shakespeare.**

****Assessment Opportunity**

ESSENTIAL QUESTION: What reading strategies will help in the reading and comprehension of a complex text like Shakespeare's Macbeth?

TASK: Work in literary circles to interpret complex text.

Standards:

- ELACC11-12RL10: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- ELACC11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
 - Consult general and specialized 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, its part of speech, or its etymology, or its standard usage.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.

Instruction:

- ****Continue the discussion of tone and mood by having students explain how these are developed in the videos (music, lightening, make-up, etc.). Then ask students to answer the following question: *How do authors develop tone and mood?* Make a list of the student responses. In their word, phrases journal, have students begin a Shakespeare's Literary Devices section. This is where students will take notes over Shakespeare's style and language. Students should record the definitions for tone and mood and the answer to the question in this section.**
- Conduct a read aloud/think aloud for Act I, Scenes I and II. Discuss ambiguity as it relates to the witches "Fair is foul, and foul is fair." Ask students to consider the implications of the quote and the connotations associated with "filthy air."
- For much of this play, students will work in literary circles. Each circle will have an image maker, word weaver, plot developer, character monitor, and theme interpreter. The image maker finds all figurative language and imagery; word weaver looks for denotation/connotation and defines and explains new words/phrases; plot developer keeps up with and leads discussions over all aspects of plot development; character monitor shares character development; and theme interpreter finds evidence supporting the play's major themes. All members must share textual evidence supporting their assertions. Each student should keep notes in his/her journal. Post it notes may be used to mark textual evidence if students cannot mark in books.
- Ask students to read Act I, Scene 2 independently. As students read the text, remind them to mark textual evidence for their specific literary circle roles.
- While students are reading, meet with each specific literary circle role members in small groups--image makers, word weavers, plot developers, character monitors, and theme interpreters—to clarify misunderstandings, explain task, model specific methods for gathering textual evidence, and ensure quality of notes.

- Ask for volunteers to give a one minute summary of today's lesson. Refer to the "concerns" charts and discuss these as they relate to the reading thus far.

Homework: Students read Act I, Scenes 3 and 4. Remind them to continue to take notes for their literary circle group.

****Assessment Opportunity**

Differentiation Option(s): Struggling readers may be given a parallel text version of the play and/or listen to a tape of the play being read to help them better understand the text.

ESSENTIAL QUESTION: How can studying the literature of a specific era help us understand the context of the era?

TASK: Connect important historical issues to literature of the period.

Standards:

ELACC11-12RI1: Cite strong and thorough textual evidence 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.

ELACC11-12RI2: Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.

Instruction:

- Introduce students to the idea of "The Divine Rights of Kings." This issue would have been a hot topic during Shakespeare's day since King James I of England had been King James VI of Scotland prior to Queen Elizabeth's death. His journey to the English throne was a bit of a slippery slope. Shakespeare would have been very aware of this. The fact that this is a Scottish play where treason and usurping the "divine" lineage is a theme would not have been coincidental. It was Shakespeare's homage to the King—who, by the way, funded many of Shakespeare's plays through the King's Men theatre group.
- Share the cartoon. Ask students to predict a definition of "The Divine Rights of Kings" based on the cartoon and the word *divine*.



Note: Google "images of The Divine Rights of Kings" to locate other cartoons. Do not allow students to do this on their own because some of the images are not appropriate.

- Give students definition and/or notes over the theory of divine rights. Read and discuss Culminating Task for this module.
- Discuss the treasonous act of the Thane of Cawdor and the outcome. Make sure students connect the treason, the beheading, and the divine rights.
- The tone and mood changes from the first time the Thane of Cawdor is discussed and the description of his death. Have students identify the changes and support their findings with textual evidence.
- Students return to literary circles and share notes from previous day/night's reading assignments. One person from each group should be prepared to

summarize the group's discussions and share with whole class. Allow students to chart repetition of ideas and new, interesting ideas or concepts.

- Ensure that students recognize the following: allusions, puns, double entendre, paradoxes, similes, personification, foreshadowing—Have students locate examples of each and place the words and the examples in their journals. *Hopefully the image makers have pointed these out to their literary circle partners.*
- ****To close have students write a brief summary of the plot so far. The summary needs to include main characters and conflicts.**

Homework: Finish reading Act I. Continue to take notes for literary circle discussion.

****Assessment Opportunity**

ESSENTIAL QUESTION: How do good authors develop characters?

**TASKS: Compare and contrast Macbeth and Lady Macbeth.
Trace the development of greed and ambition as themes.**

Standards:

- ELACC11-12RL2: Determine two or more themes or central ideas of 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.
- ELACC11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research

Instruction:

- ****Place the following statement on board: Lady Macbeth is more culpable than Macbeth in Duncan's murder. Ask students to defend, refute, or qualify the statement. They must use textual evidence to support their answers.**
- Discuss above in whole group allowing students time to share their responses.
- Have students compare Lady Macbeth and Macbeth using the following motivations/character traits as a guide: ambition, courage, greed, resolve. Students may add more if they desire. Students must use textual evidence to support their conclusions.
- Conduct direct instruction over Shakespeare's development of greed and ambition as themes.
- Allow students to return to literary circles and share notes, etc.
- Students should continue to keep words and phrases in their journals.

Homework: Students should read Act II and continue to take notes for literary circle meetings.

****Assessment Opportunity**

Differentiation Option(s): To increase the rigor of the comparison of Macbeth/Lady Macbeth, ask students to develop the list of motivations and character traits independently. Give struggling students the assignment as written.

ESSENTIAL QUESTION: Why is summarizing important when studying and interpreting complex texts?

TASK: Summarize Act II.

Expand Macbeth/Lady Macbeth comparisons.

Standards:

- ELACC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 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.
 - Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions of a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - 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.

Instruction:

- Have students get with a partner. Set a timer for 30 seconds. Partner A begins summarizing Act II. Partner B listens. At the end of 30 seconds, partners switch. Set timer for 30 seconds. Partner B takes over from partner B. Continue this for two minutes (each person gets two chances to respond).
- Lead students in whole class discussion over plot development and conflicts in Act II.
- Return to previous lesson comparing Lady Macbeth and Macbeth. After reading Act II, students may add character trait/motivation evidence to the comparison they've already started.
- Allow literary circles time to meet and discuss Act II and mark text.
- Close by asking students to share comments made during literary circle.

Homework: Students read Act III, Scenes I-III and continue to take notes for literary circle meeting.

ESSENTIAL QUESTION: Why is summarizing important when studying and interpreting complex texts?

TASK: Read Aristotle's definition of tragedy and apply the definition to Shakespeare's Macbeth.

Standards:

- ELACC11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.
 - Consult general and specialized 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, its part of speech, or its etymology, or its standard usage.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a

dictionary).

ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

ELACC11-12RI1: Cite strong and thorough textual evidence 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.

Instruction:

- Download *Outline of Aristotle's Theory of Tragedy in the Poetics* from <http://www2.cnr.edu/home/bmcmamus/poetics.html> and make copies for the students. For this lesson, use on the following sections of the download: *Definition of Tragedy, Tragedy is the "imitation of an action"...*; *Plot is the "first principle"...*; *Character has the second place in importance and The end*
- Review specific vocabulary for the text: mimesis, catharsis, anagnorisis, desis, lysis, deus ex machine, catastrophe, peripeteia, hamartia. These words are defined in context. Take time to give explicit instruction on defining difficult words in context and the use of Greek roots/prefixes, etc. Have students place words and definitions in their journals.
- Students are to read Aristotle's *Theory*. As they read, they are to locate examples for each section of the definition in *Macbeth* to cite as supporting evidence—Ex: Anagnorisis—Banquo's knowledge that Macbeth murdered in order to get the crown "Thou hast it now—King, Cawdor, Glamis, all.../and I fear Thou play'dst most foully for't (Act III, Scene I, 1-3).
- ****To close do a "Status of the Class." Ask each student to place a "star" on a sticky note if they are ok and need no help, a "?" if they need a couple of concepts, words, etc. explained, or "!!" if they are clueless and need some one-on-one or small group intervention.**

****Assessment Opportunity**

Homework: Complete the Aristotle assignment at home. Be prepared to share with class.

ESSENTIAL QUESTION: Why is analysis and acquisition of new vocabulary instrumental in comprehension and learning?

TASK: Continued work in literary circles.

Standards:

- ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- ELACC11-12RL2: Determine two or more themes or central ideas of 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.
- ELACC11-12RL4: 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. (Include Shakespeare as well as other authors.)
- ELACC11-12RL5: 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.

Instruction:

- On separate sheets of butcher paper/chart paper, place the following headings: Definition of Tragedy; Plot; Character; Vocabulary (list the words from previous lesson, i.e. anagnorisis). Ask students to use sticky notes for this opening activity. They are to place one example from their homework assignment for each of the headings, place the example on the sticky note, and then post the note to the chart paper. When they have completed this, choose several from each piece of chart paper to share with the class and use as guides for discussion.
- Students return to literary circles to share Act III, Scenes I-III notes and discuss.
- Close today's lesson with a discussion of the essential questions for this module. Make connections between questions and readings/lessons thus far.

Homework: Finish reading Act III. Continue to take notes for literary circle.

ESSENTIAL QUESTION: How does the study of historical beliefs help us better understand our own world?

TASK: Examine Shakespeare's use of prophecy and witchcraft.

Standards:

- ELACC11-12RL2: Determine two or more themes or central ideas of 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.
- ELACC11-12RL5: 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.
- ELACC11-12RL7: 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. (Include a least one play by Shakespeare).

Instruction:

- Open today's lesson with video clips of the witches (several of these may be found on *youtube* or take clips from the various film versions). Give direct instruction and notes over King James I's influence on Shakespeare's plays in terms of witchcraft and the supernatural. The two Internet sites below offer some notes and commentary on the subject.
<http://voices.yahoo.com/shakespeare-supernatural-201826.html>
<http://www.shakespeare-online.com/sources/macbethsources.html>
- Students work in literary circles and complete notes over Act III.
- Prior to their reading Act IV, focus students' attention on plot advancement and suspense. Although students will maintain their objectives for their literary circle roles, they will need to understand plot advancement in Act IV to fully comprehend the story's final act.
- Give students time to begin reading Act IV in class.
- Complete the reading for homework.

ESSENTIAL QUESTION: In what important ways is narrative writing different from analysis?

TASK: Write a narrative account.

Standards:

- ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reason
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- ELACC11-12W10: 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, and audience.

ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Instruction:

- Read the following narrative prompt: Choose a scene from Macbeth and become one of the following—a maid, a knight, a foot soldier, a physician (or someone else you might like to “become”)who witnessed the events in that scene—and re-tell the story from your point of view. Although you may take poetic license in the re-telling, make sure that the scene and the context are both easily identifiable.
 - Review the writing rubric.
 - ****Students complete the writing.**
- **Assessment Opportunity**

Homework: Students who do not finish the assignment in class may complete the assignment for homework.

ESSENTIAL QUESTION: Why is peer-editing important?

TASK: Work with editors to improve writing.

Standards:

ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Instruction:

- As before, have students form buddy writing partners with three other students. Each student will decide to become one of the following: *Mechanics/usage editor; Organizational/structure editor; Content editor; and/or Voice/interest editor.* These writing buddy partners are to help one another throughout the process making sure that each member of the group meets the standard/elements as outlined in the rubric.
- Students edit, revise, and publish writing. Conference with students one-on-one or in small groups to improve their writing.
- Students who finish early may finish reading play.
- Completed writing assignment is ticket out the door.

ESSENTIAL QUESTION: How might gathering information from a variety of media clarify an author’s message?

TASK: Watch video clips of specific scenes from Macbeth

Standards:

ELACC11-12RL7: 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 interpret the source text. (Include a least one play by Shakespeare).

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- 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.
- Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions of a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- 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

Instruction:

- Watch film clips of several scenes from Acts IV and V—Dame Judi Dench's version of the sleepwalking scene is incredible. Once again it's on *youtube*. There are also several cartoon/animated versions of Macbeth on *youtube* if locating a film version is too difficult.
- Lead whole-class discussion using essential questions as guides.
- Students meet for final time with literary circles.
- ****Have students choose one of the three essential questions to answer independently as an exit ticket.**

****Assessment Opportunity**

ESSENTIAL QUESTION: Why is it important to fully understand a writing prompt prior to beginning an essay?

TASK: Complete culminating task for module 3, unit 1.

Standards:

ELACC11-12W10: 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, and audiences.

ELACC11-12W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.(Editing for conventions should demonstrate command of Language standards 1-2 up to and including grades 11-12).

ELACC11-12RI1: Cite strong and thorough textual evidence 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.

Instruction:

- Review the "Divine Rights of Kings." Make sure all students understand its basic tenets.
- Read the culminating task:
Argumentation/opinion: *The Divine Right of Kings*. Shakespeare would have been very familiar with the philosophy of "divine" rights. Choose one of the major characters in Macbeth whose actions you believe were influenced by Shakespeare's knowledge of the philosophy. Write a well organized paper defending your opinion. Make sure that your argument is logical and contains textual evidence from both the tenets of *The Divine Rights of Kings* and the play.
- Students begin organizing and writing responses to the prompt.

ESSENTIAL QUESTION: Why is it important to fully understand a writing prompt prior to beginning an essay?

TASK: Complete culminating task for module 3, unit 1.

Standards:

ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between reasons and evidence, and between claim(s) and counterclaims.
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- d. Provide a concluding statement or section that follows from and supports the argument presented.

ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELACC11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Instruction:

- Conference with students one-on-one or in small groups.
- Students write independently.
- Peer revising and editing at appropriate times.
- Publish and share completed essays.

PLANS FOR ASSESSMENT 4: *integrating reading selections from the unit into a writing task*

Examine the various critical approaches to literary analysis. In small groups choose one of the approaches and develop a visual that explains the theme "A Royal Mess" and shows an understanding of the approach. The visual should include connections between and among the various pieces of literature, the royal personages included in the unit, common themes and/or patterns discerned, causes/effects of the royals' actions and the possible impacts that continue to shape our contemporary world. The visuals may include technology; however, creative students may present murals, collages, montages, skits, combinations of any and/or all of these.

SKILL BUILDING TASKS *Note: tasks may take more than a single day.*

Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.

ESSENTIAL QUESTION: How does the study of a variety of historical literary and informational texts help us understand the development of civilization?

TASK: Read and analyze Elizabeth I's Tilbury's speech for audience and purpose.

Standards:

- ELACC11-12RL3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- ELACC11-12RL5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.

Instruction:

- Refer to “timeline.” Students need to understand that although *Macbeth* was set in 11th Century, it was written by Shakespeare in the early 17th Century (1603-1607). Place the following dates on the timeline—1300, 1400, 1550, 1650. Place the date (approximate) of *Macbeth*’s publication on timeline.
- Tell students that Shakespeare wrote during the Elizabethan Age in England. Elizabeth was the daughter of the famous, or infamous, British King Henry VIII. Henry VIII was notorious for his six wives. Below is a cute little “ditty” that British children learn to remember King Henry VIII’s wives and their outcomes:
Divorced, beheaded, died; divorced, beheaded, survived. Elizabeth’s mother was Anne Boelyn, the first of his wives to lose her head. At one point in her life, Elizabeth was kept imprisoned in the Tower of London.
- Put Shakespeare’s birth/death dates on timeline. Place Elizabeth I’s reign on the timeline. Share with students that the rest of this unit will be a brief study of pieces of literature other than Shakespeare’s written during this time. The study will begin with a close reading of Elizabeth I’s speech to the troops at Tilbury. Students may need some background knowledge to fully understand the context of the speech. This may be provided directly, or students may work in small groups to gather the information.
- **Students work independently on the close reading.**

Homework: Complete close reading.

****Assessment Opportunity**

ESSENTIAL QUESTION: How does the study of a variety of historical literary and informational texts help us understand the development of civilization?

TASK: Watch video clip of Elizabeth I’s speech at Tilbury performed by Cate Blanchette.

Standards:

- ELACC11-12RL3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- ELACC11-12RL5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.

Instruction:

- Have students find a partner. Give them five/ten minutes to compare notes on close reading assignment. Students may copy from one another and make revisions to their own work as they deem necessary.
- Lead class in discussion of the speech. They may use their close readings to help them answer using textual evidence.

- Show students the film clip of the speech from Cate Blanchette’s version in *Elizabeth I: The Golden Age*. If you do not have the movie, the clip can be found on *youtube*. It’s titled the battle speech.
- ****Students will answer the following question after they watch the clip: *How do visuals help convey tone, mood, purpose, and message?***
- Have students form small groups and share responses. In closure, ask one person from each group to share with whole class.

****Assessment Opportunity**

ESSENTIAL QUESTION: How can a mnemonic device help guide poetry analysis?

TASK: Conduct a TP-CASTT over selected poems.

Standards:

- ELACC11-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- ELACC11-12RI5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.

Instruction:

- Ask students if they know how the state of Virginia got its name. Once you get their responses, if no one knows the true answer, share with them the fact that Virginia was named for Elizabeth I, Britain’s *virgin* queen. She was considered to be the virgin queen because she never married. However, there were all sorts of rumors and speculations about Elizabeth’s many relationships. One such relationship was with Sir Walter Raleigh.
- Using Queen Elizabeth I’s poem *When I was Fair and Young*, review TP-CASTT.
- Have students complete their own TP-CASTT over Sir Walter’s poem *To His Love When He Had Obtained Her* a poem he wrote to Queen Elizabeth I.
- Lead students in compare/contrast of the two poems.
- To close, ask students if they believe Queen Elizabeth I ever had a boyfriend or if she truly was the “virgin” queen.

ESSENTIAL QUESTION: How does examining a piece of text from a variety of critical approaches change the interpretation of the text?

TASK: : Introduction to and explanation of various critical approaches.

Standards:

- ELACC11-12RL2: Determine two or more themes or central ideas of 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.
- ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
- ELACC11-12RL5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- ELAC11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Instruction:

- Place the following event on the board: NFL Super Bowl. Ask students to pretend they are archeologist one thousand years from now, and they've just unearthed one of the huge professional football stadiums. From the point of view of an archeologist studying the society of an "ancient" people, what might this archeologist say about our society as a result of his/her discovery? Discuss as a whole class. Next, ask students to shift gears a bit. They are to continue to think about the same Super Bowl event except this time they are attending the game. They are to give a male and a female perspective of the game. Have girls pair up to make a list and have boys pair up to make a list. Students share their lists in whole class. Explain to students that what they've done is to critically analyze an event using different critical approaches: gender (male/female) and social. Different approaches to critical analysis of literature are basically the same thing.
- Break students into nine groups. Give each group a card with a brief explanation of each of the nine approaches. Students are to read and interpret their specific approach and find a critical analysis essay of any of the readings included in the unit, i.e. *Macbeth*, *Grendel*, *Beowulf*, etc. Once they find the critical analysis essay, the group as a whole should conduct a close reading of the essay and examine the essay for evidence of their critical approach.
- Groups are to design some type of quick, down-and-dirty presentation to explain their approach to the whole class.
- ****Read the unit's essential questions for this unit. Have students respond.**
- ****Ask students to use their favorite quotes/words/phrases journal to respond to the following statement: The quote/word/phrase I chose is noteworthy because _____ . Students need to include the quote/word/phrase, the text it was in, the speaker if applicable, and the context.**

****Assessment Opportunity**

ESSENTIAL QUESTION: How do you write an informational/explanatory essay using a specific critical approach?

TASK: Complete the culminating task for module 4, unit 1.

Standards:

- ELACC11-12RL2: Determine two or more themes or central ideas of 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.
- ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - Analyze nuances in the meaning of words with similar denotations.
- ELACC11-12RL5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- ELAC11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- ELACC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
- ELACC11-12SL5: 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.

Instruction:

- Share culminating task with class. Review presentation rubrics. Ensure all students understand assignment.
Informational/explanatory: Examine the various critical approaches to literary analysis. In small groups choose one of the approaches and develop a visual that explains the theme "A Royal Mess" and shows an understanding of the approach. The visual should include connections between and among the various pieces of literature, the royal personages included in the unit, common themes and/or patterns discerned, causes/effects of the royals' actions and the possible impacts that continue to shape our contemporary world. The visuals may include technology; however, creative students may present murals, collages, montages, skits, combinations of any and/or all of these.
- Allow groups to meet and begin work on task.

- To close take status of the class.

ESSENTIAL QUESTION: What have I learned?

TASK: Complete the culminating task for module 4, unit 1.

Standards:

- ELACC11-12RL5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- ELAC11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- ELACC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
- ELACC11-12SL5: 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.

Instruction:

- Allow groups to continue to work on the task until it is complete. Perhaps giving specific check points and completion deadlines might help keep students focused.
- ****When groups finish, have them share presentations with class.**
- ****At the end of the unit, ask students to reflect on the unit. Use the following questions as a guide.**

What was your favorite section of the unit? Least favorite?

What have you learned from this unit?

Are you proud of the work you produced for this unit? Explain your answers.

How can the unit be improved?

****Assessment Opportunity**