

Considerations for teaching 12th grade unit 2:

- This unit calls for the use of Oxford Dictionary references (oed.com). This requires a paid subscription, but there is a 30 day free-trial offer. Please watch your pacing before subscribing to this site so that your students will be able to use it.
- Another option would be to allow for research time in order for students to have the necessary information to be prepared for the writing assessment.



**GRADE 12
ELA CCGPS UNIT PLAN: 2nd 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 : Informational

**THEME: The World as a Stage
How Art Imitates Life**

EXTENDED TEXT FROM BRITISH LITERATURE: Shakespeare: The World as Stage by Bill Bryson

SHORT TEXTS FROM BRITISH LITERATURE:

1. "All the World's a Stage" by William Shakespeare (monologue from *As You Like It*)
<http://www.poemhunter.com/poem/all-the-world-s-a-stage/>
2. *from* A Journal of the Plague Year by Daniel Defoe (available in Prentice Hall's British Literature Textbook)
3. *from* Utopia by Sir Thomas Moore (available in Prentice Hall's British Literature Textbook)
Select portions of Utopia: <http://www.luminarium.org/renlit/utopiaexcerpts.htm>
4. Sonnet 18 by William Shakespeare
<http://www.shakespeare-online.com/sonnets/18.html>
5. Sonnet 130 by William Shakespeare
<http://www.shakespeare-online.com/sonnets/18.html>

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

1. "To be or Not to be Shakespeare" by Doug Stewart
<http://www.smithsonianmag.com/people-places/shakespeare.html>
2. Declaration of Reasonable Doubt by Derek Jacobi
<http://doubtaboutwill.org/declaration>

3. Elizabeth's Act of Uniformity, 1559 (secondary source), use excerpts to accompany the scenes from the film
<http://history.hanover.edu/texts/engref/er80.html>

4. Lord Chamberlain's Men
<http://www.luminarium.org/encyclopedia/chamberlainsmen.htm>

SUPPLEMENTAL MATERIALS:

Oxford English Dictionary:
<http://www.oed.com/>

Poetry:
"All the World's a Stage" by William Shakespeare
<http://www.poemhunter.com/poem/all-the-world-s-a-stage/>

"On Monsieur's Departure" by Elizabeth I
<http://www.luminarium.org/renlit/departure.htm>

Sonnet 29 by William Shakespeare
<http://www.shakespeare-online.com/sonnets/29.html>

Sonnet 106 by William Shakespeare
<http://www.shakespeare-online.com/sonnets/106.html>

Art/Pictures:
Chandros Portrait of Shakespeare
<http://quotationsbook.com/assets/shared/img/6633/Shakespeare.jpg>

Droeshout Portrait of Shakespeare
<http://www.william-shakespeare.info/images/droeshout-engraving.jpg>

Shakespeare Bust at Holy Trinity Church in Stratford-upon-Avon
http://www.stratfordtownwalk.co.uk/assets/galleries/56/1william_shakespeare_bust.jpg

Thames River & Old London Bridge
http://upload.wikimedia.org/wikipedia/commons/b/ba/Old_London_Bridge,_River_Thames,_1745.jpg
http://4.bp.blogspot.com/_Fvxs4O09T_8/Sp1T9Yifs6I/AAAAAAAAA6s/NRaDUPjN4_8/s400/old+London+Bridge.jpg

Elizabethan Era London
<http://elizabethan.org/compendium/art/london.gif>
<http://www.nosweatshakespeare.com/wp-content/uploads/2011/12/elizabethan-southwark1.jpg>

Theaters in London
Old Globe: <http://www.cit.astate.edu/wnarey/Shakespeare%20Survey%20Pix/oldglobe.jpg>

Modern Globe: <http://andyjs.typepad.com/.a/6a00d83421046653ef0133f184c5d7970b-pi>
Swan Theater: <http://www.princeton.edu/~danson/GRAPHICS/Swan.jpg>

Articles/Documents

Bill Bryson's Biography
<http://www.billbryson.co.uk/about.html>

Declaration of Reasonable Doubt by Derek Jacobi
<http://doubtaboutwill.org/declaration>

The Mystery of Shakespeare's Identity by Jumana Farouky
<http://www.time.com/time/arts/article/0,8599,1661619,00.html>

"Is This What Shakespeare Looked Like?" by Richard Lacayo
<http://www.time.com/time/arts/article/0,8599,1883770,00.html>

Martin Luther's biography

- o "Driven to Defiance" http://www.pbs.org/empires/martinluther/about_driv.html
- o "The Reluctant Revolutionary" http://www.pbs.org/empires/martinluther/about_relu.html

Video/Film:

Elizabeth (1998 Film)

WRITING FOCUS: Informative/Explanatory (Argumentative or Informative/Explanatory)

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. Informative/Explanatory: Art Imitating Life: It is often said that art imitates life. Use examples from Bryson's book to show how the religious and political climates of England were evident in Shakespeare's writing. Moreover, consider the issues of Queen Elizabeth's successor and how Shakespeare's plots often involved a monarch or an issue of succession. Finally, consider why Shakespeare may have chosen to include these elements in his plays.

2. Informative/Explanatory: Quote Me: How has William Shakespeare impacted the English language? For hundreds of years, people have speculated about Shakespeare's impact on language. In fact, most people have no idea how often we say a word or phrase that was first coined by William Shakespeare. Write an informative/explanatory essay to show Shakespeare's impact on modern day language. Using the *Oxford Dictionary of Quotations*, select three to five notable phrases to support your claim. Refer back to the text for further evidence. Be sure to include the work that the phrase is from as well as the date it was originally used.

3. Informative/Explanatory: Shakespeare's Sonnets: Some of Shakespeare's most famous lines can be found in his sonnets. Read Sonnets 18 and 130. Then, in a well-written essay, analyze the theme, speaker, and literary devices in each sonnet. Identify the problem in the sonnets and their resolutions. Use evidence from each sonnet as well as any support from Bryson's novel, Shakespeare: The World as Stage.

4. Informative/Explanatory: Who is William Shakespeare? Students will work in groups to create a 7 -10 minute video that summarizes the life and works of William Shakespeare. Students should cover the following eras of his life: the early years, the lost years, the famous years, and his death. Include the authorship issue in the video. Provide the viewer with claims on both sides of the argument (those that favor Shakespeare as the author and those that cast a reasonable doubt on the authorship). Use Windows Movie Maker, iMovie, or another approved application to create the video. Students should make mention of and use evidence from Bill Bryson's novel Shakespeare: The World as Stage. Create an engaging video with photos/images, a voice-over, and music.

NARRATIVE/RESEARCH/ROUTINE WRITING

NARRATIVE

1. Write a journal entry similar to Daniel Defoe's "*from A Journal of the Plague Year*". Select one of the plagues that was prevalent during Shakespeare's childhood. Conduct brief research, and write a journal entry from the perspective of someone who survived a plague during that time period. The journal should mirror the structure and narrative elements (details, sensory language, setting, etc). Your journal entry should be a minimum of 1 typed-page or 2 hand-written pages.

2. Based on the group presentations on one of Shakespeare's plays (*Othello*, *King Lear*, *Macbeth*, *Antony and Cleopatra*, or *Coriolanus*), write a story/narrative that uses the same characters, but makes some adjustments to the plot. The story should include dialogue, setting, vivid descriptions, and a conclusion.

RESEARCH CONNECTION(S)

The Royal Monarchy

- *Queen Elizabeth I
- *Protestantism
- *Catholicism
- *King James

The Elizabethan Era

- *Life in Early England
- *Plagues & Poverty
- *Theater

William Shakespeare

- *Historical Portraits of Shakespeare
- *Lord Chamberlain's Men
- *Plays and Sonnets
- *Folger Shakespeare Library

Other

- *Martin Luther
- *Declaration of Reasonable Doubt
- *Petrarchan Sonnets

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

- Journal entry
- Notes and annotations from the chapters
- Outlines and rough drafts for writing assessments
- Summaries
- Short homework responses

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

INFORMATIVE/EXPLANATORY:

Art Imitating Life: It is often said that art imitates life. Use examples from Bryson's book to show how the religious and political climates of England were evident in Shakespeare's writing. Moreover, consider the issues of Queen Elizabeth's successor and how Shakespeare's plots often involved a monarch or an issue of succession. Finally, consider why Shakespeare may have chosen to include these elements in his plays.

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: Why is it important to establish fact and details about William Shakespeare?

TASK: Introduce new unit, discuss theme, make thematic connections

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.

ELACC11-12RI1: 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.

Instruction:

- Use a PowerPoint, Prezi, or FlipChart to introduce the new unit on Bill Bryson's novel Shakespeare: The World as Stage.
- Instruct students to take notes in their binders on the presentation and to dedicate a section for notes from the novel.
- Read "All the World's a Stage" (excerpt from *As You Like It*) by William Shakespeare. Ask student to identify the theme of the excerpt.
<http://www.poemhunter.com/poem/all-the-world-s-a-stage/>
- Discuss the excerpt. Ask students to identify and analyze the seven stages of a man's life. Discuss whether the stages in the poem are true in the lives of men and women today.
- Read the biography of Bill Bryson: <http://www.billbryson.co.uk/about.html>
- Place the title of the novel on the board. Discuss the title and ask students why Bryson chose this name for the book. Instruct them to make thematic connections between the excerpt from *As You Like It* and the book's title
- Ask students to make predictions about how the book will be organized or structured.
- Discuss the vast number of books written on Shakespeare's life and consider why Bryson felt the need to write another one.

Homework:

Read the articles "To be or Not to be Shakespeare" by Doug Stewart (<http://www.smithsonianmag.com/people-places/shakespeare.html>) and "Is This What Shakespeare Looked Like?" by Richard Lacayo (<http://www.time.com/time/arts/article/0,8599,1883770,00.html>)

Students should be ready to discuss the following in class:

- Henry James wrote to a friend in 1903 that he was "haunted by the conviction that the divine William is the biggest and most successful fraud ever practiced on a patient world."
- "That's what's so damning about the documentary record. The greatest manhunt in literary history has turned up no manuscripts, no letters, no diaries."
- "Shakespeare the writer, whoever he was, was one of the most broadly educated authors in English literature."

ESSENTIAL QUESTION: Why is there such mystery behind what Shakespeare looked like?

TASK: Form reading groups, develop context and background knowledge for novel, review annotations

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.

ELACC11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELACC11-2SL1: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.

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

Instruction:

- Place five or six famous Shakespeare lines/quotes around the room. As students enter ask them to stand by the quote they like the most.
- From these clusters, form five or six groups. Students will work in these groups for the remainder of the unit.
- Discuss the “To Be or Not to be Shakespeare” article. Ask students if they’ve ever had any doubts or concerns regarding William Shakespeare.
- Within groups, students will use chart paper to describe what Shakespeare looks like (based on the images they’ve seen in the past) and write down all they know about his life.
- View the three famous images/depictions of Shakespeare:
 - Chandros Portrait of Shakespeare (<http://quotationsbook.com/assets/shared/img/6633/Shakespeare.jpg>)
 - Droeshout Portrait of Shakespeare (<http://www.william-shakespeare.info/images/droeshout-engraving.jpg>)
 - Shakespeare Bust at Holy Trinity Church in Stratford-upon-Avon (http://www.stratfordtownwalk.co.uk/assets/galleries/56/1william_shakespeare_bust.jpg)
- Review text annotation and begin reading Chapter 1 as a class (pages 1 -11) and stop at certain points to check for comprehension/to discuss the following statements:
 - “O, could he but have drawne his wit/ As well in brasse, as he hath hit / His face, the Print would then surpasse / All that was ever writ in brasse.” (pg. 5)
 - “He is at once, the best known and least known of figures.” (pg.7)
 - “Although he left nearly a million words of text, we have just fourteen words in his own hand—his name signed six times . . .” (pg.8)
 - “On only a handful of days in his life can we say with absolute certainty where he was. We have no record at all of his whereabouts for the eight critical years . . .” (pg. 9)
 - “...he is a kind of literary equivalent of an electron –forever there and not there.” (pg. 9)
- Discuss the uncertainties in the text. For instance, most biographies provide some definitive answers and concrete evidence of a person’s life. This is not the case with Bryson’s book. Instruct students to take note of the many uncertainties throughout the text.

Homework:

- Finish reading Chapter 1 (pgs 12 – 21)
- Write a summary of the chapter. Be sure to include the major points that Bryson made and to paraphrase any important passages/material.
- Annotate as you read.
- Respond to Bryson’s closing statement:
“...this book was written not so much because the world needs another book on Shakespeare as because this series does. The idea is a simple one: to see how much of Shakespeare we can know, really know, from the record.”

ESSENTIAL QUESTION: How can I write a descriptive narrative based on historical information?

TASK: Explore the dangers that were evident in Shakespeare’s childhood, identify the imagery and sensory language within a work

Standards:

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.

ELACC11-12RI1: 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.

ELACC11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

ELACC11-12W3:d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Instruction:

- Begin reading Chapter Two: *The Early Years, 1564-1585*. (pgs 22 – 25)
- Discuss the following statements:
 - “William Shakespeare was born into a world that was short of people and struggled to keep those it had.” (pg.22)
 - “In a sense William Shakespeare’s greatest achievement in life wasn’t writing *Hamlet* or the sonnets but just surviving his first year.” (pg.24)
 - “We are lucky to know as much as we do...” (pg.25)
- Discuss the plagues during the early years of Shakespeare’s life.
- Give brief background info on Daniel Defoe and his fictionalized account of the plague of 1664. Even though this plague was after Shakespeare’s death it provides an accurate picture of what life was like during the many plagues of England.
- Read “*from A Journal of the Plague Year*” by Daniel Defoe (available in Prentice Hall’s British Lit Textbook)
- Tell students to pay attention to the imagery and description from the excerpt.
- Discuss the father who lost his wife and several children to the plague:
 - “When the buriers came up to him they soon found he was neither a person infected and desperate ... but one oppressed with a dreadful weight of grief indeed, having his wife and several of his children all in the cart...”
 - Consider why Defoe chose to add this father to the fictional journal entry.

Homework:

Students should return to the beginning of Chapter Two, which mentions the types of plagues present during Shakespeare’s early years. Select one of the plagues, conduct brief research, and write a journal entry from the perspective of someone who survived a plague during that time period. The journal should mirror the structure and narrative elements (details, sensory language, setting, etc). Your journal entry should be a minimum of 1 typed-page or 2 hand-written pages.

ESSENTIAL QUESTION: Which historical events most likely impacted Shakespeare and his writing?

TASK: Annotate text, establish historical context

Standards:

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.

ELACC11-12W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELACC11-12SL1:c: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Instruction:

- Continue reading Chapter Two within their reading groups (pgs 25-31).
- Discuss the structure that Bryson uses in the novel. Does the structure allow him to make his point clearly?

- Students should annotate and pay close attention to the following statements:
 - “The principal background event of the sixteenth century was England’s change from a Catholic society to a Protestant one...” (pg.25)
 - “England swung from ...Catholicism under Mary Tudor and back to Protestantism again under Elizabeth.” (pg.26)
 - “Elizabeth was thirty years old and had been queen for just over five years at the time of William Shakespeare’s birth ...” (pg. 27)
- Lead the class in a discussion on the differences between Protestantism and Catholicism.
- Lead students to the PBS website for Martin Luther.
- Read Martin Luther’s biography as a class.
 - “Driven to Defiance” http://www.pbs.org/empires/martinluther/about_driv.html
 - “The Reluctant Revolutionary” http://www.pbs.org/empires/martinluther/about_relu.html
- Discuss Queen Elizabeth’s controversial decision to move to Protestantism and how that possibly affected Shakespeare’s life.

Homework:

Finish reading Chapter Two (pgs 32 – 44) and be prepared to discuss them in class. Students should annotate and take notes on the following:

- Shakespeare’s parents (John Shakespeare and Mary Arden)
- Stratford
- Shakespeare’s Education
- His wife and children

ESSENTIAL QUESTION: How can a film aid in the comprehension of a text?

TASK: View scenes from film, make connections between the unit and the film, read and analyze poem, begin short research project

Standards:

ELACC11-12RI6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

ELACC11-12RI7: Integrate and evaluate multiple sources of information presented indifferent 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.

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

Instruction:

- Give a quiz on the end of Chapter Two.
- Watch scenes from the film Elizabeth, 1998. (Opening scene, Queen Mary, Elizabeth’s address on Uniformity)
- Read excerpts from Elizabeth’s Act on Uniformity, 1559 (<http://history.hanover.edu/texts/engref/er80.html>)
- Read and discuss Queen Elizabeth’s poem “On Monsieur’s Departure” by Elizabeth I <http://www.luminarium.org/renlit/departure.htm>
- What do the Act and the poem reveal about the Queen Elizabeth? Identify any rhetorical devices she used in the Act on Uniformity. Identify any figurative language in the poem.
- Discuss the following statement:
 - “Even while Elizabeth survived, the issue of her succession remained a national preoccupation throughout her reign—and thus through a good part of William Shakespeare’s life.” (pg.27)
 - “As Frank Kermode has noted, a quarter of Shakespeare’s plays would be built around questions of royal succession . . .”
- Discuss any of Shakespeare’s plays that dealt with a monarchy, royalty, or an assassination plot. Remind students about Macbeth, Julius Caesar, Henry VI, King John, etc.

Homework:

Assign each group a short research topic regarding life in England during Shakespeare's time period. Students should prepare a brief, but engaging, presentation on their assigned topic.

Topics include:

- Life as an aristocrat in England
- Life as a man in England
- Life as a woman in England
- Life as a child in England
- Education in England

Groups should assign responsibilities for the project. Due the day after tomorrow.

***Assessment Opportunity**

ESSENTIAL QUESTION: How can I prepare an engaging presentation?

TASK: Work on short research projects, further the discussion about Shakespeare's childhood

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.

ELACC11-12SL1: 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:

- Review answers from the Chapter Two Quiz.
- Lead students in a discussion on what life was like from 1564 – 1585.
- Return back to the details on Shakespeare's life (childhood, education, family life).
- Allow students time to work on their short research projects in class.
- Use computer lab, lab tops, or computer work stations in the classroom.
- Each group must find 10 facts and a minimum of 5 images to share with the class.
- Provide students with a copy of the rubric for the short research presentation.

Homework:

Students should finalize their short research presentations. Each group will have 5-7 minutes to present to the class.

ESSENTIAL QUESTION: How can I listen attentively and build upon my prior knowledge?

TASK: Present short research projects, take notes, listen attentively, introduce writing assessment

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 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.

ELACC11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Instruction:

- Each group will have 5-7 minutes to present their short research project to the class.
- Students are expected to listen attentively and to take notes on each of the presentations.
- Place the writing prompt for the next assessment on the board:
- Discuss the prompt:
Art Imitating Life: It is often said that art imitates life. Use examples from Bryson's book to show how the religious and political climates of England were evident in Shakespeare's writing. Moreover, consider the issues of Queen Elizabeth's successor and how Shakespeare's plots often involved a monarch or an issue of succession. Finally, consider why Shakespeare may have chosen to include these elements in his plays.
- Provide students with an outline for the writing assessment.
- *Exit Ticket:* Turn in notes from the group presentations.

***Assessment Opportunity**

ESSENTIAL QUESTION: How do I integrate evidence from the text into my paper?

TASK: Craft thesis statement, work on outlines, find evidence for the paper

Standards:

ELACC11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

ELACC11-12W2:a: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

ELACC11-12W2:b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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.

Instruction:

- Students should craft their thesis statements.
- Give students time to work on their outlines in class.
- Students should select significant facts and evidence from the text to support their paper.
- Allow time for individual conferences for students who need one-on-one help.
- *Exit Ticket:* Students should turn in their thesis statements and outlines.

Differentiated Instruction:

Provide students with an alternative outline and a template for their thesis statements.

***Assessment Opportunity**

ESSENTIAL QUESTION: What steps should I take to revise my paper?

TASK: Continue rough drafts, make revisions, continue to gather evidence

Standards:

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

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:

- Return outlines to students.
- Instruct students to take note of the comments/corrections on the outlines before they begin to write their rough drafts.
- Provide students with a grammar checklist and a rubric for the paper.
- Allow time for students with completed (or partially completed) rough drafts to peer review one another's essays.

Homework:

Students should prepare the final draft of their papers and adhere to the following requirements:

- Typed, double-spaced Times New Roman or Arial font (12 point)
- 500 word-count minimum
- Integrated Quotations/Evidence from Text
- MLA Format

ESSENTIAL QUESTION: How do I prepare the final draft for my paper?

TASK: Turn in final drafts of essay, continue discussion about the theme

Standards:

ELACC11-12SL1:c: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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

Instruction:

- Students should turn in the final draft of their essays.
- Students should share some of the points from their essays and the evidence they used to support those points.
- How does Shakespeare's art imitate his life? What traces of reality do we see in his writing?

PLANS FOR ASSESSMENT 2: *integrating reading selections from the unit into a writing task*

INFORMATIVE/EXPLANATORY:

Quote Me: How has William Shakespeare impacted the English language? For hundreds of years, people have speculated about Shakespeare's impact on language. In fact, most people have no idea how often we say a word or phrase that was first coined by William Shakespeare. Write an informative/explanatory essay to show Shakespeare's impact on modern day language. Using the Oxford Dictionary of Quotations, select three to five notable phrases to support your claim. Refer back to the text for further evidence. Be sure to include the work that the phrase is from as well as the date it was originally used.

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 can a reading group aid comprehension and propel discussions?

TASK: View images of Old London, read and annotate within groups, discuss the lost years, new vocabulary

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.

ELACC11-12SL1:b: Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed

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.

ELACC11-12L4: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:

- Review the first two chapters of Shakespeare: The World as Stage
- Show students pictures of London from Shakespeare's time period (Thames, London Bridge, etc).
 - Thames (http://upload.wikimedia.org/wikipedia/commons/b/ba/Old_London_Bridge_River_Thames_1745.jpg)
 - Old London Bridge (http://4.bp.blogspot.com/_Fvxs4O09T_8/Sp1T9Yifs6I/AAAAAAAAA6s/NRaDUPjN4_8/s400/old+London+Bridge.jpg)
 - <http://elizabethan.org/compendium/art/london.gif>
 - <http://www.nosweatshakespeare.com/wp-content/uploads/2011/12/elizabethan-southwark1.jpg>
- Students should begin reading Chapter 3, *The Lost Years* (1585-1592) within their reading groups
- Groups should pay attention to the following statements:
 - "Printed books had already existed, as luxuries, for a century, but this was the age in which they first became accessible to anyone with a little spare income." (pg.52)
 - "Among other differences we would notice between then and now was much to do with dining and diet." (pg.54)
 - "We don't know when Shakespeare first came to London...he disappears from 1585 to 1592, the very years we would most like to know where he was and what he was up to..." (pg. 56)
 - "...for it was in this period that he let Stratford (and presumably, his wife and family) and established himself as an actor and playwright. There is not a more tempting void in literary history..." (pg. 57)
- Within groups, students should discuss Bryson's possible explanations for where Shakespeare was during these lost years. Groups should determine which theory is the most believable.

Homework

Vocabulary: Students should return to the vocabulary words on page 56. Find a definition for each word and find a synonym for the word in modern English.

ESSENTIAL QUESTION: What influence did Shakespeare have on the theater as we know it today?

TASK: Discuss the history of theater, view images of theaters, rewrite a scene from a play

Standards:

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.)

ELACC11-12SL1: 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:

- Begin class with a discussion on some of today's most popular theaters/cities (Broadway, Fox Theaters, Chicago) and plays (The Jersey Boys, Wicked, Chicago, Raisin in the Sun, etc).
- Ask students share any plays they have seen.
- Discuss theaters in England during Shakespeare's life.
- Show images of the infamous Globe Theater (then and now), Swan Theater, etc.
 - <http://www.clt.astate.edu/wnarey/Shakespeare%20Survey%20Pix/oldglobe.jpg>
 - <http://andyjs.typepad.com/.a/6a00d83421046653ef0133f184c5d7970b-pi>
 - <http://www.princeton.edu/~danson/GRAPHICS/Swan.jpg>

- Ask students to identify the pros/cons of seeing a play acted out on stage versus reading a transcript of the play.
- Begin reading Chapter Four, *In London*, pages 66 - 75
- Assign each group a scene (or a group of lines) from one of Shakespeare's plays (Macbeth, Hamlet, Julius Caesar, King Lear, Othello, etc). Students will rewrite the scene in modern English. Students should also cast the play using modern actors and actresses.

Homework:

- Finish rewriting the scene among groups.
- Continue reading Chapter Four, *In London*. Read pgs.76 - 82

ESSENTIAL QUESTION: How can I take a modern play and rewrite it using Elizabethan language?

TASK: Discuss Shakespeare's connection to the theater and the rivalry between playwrights, rewrite a scene

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.

ELACC11-12W4: 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.)

Instruction:

- Continue reading Chapter Four, *In London* (pages 83 – 93) as a class.
- Continue the discussion about the theater.
- Discuss the first mention of Shakespeare as a playwright:
 - “Yes, trust them not: for there is an upstart Crow, beautified with our feathers, that with his Tiger's heart wrapped in a Player's hide, supposes he is as well able to bombast out a blank verse as the best of you: and being an absolute *Johannes fac totum*, is in his own conceit the only Shake-scene in a country.” (pg. 84)
- Discuss the growing rivalry between Shakespeare and other playwrights in London at that time. Introduce students to Christopher Marlowe, Shakespeare's greatest competitor.
- Read about Lord Chamberlain's Men. Visit the website: <http://www.luminarium.org/encyclopedia/chamberlainsmen.htm>

Homework:

Students will select lines from a modern Broadway play (*Streetcar Named Desire*, *Chicago*, *Raisin in the Sun*, etc) and rewrite the scene using Elizabethan language.

ESSENTIAL QUESTION: Why is there a growing argument that Shakespeare may not be the author of the plays?

TASK: Read and analyze chapter five, discuss the authorship issue, and any uncertainties within the text

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:c: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

ELACC11-12SL1: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.

Instruction:

- Begin reading Chapter Five, *The Plays*, within their reading groups (pages 96-105).

- Remind students to annotate and continue to take notes as we read.
- Direct students to pay close attention to the following statements:
 - “Nearly everyone agrees that William Shakespeare’s career as a playwright began in about 1590, but there is much less agreement on which plays began it.” (pg.96)
 - “As Plautus and Seneca are accounted the best for comedy and tragedy among the Latins, so Shakespeare among the English is the most excellent in both kinds for the stage.” (pg.97)
 - “His success was not, it must be said, without its shortcuts. Shakespeare didn’t scruple to steal plots, dialogue, names, and titles—whatever suited his purpose.” (pg.99)
 - “To paraphrase George Bernard Shaw, Shakespeare was a wonderful teller of stories so long as someone else had told them first.” (pg.99)
 - “What Shakespeare did, of course, was to take pedestrian pieces of work and endow them with distinction and, very often, greatness.” (pg. 100)
- Lead students in a discussion about how Shakespeare “borrowed” other pieces of work and made them his own. Is this plagiarism by today’s standards? Ask students if this changes their perception of Shakespeare
- Distribute copies and read “The Mystery of Shakespeare’s Identity” by Jumana Farouky
<http://www.time.com/time/arts/article/0,8599,1661619,00.html>
- Discuss the growing belief that Shakespeare may not be the author of all of the work that has been attributed to him.

ESSENTIAL QUESTION: How did Shakespeare contribute to the English language?

TASK: Define anapopisms and anachronisms, look for evidence of both within Shakespeare’s writing, discuss how language has changed

Standards:

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.

ELACC11-12RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

ELACC11-12L4:b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

Instruction:

- Continue reading Chapter Five, *The Plays*, as a class (pgs 106 – 116)
- Provide students with the following definitions:
 - Anatopisms: something that is out of its proper place
 - Anachronisms: 1. a thing belonging to a period other than which it exists. 2. an act of attributing a custom, event, or object to a period to which it does not belong.
- Stop and discuss Shakespeare’s anatopisms and anachronisms. Ask students if these mistakes take away from his talent as a writer or if they discredit him as a writer.
- Discuss the following statements from the chapter:
 - “Shakespeare’s genius had to do not really with facts, but with ambition, intrigue, love, suffering—things that aren’t taught in school.” (pg.109)
 - “Those who accuse him to have wanted learning, give him the greater commendation: he was naturally learn’d.” (pg. 109)
 - “It is often said that what sets Shakespeare apart is his ability to illuminate the workings of the soul and so on ... but what really characterizes his work—every bit of it, in poems and plays and even dedications . . . is a positive and palpable appreciation of the transfixing power of language.” (pg. 110)
- Lead class in a discussion of the 29,000+ words that Shakespeare had in his vocabulary. Should various word forms be included in that number? (take→taketh→tak’n→tak’st→took→took’st→tookst)
- Lead students in a discussion on how pronunciation was different then.

- Show students the various spellings of Shakespeare's name (Shappere, Shaxberd, Shakps, Shakspere, etc).
- Ask students if these discrepancies in his name add to the doubts behind his authorship of the play.

ESSENTIAL QUESTION: What words did Shakespeare introduce to the English language?

TASK: Research and define words, determine when certain words entered the English language

Standards:

ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

ELACC11-12L4: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.

ELACC11-12L4:d: 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).

Instruction:

- Provide students with access to Oxford English Dictionaries (hard copies) or show them how to access the website: <http://www.oed.com/>
- Demonstrate how to use the *timeline* feature on the website to discover when words entered the English language.
- Countless words are credited to Shakespeare because they made their first appearance in his plays/work. Provide students with a comprehensive list of these words. (For example: *horrid, vast, hereditary, barefaced, assassination, lonely, indistinguishable, well-read, zany, frugal, dwindle, abstemious, etc.*)
- Students should then work in groups to discover the date (or even the play) that these words first appeared in the English language.
- Discuss the many words that failed to make it into our lexicon (*bepray, undeaf, untent, insultment, etc.*).
- End class with a discussion on the following quote:
 - "He produced such a torrent of new words and meanings that a good many . . . perhaps were not even clearly understood by the author himself."
 - Ask students to consider whether Shakespeare's contribution to the English language should be considered in the authorship argument.

ESSENTIAL QUESTION: How many clichés has Shakespeare added to the English language?

TASK: Identify Shakespeare's most common phrases

Standards:

ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

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.

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

Instruction:

- Place the following quote on the board (or on chart paper):
"His real gift was as a phrase maker. Shakespeare's language has a quality, difficult to define, of memorability that has caused many phrases to enter the common language."
- Give students five minutes to list as many clichés as they can within their groups.
- Share some of the common phrases as a class. Take note if any of them can be credited to Shakespeare.
- Return to the discussion of Shakespeare's impact on the English Language as we know it.
- Provide students with a list of Shakespeare's Common Phrases. Students should work in their groups to identify the meaning of these phrases.
- Phrase might include some of the following:

- *Vanish into thin air, be in a pickle, budge an inch, to thine own self be true, flesh and blood, the wish is father to the thought, tower of strength, pomp and circumstance, foul play, etc.*

Homework:

Students should select five to seven of their favorite phrases from the list. Consult the *Oxford Dictionary of Quotations* for more phrases.

ESSENTIAL QUESTION: How can I write an effective informative/explanatory essay with textual evidence?

TASK: Introduce writing prompt, develop thesis statement, work on outlines

Standards:

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

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:

- Place the writing prompt for the second assessment on the board:
“How has William Shakespeare impacted the English language? For hundreds of years, people have speculated about Shakespeare’s impact on language. In fact, most people have no idea how often we say a word or phrase that was first coined by William Shakespeare. Write an informative/explanatory essay to show Shakespeare’s impact on modern day language. Using the *Oxford Dictionary of Quotations*, select three to five notable phrases to support your claim. Refer back to the text for further evidence. Be sure to include the work that the phrase is from as well as the date it was originally used.”
- Discuss the expectations of the paper. Students will write an in-class essay to answer the prompt.
- Provide students with an outline and checklist for the paper.
- Students should develop their thesis statement and select the phrases to use in their essays.
- Direct students to compile evidence to support their paper.
- *Exit Ticket:* Students should turn in their thesis statements and selected phrases.

Homework:

Finish outlines and begin writing the rough draft for the paper.

**Assessment Opportunity*

ESSENTIAL QUESTION: How can I revise my paper?

TASK: Work on rough drafts, conduct individual conferences, view sample papers

Standards:

ELACC11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

ELACC11-12W2:c: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

ELACC11-12W2:d: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Instruction:

- Return graded thesis statements and selected phrases.
- Students will continue to work on their rough drafts in class. Students should use their outlines, notes, annotations, etc to write the draft.
- Conduct individual conferences with students (as needed) to address any questions or concerns.

- View the rubric for the writing assessment.
- Show students a sample informative/explanatory paper.
- Provide students with a final checklist.

Homework:

Students should revise and finish their rough drafts in preparation for the in-class essay.
Bring rough drafts to class.

ESSENTIAL QUESTION: How can I write an effective informative essay within a certain time frame?

TASK: Write an in-class essay using outlines, rough drafts, and notes

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.

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

ELAC11-12W10: 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:

- Place the prompt for the in-class essay on the board.
- Check to be sure that students have a completed (and revised) rough draft before they begin the essay.
- Alert students of how much time remains at the 45, 30, 15, and 5-minute marks.
- Remind students of the paper's requirements, including:
 - A coherent thesis that uses parallel structure to support the writer's opinion
 - Body paragraphs that support the thesis statement
 - Quote Integration
- The written, in-class essay must be turned in by the end of the class period.

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

INFORMATIVE/EXPLANATORY:

Shakespeare's Sonnets: Some of Shakespeare's most famous lines can be found in his sonnets. Read Sonnets 18 and 130. Then, in a well-written essay, analyze the theme, speaker, and literary devices in each sonnet. Identify the problem in the sonnets and their resolutions. Use evidence from each sonnet as well as any support from Bryson's novel, Shakespeare: The World as Stage.

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 can I improve my writing for the next assessment?

TASK: Review writing assessments, discuss and read Utopia

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.

ELACC11-12L4a: 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.

ELACC11-12L4:d: 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)

Instruction:

- Return graded writing assessments to students. Tell students to review teacher's comments/suggestions.
- Students should write a reflection on their writing process and take note of any changes they need to make on the upcoming writing assessment.
- Review the first five chapters of Shakespeare: *The World as Stage*. Ask students to make predictions about the remainder of the book.
- Read a brief biography on Sir Thomas More
- Place the word "utopia" on the board and ask students to use context clues to define it.
- Provide students with the following definition for utopia:
 - "an imagined place or state of things in which everything is perfect."
- Read an excerpt of Utopia by Sir Thomas More. (use textbooks or select from the website: <http://www.luminarium.org/renlit/utopiaexcerpts.htm>)
- Lead the class in a discussion about life under Queen Elizabeth I. Why does a *utopia* sound ideal?

ESSENTIAL QUESTION: What traces of the Elizabethan era can be found in Shakespeare's work?

TASK: Read and annotate, conduct short research on Queen Elizabeth

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.

ELACC11-12W7: 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.

Instruction:

- Open class with a discussion of the following quote:
 - "...few people alive in the 1590s in an England racked by poverty, unemployment and commercial depression would have said that theirs was a better world or that human inventiveness had restored a good and just society."
 - Ask students to interpret /analyze this quote.
 - Explain that it was in this society (racked by poverty, unemployment, etc.) that Shakespeare became famous.
- Begin reading Chapter Six, *Years of Fame, 1596-1603*.
- Remind students to annotate and take notes as we read the chapter aloud.
- Discuss the economic standing of England at that time. Show students the value of an English pound in comparison to the American dollar both then and now.
- Discuss the popularity of theater during this time, Shakespeare's personal tragedies, and personal successes.
- Return to the previous discussion of the Globe Theater, which Shakespeare owned with other playwrights and players.
- Pay close attention to the following statements:
 - "We thrill at these plays now, but what must it have been like when they were brand new, when all their references were timely and sharply apt, and all the words never before heard?" (pg. 127)
 - "In the winter of 1601, Shakespeare and his fellows faced what must have been an unnerving experience when they became peripherally but dangerously involved in an attempt to overthrow the queen." (pg. 128)

Homework:

Students will conduct short research on the various assassination attempts against Queen Elizabeth I. Each student should find one example and take notes on the details of that plot. Be prepared to discuss in class tomorrow.

ESSENTIAL QUESTION: How was Shakespeare's writing affected by the change in the monarchy?

TASK: Read and annotate text, determine group roles and responsibilities, assign short research project among groups, and analyze the assigned play

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.

ELACC11-12W7: 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.

Instruction:

- Open class with a brief discussion on the assassination plots against Queen Elizabeth I.
- Show students a brief FlipChart (or PowerPoint) on the death of Queen Elizabeth and her successor, King James.
- Begin reading Chapter Seven, *The Reign of King James, 1603 - 1616*
- Discuss King James' love for theater/drama.
 - "...James was a patron of drama. One of his first acts as king was to award Shakespeare and his colleagues a royal patent, making them the King's men." (pg. 134)
 - "James remained a generous supporter of Shakespeare's company, using them often and paying them well. . . they would perform before the king 187 times, more than all other acting troupes put together." (pg. 134)
- Lead students in a discussion about how much of Shakespeare's greatest output of work came under King James.
 - "Though Shakespeare is frequently categorized as an Elizabethan playwright, in fact much of his greatest output was Jacobean and he now produced a string of brilliant tragedies—*Othello, King Lear, Macbeth, Antony and Cleopatra, Coriolanus...*" (pg. 135)
 - Ask students if the change in the monarchy (from Elizabeth to James) had any effect on Shakespeare's writing. Consider the fact that he wrote some of his most popular plays during King James' reign.
- Short Research Project: Assign each reading group one of the following plays: (*Othello, King Lear, Macbeth, Antony and Cleopatra, Coriolanus*). Provide each group with a plot summary of their assigned play. Students should look for evidence of similarities/differences between the play and life in England at that time.
- Groups should delegate responsibilities for this assignment.

Homework:

Each group should finish analyzing their assigned play for hints of a real-world connection between the plot and life in England at that time. Bring their results to the next class so groups can finalize their projects

ESSENTIAL QUESTION: How can my group work together to finalize our presentation?

TASK: Discuss rubric, continue to analyze their assigned play, and prepare timeline for presentation

Standards:

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.

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:

- Distribute copies of the rubric for the short research project.
- Remind students of the expectations for oral presentations:

- Students should adapt speech for the task
- Demonstrate a command of formal language
- Refrain from the use of informal language
- Give groups 30-35 minutes of class time to meet and prepare their presentation.
- Students should prepare a 5 – 8 minute oral presentation for their assigned play. Presentations should include some visual images and each group member is expected to have an active role in the oral presentation.
- Groups should prepare a brief timeline for their presentation.
- Meet with each group to check their progress and address any issues, questions, or concerns.
- *Exit Ticket:* Each group should turn in their timelines

Homework:

Finalize presentations. Be prepared to present during the next class period.

***Assessment Opportunity**

ESSENTIAL QUESTION: How can I evaluate my peers?

TASK: Begin student presentations, listen attentively, evaluate each groups' point-of-view

Standards:

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 a range or formal and informal tasks.

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

Instruction:

- Begin student presentations. Each group will have 5-8 minutes.
- Students are expected to take notes during each presentation.
- End class with a discussion on each play. Ask students which plot they liked the best. Check and see if students noticed any similarities that were not mentioned during the presentations.
- Ask students to make the connection between the theme of the unit and the presentations.
- *Exit Ticket:* Students should turn in their notes from the presentations.

***Assessment Opportunity**

ESSENTIAL QUESTION: What made Shakespeare's sonnets so powerful and popular?

TASK: Read and annotate, discuss Shakespeare's sonnets

Standards:

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.

ELACC11-12W4: 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.)

ELACC11-12SL1: 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:

- Return notes from the presentations. Tell students that they will need them for the homework assignment.
- Continue reading Chapter Seven, *The Reign of King James*, within their groups.
- Open class by placing the following quote on the board:
 - “Probably more nonsense has been talked and written, more intellectual and emotional energy expended in vain, on the sonnets of Shakespeare than on any other literary work in the world. We know virtually nothing for certain about them—when they were written, to whom they were addressed, under what circumstances they came to be published, whether they are assembled in even remotely the correct order.”
- Students should annotate and take notes on the following points:
 - “The sonnets have driven scholars to the point of distraction because they are so frankly confessional in tone and yet so opaque.” (pg. 144)
 - “Perhaps the biggest question of all is, if he didn’t write them for publication, what were they for?” (pg.148)
 - “This was a man so good at disguising his feelings that we can’t be sure that he had any.” (pg.148)
 - “We know that Shakespeare used words to powerful effect, and we may reasonably presume that he had feelings. What we don’t know, and can barely even guess at, is where the two intersected.” (pg. 148)
 - “Shakespeare became a different kind of writer as he got older—still brilliant, but more challenging.” (pg.150)
 - “His output was clearly declining...he seems to have written nothing at all after 1613.” (pg.151)
- Close the class by discussing the mystery behind Shakespeare’s sonnets.

Homework:

Narrative: Using the notes from the group presentations, students should select the play they liked the most. Write a story that uses the same characters, but makes some adjustments in the plot. The story should include dialogue, setting, vivid descriptions, and a conclusion. Due the day after tomorrow.

ESSENTIAL QUESTION: What are Shakespearean Sonnets?

TASK: Introduce writing prompt, discuss the structure of Shakespearean sonnets, read and analyze sonnets

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.)

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

ELACC11-12L5:a: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

ELACC11-12L5:b: Analyze nuances in the meaning of words with similar denotations.

Instruction:

- Introduce the prompt for the third writing assessment:

“Shakespeare’s Sonnets: Some of Shakespeare’s most famous lines can be found in his sonnets. Read Sonnets 18 and 130. Then, in a well-written essay, analyze the theme, speaker, and literary devices in each sonnet. Identify the problem in the sonnets and their resolutions. Use evidence from each sonnet as well as any support from Bryson’s novel, *Shakespeare: The World as Stage*.”
- Place the definition for the Shakespearean Sonnet on the smartboard/chart paper:

“a fourteen line poem with five iambic feet to the line. It also has three quatrains and a rhyming couplet at the end. Shakespeare uses the first twelve lines to present a problem that he restates or resolves in the couplet.”
- Place Sonnet 29 on the board and read aloud as a class. (<http://www.shakespeare-online.com/sonnets/29.html>)
- Ask students to identify the problem in the sonnet. Then ask students how the third quatrain leads to the closing or resolution. Discuss the speaker’s state of mind in the sonnet.
- Place Sonnet 106 on the board and read as a class (<http://www.shakespeare-online.com/sonnets/106.html>). Groups should identify the theme, problem, and

resolution of the sonnet.

- *Exit Ticket:* Groups should turn in their analysis of the sonnet.

Homework:

Finish writing the narrative story. Due tomorrow.

***Assessment Opportunity**

ESSENTIAL QUESTION: What steps should I take to analyze Shakespearean Sonnets?

TASK: Discuss rubric and outline for writing assessment, work in groups to analyze sonnets,

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.)

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

ELACC11-12L5:a: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

ELACC11-12L5:b: Analyze nuances in the meaning of words with similar denotations.

Instruction:

- Provide students with a rubric for the writing assessment.
- Distribute copies of the outline.
- Students will work in groups to analyze three of Shakespeare's sonnets from this website: <http://www.shakespeare-online.com/sonnets/>
- Use a chart similar to the one below to compare and analyze the sonnets:

Shakespearean Sonnet #	Theme & Speaker	Problem	Resolution/Closing
29	The speaker is envious of others who have hope and creativity. The theme is to learn contentment in what you do have.	The speaker is discontent.	The speaker finds contentment.

Homework:

Complete outline for paper and begin the pre-write. Establish a thesis statement and bring completed outline to class tomorrow.

ESSENTIAL QUESTION: How can I write an effective informative/explanatory essay with textual evidence?

TASK: Analyze sonnets, work on rough drafts, use evidence from sonnets in the paper

Standards:

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

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

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

ELACC11-12L2:a: Observe hyphenation conventions.

b: Spell correctly.

c: Produces legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

Instruction:

- Students will use outlines to begin/continue rough drafts for the paper.
- Refer to the rubric and remind students of the expectations:
 - demonstrate understanding of English conventions (capitalization, punctuation, and spelling).
 - use language effectively in the essay (vocabulary, diction, syntax)
 - integrate quotes from their character logs
- Check to make sure students use support from the sonnets in the paper.
- Hold individual conferences with students who need help

Homework:

Revise the rough draft of the paper and bring the revisions to class tomorrow.

ESSENTIAL QUESTION: How should I revise my paper to make sure it meets the requirements?

TASK: Review graded writing assessments, conduct individual conferences, make revisions

Standards:

ELACC11-12W2:e: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

ELACC11-12W2:f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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:

- Students should review their graded essays from previous writing assessments. Pay attention to the areas that need improvement.
- Students with completed rough drafts may conduct a peer review with a classmate.
- Provide students with a checklist that mirrors the rubric.
- Conduct individual conferences with students to answer questions, check progress, and address concerns.
- Edit and make revisions to the paper in class.
- Visit Purdue University's Online Writing Lab to review MLA formatting and guidelines
<http://owl.english.purdue.edu/owl/resource/747/01/>

Homework:

Students should finalize the essay. Final draft of the essay (typed, 500 words, MLA format) is due at the start of the next class period.

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

INFORMATIVE/EXPLANATORY - (CONSTRUCTED IN TEAMS AS A MULTIMEDIA PRESENTATION):

Who is William Shakespeare? Students will work in groups to create a 7 -10 minute video that summarizes the life and works of William Shakespeare. Students should cover the following eras of his life: the early years, the lost years, the famous years, and his death. Include the authorship issue in the video. Provide the viewer with claims on both sides of the argument (those that favor Shakespeare as the author and those that cast a reasonable doubt on the authorship). Use

Windows Movie Maker, iMovie, or another approved application to create the video. Students should make mention of and use evidence from Bill Bryson's novel Shakespeare: The World as Stage. Create an engaging video with photos/images, a voice-over, and music.

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: What is a Petrarchan Sonnet?

TASK: Introduce Petrarchan sonnets, analyze sonnets, identify theme, speaker, mood, etc.

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.)

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

ELACC11-12L5:a: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

ELACC11-12L5:b: Analyze nuances in the meaning of words with similar denotations.

Instruction:

- To begin the last portion of the unit, return to the discussion of sonnets.
- Ask students to share some of their findings (from writing assessment #3).
- Discuss the difference between Shakespearean Sonnets and Petrarchan Sonnets.
- Read a brief bio on Francesco Petrarch
- Read Petrarch's Sonnets 18 and 28 (available in Prentice Hall's British Lit Textbook) and analyze them. Students should identify the theme, speaker, and the mood/attitude of the speaker.
- *Exit Ticket:* Students must turn in their analysis of Sonnets 18 and 28

ESSENTIAL QUESTION: How can I analyze a Petrarchan sonnet?

TASK: Conduct a short search for Petrarchan sonnets, analyze sonnets and present findings to class?

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.)

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

ELACC11-12L5:a: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

ELACC11-12L5:b: Analyze nuances in the meaning of words with similar denotations.

Instruction:

- Prior to class, the teacher should secure a computer lab, lap tops, or ensure that there are enough computers in the classroom for the days' activities.
- Students will work in their reading groups to find Petrarch's Sonnets online.
- Each group must select two Petrarchan Sonnets to analyze using a chart similar to the one below:

Petrarchan Sonnet #	Theme/Speaker	Mood
29	The speaker is in awe at the beauty of an unnamed sweet	The speaker is discouraged, but still in awe at the beautiful

		lady. The speaker laments because his love seems unattainable.	woman.
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- Each group will present their findings to the class.

Homework:

Students should select a Petrarchan Sonnet to compare to a Shakespearean Sonnet. Determine the rhyme scheme for each sonnet and discuss the difference in how the sonnets are arranged (quatrains or sestet). Finally, compare the themes, speakers, and moods of each sonnet. Due tomorrow.

ESSENTIAL QUESTION: What is a First Folio?

TASK: Read, annotate, and discuss chapter eight within reading groups

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.

Instruction:

- Return to Bryson's novel *Shakespeare: The World as Stage* and review the previous chapters.
- Begin reading (within reading groups) Chapter Eight, *Death*, pages 152 - 164
- Discuss how Shakespeare remains an enigma in his death as much as was in his life.
- As students read, direct them to stop and discuss the following statements within their groups:
 - "In late March 1616, William Shakespeare made some changes to his will. It is tempting to suppose that he was unwell and probably dying." (pg. 152)
 - Shakespeare's will resides today in a box in a special locked room ... The will is written on three sheets of parchment, each of a different size, and bears three of Shakespeare's six known signatures, one on each page." (pg. 153)
 - "I give unto my wife my second-best-bed with the furniture... The will does not otherwise mention Shakespeare's widow." (pg. 154)
 - "Shakespeare's plays might have been lost, too, had it not been for the heroic efforts of his close friends and colleagues ... who seven years after his death produced a folio edition of his complete works." (pg. 156)
 - "Had Heminges and Condell not taken this trouble, the likelihood is that all of these plays would have been lost to us." (pg. 157)
 - "The idea of the First Folio was not just to publish plays that had not before been seen in print but to correct and restore those that had appeared in corrupt or careless versions." (pg. 159)
- To close the class, discuss the First Folio and how it is possible that some of what is included is not Shakespeare's original work. Ask students to imagine what would have happened to the plays and sonnets if Heminges and Condell failed to compile them.

Homework:

Students should conduct a quick internet search on Folger's Shakespeare Library. Take note of where the library is and what it contains. Be prepared to discuss it in class tomorrow.

ESSENTIAL QUESTION: How were Shakespeare's complete works passed down through the years?

TASK: Discuss Henry Folger and the original manuscripts

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: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.

ELACC11-12SL1: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.

Instruction:

- Show students an image of the Folger Shakespeare Library.
- Discuss what students learned during their short research of the library.
- Continue to read Chapter Eight, *Death* (pages 165 – 180), aloud as a class.
- Lead students in a discussion of Henry Clay Folger and his initial collection of First Folios in the early twentieth century. Talk about the discrepancies between folios: “The idea that every single volume would be different from every other was unexpected...So Folger’s obsession with collecting Folios turned out to be quite a valuable thing for scholarship.”
- As the class reads, stop and discuss the following quotes from the chapter:
 - “At the time of Shakespeare’s death few would have supposed that one day he would be thought the greatest of English playwrights...This shouldn’t come entirely as a surprise. Ages are generally pretty incompetent at judging their own worth.” (pg. 170-171)
 - “Such was Shakespeare’s faltering status that as time passed the world began to lose track of what exactly he had written...It would take nearly two hundred years to resolve the problem of the authorship generally, and in detail it isn’t settled yet.” (pg.172)
- Further the class discussion. Ask students consider what has happened to the original manuscripts. Is it possible to really know the true author of these plays if there is no record or original manuscript?
- End class with this quote: “A lot of people ache to believe that the manuscripts still exist somewhere, but there is no evidence to suppose that they are in the monument or anywhere else. You just have to accept that they are gone for good.”

ESSENTIAL QUESTION: How can I prepare a claim for my side of the argument?

TASK: Introduce multi-media presentation, discuss the issue of authorship, prepare for a class debate

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.

ELACC11-12SL3: 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.

ELACC11-12L6: 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.

Instruction:

- Introduce the multi-media presentation that is due at the end of this unit.
- Place the following quotes on the board to spark discussion on the authorship issue:
 - “There is an extraordinary—seemingly an insatiable—urge on the part of quite a number of people to believe that the plays of William Shakespeare were written by someone other than William Shakespeare.”

- “The presumption is that William Shakespeare of Stratford was, at best, an amiable stooge, an actor who lent his name as cover for someone of greater talent, someone who could not, for one reason or another, be publicly identified as a playwright.”
- Divide the classroom in half. Students who have doubts about Shakespeare’s authorship should gather on one side and students who do not doubt his authorship should gather on the other side.
- Students will have the remainder of the class period to prepare for a debate with their peers.
- Instruct students to identify three points to support their position on the issue.
- Students should look for evidence to support or defend their claim in Chapter Nine, *Claimants*.
- Determine the speakers for each side of the debate.

ESSENTIAL QUESTION: Is there enough evidence to support the claim that Shakespeare may not be the true author of his works?

TASK: View sample multi-media presentations, conduct class debate on the issue of authorship

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.
 ELACC11-12SL3: 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.

- Instruction:
- To begin class, give students an idea of what is expected with their multi-media presentations. (Use samples of previous videos or conduct a Google search to provide students with examples).
 - Distribute copies of the rubric that will be used to determine the winner of the debate.
 - Students will debate the issue of Shakespeare’s authorship using arguments from Chapter Nine, *Claimants*.
 - Each side will present a claim and the opposing side will then present a counter-claim.
 - The debate will end once each side has presented their claims and provided evidence from the text to support their argument.
 - The teacher will determine a winner of the debate based on argument and supporting evidence from the text.

Homework:
 Groups should meet outside of class to begin to work on their videos. Provide students with a timeline for completion.

ESSENTIAL QUESTION: How can I use the evidence from the text in my multi-media presentation?

TASK: Conclude the discussion on authorship, review chapter nine, read the “Declaration of Reasonable Doubt”

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
 ELACC11-12RI10: By the end of grade 12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band independently and proficiently.
 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.
 ELACC11-12SL1: 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:
- Lead the class in a final discussion of William Shakespeare’s authorship.
 - Return to Chapter Nine, *Claimants* and address the following points in the novel:
 - “The only absence among contemporary records is not of documents connecting Shakespeare to his works but of documents connecting any

other human being to them.” (pg. 183)

- “...virtually, no one in Shakespeare’s lifetime or for the first two hundred years after his death expressed the slightest doubt about his authorship.” (pg.183)
 - “Shakespeare lacked a university education, to be sure, but then so did Ben Jonson—a far more intellectual playwright—and no one ever suggests that Jonson was a fraud.” (pg.193)
 - “When we reflect upon the works of William Shakespeare it is of course an amazement to consider that one man could have produced such a sumptuous, wise, varied body of work, but that is of course the hallmark of genius.” (pg.196)
 - “Only one man had the circumstances and gifts to give us such incomparable works, and William Shakespeare of Stratford was unquestionably that man—whoever he was.” (pg.196)
- Distribute copies of the “Declaration of Reasonable Doubt” by Derek Jacobi and take students on a tour of the website.
<http://doubtaboutwill.org/declaration>
 - Read and discuss the “Declaration of Reasonable Doubt”

ESSENTIAL QUESTION: How can I work with my group to create an engaging multi-media presentation?

TASK: Write a treatment for the video, determine the thematic connection, work on video

Standards:

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

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.

ELACC11-12SL5: 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:

- Return once again to the assessment for this segment of the unit.
- Reserve a computer lab, lap tops, or space in the media center for classes to work on project.
- Each group must prepare a written “treatment” or summary of what their video will look like.
- Determine how your group will include the theme of the unit in the presentation.
- *Exit Ticket:* Groups must turn in the written treatment of their projects.

ESSENTIAL QUESTION: How can my group work to make sure that each member carries out his/her responsibility?

TASK: Continue to work on multi-media project

Standards:

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

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.

ELACC11-12SL5: 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:

- Reserve a computer lab, lap tops, or space in the media center for classes to work on project.
- Each group must prepare a written “treatment” or summary of what their photo story/video will look like.
- Determine the thematic connection between the four selected characters.
- *Exit Ticket:* Groups must turn in the written treatment of their projects.

ESSENTIAL QUESTION: How can I present my findings to the class?

TASK: Present the final video to the class

Standards:

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.

ELACC11-12SL5: 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.

ELACC11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

Instruction:

- Each group will present their video to the class.
- Students are expected to actively view and listen to the presentations.
- Students will grade their peers using a rubric.