



Unit Planner: Pandora English 1

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High School > 2018-2019 > Grade 9 > English Language Arts >
English 1 > Week 40

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Pandora

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Big Ideas / Enduring Understandings

Understand the role of the director, actors, set designers, costumers in the staging of a play.

Understand major themes in literature (Seize the day, is hope a positive or negative).
Myth resonates with universal themes which are essential to.....

Claims, refcounterclaims, and utation are essential for a strong argument.

Essential Questions

How do theatre artists analyze the given circumstances (5Ws) to stage a play?

Why is "hope" included in the jar of evils? Is hope evil? In what circumstance(s)?
Why is hope essential to this myth?....

How are claims, counterclaims and refutations utilized to support strong argument writing?

Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 9-10

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

1c. Use words, phrases, and clauses 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.

1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1e. Provide a concluding statement or section that follows from and supports the argument presented.

Content

Theme

-Hope

Procedure of Trial

Argument structure

-position, evidence, claim, counterclaim

Speech

Skills / Strategies

- Complete a KWL chart about mythology.
- Research the Greek mythology and do a written response
- Analyze characters (script detectives) and their traits and their role in the play.
- Develop thematic statements based on topics explored in the play.
- Memorize and present scenes from the play.
- Identify and examine the conflicts in the play.
- identify alliteration (and other literary terms/techniques) in the play.

Key Terms / Vocabulary

Given Circumstances

5 W's Who, what, why, where, when

Setting, plot, conflict, resolution, exposition, rising actions, denouement, theme, alliteration, feral, dowdy, prominent

Learning Plan & Activities

Please include Theatre Modalities when appropriate

Create a tableaux that show us the information about various scenes (who/where/when)

Teaching Artist will come in to assist with various theatrical aspects of the unit, ie staging, directing, design challenges, etc

Differentiation:

Two levels of text, unit assessment student choice.

Read Aloud

Acting out

Class discussion

Purposeful grouping (based on reading level)

Assessments

[Depth of Knowledge \(DOK\) Levels](#)

Formative: DOK 4 Extended Thinking:

Performance: Authentic Task

Dramatization

- Students choose a scene from Pandora, interpret it, and rewrite it into modern day language. Students present scenes to classmates Students critique own and other's scenes.
- ***Narrative Writing Assignment***

Rewrite scenes through one character's point of view
- ***Recital***

Memorize and recite for class a two page scene from Pandora.
- ***Expository Essay***

Writes an essay comparing and contrasting the two media formats used during this unit: Audio CD, Written Text

Argument Essay

Summative: DOK 3 Strategic Thinking: Written: Essay

Resources

Texts Used (fiction, non-fiction, on-line, media, etc...)

Script of Pandora.

Teacher created worksheet(s).

Focus

- Whole class
- Small group
- Guided reading
- Group

Materials Used

Teacher generated worksheets: chart, graphic organizers, script analysis.

Focus

- Whole class
- Small group
- Guided reading



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