



Unit Planner: Macbeth/ Argument Unit Meade

English 7

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High School > 2018-2019 > Grade 12 > English Language Arts > English 7 (C) > Week 40

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Macbeth/ Argument Unit Meade

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Big Ideas / Enduring Understandings

"Fair is foul, and foul is fair." - Everything is not always what it seems.

The words we use impact others.

Society uses argument to make better decisions.

Essential Questions

What do we mean when we say, "Everything is not as it seems?"

What can the words a person uses show me about that person?

How can crafting an argument help me make a better decision when I need to?

Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 11-12

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, including determining where the text leaves matters uncertain.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

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, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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

1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

4. 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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5. 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.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

1. Shakespearean language
2. Deception (fair is foul, and foul is fair) and ambition
3. Characterization - character personality
4. Diction - word choice and tone
5. "Tomorrow and tomorrow and tomorrow..." soliloquy and decision making soliloquy.
6. Arguments using literature to support a position with claims, counter claims, and evidence
7. Refutation
8. Sonnets - specific structure, rhyme scheme, couplets, iambic pentameter
9. Fair is foul and foul is fair.....

Skills / Strategies

1. Translating Shakespeare's original text into modern day language.
2. Identifying motive
3. Identify character traits
4. Identifying tone based on word choice
5. Memorizing lines and making connections/ reflecting on decisions.
6. Identify and make claims. Develop paragraphs (introduction, body, conclusion) using claims, and evidence
7. Refute the counter claim
8. Learn sonnet structure, identify syllable count, recognize rhyme scheme
9. Identify major themes and explore thier development throughout the play.

Key Terms / Vocabulary

foul
fair

ambition
soliloquy - inner thoughts
decision making
Thane
Lord
Lady
Golden Age (Global History Link)
patron
diction

Argument
position
claims
counter claim
refute

Learning Plan & Activities

Please include Theatre Modalities when appropriate
Writing Workshop - Develop arguments using literature to support a position with claims and specific textual evidence.

Identification of valid evidence (CCLS - Reading Text 1)
Identification of counterclaims
Acknowledging the opposing position
Refutation

Practicing Shakespearean language - reading aloud and performing
Listening to Shakespearean Language
Translating lines
Performing scenes

Differentiation

TEXT (including audio/ visual): In addition to the original **text** the following are available: Story version, scene synopsis, **Audio** recording of all scenes, multiple video of various scenes.

Templates for recording evidence from text

Assessment: Multiple options for presenting knowledge (see assessments) also,

Address critical lens quotes for those needing to take ELA Regents in January

Director's Prompt Book Group Project - Differentiated assessment provides students with opportunity to express knowledge in written, oral or artistic. Activities: symbolism through costume design; setting - providing opportunity to explore possibilities time and place impact on production of play; acting scene of choice projecting voice.

Assessments

Depth of Knowledge (DOK) Levels

Macbeth Argument Essay

Summative: DOK 3 Strategic Thinking: Written: Essay

Students will read and analyze Shakespeare's *Macbeth* and write an argument essay proving the guilt of one party and the innocence of the others. Students will utilize specific evidence from the play to support their position with claims and counter claims.

Soliloquy

Summative: DOK 2 Basic Application: Performance: Dramatization

Students memorize the "Tomorrow and tomorrow and tomorrow soliloquy and identify and interpret Macbeth's thoughts on life.

Reading and Performing Scenes

Formative: DOK 2 Basic Application: Performance: Dramatization

Students will read the play and make observations, summarize scenes, identify patterns, collect and display evidence, use context clues and make predictions throughout the unit.

Formative: DOK 3 Strategic Thinking: Project: Visual Arts

Students will select a scene from Shakespeare's, *Macbeth*, and create a director's prompt book addressing setting, symbolism, characterization, and translation of original text into modern language. The scene will enforce the student's position on his/ her argument essay. In other words, directorial choices will ensure the scene demonstrates claim that the selected character is most guilty of the chaos/ death in Scotland. The scene will be performed in the Black Box Theatre.

Resources

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

Play - Macbeth

Students will read original Shakespearean text, translations, and a short story version of Macbeth depending on level of differentiation needed.

Audio/ Video

Students will view clips of major scenes, and they will listen to the entire play in addition to reading and performing the scenes.

Text Features

- Literary



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