

# Unit Planner: Macbeth/ Argument: Campanelli 2016 - 2017 English 4

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## Macbeth/ Argument: Campanelli 2016 - 2017

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### Big Ideas / Enduring

#### Understandings

"Fair is foul, and foul is fair."

Character development is often influenced by actions and words of other characters. **Complex characters are developed through a variety of literary techniques.**

Making claims and supporting them with specific evidence from a text makes for a powerful argument.

Claims, counterclaims and refutation are essential to a quality argument essay.

### Essential

#### Questions

Why is the notion of fair and foul important in the play, Macbeth? ("Fair is foul, and foul is fair.")

Why do characters do the things they do? **How do authors develop complex characters?**

Is Macbeth a ruthless murderer or a victim of his wife's ambition or the Weird Sister's deception?

How are claims, counter-claims, and specific evidence utilized to support a strong argument?

## Common Core Standards and Indicators

**NYS: CCLS:English Language Arts 6-12**

**NYS: Grades 9-10**

### **Speaking & Listening**

**5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**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.**

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**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.

#### **Research to Build and Present Knowledge**

**7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**

7. 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.

**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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#### **Speaking & Listening**

**2. Integrate and evaluate information presented in diverse media and formats, including**

**visually, quantitatively, and orally.**

2. 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.

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
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
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 their development throughout the play.

Key Terms /  
Vocabulary

characterization

paradox

connotation

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,

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.

### ELL Modifications

1. Extended time for assessment and assignments.
2. The Frayer Model
3. Use of Bilingual dictionary
4. Simplified assessments: True/False, Multiple choice (only two choices) matching, decreased number

## 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.

of questions.

5. Students seat near the front of the class for easier monitoring by teacher.
6. Students receive visual and graphic organizers
7. Vocabulary words are introduced and tested prior to introduction of new material
8. Student are paired with another student for peer tutoring
9. Teachers repeat and rephrase often
10. Physical activity is used: Model, role play, act out
11. Length of reading passages is modify, with extended time to complete them
12. Teachers accept Verbal responses in lieu of written work(Beginners)

#### Differentiated Instruction

1. Sentence starters for MEAL
2. Directions and prompts read aloud
3. Leveled texts
4. Theatrical vocabulary
5. Graphic Organizer of outline for essay
6. Peer editing checklist
7. Support pairing based on Writing results of 2nd draft of essay (different tiers)
8. audio book is available
9. Support auditory presentations with visual
10. Peer or scribe note taking
11. space for movement or break
12. extra visual ad verbal cues and prompts

## [Resource](#)

### [S](#)

#### **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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