# Unit Planner: Macbeth/ Argument Unit
# English 8

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High School > 2018-2019 > Grade 12 > English Language Arts > English 8 (**C**) > Week 40

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## Macbeth/ Argument Unit

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- Unit Planner
- Lesson Planner

### Big Ideas / Enduring Understandings

"Fair is foul, and foul is fair."
Character development is often influenced by actions and words of other characters.
Making claims and supporting them with specific evidence from a text makes for a powerful argument.
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?
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 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.

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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
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 thier development throughout the play.

## Key Terms / Vocabulary

foul
fair
ambition
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
Identification of counterclaims
Acknowledging the opposing position
Refutation

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

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 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)

## 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.
**Summative: DOK 3 Strategic Thinking: Project: Visual Arts**
Students will select a scnene from Shakespeare's, *Macbeth*, and create a director's prompt book addressing setting, symbolism, characterization, and translation of original text into modern language.

## 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