

Understanding by Design

Course: English

Topic: Power, corruption, appearance, reality (Middle English/Elizabethan Literature)

Designer: Mr. Lopez

Unit: 4 (February to March)

Grade: 11

Primary Text(s): William Shakespeare's Macbeth, stories of Arthurian Legend, sonnets by Edmund Spenser, Sir Philip Sidney, and John Donne)

Primary Assessment(s): Write a Text Analysis on Act II and III (Common Core English Regents Preparation), Annotation Project, Write an argumentative response on Act IV and V (Common Core English Regents Preparation), Write an analytical paper on Macbeth and Excalibur (Macbeth and King Arthur)

SFE INSTRUCTIONAL FRAMEWORK: LITERACY, NUMERACY, ARTS, TECHNOLOGY

STAGE ONE -Desired Results

Learning Goals/ Objectives:

Building upon units 1 - 3, students will continue to practice specific reading strategies (annotation, the magnifying word strategy, the analysis breakdown, and topic sentence outlining), continue to deepen their analytical skills, and continue to reflect on how human beings are portrayed in the reading material (personal reflection on themselves). Additionally, this unit will ask students to build upon and apply their ability to create Detailed Multiple Paragraph Outlines (thesis statement, topic sentences, identify textual evidence, and create a title) and write an analytical paper on reading material (following M.L.A. guidelines, the use of the ellipsis and block quotation). Students will also read literary criticism of Macbeth and their chosen plays. This unit will individually strengthen each student and the overall learning environment (systematic Writer's Process experienced). Students will continue to examine the characteristics of the literary period such as the ongoing schools of thought (predetermination, freewill, faith, fate), expressions of religious faith or moral instruction, of juxtaposition (opposites, side by side) such as: church vs. pagan worlds, good vs. evil, light vs. darkness, earthly vs. divine, celestial vs terrestrial). In addition to noticing emerging characteristics of Renaissance art and written word (literary period), students will also examine how the literary elements contribute to meaning and author intention.

Common Core Standard/ New York State Standards:

Key Ideas and Details:

CCSS.ELA-Literacy.RL.11-12.1

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.

CCSS.ELA-Literacy.RL.11-12.2

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.

Text Types and Purposes:

CCSS.ELA-Literacy.W.11-12.1

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

CCSS.ELA-Literacy.W.11-12.3

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

Craft and Structure:

CCSS.ELA-Literacy.RL.11-12.4

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.)

Production and Distribution of Writing:

CCSS.ELA-Literacy.W.11-12.4

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.)

CCSS.ELA-Literacy.W.11-12.5

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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

Comprehension and Collaboration:

CCSS.ELA-Literacy.SL.11-12.1

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.

CCSS.ELA-Literacy.SL.11-12.1.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.

Presentation of Knowledge and Ideas:

CCSS.ELA-Literacy.SL.11-12.5

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.

Vocabulary Acquisition and Use:

CCSS.ELA-Literacy.L.11-12.4

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.

CCSS.ELA-Literacy.L.11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

ELA S3: Students will read, write, listen and speak for critical analysis and evaluation.(Reading, Writing, Speaking)

ELA S4: Students will read, write, listen and speak for social interaction. (Reading, Writing, Speaking)

Students will understand...

- Shakespeare's commentary on power, corruption, and blind ambition is still relevant to our own world today
- Things are not always as they appear.
- People have often relied on superstition and frequently still do today.
- Our perceptions and interpretations are based on a variety of factors.
- Literature is a comment on the human condition.

Essential Questions: (bolded are priority)

- How is the human image portrayed in the reading material?**
 - Does nature or nurture determine a person's destiny?**
 - How does power corrupt people?**
 - How does blind ambition impact behavior?
 - How does superstition affect human behavior?
 - How can appearances be different from reality?**
 - What is the nature of humanity's struggle between good and evil?
- Tentative Questions below:*
- What influences our perceptions?
 - Why did Shakespeare tell this story, and what factors influenced his writing?

Students will know...

- the literary characteristics of Elizabethan Literature and biographical information on William Shakespeare and Elizabethan Theatre
- the literary characteristics of Arthurian Legend and the history, structure of the sonnet
- how to use the internet to research biographical information on writers, the literary periods, literary criticism, and sonnet formation.
- Shakespeare's source material, the historical Macbeth, and other issues that inform the play, such as King James' fascination with the supernatural.
- How reading strategies aid to student comprehension of the reading material (Annotation).
- How to calculate and manipulate literary text in support of their reasoning (analysis breakdown), how to structure a five page paper using M.L.A. guidelines.

Students will be able to...

- Practice annotation (**the seven habits of a good reader**) to deepen their understanding of literary text.
- Identify and fully explain **the use of figurative language** (characterization and motivation/imagery) to understand the stated and implied (suggested) meanings, and identify characteristics of literary period.
- Analyze specific passages of literary texts and **use textual evidence** in support their reasoning (summary, paraphrase, interpretation and critique)
- Synthesize information from various sources

-how to brainstorm a central idea/argumentative position, how to create a thesis statement, how create topic sentences, how to identify relevant textual evidence, how to apply the skills of summary, paraphrase, interpretation, and critique, how to add transitional devices, how to blend quotations, and how to follow structure of an analytical paper (MLA and Common Core English Regents Preparation)

STAGE 2 ---- Assessment Evidence

Performance Tasks (What students will do):

- Annotated Reading of various sonnets (student sonnet)/Sonnet Research Portion
- Annotated Reading of The Great Chain of Being and Act I of Macbeth (Reader Response)
- Annotated Reading of Act II and III of Macbeth (Annotation Project and Macbeth Personality Text Analysis)
- Annotated Reading of Act IV and V of Macbeth (Argumentative Response)
- Analytical Paper on Macbeth and Excalibur
- Analytical Paper Visual (Macbeth and King Arthur)

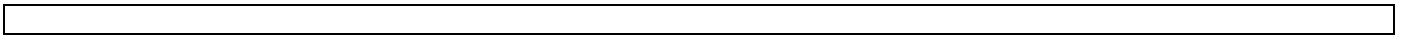
Other Evidence:

- Annotation of reading material (informational and literary)
- Note taking/Listening Exercises/Reading Comprehension questions, analysis breakdown
- Weekly S.A.T. Vocabulary Quiz
- Visual Representation Rubric, discussion, teacher conferencing, questioning, quick writes, exit slips
- Independent/Guided Reading Project on Shakespearian play.

STAGE 3 - Learning Plan

Learning Activities:

- Introduction to unit and essential questions
- History of English YouTube Video
- Sonnet History and Study (Spenser, Sidney, Donne, Shakespeare)
- Student Sonnet Practice
- Characteristics of Elizabethan Literature and Elizabethan Theatre
- Biographical Information on William Shakespeare
- Annotated Reading of The Great Chain of Being and Act I of Macbeth
- Writing Revolution based Assignment and Reading Comprehension Questions
- Reader Response on Act I
- Annotated Reading of Act II and Act III of Macbeth
- Writing Revolution based Assignment and Reading Comprehension Questions
- Annotation Project and Macbeth Personality Text Analysis on Act II and Act III
- Annotated Reading of Act IV and V of Macbeth
- Writing Revolution based Assignment and Reading Comprehension Questions
- Argumentative Response on Act IV and V
- Discussion Forum on Macbeth (use of symbolism, thematic patterns, characterization, essential questions) throughout readings
- Revelation of Independent/Guided Reading Project on Shakespearian play
- Characteristics of Arthurian Legend
- Annotated Readings of various Arthurian Legends
- Viewing of Excalibur and Excalibur Worksheet
- Revelation of Analytical Paper on Macbeth and Excalibur (Macbeth and King Arthur)
- Review of thesis statement and students will generate their individual thesis statements for Analytical Paper
- Review of how to generate systematic topic sentences based on thesis statement and students will generate their topic sentences.
- Review of how to identify textual evidence, conduct analysis breakdown, generate a title (M.P.O. completed)
- Students will present their M.P.O to small groups for assistance.
- Students will write their 1st Drafts (2 – 3 pages)
- A week later students will participate in a Peer Edit Session (2 – 3 pages)
- A week later students will submit their Teacher Revision Copies for teacher to review (3 – 4 pages)
- Final Draft Submission (4 – 5 pages)
- Analytical Paper Visual Project Submission
- Unit Reflection



Understanding by Design

Course: English

Topic: Creation vs. Creator, Man vs nature (British/Dark Romanticism, American Modernism)

Designer: Mr. Lopez

Unit: 5 (April to May)

Grade: 11

Primary Text(s): Poetry from Wordsworth, Keats, and Poe, Coleridge's Rime of the Ancient Mariner, Shelly's Frankenstein, Hemingway's The Old Man and the Sea

Primary Assessment(s): Student Poetry mirroring style of poets, Compose a Scientific Journal Reflection (Frankenstein), Write a Text Analysis on Frankenstein (Common Core English Regents Preparation), Write an argumentative response on The Old Man and the Sea, Write an analytical paper on Rime of the Ancient Mariner and The Old Man and the Sea (Creation vs Creator, man vs nature)

SFE INSTRUCTIONAL FRAMEWORK: LITERACY, NUMERACY, ARTS, TECHNOLOGY

STAGE ONE -Desired Results

Learning Goals/ Objectives:

Building upon units 1 - 4, students will continue to practice specific reading strategies (annotation, the magnifying word strategy, the analysis breakdown, and topic sentence outlining), continue to deepen their analytical skills, and continue to reflect on how human beings are portrayed in the reading material. Additionally, students will build upon and apply their ability to create Detailed Multiple Paragraph Outlines (thesis statement, topic sentences, identify textual evidence, and create a title) and write an analytical paper on reading material (following M.L.A. guidelines, the use of the ellipsis, and block quotation). Through this unit will individually strengthen each student and the overall learning environment (systematic Writer's Process experienced). They will also write Argumentative and Text Analysis Response (Common Core English Regents Preparation). Thematically, students will continue to reflect on humanity (action/impact, cause/effect, human interaction). They will also consider the complex and debatable relationship between nature and nurture to reflect on themselves and the reading material. Specifically, the advancement of scientific study (reference to Hawthorne's The Birthmark when reading Frankenstein) and the frailty of the human being (referencing works from throughout the year. Creation vs Creator, man vs nature).

Common Core Standard/ New York State Standards:

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Craft and Structure:

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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.)

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ELA S4: Students will read, write, listen and speak for social interaction. (Reading, Writing, Speaking)

Students will understand...

- When we don't take responsibility for our actions, we can impact others.
- Victor's lack of compassion for his creation causes the monster to seek revenge and cuts it off from any love or compassion it might have felt.
- Scientific advancement can help us learn and prolong our lives, but when it clashes with moral issues and compromises our principles and our humanity, it could be harmful. (Creation vs Creator)
- The relationship between nature and nurture is complex and remains the focus of debate as research shows both to be important in determining various aspects of humanity.
- Mankind is on the earth for a short time and nature wars against mankind.

Essential Questions:

- How is the human image portrayed in the reading material?
- What consequences do we face when we don't take responsibility for our actions?
- How can scientific advancement and exploration be both good and bad?
- What is the relationship and responsibility between creator and creation?
- What is the relationship between nature and nurture? Which is more important
- What are implications of *The Old Man and the Sea*?
- Are there symbols (literary elements) embedded in Hemingway's work?

Students will know...

- the literary characteristics of Romanticism and biographical information on William Wordsworth, John Keats, Edgar Allen Poe, Samuel Taylor Coleridge, and Mary Shelley (Gothic Literature)
- the literary characteristics of Marine Literature (Modernism) and biographical information on Ernest Hemingway
- Vocabulary in context, the plot, geography, and themes of Rime of the Ancient Mariner, Frankenstein, and The Old Man and the Sea.
- The novel's impact on modern pop culture and perceptions regarding science and technology.
- How reading strategies aid to student comprehension of the reading material (Annotation).
- How to calculate and manipulate literary text in support of their reasoning (analysis breakdown), how to structure a five page paper using M.L.A. guidelines.

Students will be able to...

- Practice annotation (**the seven habits of a good reader**) to deepen their understanding of literary text.
- Identify and fully explain **the use of figurative language** (characterization and motivation/imagery) to understand the stated and implied (suggested) meanings, and identify characteristics of literary period.
- Analyze specific passages of literary texts and **use textual evidence** in support their reasoning (summary, paraphrase, interpretation and critique)
- Synthesize information from various sources in order to form an opinion.
- Determine the locations of settings using Google Earth.
- Create a scientific journal that explores themes in the novel and issues in modern science that mirror issues raised in the novel (reader response)

<p>-how to brainstorm a central idea/argumentative position, how to create a thesis statement, how create topic sentences, how to identify relevant textual evidence,</p> <p>-how to apply the skills of summary, paraphrase, interpretation, and critique</p> <p>-how to add transitional devices, how to blend quotations, and how to follow structure of an analytical paper (MLA and Common Core English Regents Preparation</p>	
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STAGE 2 ---- Assessment Evidence

<p><i>Performance Tasks (What students will do):</i></p> <p>-Annotated Reading of various poems from William Wordsworth, John Keats, and other Romantics (student poems mirroring style of poetry)</p> <p>-Annotated Reading of Rime of the Ancient Mariner and Reading Comprehension Questions</p> <p>-Annotated Reading of Frankenstein (Scientific Journal Reflection and Text Analysis Responses)</p> <p>-Annotated Reading of The Old Man and the Sea (Argumentative Response)</p> <p>-Analytical Paper on Rime of the Ancient Mariner and The Old Man and the Sea (Creation vs Creator)</p> <p>-Analytical Paper Visual (ROTAM and TOMATS)</p>	<p><i>Other Evidence:</i></p> <p>-Annotation of reading material (informational and literary)</p> <p>-Note taking/Listening Exercises/Reading Comprehension questions, analysis breakdown</p> <p>-Weekly S.A.T. Vocabulary Quiz</p> <p>-Visual Representation Rubric, discussion, teacher conferencing, questioning, quick writes, exit slips</p>
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STAGE 3 - Learning Plan

<p><i>Learning Activities:</i></p> <p>-Introduction to unit and essential questions</p> <p>-Understanding the literary characteristics of Romanticism and biographical information on William Wordsworth, John Keats, Edgar Allen Poe (Dark Romanticism)</p> <p>-Annotated Readings of various poems from Wordsworth, Keats, and Poe</p> <p>-Student writing of poetry</p> <p>-Biographical information on Samuel Taylor Coleridge</p> <p>-Annotated Reading of Rime of the Ancient Mariner and Reading Comprehension Questions (characteristic identification)</p> <p>-Biographical information on Mary Shelley (Gothic Literature)</p> <p>-Annotated Reading of Frankenstein (Writing Revolution Strategies, Reading Comprehension Questions, and Student Scientific Journal Response, discussions throughout)</p> <p>-the literary characteristics of Marine Literature (Modernism) and biographical information on Ernest Hemingway</p> <p>-Annotated Reading of The Old Man and the Sea (WRS, RCQs and Write an argumentative response)</p> <p>-Discussion Forum on TOMATS (use of symbolism, thematic patterns, characterization, essential questions) throughout readings</p> <p>-Revelation of Analytical Paper on Rime of the Ancient Mariner and The Old Man and the Sea (Creation vs Creator/Man vs Nature)</p> <p>-Review of thesis statement and students will generate their individual thesis statements for Analytical Paper</p> <p>-Review of how to generate systematic topic sentences based on thesis statement and students will generate their topic sentences.</p> <p>-Review of how to identify textual evidence, conduct analysis breakdown, generate a title (M.P.O. completed)</p> <p>-Review of hot to use the ellipsis and block quotation</p> <p>-Students will present their M.P.O to small groups for assistance.</p> <p>-Students will write their 1st Drafts (3 – 4 pages)</p> <p>-A week later students will participate in a Peer Edit Session/Teacher Revision Copies (3 – 4 pages)</p> <p>-Final Draft Submission (5 – 7 pages)</p> <p>-Unit Reflection</p>
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