Shakespeare Unit

Title of Unit: Shakespeare	
Enduring Understandings ● In this unit, students will be asked to annotate and analyze a full Shakespeare play, complete graphic organizers, answer multiple-choice reading comprehension questions, and respond utilizing short-paragraph responses**.** ● The purpose of the unit is to acclimate students with the type of writing that will be expected on the Part 2 of the Regents exam.	**Essential Questions** ● How can I be an active viewer of a dramatic production? ● How can I understand and analyze this genre's characteristics and structure (as opposed to prose)? ● What strategies can I use to determine the best piece of evidence? ● How can I analyze each piece of evidence to best argue my point? ● How can I utilize language skills to determine how to create a precise claim? ● How can I utilize text evidence from various stages in the play to best support my claim? ● How do I properly format and organize an argumentative response?
Guiding Questions ● How do I narrow down text evidence from the play to find the best examples? ● Where in the text can I go to find the evidence to argue my point? ● What steps should I take in order to successfully organize an argumentative response? ● What can I infer from the evidence I collected? ● How does knowing the genre and its characteristics affect the readers' expectations? ● How does knowing historical context and production affect the readers' understanding of a Shakespearean drama? ● How do directors' choices influence how viewers perceive characters and plot?	

Knowledge

- Use text evidence from the novel to prove claims
- Analyze an author's and/or director's intent and point of view
- Evaluate the author's use of literary elements and devices within the play.

Skills

- Read the play closely.
- Interpret words and phrases as they are used in the play: connotative and figurative meanings.
- Analyze the play using knowledge of literary elements and devices–with special attention to directors' choices.
- Draw evidence from the play to support precise claims.
- Accurately use general academic and content-specific words and phrases sufficient for reading, writing, and viewing.
- Properly frame a text-based response.

Standards
(https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf)

~Reading Standards

- 9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. (RI&RL)
- 9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)
- 9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL)
- 9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL)
- 9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)
- 9-10R7: Analyze how a subject / content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the

representation of a subject / content or key scene in two different formats). (RI&RL)

~Writing Standards

- 9-10W1:Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence

~Speaking and Listening Standards

- 9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
- 9-10L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- 9-10L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 9-10L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

~Language Standards

- ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
- ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.

Assessment Evidence

Regents-level written responses

Learning Plan

Learning Activities

Various graphic organizers, annotating the play, practice argumentative Regents-type writing, Edpuzzles, class discussions, Peardecks, Blookets, vocabulary work (Vocabulary.com),

Kahoots/Quizlets, Quizizz, Word of the Day activities, and multiple-choice questions

Skill/Content Focus **Resources:** *Romeo and Juliet* play *Romeo and Juliet* movies/adaptations	**Content Vocabulary:** Character, Conflict, Plot, Setting, Author's Purpose, and Theme Devices: Figurative Language, Dramatic Irony Dramatic Devices: Soliloquy, Monologue, Aside, Stage Directions	**Academic Vocabulary:** Analysis, Central Idea, Summarizing, Claim, Argument, Evidence, Support, Interpret, and Evaluate