



2021-2022 English IV Unit 3 (Suggested Duration: 25 days)

Dates: 11/8-12-17

Fall Curriculum Based Assessment #2 12/13-12/17

Unit Title	Facing the Future, Confronting the Past
Unit Summary	In this unit, students will learn the conventions and story elements associated with classic Renaissance era theater in England. Specifically, students will read, discuss, and analyze the Shakespearean tragedy <i>Macbeth</i> to discover and evaluate the many ironies, moral dilemmas, and ambiguous truths presented by the author in the play. In addition to reading and discussion, students will write at least one formal literary analysis essay, and create a modern adaptation of an important scene from the play.
Big Ideas	• William Shakespeare and other Renaissance authors used unique structures and elements in their dramatic form of storytelling. • In a complex story like <i>Macbeth</i>, underlying character motivations and moral dilemmas in the story reveal universal truths. • Poets and essayists use patterns of language to reveal their truths. • Written and oral literary analysis expands the reader's ability to understand the author's craft as it reveals universal themes. • Commonly used systems like MLA formatting helps writers communicate clearly with the larger academic community. • Reading texts that explore the influence of the past on the present helps readers develop an understanding of the theme.
Essential Questions	• What qualities of literature from the distant past seem vibrant and relevant to readers today? • How much does the past determine the future? • What determines the future, fate or a person's own actions? • When does ambition become destructive rather than constructive? • What are the essential steps of the research process? • How do perceptions of gender roles change over time?
Core Competencies	Formative: • Students will demonstrate understanding of <i>Macbeth</i> through speaking, reading, writing, and thinking. ○ students will read aloud and create scenes ○ students will discuss quandaries presented in the play ○ students will read, watch, and respond to scenes from the play • Students will engage in meaningful and respectful discourse, participating collaboratively, offering ideas or judgements that are purposeful in moving the group toward goals. • Students will use the writing process (brainstorming, drafting, revising, editing, and publishing) to create a detailed literary analysis • Students will develop a habit of writing in a writer's notebook to express emotions, gather ideas, and synthesize learning with increasing rigor. Summative: • Students will use ideas from <i>Macbeth</i> to create a poem, "missing" scene, song, rap, comic book, or other creative piece. • Students will research and present aspects of Shakespeare and Elizabethan theatre to teach others.
Vocabulary	Shakespearean Drama: Theatre history and culture: groundling, Globe Theatre, New Globe Theatre, Renaissance, Elizabethan/Jacobean, gallery Literary terms: exposition, aside, soliloquy, monologue, repetition, rising/falling action, climax, allusion, tragedy, metaphor, resolution, tragic hero/tragic flaw, tone, conflict/dilemma, protagonist, antagonist, dramatic irony, verbal irony, theme, comic relief



Theme related: tyrant, fate, ambition

UNIT RESOURCES

TEXT:

Macbeth by William Shakespeare, pp. 332-428
 "Shakespeare's Sister" by Virginia Woolf, p, 273
[Annotated "Tomorrow" speech](#)

TEACHER MADE RESOURCES:

[Shakespeare Webquest](#)
[Shakespeare group research](#)
[Macbeth Anticipation Guide](#)
[Shakespeare and Macbeth Webquest](#)
[Macbeth Webquest](#)

SUPPLEMENTAL AND DIGITAL RESOURCES

[Introduction to Macbeth](#) (Savvas)
[Folger Shakespeare Company. Macbeth](#)
[Preview of above](#)
[Macbeth 2015 trailer](#)
[Thug Notes: Macbeth](#)
[Comedy in Macbeth](#)
[Macbeth Survival Guide](#)
[Macbeth and Macduff argue over semantics](#)
["Shakespeare's Sister" by Virginia Woolf](#) (Savvas)

PRIORITY STANDARDS

Skill(s):

Content(s):

Context(s):

4.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

4.1C formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively

formulate
present

Bloom's Taxonomy: create

sound arguments

using elements of classical speeches
 communicate ideas effectively:
 -introduction
 -first and second transitions
 -body
 -conclusion
 -rhetorical devices
 -eye contact
 -speaking rate
 -pauses for effect
 -volume
 -enunciation
 -purposeful gestures
 -conventions of language

4.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:



4.2B analyze context to draw conclusions about nuanced meanings such as in imagery	analyze Bloom's Taxonomy: analyze	context	to draw conclusions about nuanced meanings such as in imagery
4.4 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:			
4.4F make inferences and use evidence to support understanding	make use Bloom's taxonomy: analyze	inferences evidence	to support understanding
4.4G evaluate details read to analyze key ideas	evaluate Bloom's taxonomy: evaluate/analyze	details read	to analyze key ideas
4.4H synthesize information from a variety of text types to create new understanding	synthesize Bloom's taxonomy: analyze	information	from a variety of text types to create new understanding
4.6 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student responds to increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:			
4.6A analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts	analyze Bloom's taxonomy: analyze	relationships	among -thematic development -characterization -point of view -significance of setting -plot in a variety of literary texts
4.6D analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme	analyze Bloom's taxonomy: analyze		how the historical context of setting(s) influence -plot -characterization -theme
4.8 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the author's' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:			
4.8A evaluate the author's purpose, audience, and message within a text	evaluate Bloom's taxonomy:	-author's purpose -audience -message	within a text



	Evaluate		
4.8C evaluate the author's use of print and graphic features to achieve specific purposes	evaluate Bloom's taxonomy: Evaluate	author's use of: -print features -graphic features	to achieve specific purposes
4.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:			
4.10C compose argumentative texts using genre characteristics and craft	compose Bloom's taxonomy: Create	argumentative texts	using genre characteristics and craft
4.11 Inquiry and Research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:			
4.11F synthesize information from a variety of sources	synthesize Bloom's taxonomy: Create	information	from a variety of sources

ADDITIONAL STANDARDS	Skill(s):	Content(s):	Context(s):
4.1 Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:			
4.1A engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax	engage Bloom's Taxonomy: evaluate	in meaningful and respectful discourse	when evaluating -the clarity of a speaker's message -coherence of a speaker's message when critiquing -the impact of a speaker's use of diction -the impact of a speaker's use of syntax
4.1B follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately	follow give clarify respond Bloom's Taxonomy: apply	complex instructions complex instructions meaning	by asking pertinent questions appropriately
4.1D participate collaboratively, offering ideas or	participate collaboratively		-to offer ideas that are purposeful



judgements that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria	Bloom's Taxonomy: evaluate		-to offer judgements that are purposeful -to move the team toward goals -to ask relevant questions -to ask insightful question -to tolerate a range of positions -to tolerate ambiguity in decision making -to evaluate the work of the group based on agreed-upon criteria
4.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:			
4.2A use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary	use Bloom's Taxonomy: apply	print or digital resources	-to clarify understanding of multiple meanings of advanced vocabulary -to validate understanding of multiple meanings of advanced vocabulary
4.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-level text with fluency and comprehension. The student is expected to:			
4.3A self-select text and read independently for a sustained period of time	read independently Bloom's Taxonomy: remember/understand/apply	self-select text	for a sustained period of time
4.4 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:			
4.4A establish purpose for reading assigned and self-selected texts	establish Bloom's taxonomy: apply	purpose	-for reading assigned texts -for reading self-selected texts
4.4B generate questions about text before, during, and after reading to deepen understanding and gain information	generate Bloom's taxonomy: create	questions	-about text before reading to deepen understanding. -about text during reading to deepen understanding. -about text after reading to deepen understanding. -about text before reading to gain information. -about text during reading to gain information. -about text after reading to gain information.
4.4C make and correct or confirm predictions using text features, characteristics of genre, and structures	make correct	predictions	-using text features -using characteristics of genre



	confirm Bloom's taxonomy: analyze		-using structures
4.4D create mental images to deepen understanding	create Bloom's taxonomy: create	mental images	to deepen understanding
4.4E make connections to personal experiences, ideas in other texts, and society	make Bloom's taxonomy: analyze	connections	-to personal experiences -to ideas in other texts -to society
4.4I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down	monitor make Bloom's taxonomy: understand	comprehension adjustments	such as: -re-reading -using background knowledge -checking for visual cues -asking questions when understanding breaks down
4.5 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:			
4.5A describe personal connections to a variety of sources, including self-selected texts	describe Bloom's taxonomy: apply	personal connections	to a variety of sources, including self-selected texts
4.5B write responses that demonstrate analysis of texts, including comparing texts within and across genres	write Bloom's taxonomy: analyze	responses	that demonstrate analysis of texts, including comparing texts within and across genres
4.5D paraphrase, or summarize texts in ways that maintain meaning and logical order	paraphrase summarize Bloom's taxonomy: understand	texts	in ways that maintain meaning and logical order
4.5E interact with sources in meaningful ways such as note taking, annotating, freewriting, or illustrating	interact Bloom's taxonomy: analyze	with sources	in meaningful ways such as: -note taking -annotating -freewriting -illustrating
4.5F respond using acquired content and academic vocabulary as appropriate	respond Bloom's taxonomy:		-using acquired content -using academic vocabulary as appropriate



	remember		
4.5G discuss and write about the explicit or implicit meanings of text	discuss write about Bloom's taxonomy: analyze	-explicit meanings -implicit meanings	of text
4.5H respond orally or in writing with appropriate register, and effective vocabulary, tone, and voice	respond Bloom's taxonomy: apply		orally with -appropriate register -effective vocabulary -effective tone -effective voice in writing with -appropriate register -effective vocabulary -effective tone -effective voice
4.6 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student responds to increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:			
4.6B analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme	analyze how Bloom's taxonomy: analyze	characters' behaviors characters' underlying motivations	contribute to moral dilemmas influence plot and theme
4.6C critique and evaluate how complex plot structures such as subplots contribute to and advance the action	critique and evaluate Bloom's taxonomy: evaluate	critique and evaluate -complex plot structures -subplots	contribute to and advance the action
4.7 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:			
4.7A read and analyze British literature across literary periods	read analyze Bloom's taxonomy: analyze	British literature	across literary periods
4.7C analyze and evaluate how the relationships among the dramatic elements advance the plot	analyze evaluate Bloom's taxonomy: analyze and evaluate		how the relationships among the dramatic elements advance the plot
4.7Eiii (critique and evaluate characteristics and structures	identify	the intended audience or reader	of argumentative texts



of argumentative text by) identifying the intended audience or reader	Bloom's taxonomy: Evaluate		
4.8 Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the author's' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:			
4.8B evaluate use of text structure to achieve the author's purpose	evaluate Bloom's taxonomy: Evaluate	use of text structure	to achieve the author's purpose
4.8D critique and evaluate how the author's use of language informs and shapes the perceptions of readers	critique evaluate Bloom's taxonomy: Evaluate	how author's use of language -informs -shapes	the perceptions of readers
4.8E evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes	evaluate Bloom's taxonomy: Evaluate	use of literary devices such as: -paradox -satire -allegory	to achieve specific purposes
4.8F evaluate how the author's diction and syntax contribute to the effectiveness of a text	evaluate Bloom's taxonomy: Evaluate	how author's use of -diction -syntax	contribute to the effectiveness of a text
4.9 Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:			
4.9A plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journalling, reading, or discussing	plan generate ideas Bloom's taxonomy: Create	a piece of writing	for various purposes for various audiences -through brainstorming -through journaling -through reading -through discussing
4.9Bi (develop drafts into a focused, structured, and coherent piece of writing in time and open-ended situations by) using strategic organizational structures appropriate to purpose, audience, topic, and context	use Bloom's taxonomy: Create	strategic organizational structures	-that is appropriate to purpose. -that is appropriate to audience. -that is appropriate to topic. -that is appropriate to context.



4.9Bii developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary	develop Bloom's taxonomy: Create	an engaging idea	-reflecting depth of thought with effective use of rhetorical devices. -reflecting depth of thought with effective use of details. -reflecting depth of thought with effective use of examples. -reflecting depth of thought with effective use of commentary.
4.10 Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:			
4.10E compose literary analysis using genre characteristics and craft	compose Bloom's taxonomy: Create	literary analysis	using genre characteristics and craft
4.11Inquiry and Research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:			
4.11A develop questions for formal and informal inquiry	develop Bloom's taxonomy: Create	questions	-for formal inquiry -for informal inquiry
4.11B critique the research process at each step to implement changes as needs occur and are identified	critique Bloom's taxonomy: Evaluate	the research process	at each step to implement changes as needs occur and are identified
4.11C develop and revise a plan	develop revise Bloom's taxonomy: Create/Evaluate	a plan	for inquiry and research
4.11D modify the major research question as necessary to refocus the research plan	modify Bloom's taxonomy: Evaluate	the major research question	to refocus the research plan as necessary
4.11E locate relevant sources	locate Bloom's taxonomy: Apply/Evaluate	relevant sources	for inquiry and research
4.11Gi (examine sources for) credibility, bias, and accuracy	examine	sources	-for credibility



	Bloom's taxonomy: Evaluate		-for bias -for accuracy
4.11H display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism	display use Bloom's taxonomy: Apply	academic citations, including for paraphrased and quoted text sources	to avoid plagiarism within inquiry and research ethically for inquiry and research
4.11I use an appropriate mode of delivery, whether written, oral, or multimodal, to present results	use/present Bloom's taxonomy: Create/Evaluate	an appropriate mode of delivery, whether, written, oral or multimodal,	to present results

Instructional Strategies

TIER 1 INSTRUCTION ALL STUDENTS

Tier I: All students receive guided (or modeled) support during whole-class instruction with use of responsive teaching strategies.

Responsive Teaching: Critical Reading/Writing & Structured Frequent Talk

Before Reading Strategies	During Reading Strategies	Writing Strategies	Discussion Strategies
• Anticipation Guides • Pre-teach Vocabulary (Marzano's 6 Step Vocabulary Development) • Preview and Predict	• Chunking and annotating • Active Reading with Say Something • Dialectical Journals • Active Reading with Save the Last Word	• Structured Writing tasks • Sentence Stems	• QSSSA • Talk-Read-Talk-Write Strategy • Philosophical Chairs • Gallery Walk • Socratic Seminar

TEXT

Macbeth
"Shakespeare's Sister"
related texts

MATERIALS

Vocabulary Visual Word Wall (digital or physical)
MLA Format Anchor Chart
Writing Cycle Anchor Chart
Introduction Paragraph Anchor Chart
Body Paragraph Anchor Chart

ONLINE/DISTANCE LEARNING

Digital Anchor Charts
[No Fear Shakespeare](#) Macbeth



Conclusion Paragraph Anchor Chart
[Essay Sentence Stems](#)

TIER 2 INSTRUCTION INTERVENTION

Tier II *(Should be accessed through Tier I instruction with additional scaffolding support)*

Overview: In the classroom, Tier II instruction refers to more targeted interventions for students not demonstrating comprehension based on data (or progress monitoring). See the following interventions -

- Small Group Instruction (during class or tutorials)
 - Mini-lesson: Understanding *Macbeth*
 - ELL Beginning: Read aloud each line with a gloss and paraphrase it. Then, read the gloss aloud and use accessible language to explain the meaning of the term. Ask students to explain the term in their own words, act it out, or create a drawing, if necessary. Reread the line with students.
 - ELL Intermediate: Invite students to work in small groups, Have them read each line and then its gloss. Ask them to state the meaning of each glossed term in their own words, reread the line, and then use the term in a sentence.
 - ELL Advance: Have students read each line and then the gloss. Then, have them reread the line. Have pairs discuss how the glosses enhanced their understanding of the lines.
 - Mini-lesson: Understanding “Shakespeare’s Sister”
 - Preview text features, paraphrase Background and About the Author notes as needed, help establish purpose for reading.
 - Explain the meanings of words from the text that may be unfamiliar.
- One-on-One Writing Conferences
 - Mini-lessons: Dissecting a Prompt, Brainstorming, Outlining, Drafting from Outline, Revising (Backwards Outline), Editing (Read aloud and Grammarly)
- Vocabulary.com Support (*Macbeth*) or [LINC Strategy](#) with Vocabulary List
- Audio support
- [Dialectical Journal](#) with [Reader Response Questions](#)
- [Think Aloud](#)
- [Repeated Reading](#) or Read Naturally
- [Choral Reading](#)
- [Paired Reading](#)
- [Self Questioning](#) and QAR
- [Paragraph frames](#)
- [Paragraph Hamburger](#) strategy

TIER 3 INSTRUCTION URGENT INTERVENTION

[Directed Reading Thinking](#)

- Grammar tutorials (Savvas) -- capitalization or other areas of need
- After or before school support (tutorials or one-on-on Zoom/Google)
- Audio and video support
- One-one-one support
 - Mini-lesson: Understanding *Macbeth*
 - ELL Beginning: Read aloud each line with a gloss and paraphrase it. Then, read the gloss aloud and use accessible language to explain the meaning of the term. Ask students to explain the term in their own words, act it out, or create a drawing, if necessary. Reread the line with students.
 - ELL Intermediate: Invite students to work in small groups, Have them read each line and then its gloss. Ask them to state the meaning of each glossed term in their own words, reread the line, and then use the term in a sentence.
 - ELL Advance: Have students read each line ad then the gloss. Then, have them reread the line. Have pairs discuss how the glosses enhanced their understanding of the lines.
 - Mini-lesson: Understanding "Shakespeare's Sister"
 - Preview text features, paraphrase Background and About the Author notes as needed, help establish purpose for reading.
 - Explain the meanings of words from the text that may be unfamiliar.

SPECIAL NEEDS**Vocabulary**

IEP: Lists on vocabulary.com

IEP: Extra time for assignments

Comprehension

IEP: Reading support (aloud)

IEP, ELPS: Graphic organizers

IEP, ELPS: Chunking reading and process

IEP: Copy of slide show and/or notes

ELPS: Spanish audio (Savvas)

Writing

IEP: Writing Checklist

IEP: [Pre-Writing Pillar](#) (Graphic Organizer)

IEP: Sentence Stems

ENRICHMENT**STUDENTS EXCEEDING TIER 1 EXPECTATIONS**

- If students are interested, they can research the succession in British royal families during Shakespeare's time.
- Questions to research - Who was Mary, Queen of Scots, and why did Queen Elizabeth have her executed? Why was Mary a threat to Elizabeth's throne?
- Is it human nature to pursue one's ambitions and how far should a person go in that pursuit? How does Macbeth try to satisfy his conscience?



- Students can choose an author that they are interested in learning more about and do some research about that author.
- Opportunities for leadership roles (collaborative learning).
- Allow for alternate assignments (creative thinking).
- Students can explore the personalities of dictators and despots compared to *Macbeth*.
- Explore superstitions and traditions around theatre and particularly *Macbeth*.