

Drama: Shakespeare's *Macbeth*
Sophomore English Level II
Fifth Unit

Essential Questions

How can one express emotion in a text?
How can one appeal to an audience's emotions?
How can I empathize with a text?
How can reading a variety of perspectives teach me about myself and others?
How can I apply my understanding of the cause/effect relationship to my life?
How do power and ambition influence a person's choices? How are the ethics of a period reflected in the characters?

Enduring Understandings

- Reading expands understanding of the world, people, and oneself; readers use strategies to construct meaning; readers develop a deeper understanding by reflecting upon the text; visual materials enhance understanding.
- Writers express emotion through a variety of techniques in order to appeal to their audience.
- Examining cause/effect relationships fosters logic and increases understanding.
- Looking to the causes of an event helps one predict the outcomes.
- Reading and listening to multiple perspectives helps one understand the content and broaden one's appreciation and understanding of the text.
- Speaking, listening, and viewing are fundamental processes which people use to express, to explore, and learn.
- Writers use literature to examine the choices that people make and the accompanying consequences.

Content

The Sophomore curriculum extends the work in writing, reading, and oral presentation begun in the ninth grade. Students continue their development as writers and readers by studying selected works of world literature, and by responding to their reading in discussion, written, and creative formats. The purpose of this year's curriculum is to build a strong foundation of literacy for our multi-cultural world, to expand the students' ability to think originally and from multiple perspectives, and to foster the development of speaking and writing skills. Sophomore English incorporates a wide range of significant literary works from world literature to familiarize students with the beliefs and values of major world cultures.

As students grow in their sensitivity to other cultural voices and perspectives, they should develop

Drama: Shakespeare's *Macbeth*
Sophomore English Level II
Fifth Unit

greater ability to reflect on their own values and perspectives. Instruction helps students become more proficient readers and writers as they learn to analyze, interpret, and evaluate literature. This course also focuses on the skills necessary for the Connecticut Aptitude Performance Test; grammar and vocabulary study is incorporated throughout the year.

Instructional strategies vary and may include class discussion, dramatizing a scene, small-group discussion, literature circles, independent reading, graphic organizers, KWL, pre-teaching key vocabulary, paired reading, Q.A.R., Chapter Tours, publishing, reflecting, Think-Pair-Share, one-on-one conferences, teacher-guided independent research, jigsaws, Chalk Talk, and webquests.

21st Learning Expectations

Students:

- Communicate effectively for a variety of purposes: written, oral, and presentation skills emphasized.
- Value human, cultural and natural diversity.
- Employ research and data-gathering skills effectively.
- Take responsibility for their own learning and behavior.

21st Century Learning Skills

21st Learning skills in the Language Arts classroom include:

- Information and communication skills which include media literacy, information literacy and ICT literacy.
- Thinking and problem-solving skills which include critical thinking, problem identification formulation and solution, creativity and intellectual curiosity specific to the unit genre.
- Interpersonal and self-directional skills which include both *Flexibility* and *Adaptability* with regard to cooperative groupings and pairings, and literature circles.
- Initiative and Self-Direction.
- Social and Cross-Cultural Skills.
- Productivity and Accountability.
- Leadership and Responsibility.

Drama: Shakespeare's *Macbeth*
Sophomore English Level II
Fifth Unit

Connecticut State Standards

- ✓ Content Standard 1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.
- ✓ Content Standard 1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.
- ✓ Content Standard 2.1 Students recognize how literary devices and conventions engage the reader.
- ✓ Content Standard 2.2 Students explore multiple responses to literature.
- ✓ Content Standard 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Objectives

Students will be able to:

- Analyze the techniques and conventions of drama.
- Recognize literary features including character, plot development, theme, and setting.
- Question characters' motivations and make inferences about character.
- Compare and contrast characters, conflicts, and events in the play.
- Recognize and describe patterns and relationships in the play.
- Validate understanding through textual references supporting multiple interpretations.
- Apply strategies for determining meaning of vocabulary in context.
- Explain personal/world connections to themes in literature.
- Evaluate literary effectiveness.
- Interpret stylistic devices and identify key characteristics of a Shakespearean tragic hero.

Students will also be able to:

- ✓ Use sentence patterns of standard spoken and written language to produce relevant and assignment-driven texts.
- ✓ Demonstrate an understanding of the rules for the parts of a sentence.
- ✓ Demonstrate an understanding that parallel structure means using the same grammatical form to express equal or parallel ideas.
- ✓ Demonstrate an understanding that a subordinate clause is a dependent clause and does not express a complete thought.
- ✓ Demonstrate an understanding of the rules for commas and semi-colons when dividing main and subordinate clauses.
- ✓ Evaluate the impact of language as related to audience and purpose.

Drama: Shakespeare's *Macbeth*
Sophomore English Level II
Fifth Unit

Assessments

Assessments: Five quizzes/three tests (Rubric 1.2: Communication—Student reads effectively for a variety of purposes)
Two group projects (Rubric 7.0: Student employs research and data-gathering skills effectively; Rubric 10.0: Student takes responsibility for own learning and behavior)
One oral presentation (Rubric 1.3: Communication—Student speaks/presents effectively for a variety of purposes)
Other assessments include homework, class participation Rubric 8-9: Student meets responsibilities to society and the natural environment; student values human, cultural and natural diversity); skits, role play, improvisational exercises
Shakespeare Character Album (Rubric 10.0: Student takes responsibility for own learning and behavior)

Resources

School-issued student laptops, William Shakespeare's *Macbeth*; selections from unit 5 of *Prentice Hall Literature Common Core Edition*; www.shmoop.com; www.grammarbook.com; supplemental essays and articles.

Key literary terms this unit include: Antagonist, aside, catastrophe, catharsis, character, chorus, comedy, comic relief, complication, conflict, Deus ex machina, dramatic monologue, dramatis personae, fourth wall, irony, monologue, pathos, props, protagonist, recognition, soliloquy, stage direction, staging, subplot, theme, tragedy, tragic flaw, tragic hero, Unities.