

Unit 2: Drama – Honor and Choice

English 10A-Unit 2

This unit, the second of four, uses a classic tragedy to address and review the literary form of drama. Special emphasis will be placed on themes in the play, most importantly the idea of a democratic life. Process writing includes the genre of informative/explanatory essay.

OVERVIEW

Students read sections of Shakespeare’s *The Tragedy of Julius Caesar* and consider the ways in which the play portrays the issue of absolute power corrupting absolutely. Students will examine the universal themes of choice and betrayal as well as posing the question, “What is a democratic life?” Students also will consider Shakespeare’s use of rhythm, punctuation, and imagery and the ways in which they help convey the motives, thoughts, and feelings of the characters, as well as practicing paraphrasing. This unit will confirm students’ shared understanding of the elements of drama, preparing them for the study of other dramatic works throughout high school.

Unit Length: 4-5 weeks

MAJOR MINIMUMS OVERVIEW

The major minimums are English Department “non-negotiables.” The activities listed below are essential components of 10A Unit 2 curriculum at Alpena Public Schools. You will see them placed in the appropriate section throughout the Unit, they are also listed here as an introductory overview.

Continual Literacy Practices	Reading Literature	Reading Informational	Writing	Language	Speaking and Listening
Draw inferences and conclusions Analyze conflicting source documents Solve complex problems with no answers Support arguments with evidence	Selected portions of <i>The Tragedy of Julius Caesar</i>	Analyze 4 informational articles/texts	Informational Essay: What is a democratic life? (Informative)	Teach all academic vocabulary listed	

CONTINUAL LITERACY PRACTICES

The importance of keeping literacy instruction focused on fundamental, higher level practices will increase student achievement. The literacy practices below should be constantly evident in the instruction of all 10th grade ELA classrooms.

1. Draw inferences and conclusions
2. Analyze conflicting source documents
3. Solve complex problems with no answers
4. Support arguments with evidence

FOCUS STANDARDS

These Focus Standards have been selected for the unit from the Common Core State Standards. Each set of focus standards is also embedded within the document in order to make reference easier.

Reading Literature/Informational:

- Identifies the textual evidence that most strongly supports explicit and inferred meanings {RL.9-10.1; RI.9-10.1}
- Determines theme and summarize text {RL.9-10.2} {RI.9-10.2}
- Analyzes character and how they develop and interact with other characters over course of text {RL.9-10.3}
- Determines the meaning of words and phrases; including figurative, connotative, and technical language {RL.9-10.4/RI.9-10.4}
- Analyzes an author's point of view (considering rhetoric or cultural perspective){RL.9-10.6, RI.9-10.6}
- Analyzes multiple representations of a subject in two different mediums {RL.9-10.7}
- Analyzes various accounts of a subject in different mediums and determine which details are emphasized {RI.9-10.7}
- Analyzes and describes how authors transform source material in a specific work {RL.9-10.9}
- Reads and comprehends a range of levels and text complexities {RL.9-10.10; RI.9-10.10}

Writing:

- Writes an informative/explanatory piece with a clear introduction, development of topic, appropriate and varied transitions, formal style, conclusion {W.9-10.2}
- Produces clear and coherent writing appropriate to task, purpose, audience {W.9-10.4}
- Strengthens writing as needed by planning, revising and editing {W.9-10.5}
- Uses technology to produce and/or publish writing as well as collaborate with others {W.9-10.6}
- Conducts short research projects that use several sources to build knowledge of different aspects of a topic {W.9-10.7}
- Gathers relevant information from multiple print and digital sources and assesses credibility and accuracy of each source, follows a standard format for citations {W.9-10.8}
- Takes notes, quotes, paraphrases data and conclusions without plagiarizing {W.9-10.8}
- Draws evidence from literary or informational text to support analysis, reflection, and research {W.9-10.9}

Language:

- Uses parallel structure and various phrases to convey meaning in writing or presentations {L.9-10.1}
- Demonstrates the following conventions: semicolon, colon to introduce a list or quotation, correct spelling {L.9-10.2}
- Uses the appropriate language for context {L.9-10.3}
- Determines meaning of unknown words based on context, word-patterns, and using reference materials {L.9-10.4}
- Uses and applies grade level vocabulary {L.9-10.6}

Speaking/Listening:

- Initiates and participates effectively and collaboratively by coming to discussions prepared, working with peers to set rules, posing and responding to questions, and respond thoughtfully {SL.9-10.1}
- Integrates multiple sources of information presented in diverse formats evaluating the credibility of each source {SL.9-10.2}
- Evaluates a speaker's point of view {SL.9-10.3}
- Presents information and evidence logically and appropriately for audience {SL.9-10.4}
- Uses digital media to enhance understanding {SL.9-10.5}
- Adapts speech to demonstrate command of formal English {SL.9-10.6}

READING LITERATURE/INFORMATIONAL

(E) Indicates a CCSS exemplar text; (EA) indicates a text from a writer with other works identified as exemplars. Teachers may choose texts beyond the scope listed below; however, chosen texts should represent text complexity levels appropriate for 10th grade readers. When choosing informational text to accompany literature please keep in mind that the two types of text should somehow relate to one another (i.e. theme, historic context for literature, etc.).

LITERARY TEXTS: (FOCUS ON FIRST THREE ACTS OF JULIUS CAESAR)

Drama

- *The Tragedy of Julius Caesar* (William Shakespeare) (E)

INFORMATIONAL TEXTS: (CHOOSE 4 ARTICLES/TEXTS)

Articles

- Kelly Gallagher articles (<http://kellygallagher.org/resources/articles.html>) (Follow link electronically.)

Nonfiction

- *Middle East Quarterly*: "Are Honor Killings Simply Domestic Violence?" by Phyllis Chesler (<http://www.meforum.org/2067/are-honor-killings-simply-domestic-violence>)
- *National Geographic News*: "Thousands of Women Killed for 'Honor' Killings" by Hillary Mayell (<http://news.nationalgeographic.com/news/pf/15061734.html>)
- Abraham Lincoln's *The Gettysburg Address* (see exemplar at: <http://engageny.org/resource/common-core-exemplar-for-high-school-ela-lincolns-gettysburg-address/>) (E)
- *The Monroe Doctrine and Roosevelt: Four Freedom Speech*
- *Letter from Birmingham Jail* (Martin Luther King)

Seminal Documents

- *Gettysburg Address* (Abraham Lincoln) (E)

ART, MUSIC, AND MEDIA: (CHOOSE AT LEAST TWO FROM THE FOLLOWING LISTS)

Art

- Master of Apollini Sacrum, Scene from The Assassination of Julius Caesar, Late 15th Century, 60.48. <http://www.philamuseum.org/collections/permanent/75989.html?mulR=5122> (Follow link electronically.)
- John Buck, Aloha, 1978, 91.149 Permission to publish image received from artist
- Edward Scriven, Julius Caesar, Act IV Scene III, after Richard Westall, 1802 (Boydell Shakespeare Galley), 00.1751

Music

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Prompt: How do artists create visual narratives in photography and painting?

- BMW short films (e.g., "Chosen," Ang Lee, director)

CCSS Focus Standards for Reading Literature/Informational

- Identify the textual evidence that most strongly supports explicit and inferred meanings {RL.9-10.1; RI.9-10.1}
- Determines theme and summarize text {RL.9-10.2} {RI.9-10.2}
- Analyzes character and how they develop and interact with other characters over course of text {RL.9-10.3}
- Determines the meaning of words and phrases; including figurative, connotative, and technical language {RL.9-10.4/RI.9-10.4}
- Analyzes an author's point of view (considering rhetoric or cultural perspective){RL.9-10.6, RI.9-10.6}
- Analyzes multiple representations of a subject in two different mediums {RL.9-10.7}
- Analyzes various accounts of a subject in different mediums and determine which details are emphasized {RI.9-10.7}
- Analyzes and describes how authors transform source material in a specific work {RL.9-10.9}
- Reads and comprehends a range of levels and text complexities {RL.9-10.10; RI.9-10.10}

WRITING

The following Targeted Writing Project Units are required for all 10th grade students. Please use the calendar dates listed below in order to maintain continuity in the department.

Unit Title	Trimester	
	Start	End
Informational Essay: What is a democratic life? (4 weeks) <i>Informative Essay</i>	Week 8	Week 12

CCSS Focus Standards for Writing

- Writes an informative/explanatory piece with a clear introduction, development of topic, appropriate and varied transitions, formal style, conclusion {W.9-10.2}
- Produces clear and coherent writing appropriate to task, purpose, audience {W.9-10.4}
- Strengthens writing as needed by planning, revising and editing {W.9-10.5}
- Uses technology to produce and/or publish writing as well as collaborate with others {W.9-10.6}
- Conducts short research projects that use several sources to build knowledge of different aspects of a topic {W.9-10.7}
- Gathers relevant information from multiple print and digital sources and assesses credibility and accuracy of each source, follows a standard format for citations {W.9-10.8}
- Takes notes, quotes, paraphrases data and conclusions without plagiarizing {W.9-10.8}
- Draws evidence from literary or informational text to support analysis, reflection, and research {W.9-10.9}

LANGUAGE/SPEAKING/LISTENING

Academic Vocabulary

Literature

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Aside • Blank verse • Classical allusions • Dialogue • Dramatic irony | <ul style="list-style-type: none"> • Foil • Iambic pentameter • Irony: dramatic, situational, verbal • Monologue • Protagonist |
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- Soliloquy
- Tragedy
- Tragic hero
- Tragic flaw
- Tragic illumination

Language (intended to be taught in this order)

- Modifiers: adjectives and adverbs
- Comparative/superlative adjectives
- Appositives
- Dialogue/quotation marks
- Subject/verb agreement

CCSS Focus Standards for Language/Speaking/Listening

Language:

- Uses parallel structure and various phrases to convey meaning in writing or presentations {L.9-10.1}
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SAMPLE ACTIVITIES AND ASSESSMENTS

The following activities are sample activities based on the higher expectations of the CCSS. None of the activities below are required; however, they are here to provide samples of the higher level work which is expected with the shift to the CCSS.

Reading Response

Select a short story and write a response that analyzes how a particular literary element plays a part in the essence and workings of one of the chosen stories. State thesis clearly and include at least one piece of evidence to support the thesis. (RL.9-10.1, W.9-10.2)

Discussion

Select two works of art to view as a class. Compare the two works, focusing the discussion on the relationship between character and setting, and on how the artists combined these to suggest a narrative.

Speech

Select a passage from the play *The Tragedy of Julius Caesar* and recite it from memory. Include an introduction that states:

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- What the excerpt is from
- Who wrote it
- Who the speaker is and what his purpose is
- Which literary element it exemplifies and why. (RL.9-10.2, SL.9-10.6)

Language Usage

Parts of Speech/Grammar Review

- Adjectives: including correct forms of irregular comparative and superlative adjectives; articles; nouns and pronouns used as adjectives; proper and compound adjectives
- Adverbs: of place, time, manner, frequency, manner, duration, degree, reason; adverbs that modify adjectives; adverbs vs. adjectives; regular and irregular comparative and superlative adverbs

Select two paragraphs from the novel. In one paragraph, highlight each adjective and identify what type of adjective it is. In the second paragraph, highlight each adverb and identify what type it is. (L.9-10.1, L.9-10.3)

Seminar Question

"Who is the tragic character in *The Tragedy of Julius Caesar*?" The seminar question may also be used as an essay topic. (RL.9-10.2, RL.9-10.3, SL.9-10.1, SL.9-10.3, SL.9-10.4, SL.9-10.6)

Scoring Rubric for Seminar

ADDITIONAL RESOURCES