

10 <sup>th</sup> Grade	Quarter 1 Curriculum Map	Weeks 1-9
<b>Introduction</b>		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.</p> <p><b>By 2025,</b></p> <ul style="list-style-type: none"> <li>● <b>80% of our students will graduate from high school college or career ready</b></li> <li>● <b>90% of students will graduate on time</b></li> <li>● <b>100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.</b></li> </ul> <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on <a href="#">page 3</a>).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the <a href="#">TN State Standards</a>, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including <a href="#">the instructional shifts</a>.</p>		
<b>How to Use the Curriculum Maps</b>		
<p>The curriculum map is meant to <b>support effective planning and instruction</b>; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom. To this end, the curriculum map should be viewed as a <i>guide</i>, not a <i>script</i>, and teacher should work to become experts in teaching and adapting the curriculum to meet the needs of their students.</p> <p>Curriculum maps outline the content and pacing for each grade and subject. For the 2017-18 school year, the curriculum maps will be based on a variety of curriculum resources intentionally selected to meet the demands of the TN State Standards and instructional shifts. In addition to the district-adopted textbook, units from LA Believes and LearnZillion will be included in the maps to supplement the current curriculum with deep, topic-driven units that include strong anchor texts and text sets that build knowledge that supports comprehension of grade-level text. Also, the <a href="#">HS English Companion Guide</a> outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the curriculum maps. A few key practices are highlighted in the Companion Guide:</p> <ul style="list-style-type: none"> <li>● It is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach from a variety of sources. The <a href="#">HS English Companion Guide</a> outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation.</li> <li>● HS maps include many links to support instruction, and some instructional materials are digital. Teachers will be able to work more efficiently if they use the maps virtually.</li> <li>● All HS maps have a section explaining the Culminating Task within the introduction of the unit. Teachers should always keep in mind that the end goal of the unit is the culminating task, so any efforts made to scaffold instruction should be in an effort to further prepare students to be able to complete the culminating task successfully.</li> <li>● The <a href="#">HS English Companion Guide</a> also outlines a “text talk” process for teachers to read the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning. These text talks are particularly essential in the first year teaching any text.</li> <li>● The <a href="#">HS English Companion Guide</a> emphasizes that literacy instruction should <i>integrate</i> the elements of literacy instruction, so that reading, writing, speaking, listening, and language instruction work together for students to make meaning of texts and express their understanding.</li> </ul>		

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<b>Guidance for ELA Lessons and Units</b>		
<p>One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. In order for our students to meet the literacy demands of the Standards, our students should be reading and discussing text daily. Teachers are encouraged to build structures and protocols into instruction that support student-driven explorations of text and discussions of content. Writing should be an extension of discussion so that students may record thinking or explain thinking. This may be done formally or informally, on graphic organizers or in journals, as a quick response or an extended response. The more authentic the writing experience, the more students will build knowledge while processing the text and discussion.</p> <p>The curriculum map provides resources to make sure students have these opportunities. Content is divided into units of study, and some units combine to create a larger module, depending on the resource used for the curriculum. Units are organized by week to help teachers align Standards and objectives, which are labeled as “Learning Targets.” Each week in the map is divided into lessons; however, not all weeks have five lessons. The expectation is that teachers complete all the lessons of the week within that week, but pacing may vary depending on the needs of the students. Therefore, “flex” time has been added to allow teachers to extend critical learning opportunities and to accommodate various scheduling needs.</p>		
<b>Guidance on Assessments and Tasks</b>		
<p>Instructional strategies have been thoughtfully matched to learning targets and student outcomes included in the maps. Almost all of the chosen strategies come from one of the following reliable sources.</p> <ul style="list-style-type: none"> <li>• <a href="#">Louisiana Believes Instructional Strategies</a>, LA Department of Education</li> <li>• LearnZillion Guidebooks 2.0 (<a href="#">more information here</a>)</li> <li>• <a href="#">Facing History and Ourselves Teaching Strategies</a></li> <li>• <a href="#">EL Education Protocols</a></li> </ul> <p>Teachers are reminded that instruction and assessments must be aligned to TN State Standards. This includes writing assessments. For state-approved writing rubrics for the 2017-2018 school year, click here: <a href="https://www.tn.gov/education/topic/tcap-writing-rubrics">https://www.tn.gov/education/topic/tcap-writing-rubrics</a></p> <p>Daily instruction helps students read and understand text and express that understanding. Within the maps, <b>daily tasks</b> have been provided to help students prepare to successfully complete a culminating task. With proper scaffolding, collaboration and discussion with peers, and teacher modeling, students should have enough practice through the daily tasks to be prepared for the culminating task</p> <p>The <b>culminating task</b> expects students to consolidate their learning and demonstrate mastery of Standards taught in previous lessons. Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.</p> <p>To assess mastery at a deeper level of understanding, students may also complete <b>cold-read tasks</b>. Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit.</p> <p>Some units include an <b>extension task</b>. Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.</p>		

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<b>SCS Instructional Framework</b>		

*The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.*

*The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.*

#### **In our ELA classrooms, students will:**

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

#### **Effective ELA instruction requires research-based instructional practices which include:**

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

*Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.*

#### **ELA Coaching Guide**

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The [2017-18 Coaching Guide](#) can be **found here**. The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

Resource Toolkit	
<b>The Tennessee ELA Standards &amp; TNReady Blueprints</b>	
<p><b>The Tennessee State ELA Standards:</b>  <a href="https://www.tn.gov/assets/entities/sbe/attachments/4-15-16_V_B_English_Language_Arts_Standards_Attachment.pdf">https://www.tn.gov/assets/entities/sbe/attachments/4-15-16_V_B_English_Language_Arts_Standards_Attachment.pdf</a></p>	<p>Teachers can access the Tennessee State Standards through this link, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. These standards are new for the 2017-18 school year.</p>
<p><b>TNReady Blueprints</b>  <a href="https://www.tn.gov/assets/entities/education/attachments/tnready_blueprints_ela_grade_9-12.pdf">https://www.tn.gov/assets/entities/education/attachments/tnready_blueprints_ela_grade_9-12.pdf</a></p>	<p>This document provides information about the design of TNReady assessments. Keep in mind, the TDOE advises that the blueprint “is not intended to be used solely as an instructional resource or as a pacing guide,” instead the Standards (above) should be the primary guide for instructional decision making. The blueprint provides additional clarity about how the Standards will be assessment this year.</p>
<b>Shift 1: Regular Practice with Complex Text and its Academic Language</b>	
<p><b>Student Achievement Partners Text Complexity Collection:</b>  <a href="http://achievethecore.org/page/642/text-complexity-collection">http://achievethecore.org/page/642/text-complexity-collection</a></p>	<p>Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection.</p>
<p><b>Student Achievement Partners Academic Word Finder:</b>  <a href="http://achievethecore.org/page/1027/academic-word-finder">http://achievethecore.org/page/1027/academic-word-finder</a></p>	<p>Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text.</p>
<b>Shift 2: Reading, Writing, and Speaking Grounded in Evidence from the Text</b>	
<p><b>Student Achievement Partners Text-Dependent Questions Resources:</b>  <a href="http://achievethecore.org/page/710/text-dependent-question-resources">http://achievethecore.org/page/710/text-dependent-question-resources</a></p>	<p>Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis.</p>
<b>Shift 3: Building Knowledge through Content-Rich Non-Fiction</b>	
<p><b>Student Achievement Partners Text Set Projects Sequenced:</b>  <a href="http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction">http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction</a></p>	<p>Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world.</p>

### 10<sup>th</sup> Grade Curriculum At-a-Glance

Quarter	Length	Unit Title	Anchor Text	Content Connections
1	9 weeks	<i>Rhetoric Unit</i>	"What is Rhetoric?" Brigham Young University	Social Studies, Leadership
2	4 weeks	<i>Edgar Allen Poe</i>	<i>The Masque of the Red Death</i> by Edgar Allen Poe	
2	5 weeks	<i>Civil Disobedience</i>	"Civil Disobedience" by Henry David Thoreau	Social Studies, Civic Engagement
3	5 weeks	<i>Julius Caesar</i>	" <i>Julius Caesar</i> " by William Shakespeare	Social Studies and Fine Arts
3	4 weeks	<i>Antigone</i>	" <i>Antigone</i> " by Sophocles	Social Studies, Ancient Greece
4	9 weeks	<i>Henrietta's Dance</i>	<u>Henrietta's Dance</u> by Rebecca Skloot	Science, Ethics in Medical Research

Grade 10		Julius Caesar	5 Weeks
<b>Unit Overview</b>			
Students read William Shakespeare’s <i>The Tragedy of Julius Caesar</i> in its entirety. Students continue to work with central ideas such as the relationship between the individual and the state and exercise of power, as well as new central ideas of social bonds and ethics of honor. Students’ work with Julius Caesar includes exploring Shakespeare’s craft in structuring the play and developing characters, along with analyzing the impact of powerful rhetorical language, not only on the aesthetic effects play, but also on the plot. While Julius Caesar is found in the textbook, some texts are online resources that teachers may choose to print or project.			
<b>Essential Questions:</b>			
<ul style="list-style-type: none"> <li>To what extent does what we experience determine what we perceive?</li> <li>How does Shakespeare use rhetoric, such as figurative language and historical references of the central characters, to develop the central ideas of the relationship between the individual and the state?</li> <li>How do the interactions among characters in the play contribute to the development of the central idea of exercise of power?</li> </ul>			
<b>Anchor Text</b>		<b>Qualitative Analysis of Anchor Text</b>	
<ul style="list-style-type: none"> <li><i>The Tragedy of Julius Caesar</i> by William Shakespeare, NP</li> </ul>		Anchor Text Complexity Analysis- <ul style="list-style-type: none"> <li>Meaning: Very Complex</li> <li>Text Structure: Very Complex</li> <li>Language Features: Very Complex</li> <li>Knowledge Demands: Moderately Complex</li> </ul> *If students will have difficulty with the language and verse structure, have them read Act I and note the main characters and events that take place. Then, have them reread and identify passages that still give them difficulty. Discuss the troublesome passages and help clarify understanding.	
<b>Related Texts</b>			
<b>Informational Texts</b>			
<ul style="list-style-type: none"> <li>“Preparing to Read: The Tragedy of Julius Caesar” (Textbook, page 884)</li> <li>“Theatre in Elizabethan England” (Textbook, page 886A)</li> <li>“A Noble Roman” (Textbook, page 889)</li> <li>“William Shakespeare” (Textbook, page 890)</li> </ul>			
<b>Non-Print Text</b>			
Free audio resource for masterful reading: <a href="https://librivox.org/julius-caesar-by-william-shakespeare/">https://librivox.org/julius-caesar-by-william-shakespeare/</a>			
<b>End-of-Unit Assessment:</b>			
Based on your reading and analysis of William Shakespeare’s <i>The Tragedy of Julius Caesar</i> , write a multi-paragraph response to the following prompt: Explain how the title <i>The Tragedy of Julius Caesar</i> is appropriate for the play, or propose a new title and explain why it is more appropriate. Consider how the title (the new title or the current title) supports the central ideas of the text. Use evidence from the play to support your response.			
<b>Unit Outcomes: Grade Level Standards Addressed</b>			
<b>Reading: Literature</b>			
9-10.RL.KID.1, 9-10.RL.KID.2, 9-10.RL.KID.3, 9-10.RL.CS.4, 9-10.RL.CS.5, 9-10.RL.CS.6			

**Writing**

9-10.W.TTP.2, 9-10.W.PDW.4, 9-10.W.PDW.4, 9-10.W.RBPK.9

**Language**

9-10.L.CSE.1, 9-10.L.CSE.2, 9-10.L.VAU.4, 9-10.L.VAU.5

**Speaking and Listening**

9-10.SL.CC.1, 9-10.SL.PKI.6

**Week 1****Instructional Focus****Reading Literature**

- 9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- 9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
- 9-10.RL.CS.6 Analyze how point of view and/or author's purpose shapes the content and style of diverse texts.

**Language**

- 9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
- 9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
- 9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.
- Use context as a clue to the meaning of a word or a phrase.
  - Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
  - Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
  - Use etymological patterns in spelling as clues to the meaning of a word or phrase.

**Speaking and Listening**

- 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and

9-10.SL.PKI.6	<p>issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
<b>Writing</b>	
9-10.W.TTP.2	<p>Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <p>A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.</p> <p>B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.</p> <p>C. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>D. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>E. Use appropriate formatting, graphics, and multimedia to aid comprehension.</p> <p>F. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>G. Establish and maintain a formal style and objective tone.</p>
9-10.W.RBPK.9	<p>Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.</p>

Lesson 1	Instructional Plan
<p><u>High Quality Text(s):</u>  <b>“Preparing to Read: The Tragedy of Julius Caesar” (Textbook, page 884)</b>   <b>“Theatre in Elizabethan England” (Textbook, page 886A)</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> What is the impact of historical details on the text and its message?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Read informational text to determine the impact of the historical context on the play.</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>Have students read the background texts (“Preparing to Read: The Tragedy of Julius Caesar” and “Theatre in Elizabethan England”). Engage students in a discussion about the topics using the questions as outlined in the margins of the TE.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u>  <b>Preparing to Read The Tragedy of Julius Caesar</b></p> <ul style="list-style-type: none"> <li>In twentieth-century U.S. history, what periods of relative stability and prosperity have followed times of warfare or civil disorder?</li> <li>What might be considered ironic about the source of inspiration for Renaissance artists, philosophers, and scientists?</li> <li>What might be the positive effects on a country of an event like defeating the Spanish Armada? What might</li> </ul>



	<p>be the negative effects?</p> <p><b>Theater in Elizabethan England</b></p> <ul style="list-style-type: none"> <li>• How did the status of actors change during the Elizabethan period? What does this suggest about Elizabethan society?</li> <li>• From your reading on this page, how might you argue that the theater in Elizabethan England exercised a democratic influence on society?</li> <li>• Do you believe young people today would be able to accept the simple conventions of Elizabethan theater?</li> </ul> <p><u>Daily Writing Practice</u> Students should summarize their findings.</p>
<b>Lesson 2</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u>  <b>“A Noble Roman” (Textbook, page 889)</b>  <b>“William Shakespeare” (Textbook, page 890)</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> What is the impact of historical details on the text and its message?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Read informational text to determine the impact of the historical context on the play.</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Review the background texts Julius Caesar and the Elizabethan Theatre from the previous day.</li> <li>• Have students read the background texts on Julius Caesar (“A Noble Roman” and “William Shakespeare”). Engage students in a discussion about the topics using the questions as outlined in the margins of the TE.</li> <li>• Review the Literary Analysis: Shakespeare’s Tragedies and Reading Skill as outlined on page 887 with students.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u>  <b>William Shakespeare</b></p> <ul style="list-style-type: none"> <li>• If Shakespeare lived in the U.S. today, would he be able to achieve the same stature? Explain your answer.</li> <li>• Why might Shakespeare have retired so young?</li> <li>• What does the expression “All the world’s a stage” suggest about life?</li> <li>• “Parting is such sweet sorrow” seems to be an oxymoron. How might it be true?</li> </ul> <p><u>Daily Writing Practice</u> Students should summarize their findings.</p>

Lesson 3	Instructional Plan
<p><u>High Quality Text(s):</u>  <b><i>The Tragedy of Julius Caesar, Act 1</i> by William Shakespeare p. 892-913</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> How does the author develop the theme?</p> <p><u>Learning Targets</u>  Read Act 1.1 to begin to analyze the development of theme through the structure of the text. (9-10.RL.KID.2, 9-10.RL.CS.5)</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>Have students listen to a masterful reading of Act 1.1 in <i>Julius Caesar</i>. Ask students to focus on how Shakespeare introduces conflict in the scene.</li> <li>While reading the first act, students should work to complete the “Using Text Aids to Read Shakespearean Drama” activity. (Unit 5 resources: See page 886d in TE)</li> <li>Students should also begin to outline the exposition as the first part of the plot diagram as shown on page 887 in the textbook.</li> <li>Students should respond to the questions listed below. This can be done in small or whole group, during or after reading and discussion.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b>Act 1.1, lines 1-35</b></p> <ul style="list-style-type: none"> <li>What tone does Shakespeare create through Flavius’s words to the Commoners?</li> <li>Why does Marullus ask, “Where is thy leather apron and thy rule” in line 7?</li> <li>Explain the pun the Cobbler makes when he calls himself “a mender of bad soles.”</li> <li>How does the language of Marullus and Flavius differ from the language of the Cobbler and the Carpenter?</li> <li>How does Shakespeare’s use of different speech patterns for the characters develop his depiction of Rome?</li> </ul> <p><b>Act 1.1, lines 36-80</b></p> <ul style="list-style-type: none"> <li>How does Marullus’s criticism of the Commoners develop his opinion of Caesar?</li> <li>What can you infer about Pompey from lines 42–56?</li> <li>How does Shakespeare create tension in lines 1–29?</li> <li>How does Shakespeare develop Caesar’s character through Caesar’s interactions with those around him?</li> <li>Based on the other activities that the Tribunes describe, what sort of greeting is a “universal shout” (line 49)?</li> <li>What can you infer about the relationship between Caesar and Pompey based on Marullus’s statement that Caesar “comes in triumph over Pompey’s blood” (line 56)?</li> <li>What can you infer from the Tribunes’ relationship to Pompey from the Tribunes’ criticism of the Commoners?</li> </ul>

	<ul style="list-style-type: none"> <li>• What does Flavius’s use of metaphor in lines 73–80 suggest about his attitude toward Caesar?</li> <li>• What effect does Shakespeare create by choosing to begin a play with a scene that does not include the title character?</li> </ul> <p><u>Daily Writing Practice</u> Students respond to the following quick write: How do Shakespeare’s specific choices about how to begin the play introduce conflict in this scene?</p>
<b>Lesson 4</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> <b><i>The Tragedy of Julius Caesar, Act 1</i> by William Shakespeare p. 892-913</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> How does the author develop the theme?</p> <p><u>Learning Targets</u> Read Act 1.2 to analyze the development of theme through character development. (9-10.RL.KID.2, 9-10.RL.KID.3)</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Have students participate in a whole-class dramatic reading of Act 1.2, lines 1-138 in <i>Julius Caesar</i>. Ask students to focus on how Shakespeare introduces conflict in the scene.</li> <li>• Students should respond to the questions listed below. This can be done in small or whole group, during or after reading and discussion.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> <b>Act 1.2, lines 1-84</b></p> <ul style="list-style-type: none"> <li>• How does Shakespeare introduce Caesar’s character on the stage?</li> <li>• What does Caesar’s interaction with the Soothsayer suggest about Caesar’s character?</li> <li>• How does Shakespeare’s use of repetition in lines 21–29 establish the mood of the scene?</li> <li>• How do Cassius’s first words to Brutus in lines 37–41 establish their relationship?</li> <li>• What does Brutus’s response to Cassius in lines 42–53 suggest about Brutus’s recent behavior?</li> <li>• How does Brutus respond to Cassius’s compliments?</li> </ul>

	<ul style="list-style-type: none"> <li>• How does Cassius try to gain Brutus’s trust in lines 72–84? What does Cassius’s approach suggest about his perception of Brutus?</li> <li>• What kind of relationship is Cassius trying to establish with Brutus?</li> </ul> <p><b>Act 1.2, lines 85-138</b></p> <ul style="list-style-type: none"> <li>• How does Shakespeare establish Brutus’s relationship with Caesar in lines 85–89?</li> <li>• What does Brutus’s use of the word honor in lines 92–96 suggest about his view of ethics?</li> <li>• What do Brutus and Cassius’s references to honor in lines 93–103 suggest about the role of honor in Roman society?</li> <li>• How do Cassius’s stories and comments (lines 107–135) express his view of Caesar?</li> <li>• How are the Tribunes’ and Cassius’s attitudes toward Caesar similar?</li> <li>• How are the Tribunes’ and Cassius’s attitudes toward Caesar different?</li> <li>• How do Brutus’s and Cassius’s responses to the possibility of Caesar’s gaining the crown develop their characters?</li> <li>• Select Caesar, Brutus, or Cassius. How does Shakespeare develop this character in Act 1.2, lines 1–138?</li> </ul> <p><u>Daily Writing Practice</u> Students respond to the following quick write: Select Caesar, Brutus, or Cassius. How does Shakespeare develop this character in Act 1.2, lines 1–138?</p>
<b>Lesson 5</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> <b><i>The Tragedy of Julius Caesar, Act 1</i> by William Shakespeare p. 892-913</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> How does Shakespeare use rhetoric to develop a central idea in the play?</p> <p><u>Learning Targets</u> Read Act 1.2, lines 139-334 to determine how the author develops the central idea through the use of rhetoric. (9-10.RL.KID.2)</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Have students participate in a whole-class dramatic reading of Act 1.2, lines 139-334 in <i>Julius Caesar</i>.</li> <li>• Students should respond to the questions listed below. This can be done in small or whole group, during or after reading and discussion.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> <b>Act 1.2, lines 139-224</b></p> <ul style="list-style-type: none"> <li>• Explain the simile Cassius uses in lines 142–145.</li> <li>• Paraphrase lines 146–148. What does Cassius imply to Brutus in these lines?</li> </ul>

- How does Cassius use rhetoric to express his ideas in lines 142–170?
  - What does Brutus’s response to Cassius suggest about Brutus’s character? Evaluate Cassius’s sincerity in lines 185–187 when he says, “I am glad that my weak words / Have struck but thus much show of fire from / Brutus.”
  - How does Cassius’s discussion with Brutus begin to develop a central idea about ethics of honor?
  - How does Shakespeare use rhetoric to develop a central idea in the play?
  - How does Caesar describe Cassius in lines 204–217?
  - What do lines 204–217 suggest about the characters of both Caesar and Cassius?
- Act 1.2, lines 225-334**
- Summarize the events Casca relates to Brutus and Cassius in lines 225–243
  - What is Casca’s attitude toward Caesar’s rejection of the crown?
  - How do Brutus and Cassius react to the account of Caesar’s collapse? What do these reactions suggest about their attitudes toward Caesar?
  - How does Caesar’s offer to the people develop his character?
  - How do Casca’s words in lines 274–286 develop his attitude toward Caesar?
  - How does Casca’s second account of Caesar’s refusal of the crown (lines 245–286) develop the meaning of the events in lines 231–241?
  - How does Cassius’s description of Brutus in the soliloquy at the end of Act 1.2 develop his view of Brutus?
  - What plan does Cassius outline in the soliloquy at the end of Act 1.2?

Daily Writing Practice

Students respond to the following quick write: How does Shakespeare use rhetoric to develop a central idea in the play?

## Week 2

### Instructional Focus

#### **Reading Literature**

- 9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- 9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or

surprise.  
9-10.RL.CS.6 Analyze how point of view and/or author's purpose shapes the content and style of diverse texts.

### Language

9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.

A. Use context as a clue to the meaning of a word or a phrase.

B. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.

C. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.

D. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

### Speaking and Listening

9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Writing

9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.

B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.

C. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

D. Provide a concluding statement or section that follows from and supports the information or explanation presented.

E. Use appropriate formatting, graphics, and multimedia to aid comprehension.

F. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

G. Establish and maintain a formal style and objective tone.

9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.

<p><u>High Quality Text(s):</u> <b><i>The Tragedy of Julius Caesar, Act 1</i> by William Shakespeare p. 892-913</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> How does the author develop the theme?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Read Act 1.3, lines 1-169 to determine how the author develops the theme or central idea. (9-10.RL.KID.2)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>Have students listen to a masterful reading of Act 1.3, lines 1-165 in <i>Julius Caesar</i>. Ask students to focus on the central ideas of the text.</li> <li>Students should respond to the questions listed below. This can be done in small or whole group, during or after reading and discussion.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b>Act 1.3, lines 1-169</b></p> <ul style="list-style-type: none"> <li>What events in lines 1–41 cause Casca to be “breathless”?</li> <li>Using context and the explanatory notes, explain what the “prodigies” are on line 28.</li> <li>What does Casca believe is the meaning of the omens on lines 1–41?</li> <li>How does Cassius interpret the weather?</li> <li>How does the phrase “A very pleasing night to honest men” (line 46) contribute to the development of Cassius’s character?</li> <li>What do lines 92–106 suggest about Cassius’s attitude towards kingship?</li> <li>How do Cassius’s and Casca’s reactions to the possibility of Caesar becoming king develop a central idea in the text?</li> <li>How does the use of metaphors in lines 108–115 develop Cassius’s view of the people of Rome?</li> <li>How do lines 115–135 develop a central idea in the text?</li> <li>How does Cassius plan to persuade Brutus? How does this plan develop his description of the conspirators as “the noblest-minded Romans” (line 127)?</li> <li>What do Casca’s words on lines 162–165 suggest about Brutus’s reputation and relationship to the conspirators?</li> </ul> <p><u>Daily Writing Practice</u></p> <p>Students respond to the following quick write: How do two or more ideas interact and develop in this section of the text.</p>
<p><b>Lesson 7</b></p>	<p><b>Instructional Plan</b></p>
<p><u>High Quality Text(s):</u> <b><i>The Tragedy of Julius Caesar, Act 2</i> by</b></p>	<p><u>Guiding Question:</u> How does the author develop the theme?</p>

**William Shakespeare p. 917-937**Materials:

- Literature Textbook

Learning Targets

- Read Act 2.1, lines 1-205 to determine how the author develops the theme or central idea. (9-10.RL.KID.2)

Agenda

- Have students listen to a masterful reading of Act 2.1, lines 1-205 in *Julius Caesar*.
- Students should respond to the questions listed below. This can be done in small or whole group, during or after reading and discussion.
- While reading, students should also work to outline the rising action as the second part of the plot diagram as outlined on page 887 of the text book.

Text-Dependent/Text-Specific Questions (Sample)**Act 2.1, lines 1-93**

- What can you infer about Brutus's state of mind based on lines 1–9?
- What does Brutus mean by "It must be by his death" (line 10)?
- How does Brutus explain his motivation for "spurn[ing] at [Caesar]" (line 11) in lines 10–14 of his soliloquy?
- How does Shakespeare use metaphor to develop Brutus's idea that "It must be by his death" (line 10)?
- How does Brutus describe Caesar in lines 20–22 of his soliloquy? How does this description relate to Brutus's reasons for killing Caesar?
- How does Shakespeare use metaphor to show Brutus's concern about Caesar in lines 22–36 of the soliloquy?
- Paraphrase the sentences, "So Caesar may. Then, lest he may, prevent" (Act 2.1, lines 28–29).
- How does the letter Lucius gives to Brutus advance the plot?
- What does Brutus's response to the letter suggest about Cassius?
- What does Brutus's response to the letter suggest about Brutus's opinion of himself?
- What do Brutus's reflections in lines 64–93 suggest about his state of mind?

**Act 2.1, lines 94-205**

- Why does Brutus believe an oath is unnecessary?
- How does Brutus's reluctance to swear an oath relate to the central idea of ethics of honor?
- How does Brutus's monologue develop a central idea in the text?
- What is Brutus's opinion of Mark Antony? How does Shakespeare use figurative language to develop this opinion?
- How does Brutus justify the murder of Caesar in lines 175–183?
- According to Brutus, what is the difference between "sacrificers" and "butchers" (line 179)?
- How do Brutus's ideas about the plan to assassinate Caesar develop a central idea in the text?



	<p><u>Daily Writing Practice</u> Students respond to the following quick write: How do two or more ideas interact and develop in this section of the text.</p>
<b>Lesson 8</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> <b><i>The Tragedy of Julius Caesar, Act 2</i> by William Shakespeare p. 917-937</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> How does the author develop the theme?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Read Act 2.1, lines 206-336 to determine how the author develops the theme or central idea through character development and interactions. (9-10.RL.KID.2, 9-10.RL.KID.3)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>Have students listen to a masterful reading of Act 2.1, lines 206-336 in <i>Julius Caesar</i>. Ask students to focus on how Portia’s interaction with Brutus develops a central idea.</li> <li>Students should respond to the questions listed below. This can be done in small or whole group, during or after reading and discussion.</li> <li>Students should read lines 336-362 for homework and respond to the following question: Explain how the reference to sickness in lines 347-354 differ in meaning from Brutus’s statement in line 277 that he is “not well in health and that is all”.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <p><b>Act 2.1, lines 206-336</b></p> <ul style="list-style-type: none"> <li>Summarize lines 206–252.</li> <li>How do lines 206–252 develop the conspirators’ view of Caesar’s character?</li> <li>Summarize lines 253–333.</li> <li>What does the interaction between Portia and Brutus in lines 253–288 suggest about their relationship?</li> <li>How do Portia’s references to the “great vow” (line 272) and the “bond of marriage” (line 280) develop a central idea in the text?</li> <li>How do Portia’s references to her father and husband further develop a central idea?</li> <li>How does Portia show the “strong proof of [her] constancy” (line 300)?</li> <li>How does Portia’s explanation of her gesture of “constancy” (line 300) advance her purpose?</li> <li>How do Portia’s gestures of kneeling and wounding herself develop a central idea in the text?</li> </ul> <p><u>Daily Writing Practice</u> Students respond to the following quick write: How do the interactions between Portia and Brutus develop a</p>

central idea in the text?

## Lesson 9

## Instructional Plan

### High Quality Text(s):

***The Tragedy of Julius Caesar, Act 2* by William Shakespeare p. 917-937**

### Materials:

- Literature Textbook

Guiding Question: How does the author develop the theme?

### Learning Targets

- Read Act 2.2-2.4 to determine how the author develops the theme or central idea through character development and interactions. (9-10.RL.KID.2, 9-10.RL.KID.3)

### Agenda

- Have students listen to a masterful reading of Act 2.2-4 in *Julius Caesar*.
- Students should respond to the questions listed below. This can be done in small or whole group, during or after reading and discussion.

### Text-Dependent/Text-Specific Questions (Sample)

#### **Act 2.2-4**

- How do Shakespeare's choices about how to begin Act 2: Scene II establish mood?
- Why does Calpurnia not want Caesar to go to the Capitol?
- What effect do the omens in lines 13–26 create?
- How does the statement “[c]owards die many times before their deaths; / The valiant never taste of death but once” (lines 34–35), develop Caesar's point of view of death and fate?
- What does Caesar's response to the omens suggest about his character?
- What do Shakespeare's specific word choices in lines 66–68 suggest about Caesar's character?

	<ul style="list-style-type: none"> <li>• How does Decius convince Caesar to go to the Capitol?</li> <li>• How does Caesar’s response to Decius develop Caesar’s character?</li> <li>• What effect do Trebonius and Brutus’s asides create in the text?</li> <li>• How does Shakespeare develop Caesar’s character in Act 2.2, lines 1–129?</li> <li>• How do Acts 2.3 and 2.4 advance the plot of the play?</li> <li>• What is Portia’s state of mind in Act 2. Scene 4? How does Shakespeare develop Portia’s state of mind?</li> </ul> <p><u>Daily Writing Practice</u> Students respond to the following quick write: How does Shakespeare develop Caesar’s character in Act 2.2, lines 1–129?</p>
<b>Lesson 10</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> <b><i>The Tragedy of Julius Caesar, Act 3</i> by William Shakespeare p. 941-962</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> How does the author develop the theme?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Read Act 3.1 to determine how the author develops the theme or central idea through the author’s choices. (9-10.RL.KID.2, 9-10.RL.CS.5)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Have students listen to a masterful reading of Act 3.1, lines 1-91 in <i>Julius Caesar</i>.</li> <li>• Students should respond to the questions listed below. This can be done in small or whole group, during or after reading and discussion.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> Act 3.1, lines 1-91</p> <ul style="list-style-type: none"> <li>• How does Shakespeare create tension in lines 1–29?</li> <li>• How does Shakespeare develop Caesar’s character through Caesar’s interactions with those around him?</li> <li>• How do Caesar’s interactions with the conspirators in lines 34–81 further develop his character?</li> <li>• How does Brutus approach Caesar?</li> <li>• How does Caesar respond to Brutus’s initial approach to him?</li> <li>• How does Caesar respond to Brutus’s participation in the assassination?</li> <li>• What do the conspirators tell bystanders to do in lines 86–91? What do these commands suggest about the</li> </ul>

conspirators' motivations for killing Caesar?

- What does Brutus mean when he says in line 91, "Ambition's debt is paid"?
- How does Shakespeare's treatment of Caesar's death relate to the full title of the play, The Tragedy of Julius Caesar?

Daily Writing Practice

Students respond to the following quick write: How does Shakespeare's treatment of Caesar's death relate to the full title of the play, The Tragedy of Julius Caesar?

### Week 3

#### Instructional Focus

##### **Reading Literature**

- 9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- 9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
- 9-10.RL.CS.6 Analyze how point of view and/or author's purpose shapes the content and style of diverse texts.
- 9-10. RL. IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.

##### **Language**

- 9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
- 9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

- 9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.
- Use context as a clue to the meaning of a word or a phrase.
  - Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.
  - Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.
  - Use etymological patterns in spelling as clues to the meaning of a word or phrase.

### Speaking and Listening

- 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 9-10.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Writing

- 9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
- Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
  - Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
  - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented.
  - Use appropriate formatting, graphics, and multimedia to aid comprehension.
  - Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - Establish and maintain a formal style and objective tone.
- 9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.

Lesson 11	Instructional Plan
<p><u>High Quality Text(s):</u>  <b><i>The Tragedy of Julius Caesar, Act 3</i> by William Shakespeare p. 941-962</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> How does the author develop the central idea?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Read Act 3.1, lines 92-230 to determine how the author develops the theme or central idea through the author's point of view. (9-10.RL.KID.2, 9-10.RL.CS.6)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>Have students listen to a masterful reading of Act 3.1, lines 92-230 in <i>Julius Caesar</i>.</li> </ul>

- Students should respond to the questions listed below. This can be done in small or whole group, during or after reading and discussion.

Text-Dependent/Text-Specific Questions (Sample)

- What do the conspirators' words and actions in lines 117–136 suggest about their reasons for killing Caesar?
- What do the servant's words suggest about Mark Antony's response to Caesar's death?
- What do Antony's words over Caesar's body suggest about his point of view of Caesar's death?
- What does Brutus's description of the hands and hearts of the conspirators reveal about how he understands their actions?
- How does Antony's response to Brutus compare to his initial reaction to Caesar's death?
- How does the figurative language that Antony uses to describe Caesar's death relate to Brutus's description of Caesar's assassination in Act 2.1, lines 179–187?
- What does the figurative language in lines Act 3.1, lines 223–230 suggest about Antony's actions in lines 200–212?
- What does Antony's use of figurative language in lines 223–230 suggest about his point of view of Caesar's death?

Daily Writing Practice

Students respond to the following quick write: Analyze Antony's point of view of Caesar's death in Act 3.1, lines 163-230.

**Lesson 12**

**Instructional Plan**

High Quality Text(s):

***The Tragedy of Julius Caesar, Act 3* by William Shakespeare p. 941-962**

Materials:

- Literature Textbook

Guiding Question: How does the author develop the central idea?

Learning Targets

- Read Act 3.1, lines 231-301 to determine how the author develops the theme or central idea through the text's structure. (9-10.RL.KID.2, 9-10.RL.CS.5)

Agenda

- Have students listen to a masterful reading of Act 3.1, lines 231-301 in *Julius Caesar*.
- Students should respond to the questions listed below. This can be done in small or whole group, during or after reading and discussion.

Text-Dependent/Text-Specific Questions (Sample)

- What do Cassius's words and actions suggest about his opinion of Antony in this scene?

	<ul style="list-style-type: none"> <li>• What do Brutus’s words and actions suggest about his opinion of Antony in this scene?</li> <li>• What do lines 280–283 suggest about where Antony’s loyalties lie?</li> <li>• What course of action does Antony want to take in response to Caesar’s death?</li> <li>• What does Antony “prophesy” will be the outcome of Caesar’s death in Act 3.1?</li> <li>• How does Antony’s description of Caesar’s death in Act 3.1 compare to the way in which Brutus describes the assassination in Act 2.1, lines 179–193? What does this comparison suggest about how Antony sees Caesar’s death?</li> <li>• Compare how Antony and Brutus use figurative language in their descriptions of Caesar’s death.</li> <li>• How does Antony’s description of the consequences of Caesar’s death in Act 3.1 compare to the consequences that Brutus envisions in Act 2.1, lines 179–193?</li> </ul> <p><u>Daily Writing Practice</u> Students respond to the following quick write: How does Antony’s soliloquy advance the plot of the play?</p>
<b>Lesson 13</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> <b><i>The Tragedy of Julius Caesar, Act 3</i> by William Shakespeare p. 941-962</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> How does the author develop the central idea?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Read Act 3.2, lines 1-67 to determine how the author develops the theme or central. (9-10.RL.KID.2)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Have students listen to a masterful reading of Act 3.2, lines 1-67 in <i>Julius Caesar</i>. Students should focus on how speech develops the relationship between the individual and the state.</li> <li>• Students should respond to the questions listed below. This can be done in small or whole group, during or after reading and discussion.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> <li>• What does the Plebeians’ cry “We will be satisfied! Let us be satisfied!” suggest about their opinion of Brutus?</li> <li>• What does the third Plebeian’s description of Brutus further suggest about Brutus’s reputation among the common people?</li> <li>• What do lines 1–8 suggest about the purpose of Cassius and Brutus’s speeches?</li> <li>• What do lines 15–17 of Brutus’s speech suggest about his opinion of himself?</li> <li>• How does Brutus gain the trust of his audience?</li> <li>• How does Brutus use rhetorical questions in lines 26–30 to strengthen his argument for killing Caesar?</li> </ul>

	<ul style="list-style-type: none"> <li>• How does Brutus appeal to the emotions of his audience in the conclusion of his speech? What is the impact?</li> <li>• What tone does Brutus establish in his speech? How does Brutus establish this tone?</li> <li>• How does Brutus’s justification for Caesar’s death develop the central idea of the relationship between the individual and the state?</li> </ul> <p><u>Daily Writing Practice</u> Students respond to the following quick write: How does Brutus’s justification for Caesar’s death develop the central idea of the relationship between the individual and the state?</p>
<b>Lesson 14</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> <b><i>The Tragedy of Julius Caesar, Act 3</i> by William Shakespeare p. 941-962</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> How does the author develop the central idea?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Read Act 3.2, lines 68-149 to determine how the author develops the theme or central. (9-10.RL.KID.2)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Have students listen to a masterful reading of Act 3.2, lines 68-149 in <i>Julius Caesar</i>. Students will then read and analyze lines 82-117.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> Act 3.2, lines 68-117 (Anthony’s “Friends, Romans, countrymen...” to “And I must pause till it come back to me.”)</p> <ul style="list-style-type: none"> <li>• How does Antony gain the trust of the crowd?</li> <li>• How does Antony characterize Caesar in lines 82–117?</li> <li>• How does the tone of Antony’s speech develop over the course of lines 82–117?</li> </ul> <p>Act 3.2, lines 14-49</p> <ul style="list-style-type: none"> <li>• How does Brutus use the word ambition in lines 14–49?</li> <li>• How does Antony use the word ambition in lines 82–117?</li> <li>• How does Brutus use the word honor in lines 14–49?</li> <li>• How does Antony use the word honor in lines 82–117?</li> </ul> <p><u>Daily Writing Practice</u></p>



Students respond to the following quick write: Reread Act 3.1, lines 270-272. To what extent does Antony's speech in Act 3.2, lines 82-117 meet or fail to meet Brutus's conditions for speaking at the funeral?

**Lesson 15****Instructional Plan**High Quality Text(s):

***The Tragedy of Julius Caesar, Act 3* by William Shakespeare p. 941-962**

Materials:

- Literature Textbook

Guiding Question: How does the author develop the central idea?

Learning Targets

- Evaluate the theme as presented in diverse formats, Civil Disobedience and The Tragedy of Julius Caesar. (9-10.RL.IK1.7)

Agenda

- Discuss the following during a whole group class discussion:
  - Evaluate Antony's sincerity in lines 82–117.
  - Instruct students to reread Act 3.2, lines 68–149 (from “Stay, ho, and let us hear Mark Antony!” to “Bequeathing it as a rich legacy / Unto their issue”) along with lines 150–287 (from “We’ll hear the will. Read it, Mark Antony” to “How I had moved them. Bring me to Octavius”). Then have them answer the following questions listed below.

Text-Dependent/Text-Specific Questions (Sample)

- How does Antony's use of figurative language in lines 188–193 (from “Through this the well-belovèd Brutus stabbed” to “For Brutus, as you know, was Caesar's angel”) contribute to the tone of his speech?
- In what way was Brutus's “the most unkindest cut of all” (line 195)?

Daily Writing Practice

Students respond to the following quick write: In Civil Disobedience, Thoreau states, “We love eloquence for its

own sake, and not for any truth which it may utter, or any heroism it may inspire" (part 3, par. 18). How does Thoreau's observation, as well your reading of Brutus's and Antony's speeches in Act 3.2 of *Julius Caesar*, develop your understanding of the relationship between eloquence and the citizens of a given society?

#### Week 4

##### Instructional Focus

##### **Reading Literature**

- 9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.
- 9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.
- 9-10.RL.CS.6 Analyze how point of view and/or author's purpose shapes the content and style of diverse texts.

##### **Language**

- 9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
- 9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.
- 9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly

from a range of strategies.

A. Use context as a clue to the meaning of a word or a phrase.

B. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.

C. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.

D. Use etymological patterns in spelling as clues to the meaning of a word or phrase.

### Speaking and Listening

9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

9-10.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Writing

9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.

B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.

C. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

D. Provide a concluding statement or section that follows from and supports the information or explanation presented.

E. Use appropriate formatting, graphics, and multimedia to aid comprehension.

F. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

G. Establish and maintain a formal style and objective tone.

9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.

Lesson 16	Instructional Plan
<p><u>High Quality Text(s):</u>  <b><i>The Tragedy of Julius Caesar, Act 3</i> by William Shakespeare p. 941-962</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> How does the author develop the central idea?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Read Act 3.3, lines 1-40 to determine how the author develops the theme or central through events in the plot and character interactions. (9-10.RL.KID.3)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>Have students listen to a masterful reading of Act 3.3, lines 1-40 in <i>Julius Caesar</i>.</li> <li>Students should respond to the questions listed below. This can be done in small or whole group, during or</li> </ul>

	<p>after reading and discussion</p> <ul style="list-style-type: none"> <li>For homework, students should read <i>Act 4.1-4.3</i> and summarize their reading.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <ul style="list-style-type: none"> <li>Who is responsible for Cinna's death and why?</li> <li>Why does Cinna die?</li> <li>How does Antony's speech in Act 3.2 impact the behavior of the Plebeians in Act 3.3?</li> <li>Why did the conspirators kill Caesar? To what extent do the Plebeians share the values and goals of the conspirators?</li> </ul> <p><u>Daily Writing Practice</u> Students respond to the following quick write: Who is responsible for Cinna's Death and why?</p>
<b>Lesson 17</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> <b><i>The Tragedy of Julius Caesar, Act 4</i> by William Shakespeare p. 966-983</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> How does the author develop the central idea?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Read Act 4.3 lines 273-309 to determine how the author develops the theme or central through events in the plot and character interactions. (9-10.RL.KID.3)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>Have students listen to a masterful reading of Act 4.3, lines 273 (<i>Enter the ghost of Caesar</i>) to 309 ("It shall be done, my lord.") in <i>Julius Caesar</i>.</li> <li>While reading, students should also work to outline the falling action as the fourth part of the plot diagram as outlined on page 887 of the text book.</li> <li>Students should respond to the questions listed below. This can be done in small or whole group, during or after reading and discussion.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <ul style="list-style-type: none"> <li>How does Caesar's ghost identify himself? What does this reference suggest about why he appears to Brutus?</li> <li>What reason does the ghost give for his presence? How does this reason develop Antony's prophecy in Act 3.1, lines 288-290?</li> <li>How do the descriptions of Caesar's spirit in Act 2.1 and Act 3.1 relate to a conflict in the play?</li> <li>How does the appearance of Caesar's ghost in Act 4.3 relate to Brutus's vision of the assassination in Act 2.1?</li> </ul>

	<ul style="list-style-type: none"> <li>How does the appearance of Caesar’s ghost in Act 4.3 relate to Antony’s description of the assassination in Act 3.1?</li> </ul> <p><u>Daily Writing Practice</u> Students respond to the following quick write: How does the appearance of Caesar’s ghost refine your understanding of his death as either a “sacrifice” or a “butchery”?</p>
<b>Lesson 18</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> <b><i>The Tragedy of Julius Caesar, Act 5</i> by William Shakespeare p. 987-1000</b></p> <p><u>Materials:</u> Literature Textbook</p>	<p><u>Guiding Question:</u> How does the author develop the central idea?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Read Act 5.1 lines 1-71 to determine how the author develops the theme or central through events in the plot and character interactions. (9-10.RL.KID.3)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>Conduct a brief search into the historical figure of Octavius using <a href="http://www.pbs.org/">http://www.pbs.org/</a> (Google search terms: PBS, the Roman Empire, Augustus), and identify three important facts about his relationship with Julius Caesar and with Mark Antony.</li> <li>While reading, students should also work to outline the catastrophe/climax as the final part of the plot diagram as outlined on page 887 of the text book.</li> <li>Have students practice their dramatic reading skills by participating in small groups, focusing on Act 5.1, lines 1-71 in <i>Julius Caesar</i>. They should pause several times during the reading to analyze how the complex interactions between characters in the passage develop a central idea of the text.</li> <li>Students should respond to the questions listed below. This can be done in small or whole group, during or after reading and discussion.</li> <li>For homework, students read <i>Act 5.1-line 72 to Act 5.2, line 6</i> and summarize in preparation for class discussion.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> <li>How does the interaction between Antony and Octavius in Act 5.1, lines 1–27 contribute to the development of Octavius’s character?</li> <li>What does Brutus’s question “words before blows; is it so, countrymen?” (Act 5.1, line 28) suggest he expects from Octavius and Antony?</li> <li>How does the interaction between Brutus, Octavius, and Antony in lines 28–33 contribute to the development of each character?</li> </ul>

	<ul style="list-style-type: none"> <li>• How does the extended metaphor in lines 34–41 develop the conflict between Cassius, Antony, and Brutus?</li> <li>• What is the rhetorical effect of Antony’s use of figurative language in his criticism of Brutus?</li> <li>• How does Octavius’s reaction to “arguing” refine a central idea in the text?</li> </ul> <p><u>Daily Writing Practice</u> Students respond to the following quick write: How do the interactions among characters in this scene contribute to the development of the central idea exercise of power?</p>
<b>Lesson 19</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> <b><i>The Tragedy of Julius Caesar, Act 5</i> by William Shakespeare p. 987-1000</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> How does the author develop the central idea?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Read Act 5.3 lines 1-123 to determine how the author develops the theme or central through events in the plot and character interactions. (9-10.RL.KID.3)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Discuss homework assignment and continue reading.</li> <li>• Have students listen to a masterful reading of Act 5.3, lines 1-123 in <i>Julius Caesar</i>.</li> <li>• Students should respond to the questions listed below. This can be done in small or whole group, during or after reading and discussion.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> <li>• Why does Cassius choose to die? What does this decision suggest about his character?</li> <li>• What realization do Cassius’s final words convey?</li> <li>• What effect does the exchange between Titinius and Messala in lines 56–59 have on the audience?</li> <li>• What meaning do Titinius and Messala attribute to Cassius’s death through their use of figurative language in lines 67–79?</li> <li>• To what extent does Cassius’s death conform to the conventions of tragedy?</li> <li>• What do Brutus’s words in Act 5.3, lines 105–107 suggest about his relationship with Caesar?</li> </ul>

	<ul style="list-style-type: none"> <li>How do Brutus’s reactions to Titinius and Cassius’s deaths contribute to the tragedy of Julius Caesar?</li> </ul> <p><u>Daily Writing Practice</u> Students respond to the following quick write: How does Cassius Death contribute to the tragedy of Julius Caesar?</p>
<b>Lesson 20</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> <b><i>The Tragedy of Julius Caesar, Act 5</i> by William Shakespeare p. 987-1000</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> How does the author develop the central idea?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Read Act 5.3 lines 1-123 to determine how the author develops the theme or central through the text’s structure. (9-10.RL.CS.5)</li> </ul> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>Have students listen to a masterful reading of Act 5.4-5 in <i>Julius Caesar</i>.</li> <li>Students should respond to the questions listed below. This can be done in small or whole group, during or after reading and discussion.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> <li>What does Brutus’s decision to die suggest about his character?</li> <li>What do Brutus’s words in lines 31–47 in scene 5 suggest about his state of mind?</li> <li>What does Brutus mean by the words “Caesar, now be still. / I killed not thee with half so good a will”?</li> <li>What are the major conflicts that drive the action of the play?</li> <li>How do Shakespeare’s choices about how to end <i>Julius Caesar</i> provide a tragic resolution?</li> </ul> <p><u>Daily Writing Practice</u> Students respond to the following quick write: How do Shakespeare’s choices about how to end <i>Julius Caesar</i></p>

	provide a tragic resolution
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### Week 5

#### **Instructional Focus**

#### **Writing**

- 9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
- A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
  - B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
  - C. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - D. Provide a concluding statement or section that follows from and supports the information or explanation presented.
  - E. Use appropriate formatting, graphics, and multimedia to aid comprehension.
  - F. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - G. Establish and maintain a formal style and objective tone.
- 9-10.W.PDW.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.)
- 9-10.W.PDW.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 9–10.)



9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.

Lesson 21	Instructional Plan
<p><u>High Quality Text(s):</u> <b><i>The Tragedy of Julius Caesar</i></b> by William Shakespeare</p> <p><u>Materials:</u> materials are a bulleted list</p>	<p><u>Guiding Question:</u> EOU Assessment</p> <p><u>Learning Targets</u> EOU Assessment</p> <p><u>Agenda</u> Students will complete the end-of-unit assessment as outlined below. The entire process for completing the extended writing task should span 3-5 days. Students should be able to pre-write, draft, peer edit, revise an edit. Teachers should pace the lessons appropriately.</p> <p>Based on your reading and analysis of William Shakespeare’s <i>The Tragedy of Julius Caesar</i>, write a multi-paragraph response to the following prompt: Explain how the title <i>The Tragedy of Julius Caesar</i> is appropriate for the play, or propose a new title and explain why it is more appropriate. Consider how the title (the new title or the current title) supports the central ideas of the text?</p> <p>Be sure to:</p> <ul style="list-style-type: none"> <li>• Closely read the prompt</li> <li>• Address all elements of the prompt in your response</li> <li>• Paraphrase, quote, and reference relevant evidence to support your claim</li> <li>• Organize your ideas in a cohesive and coherent manner</li> <li>• Maintain a formal style of writing</li> </ul> <p>Follow the conventions of standard written English</p>

Grade 10		Antigone	4 Weeks
<b>Unit Overview</b>			
Students will read Sophocles' <i>Antigone</i> , which is a play that speaks to facing the human law versus divine law dilemma. Students will analyze text through the lens of the main characters. Students will also read informational text to make connections with modern day protests and the impact of law on personal beliefs.			
<b>Essential Questions:</b>			
<ul style="list-style-type: none"> <li>To what extent does experience determine what we perceive?</li> <li>How does what we experience determine what we believe?</li> <li>How do our experiences impact our actions?</li> <li>What types of experiences changes our perspective in negative and positive ways?</li> <li>Can our experiences make us outcasts?</li> <li>Can our experiences determine what we believe to be right or wrong?</li> </ul>			
<b>Anchor Text</b>		<b>Qualitative Analysis of Anchor Text</b>	
<i>Antigone</i> by Sophocles		Anchor Text Complexity Analysis- <ul style="list-style-type: none"> <li>Lexile- NP</li> <li>Meaning: Very Complex</li> <li>Text Structure: Moderately Complex</li> <li>Language Features: Moderately Complex</li> <li>Knowledge Demands: Moderately Complex</li> </ul> Engaging in this text requires that students understand a challenging concept like the individual versus society, and have some background knowledge of Ancient Greece.	
<b>Related Texts</b>			
<b>Literary Text:</b>			
<ul style="list-style-type: none"> <li>"An Enemy of the People", p. 870, NP</li> </ul>			
<b>Informational Text:</b>			
<ul style="list-style-type: none"> <li>Hundreds Arrested in Protest over shootings by Police-- <a href="http://www.cnn.com/2016/07/10/us/black-lives-matter-protests/">http://www.cnn.com/2016/07/10/us/black-lives-matter-protests/</a></li> <li>"Santa Clause Meets Sophocles" p.865</li> <li>"A 'Prequel' to Antigone" p. 866</li> <li>Flint Water Crisis Fast Facts--<a href="http://www.cnn.com/2016/03/04/us/flint-water-crisis-fast-facts/">http://www.cnn.com/2016/03/04/us/flint-water-crisis-fast-facts/</a></li> <li>Michigan Governor to Drink Flint Water for at Least a Month-- <a href="https://newsela.com/articles/flint-governor/id/16845/">https://newsela.com/articles/flint-governor/id/16845/</a></li> <li>"Watching Antigone: The Most [Blank] City in America" --<a href="https://ums.org/2015/12/01/watching-antigone-the-most-blank-city-in-america/">https://ums.org/2015/12/01/watching-antigone-the-most-blank-city-in-america/</a></li> </ul>			
<b>Non-Print Text:</b>			
<ul style="list-style-type: none"> <li>Introduction to Greek Drama (video) 7m, 53 sec.--<a href="http://tn.pbslearningmedia.org/resource/333a1380-df20-4620-9c50-82e4a43998f3/introduction-to-greek-drama/">http://tn.pbslearningmedia.org/resource/333a1380-df20-4620-9c50-82e4a43998f3/introduction-to-greek-drama/</a></li> <li>Here's How Flint Water Crisis Happened (video, 4 m, 28 sec.)-- <a href="http://www.cnn.com/videos/us/2016/01/21/flint-michigan-water-crisis-ganim-dnt-ac.cnn">http://www.cnn.com/videos/us/2016/01/21/flint-michigan-water-crisis-ganim-dnt-ac.cnn</a></li> <li>Ancient Greece Photo Gallery- <a href="http://www.history.com/topics/ancient-history/ancient-greece/pictures">http://www.history.com/topics/ancient-history/ancient-greece/pictures</a></li> </ul>			

All supplemental texts can be found [Here](#)

### End-of-Unit Assessment:

Students will respond to the following prompt:

Compare and contrast the themes expressed in *Antigone* and *An Enemy of the People*. Begin with a brief summary of each text and move into a discussion of how the themes are developed over the course of the text. Consider how the characters develop the theme. Use evidence from both texts.

### Unit Outcomes: Grade Level Standards Addressed

#### Reading: Literature

9-10.RL.KID.1, 9-10.RL.KID.2, 9-10.RL.KID.3

#### Reading: Informational Texts

9-10.RI.KID.1, 9-10.RI.KID.2, 9-10.RI.CS.6

#### Language

9-10.L.CSE.1, 9-10.L.CSE.2, 9-10.L.VAU.6

#### Speaking & Listening

9-10.SL.CC.1, 9-10.W.PDW.4

#### Writing

9-10.W.TTP.1, 9-10.W.TTP.2, 9-10.W.PDW.4, 9-10.W.RBPK.9

## Week 6

### Instructional Focus

#### Reading: Literature

9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.

9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

#### Reading: Informational Texts

9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.

#### Language

9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

#### Speaking & Listening

9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the

organization, development, substance, and style are appropriate to purpose, audience, and task.

### Writing

- 9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
- A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
  - B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.
  - C. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - D. Provide a concluding statement or section that follows from and supports the information or explanation presented.
  - E. Use appropriate formatting, graphics, and multimedia to aid comprehension.
  - F. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - G. Establish and maintain a formal style and objective tone.

Lesson 1	Instructional Plan
<p><u>High Quality Text(s):</u>  <b><i>Antigone</i> by Sophocles (Textbook page 814)</b></p> <p><b>Introduction to Greek Drama (video) 7m, 53 sec.--</b>  <a href="http://tn.pbslearningmedia.org/resource/333a1380-df20-4620-9c50-82e4a43998f3/introduction-to-greek-drama/">http://tn.pbslearningmedia.org/resource/333a1380-df20-4620-9c50-82e4a43998f3/introduction-to-greek-drama/</a></p> <p><b>Ancient Greece Photo Gallery-</b>  <a href="http://www.history.com/topics/ancient-history/ancient-greece/pictures">http://www.history.com/topics/ancient-history/ancient-greece/pictures</a></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Literature Textbook</li> <li>• Digital Media Access</li> </ul>	<p><u>Guiding Question:</u> How do the characters' experiences lead to conflict and the development of the theme?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• Read informational text to understand the historical context of selected literature. (9-10.RI.KID.2)</li> </ul> <p><u>Agenda</u></p> <p><b>Build Background Knowledge</b></p> <ul style="list-style-type: none"> <li>• Have students respond to and discuss the anticipation guide as outlined on page 814.</li> <li>• Build background knowledge using the extended text study (pp. 808-810D) Students read background text in pairs and discuss central ideas presented in the text study (pp. 808-810D). Use the TDQs listed below as questions to guide the discussion. Have the students respond to the questions in pairs first, then relay their thinking in whole group discussion.</li> <li>• Students should view and discuss video and pictures as historical references.</li> <li>• Introduce the literary analysis concept as outlined on instructional page 811.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <ul style="list-style-type: none"> <li>• How might the fall of a great person affect audiences more than the fall of an ordinary citizen?</li> <li>• How might the belief in many Gods, who sometimes behave childishly and selfishly, help explain certain aspects of human life?</li> </ul>

	<p><u>Daily Writing Practice</u> As an exit ticket, have students respond to the following quick write: Based on our readings around the background of Antigone, ancient Greek theatre, and Aristotle and Greek Tragedy, respond to the following question: How might knowing more about history and a text’s author impact your perception of the text. What can you predict about the play based on the readings?</p>
Lesson 2	Instructional Plan
<p><u>High Quality Text(s):</u> <b><i>Antigone by Sophocles (Textbook page 814)</i></b></p> <p><u>Materials:</u> N/A</p>	<p><u>Guiding Question:</u> How do the characters’ experiences lead to conflict and the development of the theme?</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>• Read and analyze Part 1 of Antigone for character actions and motivations. (9-10.RL.KID.3)</li> </ul> <p><u>Agenda</u> <b>Read Part 1</b></p> <ul style="list-style-type: none"> <li>• Model reading/ think-a-loud with the reading of the prologue on page 815. Students read Scene 1 with a partner to annotate and discuss character actions and motivations. Provide students with a 3- column chart (titled: Characters, Actions, Motivation) to guide students through reading and analysis. Students may write this on paper if needed.</li> <li>• Read Scene 2 independently. Begin using summary chart, p 811.</li> <li>• Respond to text dependent questions. Students should share their responses in small groups for peer feedback before participating in a whole group discussion.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> <li>• Based on what the reader learns about Antigone in the prologue, what does she do that would make her a protagonist. (Key Details)</li> <li>• Reread lines 37-64 of the prologue. Summarize the tragic history of Antigone’s family. (General Understanding)</li> <li>• Reread lines 47-53. What does the word “meddling” mean as it is used in this section of the text? (Vocabulary and Text Structure)</li> <li>• Why does the author choose to include the conversation between Ismene and Antigone at the end of scene 2? What impact does it have on the plot?</li> </ul> <p><u>Daily Writing Practice</u> Have students respond to the following question as an exit ticket (The last TDQ as listed above): Why does the author choose to include the conversation between Ismene and Antigone at the end of scene 2? What impact</p>

	does it have on the plot?
<b>Lesson 3</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> <b><i>Antigone</i> by Sophocles (Textbook page 814)</b></p> <p><u>Materials:</u> N/A</p>	<p><u>Guiding Question:</u> How do the characters' experiences lead to conflict and the development of the theme?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> <li>Summarize the key details of the play. (9-10.RL.KID.2)</li> <li>Discuss the impact of character actions and the development of theme. (9-10.RL.KID.2, 9-10.RL.KID.3)</li> </ul> <p><u>Agenda</u></p> <p><b>Summarize and Discuss the Text</b></p> <ul style="list-style-type: none"> <li>Use summary chart graphic organizer to summarize the reading of part 1, p. 811.</li> <li>Students discuss key details of the text with a partner/ small group.</li> <li>Write an objective summary of the <i>Antigone</i>. Provide students with the opportunity to share responses with peers to revise as needed after class discussion.</li> <li>Respond to text dependent questions. Students should share their responses in small groups for peer feedback.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> <li>In Scene 2, line 87-90, it says, "She has too much to learn. The inflexible heart breaks first, the toughest iron cracks first, and the wildest horses bend their necks at the pull of the smallest curb." What does the word "inflexible" mean as it is used in the text? Why might the author have chosen this word. (Vocabulary and text Structure)</li> <li>Based on the conversation between Antigone and Ismene, what is revealed about each personality? Use specific evidence from the text to support your response. (Inferences)</li> </ul> <p><u>Daily Writing Practice</u> Students complete the summary activity as outlined in the agenda: Write an objective summary of part 1 of Antigone.</p>
<b>Lesson 4</b>	<b>Instructional Plan</b>

<p><u>High Quality Text(s):</u> <b><i>Antigone</i> by Sophocles (Textbook page 814)</b></p> <p><u>Materials:</u> N/A</p>	<p><u>Guiding Question:</u> How do the characters' experiences lead to conflict and the development of the theme?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> <li>Analyze the text for character development using a graphic organizer. (9-10.RL.KID.3)</li> </ul> <p><u>Agenda</u> <b>Analyze the Text</b></p> <ul style="list-style-type: none"> <li>Literary analysis: protagonist and antagonist—Students complete analysis chart, p. 833.</li> <li>Graphic for character development (Graphic Organizer A, p. 810d)</li> <li>Respond to text dependent questions. Students should share their responses in small groups for peer feedback.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> <li>How does Antigone's view of "right" and "wrong" shape your opinion of the right thing to do? Who is most justified in their actions? Use evidence from the text to support your thinking.</li> </ul> <p><u>Daily Writing Practice</u> Have students respond to the following question as an exit or a journal entry: What message(s) is being communicated by the characters' actions so far in the text? Antigone? Ismene? Creon? How so?</p>
<p><b>Lesson 5</b></p>	<p><b>Instructional Plan</b></p>
<p><u>High Quality Text(s):</u> <b><i>Antigone</i> by Sophocles (Textbook page 814)</b></p> <p><u>Materials:</u> N/A</p>	<p><u>Guiding Question:</u> How do the characters' experiences lead to conflict and the development of the theme?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> <li>Reread and summarize key conversations in the play to determine the impact on the development of theme. (9-10.RL.KID.2, 9-10.W.TTP.2)</li> </ul> <p><u>Agenda</u> <b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>Have students summarize the text, the conversation between Antigone and Ismene at the end of Scene 2 beginning on page 830, and the conversation between Ismene and Creon at the end of Scene 2 beginning on page 830.</li> <li>Students should discuss and consider what impact the characters' actions may have on the theme. How do the characters' actions lead to the theme?</li> </ul>

Text-Dependent/Text-Specific Questions (Sample)

- How do the characters' actions lead to the theme? Be specific and use evidence from the text.

Daily Writing Practice

Routine Writing as detailed above.

### Week 7

**Instructional Focus****Reading: Literature**

- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.

**Language**

- 9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.

**Speaking & Listening**

- 9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**Writing**

- 9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.
- A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.
- B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and



varied transitions.

C. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

D. Provide a concluding statement or section that follows from and supports the information or explanation presented.

E. Use appropriate formatting, graphics, and multimedia to aid comprehension.

F. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

G. Establish and maintain a formal style and objective tone.

Lesson 6	Instructional Plan
<p><u>High Quality Text(s):</u>  <b><i>Antigone</i> by Sophocles (Textbook page 814)</b></p> <p><b>Hundreds Arrested in Protest over shootings by Police--</b>  <a href="http://www.cnn.com/2016/07/10/us/black-lives-matter-protests/">http://www.cnn.com/2016/07/10/us/black-lives-matter-protests/</a></p> <p><b>All supplemental texts can be found <a href="#">Here</a> .</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>Copies of Supplemental Article</li> <li>Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> How do the characters' experiences lead to conflict and the development of the theme?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> <li>Read and discuss informational text to explore themes similar to the play. (9-10.RL.IK1.7)</li> </ul> <p><u>Agenda</u></p> <p><b>Build Relevance</b></p> <ul style="list-style-type: none"> <li>Review anticipation guide from the first part. Allow students to revisit their response and answers and discuss any changes.</li> <li>Review <i>Antigone</i>, Part 1. Have students share their summaries with small groups and discuss any differences of opinions.</li> <li>Have students read and discuss the supplemental text (<a href="http://www.cnn.com/2016/07/10/us/black-lives-matter-protests/">http://www.cnn.com/2016/07/10/us/black-lives-matter-protests/</a>) in small group and compare the current day protest to Antigone's protest in the play.</li> <li>Sample Discussion Questions: How are the protests of the Black Lives Matter Movement similar to Antigone's protest. Should protesters be arrested/punished for going against the law? Is protesting breaking the law? Which law holds the most power (divine law or human law)?</li> <li>Preview the text.</li> <li>Introduce the literary analysis concept of Greek Tragedy as outlined on page 837.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> <li>How are the protests of the Black Lives Matter Movement similar to Antigone's protest? Use evidence from both texts to explain your answers.</li> <li>Should protesters be arrested/punished for going against the law?</li> <li>Is protesting breaking the law? Which law holds the most power (divine law or human law)? Use evidence from Antigone to support your response.</li> </ul> <p><u>Daily Writing Practice</u></p>

	After students share their summaries of part 1 with a peer, have students rewrite/revise their summaries based on peer feedback.
<b>Lesson 7</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> <b><i>Antigone</i> by Sophocles (Textbook page 814)</b></p> <p><u>Materials:</u> Literature Textbook</p>	<p><u>Guiding Question:</u> How do the characters' experiences lead to conflict and the development of the theme?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> <li>Read and analyze part 2 of the play for character actions and motivations. (9-10.RL.KID.3)</li> </ul> <p><u>Agenda</u> <b>Read Part 2</b></p> <ul style="list-style-type: none"> <li>Model reading/ think-aloud with the reading of scene 3 using the same 3-column graphic from part 1.</li> <li>Students read scene 4 to annotate and take notes (using the 3-column graphic).</li> <li>Have students read Scene 5 independently and begin using multilevel summary chart (p. 836d or 837).</li> <li>Respond to text-dependent questions. Students should share their responses in small groups for peer feedback.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> <li>What flaw does Creon reveal in his speech in lines 28-33 of scene 3? (General Understanding)</li> <li>Based on Haimon speech in scene 3, lines 55-91, what basic limitations is being described by Haimon. (General Understanding)</li> <li>What advice does Haimon give his father in lines 55-94 of scene 3? (Key Details)</li> </ul> <p><u>Daily Writing Practice</u> Have students complete the summary activity as listed above in preparation for assessment.</p>
<b>Lesson 8</b>	<b>Instructional Plan</b>

<p><u>High Quality Text(s):</u> <b><i>Antigone</i> by Sophocles (Textbook page 814)</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> How do the characters' experiences lead to conflict and the development of the theme?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> <li>Summarize and discuss part 2 of <i>Antigone</i>. (9-10.RL.KID.2)</li> </ul> <p><u>Agenda</u> <b>Summarize and Discuss the Text</b></p> <ul style="list-style-type: none"> <li>Use summary chart to summarize the reading, p. 837.</li> <li>Students discuss the key details of scenes 3-5.</li> <li>Write an objective summary of scenes 3-5.</li> <li>Respond to text-dependent questions. Students should share their responses in small group for peer feedback.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> <li>At the beginning of scene 5, Teiresias uses the word "calamity" on line 25. Based on the text, what does this word mean? (Vocabulary)</li> <li>Why does the author choose to include Teiresias's speech in scene 5, lines 10-36? What message is he trying to convey? (Author's Purpose)</li> </ul> <p><u>Daily Writing Practice</u> Students complete the summary activity as outlined in the agenda: Write an objective summary of part 2 of <i>Antigone</i>.</p>
<b>Lesson 9</b>	<b>Instructional Plan</b>

<p><u>High Quality Text(s):</u> <b><i>Antigone</i> by Sophocles (Textbook page 814)</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> How do the characters' experiences lead to conflict and the development of the theme?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> <li>Analyze and discuss the text for character and theme development. (9-10.RL.KID.2, 9-10.RL.KID.3)</li> </ul> <p><u>Agenda</u> <b>Analyze the Text for Theme</b></p> <ul style="list-style-type: none"> <li>Literary analysis: Greek Tragedy, p 859</li> <li>Graphic for character development with textual evidence (Graphic Organizer A, p. 810d).</li> <li>Graphic for theme with textual evidence, question number 5, p. 859.</li> <li>Respond to text-dependent questions. Students should share their responses in small groups for peer feedback.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> <li>What is Creon implying in line 124 of scene 3? Why does he choose to express the message in this way? What about Haimon's words in line 125? (Inference)</li> <li>Is upholding the law, Creon's only motive? Is he guided by a desire to appear strong? Use evidence from the text to support your response. (Opinion)</li> </ul> <p><u>Daily Writing Practice</u> Have students respond to the second TDQ as a quick write activity.</p>
<p><b>Lesson 10</b></p>	<p><b>Instructional Plan</b></p>

<p><u>High Quality Text(s):</u> Text name is in bold</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> How do the characters' experiences lead to conflict and the development of the theme?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> <li>Analyze theme of the play in a routine writing task. (9-10.RL.KID.2, 9-10.RL.KID.3, 9-10.W.TTP.2)</li> </ul> <p><u>Agenda</u> <b>Routine Writing</b> Students should respond to one of the following prompts. Students may need additional time outside of class to complete this particular writing assignment.</p> <ul style="list-style-type: none"> <li>Option 1: Write a brief essay in which you analyze the theme of <i>Antigone</i> and how it is conveyed through Antigone and Creon and is shaped and refined over the course of the text. Use evidence from the text to support your response.</li> <li>Option 2: In <i>Antigone</i>, Creon puts the state above family loyalty—and loses his family. Write a brief essay in which you reflect on Creon's fate. Consider the following questions: Is Creon's fate just punishment for his decisions? Was there a single right course of action for him to take? What does his fate suggest about human action in general? (p. 861)</li> </ul> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample) How do the characters' actions lead to the theme?</p> <p><u>Daily Writing Practice</u> See Routine Writing Above.</p>
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## Week 8

### Instructional Focus

#### **Reading: Literature**

- 9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.

#### **Reading: Informational Texts**

- 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.

9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.

### Language

9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Speaking & Listening

9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

### Writing

9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

A. Introduce precise claim(s).

B. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

C. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.

D. Provide a concluding statement or section that follows from and supports the argument presented.

E. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

F. Establish and maintain a formal style and objective tone.

9-10.W.PDW.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.)

9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.

## Lesson 11

## Instructional Plan

### High Quality Text(s):

“Santa Clause Meets Sophocles” p.865

### Materials:

- Literature Textbook

Guiding Question: How might a person’s experience impact their perception.

### Learning Target:

- Read, analyze, and summarize informational text to understand the text’s message. (9-10.RI.KID.2)

### Agenda

#### Reading and Analyzing a Review

- Teacher introduces the reading skill (synthesis) as outlined on page 864,
- Students read “Santa Clause Meets Sophocles” with a partner or small group.
- Students reread and paraphrase paragraph 6 of the text. (Students will use this paraphrase in analysis of the

	<p>second review)</p> <ul style="list-style-type: none"> <li>• Have students engage in accountable talk considering the author’s opinion and central idea based on the paraphrase.</li> <li>• Students write an objective summary of “Santa Clause Meets Sophocles” and share in small group to make revisions as necessary.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <ul style="list-style-type: none"> <li>• In paragraph 2 of “Santa Clause meets Sophocles,” the author describes the play as “deconstructed.” What does this suggest about the authors feelings? (General Understanding, Inferences)</li> <li>• The author uses the word baffled in the first paragraph of “Santa Clause Meets Sophocles.” What does this word mean as it is used in the text? Why does the author choose to use this word? (Vocabulary and Text Structure)</li> <li>• Based on the text, describe what the reviewer sees as favorable aspects of the production. Use specific evidence from the text. (Key Details)</li> </ul> <p><u>Daily Writing Practice</u> Students write and revise a summary of the reading as outlined above.</p>
<b>Lesson 12</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> “A ‘Prequel’ to Antigone” p. 866</p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> How might a person’s experience impact their perception.</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> <li>• Read, analyze, and summarize informational text to understand the text’s message. (9-10.RI.KID.2)</li> </ul> <p><u>Agenda</u> <b>Reading and Analyzing a Review</b></p> <ul style="list-style-type: none"> <li>• Teacher reviews the reading skill and introduces the graphic organizer, p 864.</li> <li>• Students read “A ‘Prequel’ to Antigone” with a partner or in small group.</li> <li>• Have students reread and paraphrase paragraph 3 of the text. Students discuss the similarities and differences between this paragraph and paragraph 6 of “Santa Clause Meets Sophocles. Provide students with time to write out their ideas before sharing in discussion.</li> <li>• Students write a summary of the text, “A ‘Prequel’ to Antigone” and share in small group to make revisions as necessary.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <ul style="list-style-type: none"> <li>• In “A ‘Prequel’ to Antigone” why does the author chose to begin the review with such a vivid and biased</li> </ul>

	<p>description of the key players of the production? What impact does this have on the text? (Author's Purpose)</p> <ul style="list-style-type: none"> <li>• Based on the information presented in the 3<sup>rd</sup> paragraph of "A 'Prequel' to Antigone", what inference can you make about the audience's ability to interpret to play? (Inference)</li> <li>• When you synthesize information from both reviews, what conclusions can you draw about the actors' performances? Use evidence from the texts to support your response. (Opinions, Arguments, Intertextual Connections).</li> </ul> <p><u>Daily Writing Practice</u> Students write a summary of the text as outlined above.</p>
<b>Lesson 13</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> "Watching Antigone: The Most [Blank] City in America" -- <a href="https://ums.org/2015/12/01/watching-antigone-the-most-blank-city-in-america/">https://ums.org/2015/12/01/watching-antigone-the-most-blank-city-in-america/</a></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>• Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> How might a person's experience impact their perception.</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> <li>• Read, analyze, and summarize informational text to understand the text's message. (9-10.RI.KID.2)</li> </ul> <p><u>Agenda</u> <b>Building Relevance</b></p> <ul style="list-style-type: none"> <li>• Have students work in small groups to read and discuss the "Watching Antigone: The Most [Blank] City in America" article found here <a href="https://ums.org/2015/12/01/watching-antigone-the-most-blank-city-in-america/">https://ums.org/2015/12/01/watching-antigone-the-most-blank-city-in-america/</a>. Provide students with time to process the message of the text through writing before discussion.</li> <li>• Students discuss the connections the author makes between Antigone and the city of Flint, MI. (Discussion Questions: What impact did the visual representation of Antigone have on the writer? What comparison does the writer make between the city of Thebes and Flint? Is this a reasonable comparison?)</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p> <ul style="list-style-type: none"> <li>• What impact did the visual representation of Antigone have on the writer?</li> <li>• What comparison does the writer make between the city of Thebes and Flint? Is this a reasonable comparison?</li> </ul> <p><u>Daily Writing Practice</u> Have students write out their responses to the discussion questions using textual evidence. Encourage students to even use evidence from other texts from the unit.</p>
<b>Lesson 14</b>	<b>Instructional Plan</b>



<p><u>High Quality Text(s):</u>  <b>“Santa Clause Meets Sophocles” p.865</b></p> <p><b>“A ‘Prequel’ to Antigone” p. 866</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> How might a person’s experience impact their perception.</p> <p><u>Learning Targets</u></p> <ul style="list-style-type: none"> <li>Synthesize ideas from each text in a routine writing exercise. (9-10.RI.KID.2, 9-10.W.TTP.1)</li> </ul> <p><u>Agenda</u>  <b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>Students review the message and key details of each text in discussion.</li> <li>Have students complete the synthesis chart as exemplified on instructional page 864.</li> <li>Students complete the timed writing exercise: Write a persuasive essay offering suggestions for the performance. Combine criticism and praise from the reviews, synthesizing the ideas. Then, connect those ideas to your own ideas about drama to make suggestions. Cite details from the reviews as support.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u>  N/A</p> <p><u>Daily Writing Practice</u>  Routine Writing as noted above.</p>
<b>Lesson 15</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u>  <b><i>An Enemy of the People</i> p. 870, NP</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> How do the characters’ experiences lead to conflict and the development of the theme?</p> <p><u>Learning Target:</u>  Read and analyze <i>An Enemy of the People</i> for character actions and motivations that lead to the theme. (9-10.RL.KID.2, 9-10.RL.KID.3)</p> <p><u>Agenda</u>  <b>Read the Play</b></p> <ul style="list-style-type: none"> <li>The teacher introduces theme as universal or culturally specific as outlined on page 868.</li> <li>Teacher models/think-a-loud the first section of the play. This should model how to read the text and identify details that support the themes presented in the text.</li> <li>Students read the entire text with a partner and/or individually. During, teacher should monitor and support understanding of the text by using analysis questions as outlined in the TE.</li> <li>Students begin using theme chart on page 877 of the text.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u></p>

- What problems does Dr. Stockman’s town face? Why does this create a conflict between him and the mayor? Use specific evidence from the text. (General Understanding)
- What is the mayor’s main goal with regard to the problem? What is he willing to sacrifice to achieve this goal? (Key Details)
- Based on how it is used in the text, what does the word “foisted” mean? (Vocabulary)
- Why does the author choose to have the two main characters be brothers? What impact does this have on the text? Use specific evidence from the text. (Author’s Purpose)
- On page 872, the mayor makes a statement about the doctor’s capabilities, “Once again...” What might the mayor be suggesting? (Inferences)
- What details of the issue raised by Dr. Stockman are characteristics of life in modern industrial times? Use specific evidence from the text. (Opinion)
- Is the mayor’s main goal a result of him being realistic or immoral? Use evidence from the text. (Opinion)

Daily Writing Practice

For homework or as an exit ticket, have students summarize the play, highlighting the major themes of the play using textual evidence. Also ask that students discuss the universal themes in both *An Enemy of the People* and *Antigone*.

## Week 9

### Instructional Focus

#### **Reading: Literature**

- 9-10.RL.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.
- 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.
- 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.

#### **Reading: Informational Text**

- 9-10.RI.KID.1 Analyze what the text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
- 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.

#### **Language**

- 9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.
- 9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing,

use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

### Speaking & Listening

9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th - 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

### Writing

9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.

A. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.

B. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.

C. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

D. Provide a concluding statement or section that follows from and supports the information or explanation presented.

E. Use appropriate formatting, graphics, and multimedia to aid comprehension.

F. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

G. Establish and maintain a formal style and objective tone.

9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature, applying grade band 9-10 standards for reading to source material.

Lesson 16	Instructional Plan
<p><u>High Quality Text(s):</u> <b><i>An Enemy of the People</i> p. 870, NP</b></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> How do the characters' experiences lead to conflict and the development of the theme?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> <li>Read and analyze <i>An Enemy of the People</i> for character actions and motivations that lead to the theme. (9-10.RL.KID.2, 9-10.RL.KID.3)</li> </ul> <p><u>Agenda</u></p> <p><b>Analyze the Play</b></p> <ul style="list-style-type: none"> <li>Students reread the Mayor's sections (sections 7 and 9) on pages 872 and 873.</li> <li>Students paraphrase what is being said and discuss how the Mayor's words and actions might lead the reader to the theme. It might be helpful to provide students with a T-chart to use for the paraphrase.</li> <li>Students respond to the "Integration of Knowledge and Ideas" section (numbers 1-3) on page 877. Students should share their responses in small groups for peer feedback.</li> </ul>

	<ul style="list-style-type: none"> <li>Students discuss the themes, universal and specific, as presented in this play.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <ul style="list-style-type: none"> <li>Which themes are universal to both <i>Antigone</i> and <i>An Enemy of the People</i>? How does each author choose to communicate the themes?</li> <li>How are the motives of the main characters of both <i>Antigone</i> and <i>An Enemy of the People</i> similar? How do they lead to the universal themes?</li> </ul> <p><u>Daily Writing Practice</u></p> <p>In preparation for the EOU assessment, have students begin to gather evidence in support of the task prompt. The TDQ's above can be used to guide students towards collecting effective evidence.</p>
<b>Lesson 17</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> <i>An Enemy of the People</i> p. 870, NP</p> <p><b>Flint Water Crisis Fast Facts--</b> <a href="http://www.cnn.com/2016/03/04/us/flint-water-crisis-fast-facts/">http://www.cnn.com/2016/03/04/us/flint-water-crisis-fast-facts/</a></p> <p><b>Michigan Governor to Drink Flint Water for At Least a Month--</b> <a href="https://newsela.com/articles/flint-governor/id/16845/">https://newsela.com/articles/flint-governor/id/16845/</a></p> <p><b>Here's How Flint Water Crisis Happened (video, 4 m, 28 sec.)--</b> <a href="http://www.cnn.com/videos/us/2016/01/21/flint-michigan-water-crisis-ganim-dnt-ac.cnn">http://www.cnn.com/videos/us/2016/01/21/flint-michigan-water-crisis-ganim-dnt-ac.cnn</a></p> <p><u>Materials:</u></p> <ul style="list-style-type: none"> <li>Supplemental Text</li> <li>Literature Textbook</li> </ul>	<p><u>Guiding Question:</u> How do the characters' experiences lead to conflict and the development of the theme?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> <li>Students read and discuss informational texts to discuss theme presented in various formats. (9-10.RL.IK1.7)</li> </ul> <p><u>Agenda</u></p> <p><b>Build Relevance</b></p> <ul style="list-style-type: none"> <li>Students read and discuss supplemental texts and video in small groups and compare the events of the Flint water crisis to the events of the play using a Venn diagram. <i>Sample Discussion Questions:</i> 1. How are the conflicts pertaining to public safety in the play like those in the Flint water case? 2. What role does the government have in public safety? 3. Is the government at fault in either situation? 4. Is there a solution to either situation? How might personal experiences impact the reactions of both leaders (Flint Mayor and the Mayor in the play)? Provide students with the opportunity to write out their responses to the questions before discussion.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions</u> (Sample)</p> <ul style="list-style-type: none"> <li>How are the conflicts pertaining to public safety in the play like those in the Flint water case?</li> <li>What role does the government have in public safety?</li> <li>Is the government at fault in either situation?</li> <li>Is there a solution to either situation? How might personal experiences impact the reactions of both leaders (Flint Mayor and the Mayor in the play)</li> </ul>

	<p><u>Daily Writing Practice</u> Students process the information presented in the supplemental text in writing.</p>
<b>Lesson 18</b>	<b>Instructional Plan</b>
<p><u>High Quality Text(s):</u> <b><i>An Enemy of the People</i> p. 870, NP</b></p> <p><u>Materials:</u></p>	<p><u>Guiding Question:</u> How do the characters' experiences lead to conflict and the development of the theme?</p> <p><u>Learning Target:</u></p> <ul style="list-style-type: none"> <li>Analyze theme of the play in a routine writing task. (9-10.RL.KID.2, 9-10.RL.KID.3, 9-10.W.TTP.2)</li> </ul> <p><u>Agenda:</u> <b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>Students complete the timed writing activity. Students may have to spend time outside of class to complete the writing activity. Students should be able to use their writing from this activity and the writing activity from week 7 to complete the end of unit assessment.</li> <li>In an essay, discuss the theme of <i>An Enemy of the People</i> and how it is shaped and refined over the course of the text. You may consider information presented in an outside text to arrive at a theme. Use evidence from the text to support your response.</li> </ul> <p><u>Text-Dependent/Text-Specific Questions (Sample)</u> N/A</p> <p><u>Daily Writing Practice</u> Routine writing as outlined above.</p>
<b>Lesson 19</b>	<b>Instructional Plan</b>

<p><u>High Quality Text(s):</u> <b><i>An Enemy of the People</i> p. 870</b> <b><i>Antigone</i>, p. 814</b></p>	<p><u>Guiding Question:</u> How do the characters' experiences lead to conflict and the development of the theme?</p> <p><u>Learning Targets</u> <b>End-of-Unit Assessment</b></p> <p><u>Agenda</u> <b>End-of-Unit Assessment</b></p> <ul style="list-style-type: none"><li>• Students complete the end-of-unit assessment. This is an extended writing task and students may have to spend some time outside of class working this writing assignment. Students should have the opportunity to prewrite, draft, peer edit, and revise.</li><li>• Students should complete the following writing task to compare the two major works of the quarter:</li></ul> <p>Based on your reading and analysis of <i>Antigone</i> and <i>An Enemy of the People</i>, write a multi-paragraph response to the following prompt: Compare and contrast the themes expressed in <i>Antigone</i> and <i>An Enemy of the People</i>. Begin with a brief summary of each text and move into a discussion of how the themes are developed over the course of the text. Consider how the characters develop the theme. Use evidence from both texts.</p> <p>Be sure to:</p> <ul style="list-style-type: none"><li>• Closely read the prompt</li><li>• Address all elements of the prompt in your response</li><li>• Paraphrase, quote, and reference relevant evidence to support your claim</li><li>• Organize your ideas in a cohesive and coherent manner</li><li>• Maintain a formal style of writing</li><li>• Follow the conventions of standard written English.</li></ul>
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