

The Role of Relationships -- Draft

Stage 1 Desired Results

ESTABLISHED GOALS (CCSS)

--- *Emphasized standards (as all standards will be addressed in each unit)*

Reading Standards for Literature: 1-6, 9 and 10.

Reading Standards for Informational Texts: 1-10.

Writing Standards: 1-6 and 10.

Speaking and Listening Standard: 1 - 6.

Transfer

Students will be able to independently use their learning to...

Analyze a variety of textual styles and identify major themes regarding the role of relationships in literature. Students will write a eulogy for a character that develops a major theme and uses textual examples as evidence.

Meaning

UNDERSTANDINGS

Students will understand that...

- Shakespearean drama contains specific elements, structures, and language.
- Authors often try to teach, influence, and/or persuade readers.
- Relationships have roles, and they shape characters and progress the drama.
- Individuals use language to express emotional responses to issues such as love and loss.

ESSENTIAL QUESTIONS:

- How do character roles affect relationships in drama?
- How do relationships shape and progress drama?
- How does the Elizabethan language affect understanding of the culture/times?
- How do The Gettysburg Address and Marc Anthony's funeral speech compare and contrast in terms of theme and structure?
- How do modern adaptations of works compare/contrast to original texts?
- How do authors create tone to convey emotional responses to love and loss?

Acquisition

Students will know...

- The purpose of structure and detail of drama.
- How to identify theme in a drama.
- How to identify and connect allusion to the main theme in drama and poetry
- How the roles of relationships shape characters and progress drama.
- How an author's word and phrase choices impact text structure, tone, and the overall effect on the audience.

Students will be skilled at...

- Identify different roles in relationships in drama.
- Use textual evidence to write about a relationship that is present in drama or make real life connections to the 21st century.
- Analyze theme in drama.
- Convey tone in various pieces of writing and in speech through word choices and phrases.

Stage 2 – Evidence

Evaluative Criteria

Assessment Evidence

PERFORMANCE TASKS

CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS):

- Possible writing assignments:
- Compare/Contrast between original texts and modern adaptations
- Write a eulogy
 - using textual evidence to develop and explain ideas.

	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Writing Assessments dealing with theme analysis • Drama Test • Conversational Roundtables • Sticky Note Annotation
CLAIMS	<p><u>CLAIM 1</u> <u>CLAIM 2</u> <u>CLAIM 3</u> <u>CLAIM 4</u></p>
DEPTH OF KNOWLEDGE LEVELS	<p><u>DOK 1</u> <u>DOK2</u> <u>DOK 3</u> <u>DOK4</u></p>
ACHIEVEMENT LEVEL DESCRIPTORS	<p><u>ALD 1</u> <u>ALD 2</u> <u>ALD 3</u> <u>ALD 4</u></p>
Stage 3 – Learning Plan	
Summary of Possible Learning Events and Instruction	<ul style="list-style-type: none"> • WebQuest • Conversational Roundtables • Study/Reading Guides • Sticky Note Annotation • Silent Debate • Character Maps for relationship roles • Writing Workshops –relationship roles, theme, persuasive, argumentative, etc. • Word Mapping (Vocabulary) • Work with various speeches and eulogies, etc. that memorialize the dead. • Write eulogies from the perspective of various characters for the deceased. • Students review eulogies in groups in the role of historian
Materials/Resources	<p><i>Reading selections from English 10 textbooks; The Fault in Our Stars (novel); A Midsummer Nights Dream (play); Julius Caesar (play); Watership Down (novel); Lord of the Flies (novel); More to be added.</i></p>