Ohio's Learning Standards are the defacto curriculum for ELNGLISH 12 with the goal of student mastery of those Standards using multiple and varied literary/informational texts, tools, and strategies. The sequence of this older curriculum unit is NOT meant to be prescriptive. These older resources can provide multiple ideas for teaching the Standards for student mastery, but are aligned to Ohio's Learning Standards before the 2017 revisions and Ohio's State Tests. Please DO NOT adhere to the protocols of the past reflected in these older resources where each nine-week unit culminated in a writing. Instead, reading and writing should be integrated throughout ELA instruction, and not treated as isolated activities. Students should be reading and writing routinely (daily/weekly), not just reading one novel and producing one writing per quarter. Thus, feel free to pull ideas from these older resources to help students master Standards without being caught up in having to "cover" items you find in those resources. CCS strongly encourages the implementation of a Writers/Readers Workshop model for routine reading and writing instruction which you can find out more about HERE (pages 3-4) and HERE.

Contents: Grade 12 Creating and Tradition Unit

Big Questions: What is the relationship of the writer to tradition? What is the relationship between place and literature? How does literature shape or reflect society? What is the relationship of the writer to tradition? Gender roles: Should women act more like men?

Fiction (1 selection)
> from *Morte d'Arthur*

Drama (1 selection)
> *The Tragedy of Macbeth*

Historical Document (1 selection)
> from *The King James Bible*: "Psalm 23," and "The Parable of the Prodigal Son"

Nonfiction (11 selections)

Introduction to Unit 2
- o   Snapshot of the Period
- o   Historical Background
- o   Essential Questions of the Literary Period
- o   Contemporary Commentary

"The Sound of Medieval Music"   "Romance Novel Titles Reveal Reader's Desires"
"Shakespeare on Film"
Literary History: "The Elizabethan Theater," "England's First Playhouse," and "The New Globe"
"Swagger Like Us"   "Speech Before Her Troops"

Visual Texts (3 selections)
> *The Last Sleep of Arthur in Avalon* (painting by Sir Edward Burne-Jones) Ellen Terry as Lady Macbeth (photograph by Hindau and Grove)
> Poster for Orson Welles's film of *Macbeth*

Poetry (9 selections)
> Four Folk Ballads, Spenser's "Sonnet 35," Sidney's "Sonnet 39,"
> Shakespeare's "Sonnet 29," "Sonnet 116," and "Sonnet 130"

Optional Informative/Explanatory Writing: The writing assignment in the curriculum resources is the former capstone writing assignment for grade 12. You may still use this valid assignment, or replace it with informational/explanatory writing pieces of your choice.

COLUMBUS CITY SCHOOLS
ENGLISH GRADE 12

Creating and Tradition Unit				
Unit/Topics	**Periods**	**Common Core State Standards**	**Textbook/Supplemental Materials**	**Assessments/Assignments**

The Essential Question: *What is the relationship of the writer to tradition?*
1. Reading Literature; Reading Informational Text; Writing; Speaking and Listening; Language
    Essential questions
    Critical viewing: interpreting paintings
    Historical themes
    Legendary hero
    Summarization
    Analyze theme
    Inference
• Determining word meaning
• through roots
• Tragic resolution
•
•
•
•
•
•
	Week 1
	Periods: 3
		RL.11-12.1
		RL.11-12.2
		RL.11-12.3
		RL.11-12.4
		RL.11-12.5
		• **RL.11-12.10**
		• **RI.11-12.2**
		• **RI.11-12.7**
		• **W.11-12.2**
		• **W.11-12.3**
		• **W.11-12.4**
		• **W.11-12.5**
		• **W.11-12.6**
		• **W.11-12.10**
		• **SL.11-12.1**
		• **SL.11-12.6**
		• **L.11-12.1**
		• **L.11-12.2**
		• **L.11-12.3**
		• **L.11-12.4**
		• **L.11-12.5**
		• **L.11-12.6**
		•
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		•
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			Textbook (hard copy or eBook)
			Literature: The British Tradition
			• Before You Read pp. 168-169
			• *from* Morte d'Arthur pp. 184-195
			• Critical Reading Questions p. 195
			    After You Read p. 196
			    Integrated Language Skills p. 197
			Unit 1 Resources pp. 138-155
			Graphic Organizer Transparencies pp. 28-30
			
			Technology
			Interactive Digital Path
			• <u>Get Connected</u> [Video (0:47)]
			    <u>Essential Question</u> Contemporary Commentary [<u>Meet the Authors</u>: Knights of Legend and Sir Thomas Mallory]
			• <u>Literary Analysis</u>: Medieval Romances
				Reading
				• from *Morte d'Arthur* (fiction)
				
				Writing
				• Journal writing: Write about someone you know, either male or female, who observes a code of behavior.
				• In-class writing: Does the author accept or question the code of chivalry?
				• Summarize: Summarize the main ideas of the code of chivalry.
				
				Speaking and Listening
				    Small group discussion
				    Whole group discussion
				
				Language
				Vocabulary Central
				    Vocabulary
				    Games
				    Worksheets
				Grammar and Usage
				The British Tradition
				• Integrated Language Skills: French root – *droit*
				
				Assessments
				• Open-book test
				• Selection test

			• Reading Strategy: Summarizing the Essential Message/Main Idea • from *Morte d'Arthur* [audio selection:(22:09)]		• Critical reading questions • Critical thinking questions • Critical viewing • Reading check • Reading strategy **Intervention/Enrichment** • Intervention: Help students summarize the scene on page 189. Once students have summarized the scene, have them form groups of four. Students can write a script of the scene, including lines and action for the four characters. Direct students to practice performing the scene. Finally, have them perform the scene for each other. • Extend Your Learning: Ask students to research images and stories about the Holy Grail, p. 184.

The Essential Question: *What is the relationship of the writer to tradition?*
2. Reading Informational Text; Reading Literature; Writing; Speaking and Listening; Language
  • Primary sources
  • Critical thinking questions
  • Critical viewing: interpreting illustrations
  • Analyzing a sequence of events
  • Determining main idea through paraphrasing
  • Analyze style
  • Close reading
  • Determining word meaning through roots
  • Inference
  • Irony
  • Vivid word choice
	Week 1
	Periods: 2
		• **RI.11-12.1**
		• **RI.11-12.2**
		• **RI.11-12.3**
		• **RI.11-12.4**
		• **RI.11-12.5**
		• **RI.11-12.6**
		• **RI.11-12.10**
		• **RL.11-12.5**
		• **RL.11-12.6**
		• **RL.11-12.7**
		• **W.11-12.3**
		• **W.11-12.4**
		• **SL.11-12.1**
		• **SL.11-12.2**
		• **SL.11-12.3**
		• **L.11-12.1**
		• **L.11-12.2**
		• **L.11-12.3**
		• **L.11-12.4**
		• **L.11-12.5**
		• **L.11-12.6**
			Textbook (hard copy or eBook)
			Literature: The British Tradition
			• "Informational Text: Primary Sources" pp. 198- 199
			• "Twa Corbies" p. 205
			• "Lord Randall" p. 206
			• Critical Reading questions p. 206
			• "Get Up and Bar the Door" pp. 207-208
			• Critical Reading questions p. 208
			• "Barbara Allan" pp. 209-210
			• Critical Reading questions p. 210
			• "The Sound of Medieval Music" p. 211
			Unit 1 Resources pp. 156-159
			
			Technology
			Interactive Digital Path
			• "Twa Corbies"[audio selection: (1:05)]
			• "Lord Randall"[audio
					Reading
					• "Twa Corbies" (ballad)
					• "Lord Randall" (ballad)
					• "Get Up and Bar the Door" (ballad)
					• "Barbara Allan" (ballad)
					• "The Sound of Medieval Music" (nonfiction)
					
					Writing
					• Student-written ballad
					• In class writing**:** What do the events in the ballads suggest about attitudes toward love among the common folk who listened to ballads?
					
					Speaking and Listening
					• Whole class discussion
					• Panel discussion
					
					Language
					Vocabulary Central
					• Vocabulary
					• Games
					• Worksheets
					
					Assessments
					• Open-book Test
					• Selection Test
					• Critical Reading Questions

			selection: (1:28)] • "Get Up and Bar the Door''[audio selection: (2:16)] • "Barbra Allan''[audio selection: (1:38)] • Critical Reading	• Critical Viewing • Reading Check • Student-written ballad **Intervention/Enrichment** • To help students understand the dialect used in the ballads, select one and go through it line by line. As students determine the meaning of a line, write the original line on the board. Then write the meaning that students determine underneath. Then ask students to state the ballad's story in their own words. • Student pairs research the rise and fall of several recent songs to gather information on the typical life span of a song in today's music industry.
Essential Questions: *What is the relationship between place and literature? How does literature shape or reflect society? What is the relationship of the writer to tradition?* 3. Reading Informational Text; Writing; Speaking and Listening; Language • Essential questions • Historical themes • Renaissance and Reformation • Setting • Summarizing • Critical viewing: interpreting illustrations • Determining word meaning through context • Critical thinking	Week 2 Periods: 2	• **RI.11-12.1** • **RI.11-12.2** • **RI.11-12.3** • **RI.11-12.4** • **RI.11-12.5** • **RI.11-12.6** • **RI.11-12.10** • **W.11-12.2** • **W.11-12.3** • **W.11-12.4** • **W.11-12.9** • **SL.11-12.1** • **L.11-12.1** • **L.11-12.2** • **L.11-12.3** • **L.11-12.4** • **L.11-12.5** • **L.11-12.6**	**Textbook (hard copy or eBook)** *Literature: The British Tradition* • "Snapshot of the Period'' pp. 236-237 • "Historical Background'' pp. 238-239 • "Essential Questions of the Literary Period'' pp. 240-248 • "Contemporary Commentary" pp. 249-250 *Unit 2 Resources* pp. 1-6 **Technology** Interactive Digital Path • Essential Question [Essential Question Video (5:04)] • Contemporary Commentary: Meet the Author [Frank Kermode video (2:35)] • Vocabulary Central [Worksheets, games, and vocabulary flash cards]	**Reading** • "Snapshot of the Period'' (nonfiction) • "Historical Background'' (nonfiction) • "Essential Questions of the Literary Period'' (nonfiction) • "The British Tradition: Contemporary Connection'' (nonfiction) **Writing** • Journal writing: Why can people today still connect to Shakespeare's sonnets? • Journal writing: How did writers respond to and reflect problems of belief? **Speaking and Listening** • Whole class discussion • Small group discussion • Panel discussion **Language** *Vocabulary Central* • Vocabulary • Games • Worksheets **Assessments** • Critical thinking questions • Class discussions

				Intervention/Enrichment
				• Differentiated Instruction p.247: Students may benefit from creating their own Graphic Organizer to help master the three essential questions. It can consist of three boxes, with the Essential Question written at the top of each, and each stepping-stone question listed under them. • Enrichment p.246: Encourage students to do further research on the different types of religions in the United States. Have them focus their research on a single religion.
The Essential Question: *What is the relationship of the writer to tradition?* 4. Reading Literature; Reading Informational Text; Writing; Speaking and Listening; Language • Sonnet forms: Petrarchan / Shakespearian • Tone • Theme • Inference • Visual text analysis: interpreting paintings • Close reading • Context clues to determine meanings of words • Paraphrasing • Allusion • Aesthetic impact • Conjunctions	Weeks 2-3 Periods: 4	• **RL.11-12.1** • **RL.11-12.2** • **RL.11-12.3** • **RL.11-12.4** • **RL.11-12.6** • **RL.11-12.10** • **RI.11-12.3** • **RI.11-12.4** • **W.11-12.1** • **W.11-12.2** • **W.11-12.4** • **W.11-12.6** • **W.11-12.9** • **SL.11-12.1** • **SL.11-12.4** • **L.11-12.1** • **L.11-12.2** • **L.11-12.3** • **L.11-12.4**	**Textbook (hard copy or eBook)** *Literature: The British Tradition* • Before You Read p. 252 • Spenser's "Sonnet 35" p. 254 • Critical Reading questions p. 256 • Sidney's "Sonnet 31" p. 259 • Critical Reading questions p. 260 • After You Read p. 261 • Integrated Language Skills pp. 262-263 *Unit 2 Resources* pp. 7-25 *Graphic Organizer Transparencies* • Graphic Organizer: Reading Strategy: Paraphrasing Poetry p. 34 • Graphic Organizer: Comparing Literary Works p. 36 *Literature: The British Tradition* • Before You Read p. 272 • "William Shakespeare" p. 273 • Shakespeare's "Sonnet 29" and "Sonnet 116" pp. 275-276	**Reading** • Spenser's "Sonnet 35" (poetry) • Sidney's "Sonnet 31" (poetry) • "William Shakespeare" (nonfiction) • Shakespeare's "Sonnet 29," "Sonnet 116," "Sonnet 130" (poetry) • "The Mystery of the Sonnets" (nonfiction) **Writing** • Reader's Journal: vocabulary, answers to text dependent questions and discussion questions, reflective writing pieces • Students use graphic organizers to chart sonnet images and record inferences pertaining to the images • "How to" manual for sonnet development and creation p. 262 • Reflection: To what "perfect" things do songwriters compare their loves today? **Speaking and Listening** • Whole group discussion • Small group discussion **Language** *Vocabulary Central* • Vocabulary • Games • Worksheets *Grammar and Usage* • Subordinating conjunctions

			• Critical Reading questions p. 276 • "The Mystery of the Sonnets" p. 277 • Shakespeare's "Sonnet 130'' p. 278 • Critical Reading questions p. 278 • After You Read p. 279 *Unit 2 Resources* pp. 44-61 *Graphic Organizer Transparencies* • Graphic Organizer: Analyzing Text Structure pp. 43-45 *Writing and Grammar* • Conjunctions-Chapter 17, Sec. 4, pp. 397-399 **Technology** Interactive Digital Path • <u>Get Connected</u> [Video (0:50)] • <u>Essential Question</u> • <u>Literary Analysis:</u> Sonnet Sequence: Petrarchan and Spenserian; Generational Conflict • <u>Reading Strategy</u>: Main Idea/Essential Message • <u>Meet the Authors</u>: Edmund Spenser and Sir Philip Sidney • <u>Background</u>: Idealized Lovers and Perfect Companions "Ah, Are You Digging on My Grave?" [Audio(1:46)] • Spenser's Sonnets on audio: Sonnet 35 (1:00) • Sidney's Sonnets on audio: Sonnet 31 (0:57) • <u>Get Connected</u> [Video (0:40)]	**Assessments** • Open-book test • Selection test • Critical reading questions • Reading check • Reading strategy • Critical viewing • Student-written sonnet **Intervention/Enrichment** • Pick a sonnet and write it on the board. Beside the original sonnet, write a paraphrased version in sentences, rather than in sonnet format. Discuss the meaning of the paraphrased version, connecting to stories, songs, or real-life experiences of students. Link each sentence to the relevant lines of the whole sonnet so students understand what the poem says. • Have students imagine that the moon, which Sidney addresses in Sonnet 31, can actually hear the poet. Have students write a sonnet that gives the moon's reply to the author. Is Sidney wrong about the moon's sadness? What or whom might the moon love?

			Shakespeare's Sonnets; Quatrain, Couplet, and Syntax • Reading Strategy: Analyzing Text Structures • Meet the Author: William Shakespeare • Shakespeare's Sonnets on audio: Sonnet 29 (1:05); Sonnet 116 (1:00); Sonnet 130 (1:08)	
Essential Question: What is the relationship of the writer to tradition? 5. Reading Literature; Reading Informational Text; Writing; Speaking and Listening; Language • Drama: Elizabethan drama; tragedy • Close reading • Text ambiguity • Paraphrase • Soliloquy • Theme development • Character development • Irony • Impact of word choices on tone • Determining word meaning through dictionary usage • Determining word meaning through context clues • Critical thinking • Identify causes and effects • Interpretation of comic relief • Analyzing text structure • Analysis archetypal images • Visual text analysis: interpreting paintings and posters	Weeks 3-6 Periods: 14	• **RL.11-12.1** • **RL.11-12.2** • **RL.11-12.3** • **RL.11-12.4** • **RL.11-12.5** • **RL.11-12.6** • **RL.11-12.7** • **RL.11-12.10** • **RI.11-12.1** • **RI.11-12.2** • **RI.11-12.3** • **RI.11-12.4** • **RI.11-12.5** • **RI.11-12.6** • **RI.11-12.7** • **RI.11-12.10** • **W.11-12.2** • **W.11-12.3** • **W.11-12.4** • **W.11-12.7** • **W.11-12.9** • **W.11-12.10** • **SL.11-12.1** • **SL.11-12.3** • **SL.11-12.6** • **L.11-12.1** • **L.11-12.2** • **L.11-12.3** • **L.11-12.4** • **L.11-12.6**	**Textbook (hard copy or eBook)** *Literature: The British Tradition* • Before You Read p. 321 • *The Tragedy of Macbeth* Act I pp. 322-339 • After You Read p. 340 • Integrated Language Skills p. 341 *Unit 2 Resources* pp. 86-105 *Graphic Organizer Transparencies* • Graphic Organizer: Literary Analysis: Elizabethan Drama pp. 54-55 **Technology** Interactive Digital Path • Get Connected [Video (0:53] • Essential Question • Pop Culture Connection • Literary Analysis: Elizabethan Drama • Reading Strategy: Analyzing Information from Text Features • *Macbeth* Act I [audio selection: (26:27)]	**Reading** • *The Tragedy of Macbeth* Act I (fiction) **Writing** • Journal: Are you superstitious? • In-class writing: How is Macbeth convinced to kill? What does this suggest about his character? • In-class writing: Does this couple have a good relationship? • Critical viewing p.335 of text: What has the costume designer tried to communicate with the outfit made for Ellen Terry? **Speaking and Listening** • Choral reading • Reader's theater • Whole class discussion • Small group discussion • Audio selection **Language** *Vocabulary Central* • Vocabulary • Games • Worksheets *Grammar and Usage* • Denotations and connotations of political words **Assessments** • Open-book test • Selection test • Graphic organizers

				• Characterization worksheets • Interpreting soliloquys activity • Critical reading questions • Reading check • Critical viewing **Intervention/Enrichment** • To help students understand the role of soliloquies, show them Literary Analysis Graphic Organizer A. The partially filled sample will model how to interpret the details of a soliloquy to understand a character. • Have pairs or groups of students choose a deposed historical leader and research the events that led to that leader being overthrown.
			*********************** *** Textbook (hard copy or eBook)** *Literature: The British Tradition* • Before You Read p. 342 • *The Tragedy of Macbeth* Act II pp. 343-355 • Critical Commentary: Thomas DeQuincey pp. 356-357 • After You Read p. 358 • Integrated Language Skills p. 359 *Unit 2 Resources* pp. 106-123 *Graphic Organizer Transparencies* • Graphic Organizer: Reading Strategy: Analyzing Clarity of Meaning pp. 56-57 • Graphic Organizer: Literary Analysis: Blank Verse pp. 58-59 **Technology** Interactive Digital Path • <u>Literary Analysis</u>: Blank Verse • <u>Reading Strategy</u>: Clarity of Meaning	** **Reading** • *The Tragedy of Macbeth* Act II (fiction) **Writing** • In-class writing: Analyze examples of verbal and situational irony pertaining to the Macbeths' reactions to the king's death. • In-class writing: How does the imagery relating to blood and water in Macbeth's lines contrast with those of Lady Macbeth? • Interpretive drawing: Students interpret Macbeth's soliloquy by drawing stick figures and symbols to represent his thoughts as he prepares to kill the king. • Graphic organizer: Students record and analyze quotes that reveal the Macbeths' reactions to the crime. **Speaking and Listening** • Choral reading • Whole class discussion • Small group discussion • Audio selection **Language** *Vocabulary Central* • Vocabulary • Games • Worksheets

			• *Macbeth* Act II [audio selection:(18:01)] • Critical Commentary: Thomas DeQuincey	*Grammar and Usage* • Word analysis: Latin word root "voc.'' **Assessments** • Open-book test • Selection test • Characterization worksheets • Interpreting soliloquys activity • Critical reading questions • Reading check • Critical viewing **Intervention/Enrichment** • Analyze the interaction between blank verse lines and sentences by following sentences past line endings. Use the chart featured on p.342 of the text. • Students research ways in which police officers prepare psychological profiles of criminals. Have them use the results to prepare a psychological profile of Macbeth and Lady Macbeth.
			************************ *** Textbook (hard copy or eBook)** *Literature: The British Tradition* • Before You Read p. 360 • *The Tragedy of Macbeth* Act III pp. 361-375 • After You Read p. 376 • Integrated Language Skills p. 377 *Unit 2 Resources* pp. 130-147 *Graphic Organizer Transparencies* • Graphic Organizer: Reading Strategy: Identifying cause/effect relationships pp. 60-61 • Graphic Organizer: Literary Analysis: Conflict and Irony pp. 62-63	** **Reading** • *The Tragedy of Macbeth* Act III (fiction) **Writing** • Paraphrasing activity scene i: Pairs paraphrase two of Macbeth's arguments for killing Banquo. • In-class writing: Has the Macbeths' relationship changed? Are their behaviors in Act III consistent with their behavior in the previous acts? **Speaking and Listening** • Choral reading • Reader's theater • Whole class discussion • Small group discussion • Audio selection **Language** *Vocabulary Central* • Vocabulary • Games

			Technology	• Worksheets
			Interactive Digital Path	*Grammar and Usage*
			• <u>Literary Analysis</u>: Conflict	• Vocabulary: context clues
			• <u>Reading Strategy</u>: identify cause/effect relationships	**Assessments**
			• *Macbeth* Act III [audio selection: (24:25)]	• Open-book test
				• Selection test
				• Characterization worksheets
				• Interpreting soliloquys activity
				• Critical reading questions
				• Reading check
				• Critical viewing
				Intervention/Enrichment
				• Students use a graphic organizer such as the one on p.360 of the text to identify cause-and-effect relationships.
			**********************	• Students analyze themes and symbols by researching another author and his or her use of ghosts. They can then compare that author's use of ghosts with Shakespeare's.
			* Textbook (hard copy or eBook)	**
			Literature: The British Tradition	**Reading**
			• Before You Read p 378	• *The Tragedy of Macbeth* Act IV (fiction)
			• *The Tragedy of Macbeth* Act IV pp. 379-396	**Writing**
			• After You Read p. 397	• Journal: What are the three predictions of the witches?
			• Integrated Language Skills p. 398	• In-class writing: How does Malcolm test Macduff?
			Unit 2 Resources pp. 148-165	• Graphic organizer: Students complete chart analyzing how imagery related to blood, babies, and children reinforces the themes of the disruption of the natural order and appearances may be deceiving. The chart is located in the *All-in-One Workbook*, p. 87.
			Graphic Organizer Transparencies	
			• Graphic Organizer: Reading Strategy: Analyzing Text Structures pp. 64-65	
			• Graphic Organizer: Reading Strategy: Imagery pp. 66-67	**Speaking and Listening**
				• Choral reading
				• Reader's theater
				• Whole class discussion
				• Small group discussion
			Technology	• Audio selection
			Interactive Digital Path	

			• <u>Literary Analysis</u>: Imagery • <u>Reading Strategy</u>: Analyzing Text Structures • *Macbeth* Act IV [audio selection: (26:18)] • Critical Commentary: Ian Johnston	**Language** *Vocabulary Central* • Vocabulary • Games • Worksheets *Grammar and Usage* • Interpreting analogies **Assessments** • Open-book test • Selection test • Characterization worksheets • Graphic organizers • Critical reading questions • Reading check • Critical viewing **Intervention/Enrichment** • To help students connect words with emotions, have them listen to scene iii on audiotape and then discuss how images, events, and emotions build on or contribute to each other. • Students choose a scene from Act IV, and then select music to accompany the action. They explain why the music highlights or underscores the actions or emotions of the scene for which it was selected.
			*********************** **Textbook (hard copy or eBook)** *Literature: The British Tradition* • Before You Read p. 400 • *The Tragedy of Macbeth* Act V pp. 401-415 • After You Read p. 416 • Integrated Language Skills p. 417 *Unit 2 Resources* pp. 166-184 *Graphic Organizer Transparencies* • Graphic Organizer: Relating work to major themes and issues of the period pp. 68-69 • Graphic Organizer	** **Reading** • *The Tragedy of Macbeth* Act V (fiction) **Writing** • Journal: Did Macduff make the right choice? • Students rewrite a scene using a contemporary setting and dialogue. • Students write a poem in iambic pentameter that describes the emotional upheavals surrounding an event of the play or the inner thoughts of one of the characters during a time of stress. • Essay prompt: Compare Macbeth's trust in the witches' predictions with contemporary people relying on psychics in times of economic turbulence. Students research articles, such as "Love, Jobs & 401(k) s" published in *The New*

			Literary Analysis: Shakespearean Tragedy pp. 70-71 **Technology** Interactive Digital Path • Literary Analysis: Shakespearean Tragedy • Reading Strategy: Relate work to major themes and issues of the period • *Macbeth* Act V [audio selection: (19:49)]	*York Times* on November 23, 2008, which features stock traders relying on psychics for tips. Evaluate the effect of the supernatural on Macbeth's behavior and what one could infer that it shows about the views of the time period. What does a belief in psychics or the supernatural reveal about contemporary human behavior and beliefs? • Essay prompt: In *Literature: The British Tradition* p.418: In an analytical essay, evaluate Greenblatt's commentary. Do you agree that Macbeth dreads the earthly consequences of his actions more than he dreads the fate of his soul—or do you think the opposite is true? **Speaking and Listening** • Choral reading • Reader's theater • Whole class discussion • Small group discussion • Audio selection **Language** *Vocabulary Central* • Vocabulary • Games • Worksheets *Grammar and Usage* • Adjective and adverb clauses **Assessments** • Open-book test • Selection test • Characterization worksheets • Critical reading questions • Reading check • Reflective essay • Informational essay **Intervention/Enrichment** • The action of the final battle may be confusing. To clarify the sequence of events, have students outline what happens using a three column chart to list each scene, what happens in that scene, and what characters are present.

				• Invite students to identify the father/son pairs in the play, then discuss how the plot is affected by these relationships. How would the play be different if Macbeth had an heir, if Duncan or Banquo did not, if Macbeth had not killed Macduff's son, or if Fleance had not escaped?
Essential Question: What is the relationship between place and literature? 6. Reading Informational Text; Writing; Speaking and Listening; Language • Primary source: speech • Visual text analysis: interpreting paintings • Style • Organization • Inference • Word choice • Tone • Syntax • Audience and purpose • Rhetorical analysis • Etymology study	Week 6 Periods: 1	• **RI.11-12.1** • **RI.11-12.2** • **RI.11-12.3** • **RI.11-12.4** • **RI.11-12.5** • **RI.11-12.6** • **RI.11-12.10** • **W.11-12.4** • **SL.11-12.1** • **L.11-12.1** • **L.11-12.2** • **L.11-12.3**	**Textbook (hard copy or eBook)** *Literature: The British Tradition* • Informational Text: Primary Sources pp. 282-283 • "The Story Behind The Documents" p. 284 • "Speech before Her Troops" pp. 285-287 • Critical Reading Questions p. 287	**Reading** • "The Story Behind The Documents" (nonfiction) • "Speech before Her Troops" (nonfiction) **Writing** • Critical analysis: Identify places she [Queen Elizabeth] exaggerates in her speech and evaluate if this makes her speech more or less persuasive. • Journal: If you were a soldier hearing her speech, how would you have reacted? **Speaking and Listening** • Whole group discussion • Small group discussion and presentation **Language** *Vocabulary Central* • Vocabulary • Games • Worksheets *Grammar and Usage* • Etymology Study **Assessment** • Open-book test • Selection test • Critical reading questions • Reading check **Intervention/Enrichment** • Summarize the organizational pattern by recording the main ideas in this primary document and the key facts that support these ideas. • Students conduct further investigation into life during the Elizabethan Age. What was daily life like for the subjects of Queen Elizabeth?

Essential Question: Gender roles: Should women act more like men?	Week 7 Periods: 2	• RI.11-12.1 • RI.11-12.2 • RI.11-12.3 • RI.11-12.4 • RI.11-12.5 • RI.11-12.6 • RI.11-12.10 • W.11-12.2 • W.11-12.4 • W.11-12.6 • SL.11-12.1 • L.11-12.1 • L.11-12.2 • L.11-12.3 • L.11-12.4	**Supplemental Text** *America Now*, 9th Edition • Before You Read p. 207 • "Swagger Like Us" pp. 207-210	**Reading** • "Swagger Like Us" (nonfiction)
7. Reading Informational Text; Writing; Speaking and Listening; Language • Comparing/contrasting: themes • Tone • Inference • Analogies • Textual evidence • Irony • Critical thinking • Close reading • Determining word meaning through context				**Writing** • Journal: Should women act more like men to compete in the business world? • Essay prompt: Do you think the world would be fundamentally different if women "ruled" it? **Speaking and Listening** • Whole group discussion **Language** • Words to Learn • Using a Dictionary • Responding to Words in Context **Assessment** • Critical reading questions • Persuasive essay **Intervention/Enrichment** • Identify six examples of support for her argument and label them logical or emotional. Is bias present? • Students debate whether their genders will affect their career choices and prospects. How big of a role will it play in shaping their professional lives? Will their genders give them any advantages or disadvantages?
Essential Question: *How does literature shape or reflect society?* 8. Reading Informational Text; Writing; Speaking and Listening; Language • Psalms; sermons; parables • Historical themes • Main idea • Tone • Inference • Analogies • Critical thinking • Close reading • Determining word meaning	Week 7 Days: 2	• RI.11-12.1 • RI.11-12.2 • RI.11-12.3 • RI.11-12.4 • RI.11-12.5 • RI.11-12.6 • RI.11-12.7 • RI.11-12.10 • W.11-12.2 • W.11-12.4 • W.11-12.6 • SL.11-12.1 • SL.11-12.2 • L.11-12.1	**Textbook (hard copy or eBook)** *Literature: The British Tradition* • Before You Read p. 296 • from *The King James Bible* p. 297 • "Psalm 23" p. 299 • Critical Reading questions p. 300 • *from* "Parable of the Prodigal Son" pp. 302-304 • Critical Reading questions p. 304	**Reading** • from *The King James Bible* (historical document) • "Psalm 23" (historical document) • *from* "Parable of the Prodigal Son" (historical document) **Writing** • Graphic organizer: Literary analysis of psalm, sermon, metaphor, parable, and analogy. • In-class writing: Do you think that mercy and forgiveness are more important than, less important than, or equal in importance to justice? Explain, using examples form the

through context • Determining word meaning through roots • Critical viewing: interpreting paintings		• **L.11-12.2** • **L.11-12.3** • **L.11-12.4**	• After You Read p. 305 *Unit 2 Resources* pp. 66-80 *Graphic Organizer Transparencies* • Graphic Organizer: Literary Analysis: Psalms, Sermons and Parables pp. 50-51 • Graphic Organizer: Reading Strategy: Making Inferences pp. 48-49 **Technology** Interactive Digital Path • <u>Get Connected</u> [Video (0:53] • <u>Literary Analysis</u>: Psalm, Parable, Sermon • <u>Reading Strategy</u>: • Determining Main Idea Meet the Author • from *King James Bible* Background [Video (0:51] • *King James Bible* on audio: Psalm 23 (0:52) • *from* "Parable of the Prodigal Son" on audio (3:36)	parable. **Speaking and Listening** • Whole group discussion • Small group discussion **Language** *Vocabulary Central* • Vocabulary • Games • Worksheets *Grammar and Usage* • Synonyms **Assessment** • Open-book test • Selection test • Critical reading questions • Reading check **Intervention/Enrichment** • Identify the verses in the parable in which key events occur, one event at a time, and have students read those verses. Discuss how the verses relate to the basic story. • Students create a script for performing the tale of the prodigal son. They could do it as a dramatic reading. They could tell the tale from the different points of view, or they could script the story as is

9. Reading Literature; Reading Informational Text; Writing; Speaking and Listening; Language
 	
Writing: Informational Text
    Generating research topics
• Analyzing primary sources
• Socratic seminar
• Evaluating web and print
• sources
    Organization
• Creating/evaluating claim
• statements
	Weeks 8-9
	Days: 10
		• **RL.11-12.1**
		• **RL.11-12.2**
		• **RL.11-12.4**
		• **RI.11-12.1**
		• **RI.11-12.2**
		• **RI.11-12.3**
		• **RI.11-12.4**
		• **RI.11-12.6**
		• **W.11-12.1a-e**
		• **W.11-12.2**
		• **W.11-12.4**
		• **W.11-12.5**
		• **W.11-12.6**
		• **W.11-12.10**
		• **SL.11-12.1**
			Textbook (hard copy or eBook)
			Writing and Grammar
			• "Strategies for Generating Topics" Section 13.2
			• Chapter 13"Research: Research Paper"
			• "Gathering Details" Section 13.2
			• "Providing Elaboration" Section 12.3
			
			Internet
			Online resources to assist with instruction are available as
				Writing Portfolio Second Quarter Prompt:
				• Students construct an annotated bibliography as the first stage in the research writing process (before writing an outline and a first draft). This step will aid the students in focusing their research, evaluating their sources, and comprehending the information they collect; moreover, the annotated bibliography should make it easier for students develop a research outline from which to begin drafting their essay.
				
				Reading
				• Ethics Case Studies
				• Universal Declaration of Human Rights
				• Richard Nixon's resignation letter

•		•		
•		•		
• MLA format • Appendix Annotated bibliography Visual text analysis: photographs • Audience and purpose		• **L.11-12.1** • **L.11-12.2** • **L.11-12.3** **L.11-12.5** **L.11-12.6**	links within this portfolio writing lesson which is located on the curriculum guide website.	• James Meredith's letter to the Registrar of the University of Mississippi • Chart showing television viewing in Washington, D.C • **Speaking and Listening** • Whole group discussion Small group discussion and presentation Socratic Seminar • **Language** • Grammar • Usage • Punctuation Capitalization Vocabulary **Assessment** • Use the LDC rubric for informational text. **Intervention/Enrichment** • Review the definitions of the previous capstone themes. Social justice can be thought of as the view that everyone deserves equal economic, political, and social rights and opportunities. Human welfare is the provision for and the protection of human well-being, including health, happiness, security, and education. Globalization refers to the acceleration and intensification of interaction and integration among people, companies, and governments of different nations. • Review primary sources and how to analyze and use them in research. • If needed, the teacher may refer to page 303 of the *Writing and Grammar* text ("Media and Technology Skills"**)** to provide students with another option for evaluating websites. • Review the parts of an annotated bibliography.

* This guide is based on 50 minute periods and should be adjusted to fit alternative schedules.
** Standards: **RL** = Reading Literature; **RI** = Reading Information; **SL** = Speaking and Listening; **L** = Language