

Unit 3: Drama

Start day: 91

Meetings: 40 days

Skills and Concepts

Student objectives:

- Identify and explain the elements of drama in general
- Explain the structure of the plot(s) and describe the dramatic techniques the playwright uses to advance them
- Trace the development of major and minor characters and explain how characterization advances the plot or theme
- Research literary context or Shakespeare's era as referenced in *Romeo and Juliet*
- Write and support a claim utilizing the research to demonstrate understanding and analysis
- Participate in informal and formal discussions to further comprehension

Unit Summary

Students read and view Shakespeare's *Romeo and Juliet* both in class and independently. This unit will introduce students to the elements of drama and confirm their understanding of plot preparing them for the study of other dramatic works throughout high school. Students will explore and write about the historical significance of Shakespeare's work; they will comprehend the text and relate it to universal themes as they apply to their modern day lives.

Essential Questions

How do you read drama for meaning?

How do you effectively communicate through writing and speaking your understanding of drama?

What are the unique elements of drama?

Learning Progressions

Learning progressions:		
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8th Grade

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word

9th-10th Grade

- RL9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative

11th-12th Grade

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of

<p>choices on meaning and tone, including analogies or allusions to other texts.</p> <ul style="list-style-type: none"> • Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. • Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. • Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. 	<p>and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <ul style="list-style-type: none"> • RL9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. • RL9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. • RL9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of 	<p>specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <ul style="list-style-type: none"> • Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. • Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). • Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) • Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature,
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<ul style="list-style-type: none"> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. When citing evidence, eighth grade students judge what is considered strong (convincing and effective) support. Write arguments to support claims with clear reasons and relevant evidence. 	<p>Icarus).</p> <ul style="list-style-type: none"> RL9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). RL9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Students find evidence in the text that is strong (convincing) and thorough (complete, detailed) to support their analysis. W9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 	<p>including how two or more texts from the same period treat similar themes or topics.</p> <ul style="list-style-type: none"> By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by
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<ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. • Draw evidence from literary or informational texts to support analysis, reflection, and research. (show less) <ol style="list-style-type: none"> 1. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). 2. Apply grade 8 Reading standards to literary 	<ul style="list-style-type: none"> • W9-10.5 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. • W9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (show less) <ol style="list-style-type: none"> a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). 	<p>planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <ul style="list-style-type: none"> • Draw evidence from literary or informational texts to support analysis, reflection, and research. (show less) • Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). • Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in
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<p>nonfiction(e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p> <ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. 	<ul style="list-style-type: none"> SL9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 	<p>works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> <ul style="list-style-type: none"> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
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Academic Vocabulary Tier II

Drama, Tragedy, Comedy

Domain Specific Vocabulary

- The following terminology will be new to the students: Soliloquy, Monologue, Dramatic Irony, Dramatic Foil, Prologue, Tragic Flaw, Stage Directions, Act, Scene, Chorus, aside,
- The following terminology will be developed by looking at more complex examples with Shakespeare’s work: Simile, Metaphor, Hyperbole, dialogue
- The following terminology will be developed by looking at the multiple plot lines in Shakespeare’s work: Foreshadow, Plot

structure, Character motivation, Theme,

Literary Texts

Literary – *The Tragedy of Romeo and Juliet* – William Shakespeare

(optional text: *12 Angry Men*- Reginald Rose)

Informational – enotes study guides and critical guides

Film – 1968 Franco Zeffirelli version, 1996 Baz Luhrmann version, “In Search of Shakespeare” PBS Documentary

Informational Texts

Suggested Interims - Benchmarks

- Formative Assessments: exit passes, summaries, informal discussion, paraphrasing, jigsaw of key scenes, journals to connect self to text and universal themes, self-assessment on paper and writing process, compare/contrast on-demand writing task (ie: film to text/film, “Pyramus & Thisbe” to *Romeo & Juliet*, Hamlet’s soliloquy to Juliet’s Act IV soliloquy, *Midsummer Night’s Dream* to *Romeo & Juliet*)
- Summative Assessments: Quizzes per Act to assess comprehension of plot and understanding of language; outside reading work to read, view and critique drama; Outline of essay to provide feedback regarding organization and argument support; Discussion of play utilizing assessed accountable talk; argumentative essay and unit test

End of Unit Common Task

Argumentative Essay – Thesis driven with multiple sources (primary text and secondary) assessed using a common rubric

Unit Test – Multiple choice questions focusing on drama & literary terms, plot, characters and theme.

Learning Plan Instructional Strategies

1. Instructional strategies/activities –
2. Reading – repetition, close reading, use of dictionaries, small/group jigsaw, chunk the text, summarize, graphic organizers, introduce and model academic vocabulary, group reading, listening, providing context, make connections,

3. Writing – planning, research, outlining, thesis development, individual conferencing, drafting, editing, model papers and segments, writing workshop, journaling, paraphrase/summarize scenes, opinion based short responses, quote or scene analysis comparisons
4. Speaking Listening- informal daily questioning, think-pair-share, Socratic Seminar, acting

Core Shifts to be Incorporated

1. reading for meaning, compare & contrast, inductive learning, circle of knowledge, write to learn, vocabulary's CODE.

Differentiation for Struggling Learners

1. Acting out key scenes, utilizing translations (ie: *No Fear Shakespeare*, *Shakespeare Made Easy*, etc.), utilizing kinesthetic theater activities, identifying essential passage for understanding, pairing/grouping strategies

Differentiation for ELLs

Differentiation for Extension

1. Preparing a scene, looking at comparative segments of plays (ie: Hamlet's speech-vs.-Juliet's soliloquy), reading sections of *Romeo & Juliet* independently, reading additional play to extend understanding of drama (*The Laramie Project*, *The Katrina Project*).

Common Misconceptions

1. Although there is a misperception that Shakespeare isn't accessible, we know that students can successfully read and understand Shakespeare with scaffolding.

Instructional Resources

1. *Technology Integration* – [Google docs](#) to edit and provide feedback on writing, [Prezi.com](#) or [ThingLink.com](#) for construction of lessons or presentations, [enotes.com](#) to view critical analysis, [No Fear Shakespeare.sparknotes.com](#) to support translations, use of mobile technology to allow students to research in order to read for meaning, [Screencastomatic.com](#) or [Jing.com](#) to provide feedback on writing

Suggested and Required Text

