

Unit 1: Short Stories and Writing

		Standards Addressed:	Transfer Goals	Enduring Questions:	Enduring Understandings:	Knowledge and Skills				
<p>All literature is protest. Escape is a form of protest</p>		<p>Reading: R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RL.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.</p> <p>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. RL.7. 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. a. Analyze multiple interpretations of full-length works by authors who represent diverse world cultures.</p> <p>R7. 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.)</p> <p>R11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures. RL.11 Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations</p> <p>Writing: W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.</p> <p>Language: L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p>Students will be able to independently...</p> <p>Examine how human beings use escape as a form of protest.</p> <p>Express ideas in a logical, coherent, and well-informed manner</p>	<p>How does a writer use words to protest?</p> <p>What is the value of protest in our lives?</p> <p>What are the universal truths of the story?</p> <p>How do I prove myself and how do I convince you of my ideas?</p> <p>Why would you need to escape?</p> <p>What's does it mean for an escape not to be physical?</p> <p>How is what you say a reflection of you?</p> <p>How do we maximize our academic language and when is it appropriate to use?</p> <p>What's the best way to persuade?</p> <p>What's the author's intention?</p> <p>How does an author communicate his or her intention?</p> <p>What is the effectiveness of the short story as a mode of protest?</p>	<p>Writing is a form a protest</p> <p>Protest is valuable in our lives</p> <p>All literature is about the human experience</p> <p>An opinion is worthless without proof</p> <p>Not all escape is physical</p> <p>How an author writes is just as important as what he or she writes</p> <p>The more academic your language is, the more credible you are as a person</p> <p>A good writer always revisits what he or she has written.</p> <p>The best way to persuade is to use the author's words</p> <p>A good reader will have a dialogue with the text, questioning both the words on the page and the person who wrote them.</p> <p>The genre of the short story provides a "snapshot" of an idea.</p> <p>Concepts inherent in feminist and psychoanalytic critical theory</p>	<table border="1"> <thead> <tr> <th>Knowledge</th> </tr> </thead> <tbody> <tr> <td> Psychoanalytic Critical Theory Feminist Critical Theory The definitions of : protest, universal truths, themes, characterization, conflict, motivation, symbolism, imagery, connotation, denotation, tone, etc. Elements of the short story Historical context of stories Title and Author of stories Critical details (i.e., names, events, etc.) </td> </tr> <tr> <th>Skills</th> </tr> <tr> <td> Annotate Identify the elements of characterization Cite textual evidence Use language with precision Critique an author's intention Basic essay writing and revising </td> </tr> </tbody> </table>	Knowledge	Psychoanalytic Critical Theory Feminist Critical Theory The definitions of : protest, universal truths, themes, characterization, conflict, motivation, symbolism, imagery, connotation, denotation, tone, etc. Elements of the short story Historical context of stories Title and Author of stories Critical details (i.e., names, events, etc.)	Skills	Annotate Identify the elements of characterization Cite textual evidence Use language with precision Critique an author's intention Basic essay writing and revising
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Performance Tasks	Formative Assessments
<p>This performance task is meant to test students' grasp of plot, character motivation and the concepts of feminist and psychoanalytic critical theory.</p>	<p>(Short Stories) Questions Observations Socratic Seminars Class Participation</p>
<p>Goal: Create a treatment plan to help one of the three protagonists; find a healthier way to protest their reality.</p> <p>Role: You are a psychologist with one of the three protagonists as your patient.</p> <p>Audience: Your clients are the protagonist and his or her family.</p> <p>Situation: One of the protagonists has come to you with his or her story. You recognize that he or she is suffering a psychotic break with reality due to the conflict(s) he or she has experienced.</p> <p>Product: You will create a psychological profile detailing the character's break from reality in order to diagnose the problem and offer an alternative solution.</p> <p>Standards and Criteria for Success: A successful result will reflect and follow the "6-point writer's rubric."</p>	<p>Final Essay Prompt: Explain how the author uses his or her protagonist to protest and escape the social injustices of his or her day. Use relevant details from the text to support your answer.</p>

Unit 2: <i>The Scarlet Letter</i>	All literature is protest: Protest against Indoctrination	Standards Addressed:	Transfer Goals	Enduring Questions:	Enduring Understandings:	Knowledge and Skills		
		<p>Reading:</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RL.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.</p> <p>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. RL.7. 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. a. Analyze multiple interpretations of full-length works by authors who represent diverse world cultures.</p> <p>R7. 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.)</p> <p>R11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures. RL.11 Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations</p> <p>Writing:</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.</p> <p>Language:</p> <p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p>Students will be able to independently...</p> <p>Examine how institutions and communities use indoctrination</p> <p>Examine how works of literature reflect a protest against perceived injustices within the indoctrination</p> <p>Express ideas in a logical, coherent, and well-informed manner</p> <p>Conduct a close reading of a selection from a text in order to gain a deeper understanding of the text as a whole</p>	<p>How does a writer use words to protest?</p> <p>Why would you protest something your community believes in?</p> <p>What is the value of protest in our lives?</p> <p>What are the universal truths of the story?</p> <p>How do I prove myself and how do I convince you of my ideas?</p> <p>How is what you say a reflection of you?</p> <p>How do we maximize our academic language and when is it appropriate to use?</p> <p>What's the best way to persuade?</p> <p>What's the author's intention?</p> <p>How does an author communicate his or her intention?</p> <p>How do the conflicts and development of the characters reflect protest?</p>	<p>Writing is a form a protest</p> <p>All literature is about the human experience</p> <p>A community may rely on indoctrination to keep order, but that order may be unjust</p> <p>How an author writes is just as important as what he or she writes</p> <p>The more academic your language is, the more credible you are as a person</p> <p>A good writer always revisits what he or she has written.</p> <p>The best way to persuade is to use the author's words</p> <p>An opinion is worthless without proof</p> <p>A good reader will have a dialogue with the text, questioning both the words on the page and the person who wrote them.</p>	<table border="1"> <tr> <th>Knowledge</th> </tr> <tr> <td> The definitions of: protest, universal truths, themes, characterization, conflict, motivation, symbolism, imagery, connotation, denotation, tone, etc. Elements of the short story Historical context of stories Title and Author of stories Critical details (i.e., names, events, etc.) </td> </tr> <tr> <th>Skills</th> </tr> <tr> <td> Annotate Identify the elements of characterization Cite textual evidence Use language with precision Critique an author's intention Basic essay writing and revising How to go line by line to look for how the author crafted the story </td> </tr> </table>	Knowledge	The definitions of: protest, universal truths, themes, characterization, conflict, motivation, symbolism, imagery, connotation, denotation, tone, etc. Elements of the short story Historical context of stories Title and Author of stories Critical details (i.e., names, events, etc.)
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Formative Assessments

Observations
Socratic Seminars
Homework
Worksheets
Class Participation

Final Essay Prompt:

Despite its neutral denotation, Indoctrination is a word that has negative connotations. To indoctrinate is to teach a group of people to think, act, and behave in a similar fashion so as not to have independence of mind. Many institutions are known for indoctrinating including schools, prisons, political parties and religious organizations.

“All Literature is Protest” and Nathaniel Hawthorne is protesting Social and Religious Indoctrination in his novel *The Scarlet Letter*. In a well-written essay examine at least two characters and explain how these characters either support or oppose Social and Religious indoctrination?

Unit 3: <i>The Crucible</i> All literature is protest: Protest against Hysteria	Standards Addressed:	Transfer Goals	Enduring Questions:	Enduring Understandings:	Knowledge and Skills			
	<p>Reading:</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RL.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.</p> <p>R3.Analyze how and why individuals, events, and ideas develop and interact over the course of a text. RL.7.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. a. Analyze multiple interpretations of full-length works by authors who represent diverse world cultures.</p> <p>R7. 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.)</p> <p>R11.Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures. RL.11Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations</p> <p>Writing:</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W4.Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.</p> <p>Lanuage:</p> <p>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p>Students will be able to independently...</p> <p>Examine how mob-mentality and fear cause hysteria</p> <p>Examine how America has had a history of histrionics</p> <p>Express ideas in a logical, coherent, and well-informed manner</p> <p>Conduct a close reading of a selection from a text in order to gain a deeper understanding of the text as a whole</p>	<p>What is the historical setting of the story?</p> <p>What major events influence the story or the characters?</p> <p>What role do these major events have in the story or in the lives of the characters?</p> <p>What does the story reveal about the historical or cultural setting?</p> <p>What is the relationship between the story and a major historical event of that time period? (does it romanticize? does it condemn? does it satire? etc.)</p> <p>How does a writer use words to protest?</p> <p>Why would you protest something your community believes in?</p> <p>What is the value of protest in our lives?</p> <p>What are the universal truths of the story?</p> <p>How do I prove myself and how do I convince you of my ideas?</p> <p>How do we maximize our academic language and when is it appropriate to use?</p> <p>What's the author's intention?</p> <p>How does an author communicate his or her intention?</p> <p>How do the conflicts and development of the characters reflect protest?</p>	<p>Hysteria is an uncontrollable outburst of emotion or fear, often characterized by irrationality, laughter, weeping, etc</p> <p>Hysteria degrades into mob-mentality and is contagious</p> <p>All literature is about the human experience</p> <p>Hysteria may lead to an unjust persecution</p> <p>How an author writes is just as important as what he or she writes</p> <p>The more academic your language is, the more credible you are as a person</p> <p>A good writer always revisits what he or she has written.</p> <p>An opinion is worthless without proof</p> <p>A good reader will have a dialogue with the text, questioning both the words on the page and the person who wrote them.</p>	<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"> Knowledge </td> </tr> <tr> <td> The definitions of: protest, universal truths, themes, characterization, conflict, motivation, symbolism, imagery, connotation, denotation, tone, etc. Elements of a play Historical context of stories Title and Author Critical details (i.e., names, events, etc.) Hysteria Mob Mentality Scapegoating </td> </tr> <tr> <td style="text-align: center;"> Skills </td> </tr> <tr> <td> Annotate Identify the elements of characterization Cite textual evidence Use language with precision Critique an author's intention Basic essay writing and revising How to go line by line to look for how the author crafted the story </td> </tr> </table>	Knowledge	The definitions of: protest, universal truths, themes, characterization, conflict, motivation, symbolism, imagery, connotation, denotation, tone, etc. Elements of a play Historical context of stories Title and Author Critical details (i.e., names, events, etc.) Hysteria Mob Mentality Scapegoating	Skills
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Formative Assessments

Observations
Participation
Worksheets/Homework
Class Participation
Socratic Seminars

Summative Assessment/Performance Task

Multiple Choice Exam based on critical details

Goal: Write a newspaper article (with accompanying pictures!)

How do some political pundits foster hysteria? OR
How do some religious leaders foster hysteria?

Role: You are a journalist investigating reports of people fostering hysteria in the general public

Audience: Your audience is the American general public

Situation: You the New York Times' BEST investigative reporter and have recently become aware of a political pundit/religious leader who is fostering hysteria in a dangerous way.

Product: You will write a news article with pictures in order to warn the public of the dangers of falling victim to the hysteria created by one of these leaders.

Glen Beck	Pat Robertson
Bill O'Reilly	Harold Camping
Rush Limbaugh	David Koresh
Al Sharpton	Marshall Applewhite

Standards: Rubric will follow

<i>Unit 2: 12 Angry Men</i>	<i>Justice for The Outcast</i>	Standards Addressed:	Transfer Goals	Enduring Questions:	Enduring Understandings:	Knowledge and Skills		
		<p>Reading: R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RL.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.</p> <p>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. RL.7. 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. a. Analyze multiple interpretations of full-length works by authors who represent diverse world cultures.</p> <p>R7. 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.)</p> <p>R11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures. RL.11 Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations</p> <p>Writing: W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.</p> <p>Language: L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p>Students will be able to independently...</p> <p>Express the need for justice for those who are not parts of mainstream society.</p> <p>Write essays that clearly exemplify the connections between themes and conflicts in two works of literature.</p>	<p>What leads someone to become an outcast?</p> <p>What is justice?</p> <p>Why is justice important to human beings?</p> <p>What can lead to a loss of justice?</p> <p>Who should fight for justice?</p> <p>How do our personal prejudices or beliefs affect who we are and what we do?</p> <p>How do we express ourselves in a clear and concise manner?</p> <p>How can we connect the ideas of the outcast in this story with other texts we have read this year?</p> <p>How can watching a play render it as effective as reading one?</p> <p>How does our judicial system ensure fair and balanced justice?</p> <p>What are our roles as citizens?</p>	<p>Outcasts are people who have been thrown out or are somehow apart from society.</p> <p>Justice is a natural part in living in a peaceful and civilized society.</p> <p>The need for justice is the driving force behind our legal system.</p> <p>Often stories involving outcasts also involve those people facing injustices and prejudices.</p> <p>The prejudices that we hold affect how we interact with the world.</p> <p>Plays present for us an opportunity to truly see the written word come to life in a way movies based on fiction/non-fiction cannot.</p> <p>The purpose of a jury in our judicial system.</p> <p>Civil mindedness is something that makes this country great and that we should all engage in.</p>	<table border="1"> <tr> <th data-bbox="2260 175 2577 212">Knowledge</th> </tr> <tr> <td data-bbox="2260 212 2577 813"> Define outcast, justice, foreman, protest, universal truths, themes, characterization, conflict, motivation, symbolism, imagery, connotation, denotation, tone, etc. Elements of a play Title and Author of stories Critical details (i.e., names, events, etc.) </td> </tr> <tr> <th data-bbox="2260 850 2577 888">Skills</th> </tr> <tr> <td data-bbox="2260 888 2577 1482"> Connecting visual representations of literature with one's reading. Annotate Identify the elements of characterization Cite textual evidence Use language with precision Critique an author's intention Basic essay writing and revising </td> </tr> </table>	Knowledge	Define outcast, justice, foreman, protest, universal truths, themes, characterization, conflict, motivation, symbolism, imagery, connotation, denotation, tone, etc. Elements of a play Title and Author of stories Critical details (i.e., names, events, etc.)
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Summative Assessment	Formative Assessments
Final Essay Prompt: Often literature presents us with both the best humanity has to offer and the worst. Using Reginald Rose's play <i>12 Angry Men</i> and his protest against injustice write a comparative essay where you discuss the success or failure of Rose when up against another author we have read this year and the protest they have engaged in through their writing.	Test Observations Participation Worksheets/Homework Socratic Seminars

Unit 5: Merchant of Venice

Protesting Prejudice

Standards Addressed:	Transfer Goals	Enduring Questions:	Enduring Understandings:	Knowledge and Skills				
<p>Reading:</p> <p>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RL.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. R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. RL.7. 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. a. Analyze multiple interpretations of full-length works by authors who represent diverse world cultures. R7. 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.)</p> <p>R11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures. RL.11 Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations</p> <p>Writing:</p> <p>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W11. 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Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p>	<p>Students will be able to independently...</p> <p>Analyze a work of literature in order to come to an opinion about the author's intentions</p> <p>Analyze the success of an adaptation for a modern audience</p> <p>Analyze how an interpretation can change an audience's perception</p> <p>Write essays that clearly exemplify the connections between themes, conflicts, and character motivation in a work of literature.</p>	<p>What leads someone to becoming an other?</p> <p>What is justice and is it fair?</p> <p>How do socially indoctrinated prejudices create hostility?</p> <p>Is a stereotyped character perpetuating the stereotype or is the character a morality lesson for the audience?</p> <p>How do our personal prejudices or beliefs affect who we are and what we do?</p> <p>How do we express ourselves in a clear and concise manner?</p> <p>How does an adaptation highlight a change in perspective and culture?</p> <p>Why does this play still resound with modern audiences today? What makes it timeless?</p> <p>How can watching a play render it as effective as reading one?</p>	<p>The other is created as an individual is isolated, marginalized or somehow separated from the group.</p> <p>Justice is the feeling of righteousness, but it often is one-sided.</p> <p>Analysis of a stereotyped character and how the character is presented allows us to determine the purpose of a stereotype in a work of literature.</p> <p>Analyzing reactions, motivation, and eventual resolutions, helps us to create an opinion about a person's intentions.</p> <p>Prejudices are often culturally indoctrinated and may have built up in the minds of the society until they are accepted as fact.</p> <p>Themes of "the other", justice, and interpersonal relationships, are enduring themes and are a part of the human condition and so make the play a lasting piece of literature.</p> <p>Plays present for us an opportunity to truly see the written word come to life in a way movies based on fiction/non-fiction cannot.</p>	<table border="1"> <thead> <tr> <th data-bbox="2064 203 2338 235">Knowledge</th> </tr> </thead> <tbody> <tr> <td data-bbox="2064 235 2338 552"> <ul style="list-style-type: none"> • Cultural Context • Define justice, the other, anti-Semitism, usury • Venetian Jews • Venice • Marriage • Elizabethan perceptions </td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th data-bbox="2064 584 2338 617">Skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="2064 617 2338 1331"> <ul style="list-style-type: none"> • Comparative Writing • Textual Citations. • Basic Parts of an Essay. • How to form an argument. • How to explore an argument with textual details from both a visual and a text • How to analyze without personal opinion • How to evaluate the effectiveness of an adaptation in terms of use of color, stage directions, music, etc. </td> </tr> </tbody> </table>	Knowledge	<ul style="list-style-type: none"> • Cultural Context • Define justice, the other, anti-Semitism, usury • Venetian Jews • Venice • Marriage • Elizabethan perceptions 	Skills	<ul style="list-style-type: none"> • Comparative Writing • Textual Citations. • Basic Parts of an Essay. • How to form an argument. • How to explore an argument with textual details from both a visual and a text • How to analyze without personal opinion • How to evaluate the effectiveness of an adaptation in terms of use of color, stage directions, music, etc.
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Summative Assessment	Formative Assessment
<p>Research paper: Is Marriage Still Viable in Today's Society?</p> <p>All Shakespearean comedies feature a wedding. In fact, many say the only difference between a tragedy and a comedy is where the wedding happens in the story arc.</p> <p>Using informational articles approved by your teacher, answer the question "is marriage still viable in today's society?"</p>	<p>Observations Homework Class Participation Cultural Context activity Socratic Seminars</p>
<p>Final Essay Prompt: The film adaptation of a work of literature has been one of the longest used stratagems of Hollywood. Perhaps, not surprisingly, no other author's work is as widely adapted as that of William Shakespeare. Examine the latest incarnation of <i>The Merchant of Venice</i> (2004). Is Michael Radford's adaptation of <i>The Merchant of Venice</i> successful, why or why not? What major shifts, edits and/or censorship has occurred, how do these things make for a triumphant adaptation or regretful one.</p>	

Unit 6: Public Speaking	The Power of the Spoken Word	Standards Addressed:	Transfer Goals	Enduring Questions:	Enduring Understandings:	Knowledge and Skills		
		<p>Reading: R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. R7. 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.)</p> <p>Writing: W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.</p> <p>Language: L1. 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. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. L4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. L5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. L6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>Students will be able to independently...</p> <p>Express ideas in a logical, coherent, and well-informed manner using common rhetorical devices.</p> <p>Identify rhetorical devices being used in a manipulative or persuasive manner.</p> <p>Identify and apply understanding of pathos and ethos in rhetoric to become more effective communicators.</p> <p>Understand the role of an audience and how to use this understanding in preparing and presenting information.</p> <p>Identify and understand important moments in American history through analysis of famous rhetoric.</p>	<p>Why speak?</p> <p>What do good speakers sound like?</p> <p>How does a person determine if they are making sense?</p> <p>How do good speakers express their thoughts and feelings?</p> <p>What makes speakers easy to follow?</p> <p>How is spoken language different from written language?</p> <p>What is body language? Why use it?</p> <p>Why am I speaking? What am I trying to say?</p> <p>To whom am I speaking? Who will listen?</p> <p>How can I help people understand me?</p> <p>What does a good listener listen for?</p> <p>Can one hear but not listen?</p> <p>How does rhetoric capture American history?</p>	<p>Find authoritative documents to support a topic</p> <p>How to create a speech, presentations that show their awareness of both speech elements and personal appearance.</p> <p>How to identify when a speech is simply delivering information or persuading you on an argument, listen for main ideas, rhetorical devices used to manipulate/inform an audience, and speaker purpose.</p> <p>How to persuade people on an argument.</p> <p>How to be aware of audience and adjust vocabulary, demeanor, and tone for each audience you are addressing.</p> <p>How to make yourself presentable and increase your trustworthiness as a speaker through your physical appearance.</p>	<table border="1" style="width: 100%;"> <tr> <th style="text-align: center;">Knowledge</th> </tr> <tr> <td> The definitions of: rhetoric, parallelism, ethos, pathos, repetition, etc. Elements of persuasive, demonstrative, commemorative speech. 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Performance Tasks	Formative Assessments
<p>This performance task is meant to test students' grasp of rhetorical techniques, expertise in chosen genre of speech, and the concepts of effective oral and visual communication.</p>	<p>Class Participation Observations Worksheets (Rhetorica Devices/Video Clips) Socratic Seminars</p>
<p>Goal: Write and deliver a speech of your choice to your classmates.</p> <p>Role: You are an authoritative presenter on a topic of your choice.</p> <p>Audience: Your audience is comprised of peers who are not knowledgeable about this topic.</p> <p>Situation: Your English teacher has come to you for help. She desperately needs an authoritative presenter about _____ to talk to her class. Can you help her?</p> <p>Product: You will write and deliver a memorized two-three minute speech with the use of visual aides that persuades, commemorates, or demonstrates a topic of your choice.</p> <p>Standards and Criteria for Success: A successful result will reflect and follow the "Speech Rubric"</p>	