

10 Grade English Language Arts  
4<sup>th</sup> Nine Weeks Curriculum Guide  
**Week 4**

**Suggested Pacing: 3-4 Day Lesson (50 minutes or 90 minutes block sessions)**

**Essential Question(s)**

- 1. Think of effective leaders—either public figures or people whom you know. What qualities do they have in common?**
- 2. What makes a person persuasive?**
- 3. What can we learn about characters from their speech and other character’s speech?**
- 4. What insights into human nature can we gain by reading Shakespeare?**

**CCRS Standards:**

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. [RL.9-10.1]
- 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. [RL.9-10.2]
- 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. [RL.9-10.3]
- Determine the meaning of words and phrases as they are used in the text, including figurative 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). [RL.9-10.4]
- 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.
- 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).

**Learning Objectives:**

- Students will gain knowledge and understanding of the drama Julius Caesar
- Students will gain knowledge and understanding of the elements of drama and poetry
- Students will gain an appreciation for the life and works of William Shakespeare



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**Vocabulary:** What key terms will students need to know to understand?

## Key Vocabulary

- Amiss [ə mis ] adj. wrong, improper
- Battlement [bat əl mənt] n. a parapet having a series of indentations along its upper edge, used for defense
- Construe: (v) interpret
- Countenance [koun tə nəns] n. face, features
- encompass[en kum pəs] v. to form a circle around
- ere [ər] prep. before
- fawn [fo n]v. to seek notice or favor by acting in a servile manner
- infirmity [in fur mə te]n. physical weakness; feebleness
- mettle [met əl] n. spirit and courage
- Portentous (adj) ominous foreboding; of momentous significance.
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## Academic Vocabulary

- Soliloquy
- Aside
- Play
- Drama
- Tragic hero
- Rhetoric
- Persuasion
- Conflict
- Leader
- Friend
- Superstition

**Assessment Plan:** How will I assess prior knowledge? How will I know students mastered the standard? (Formative, Summative, Other Evidence):

Formative assessment suggestions include but are not limited to the following:

- ✓ Student annotations
- ✓ Student completed dialectical journals
- ✓ Self, peer, and teacher edits
- ✓ Paragraph and essay revision
- ✓ Timed writings on prompts for literature passages not previously discussed or read in class
- ✓ Checks of completed NMSI TEACHER TRAINING/LTF TEACHER TRAINING/LTF lessons
- ✓ Multiple choice practice



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- ✓ Group discussion and participation
- ✓ Literary Circles
- ✓ Graphic Organizers
- ✓ Quickwrite
- ✓ Think Pair Share
- ✓ Socratic Seminar
- ✓ Journal Reflections
- ✓ 3-2-1

Summative assessment suggestions include but are not limited to the following:

- ✓ Final drafts of paragraphs and essays
- ✓ RAFT
- ✓ Timed Annotation of literary work not previously discussed or read in class
- ✓ Unit tests on individual literary works that explore students' application of objective knowledge; this assessment type should not be limited strictly to the students' abilities to recall objective information

## **Learning Activities:**

### **Pre-Reading**

- Think of effective leaders—either public figures or people whom you know. What qualities do they have in common?
- With a partner, brainstorm a list of qualities that are often found in successful leaders. Discuss why these qualities might help one become a successful leader.
- *Optional activity:* Define the word “leader” on the chalkboard. Open discussion by asking the students to brainstorm qualities that a good leader should have. Record the responses on the board. Afterwards, ask the students to do the same for a bad leader. Record and compare the responses. Lastly, (In class or homework) have students to list five good leaders (past or present) and five bad leaders (past or present) and be prepared to defend their choices during class discussion.
- Instruct students to read to discover different characters’ reactions to Julius Caesar’s leadership
- Use an anticipation guide for the Tragedy of Julius Caesar.
- How to read a play (review and discuss helpful hints)
- Review introductory PowerPoint which provides background information on William Shakespeare and Julius Caesar.
- ✓ **Vocabulary Review:**
  - Students will be provided with a vocabulary sheet which includes the terms, part of speech, and definition.



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## **During Reading**

*Activity One (Day 1):* Teacher and students will review PowerPoint presentation and review the anticipation guide. Teachers can also preview the short video biography of William Shakespeare via Biography.com.

**<http://www.biography.com/people/william-shakespeare-9480323/videos/william-shakespeare-mini-biography-12060739685>**

*Activity Two (Day 2-4):* Students will read and annotate Act I.

- ✓ Student will read and annotate the texts for the rhetorical strategies diction, Repetition, Dialect, Ethos, Pathos, Logos, Syntax, Diction, Allusion, and Rhetorical Question.
- ✓ Students will complete a dialectical journal while reading and annotating text.
- ✓ If needed, teacher may provide students with a character chart to help the students keep with the various characters they will encounter and their specific role in the play.

## **After Lesson:**

Writing Options:

*Creative Writing:* Even today, some people believe in superstitions about the weather or animals. For example, you may have heard the saying, “Red sky at morning, sailors take warning.” Or, you may know the belief that if a groundhog sees its shadow on February 2, there will be six more weeks of winter. Create your own weather or animal superstition and explain why your superstition might seem believable.

*Expository Writing:* Look up the word *conspiracy* in a dictionary. Are there ever good reasons for conspiring to overthrow a ruler or government? Are there any good reasons for the conspiracy against Caesar? Back up your opinions with examples.

*Argumentative Writing:* Students will write a one-page essay defending whether friendship or personal principles is more important to them.

## **Lifelong Learning (Research Paper):**

**Research Equality Issues:** Much progress has been made for equality between the sexes since the late 1800s, but there are still areas of inequality in modern life. With a partner, research an area of gender inequality, such as differences in pay, women’s sports, or career advancement.

OR Teacher-Approved Topic

Students will submit an outline on their approved research topic, as well as an annotated bibliography.

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## **Materials:**

Julius Caesar  
Handouts  
Pencil/Pen  
Highlighters

## **Differentiation/Accommodations:**

- ✓ Re-Teaching
- ✓ Small Group Instruction
- ✓ Scaffolding Instruction
- ✓ Tiered Instruction
- ✓ Explicit Vocabulary
- ✓ Instruction
- ✓ Reading along with audio CD
- ✓ Differentiated projects
- ✓ Note-taking Graphic Organizers

## **Technology Integration:**

- ✓ YouTube
- ✓ Power notes CD (Holt McDougal)
- ✓ Promethean Board/flipcharts
- ✓ Edmodo.com
- ✓ Schoolrack.com
- ✓ Criterion.ets.org

## **Teacher Notes:**

The teacher should pace the lesson according to his/her allotted time and schedule.

Please ensure that you have a copy of the play Julius Caesar because it is not included in our textbook. Parallel text or modern versions are acceptable. Teachers should choose the version which best fits the needs of their students.

Because reading Shakespeare can be difficult at any grade-level, it is suggested that the students employ a variety of reading strategies: active reading, annotation, role play, and audio versions. The teacher should read some parts pausing for clarity and questions.

Teachers should use the Holt, Rhinehart and Winston (Literature textbook) and Writer's Choice (Grammar and Writing Textbooks) as main resources



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The teacher should utilize formative assessments throughout the lesson to direct instruction

The teacher should use before literacy strategies to: activate prior knowledge, preview the text skimming and scanning, set a purpose for reading and make predictions

The teacher should use during literacy strategies to: maintain an active interaction with the text, identify, analyze and construct the main idea, determine important ideas, draw conclusions, make inferences, monitor understanding, generate questions, and summarize

The teacher should use after literacy strategies to: determine main idea, draw conclusions, make inferences, monitor understanding through formative assessments, generate questions and build schemata