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10 Grade English Language Arts
4th Nine Weeks Curriculum Guide
Week 6

Suggested Pacing: 4-5 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

- bequeath [bi kwe_ th_] *v.* to give or leave (property) by a will
- decree [di kre_] *n.* decision or order issued by a court
- legacy [le_ ə se_] *n.* property bequeathed by will
- meet [me_ t] *adj.* proper
- prostrate [pros_ tra_ t] *adj.* face downward on the ground in humility, adoration, or submission
- redress [ri dres_] *v.* to correct and compensate for
- unassailable [un_ ə sa_ lə bəl] *adj.* that cannot be denied, disputed, or questioned

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
- ✓ 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



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- ✓ 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

Quick Write

- What is the most moving formal speech you have ever heard or read? Why did it make a lasting impression?
- Write a brief paragraph describing the speech and explaining why it made such an impression on you.
- How to read a play (review and discuss helpful hints)

Vocabulary Review:

- Students will be provided with a vocabulary sheet which includes the terms, part of speech, and definition.

During Reading

(Day 1-4): Students will read and annotate Act III.

- ✓ Begin to read Act II. Ask probing questions to make sure students understand what is going on in the story.
- ✓ 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.
- ✓ Students will respond to discussion questions.
- ✓ 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: (An optional speech analysis sheet has been attached)

Cooperative Groups

In your group, analyze Brutus's speech and Antony's speech according to the following devices:

- invention—advancing logical, ethical, and emotional arguments
- arrangement—the structure of the arguments
- style—the selection of original words and phrases to express the arguments

Then, as a group, decide which speech is more effective, giving your criteria for evaluation.

Writing Options, cont.

Creative Writing: As Brutus begins to explain his actions, part of the crowd goes off to hear Cassius speak. Write a formal speech for Cassius to deliver. Before you begin, review his earlier dialogue to get a sense of his speaking style. Notice how he justifies Caesar's murder to Brutus and other members of the conspiracy.

Expository Writing: Caesar's last words are "You too, Brutus?" Then Caesar must die." What do Caesar's words mean? Why do you think Caesar reacts this way when he sees Brutus with the murderers?

Argumentative Writing: Antony said, "I am no orator, as Brutus is." Take a position on the quote. Explain your response by comparing the techniques used by the two speakers to try to win the crowd to their way of thinking.

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

Student and teachers should continue to revise and edit the students 1st draft of their research paper.

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



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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

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

An optional speech analysis sheet that requires students to analyze the speech for background information, content/persuasive analysis has been included as an attachment