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10 Grade English Language Arts
4th Nine Weeks Curriculum Guide
Week 9

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
- Students will review all selections studied during the 4th nine weeks.

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

Key Vocabulary

- Apparition- n. ghost
- Chastisement-n. punishment or reprimand
- Disconsolate – adj. without cheer, hope or comfort
- Misconstrue – v. to mistaken the meaning if, misinterpret
- Repose- n. relaxation, rest
- Tarry –v. to remain in place, stay
- Tidings- n. news, information
- Augmented= v. made greater
- Entreated =v. begged; pleaded with
- Conspiracy=n.1. a group plotting a harmful act 2. a such a plot
- Resolution=n. strong determination
- Exploit=n. act or deed, especially a heroic achievement
- Imminent=adj. about to happen
- Emulation=n. old world for envy or jealousy
- 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 [ar] 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.

Academic Vocabulary

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

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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
- ✓ 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:

Final Exam Review

- Julius Caesar
- Ain't I a Woman
- What to a Slave is the Fourth of July?
- From Declaration of Sentiments of the Seneca Falls Woman's Right's Convention

Activities for Review

- Divide the students into five groups. Each group will be responsible for formulating questions about one of the plays acts. After the groups have met and written out their

questions and a separate answer sheet, have them trade questions with another group. Group members then work together to answer the questions, checking the answer sheet when they have finished.

Topics for Discussion of Julius Caesar

What is theme? (Ask students to prove or refute the following possible themes.)

- Power/disorder corrupt
- Evil action, though motivated by honesty, leads to disaster
- Bloodshed brings about more bloodshed
- An idealist in a realistic world will fail

Who is the tragic hero?

- Definition: an essentially good person who, through some weakness of character or error in judgment brings doom upon himself.
- Must discover the truth of his wrong choice and accept responsibility for his actions opposite to what really happens
- Must be a more admirable man in defeat than he was before; must gain stature through the way he meets catastrophe
- Move the audience to pity
- Tragic events happen to a person of great magnitude

Shakespeare's universality – Why is the story of Brutus still intriguing readers today?

- Discuss power and ambition. (politics, power plays, propaganda)
- If your students familiar with George Orwell's Animal Farm, discuss the concept "Power corrupts, and absolute power corrupts absolutely."

Symbolism/Chief Images

- Discuss the main elements of symbolism in the play: omens, storms, blood, fire

Drama form: comedy, farce, tragedy, melodrama

- Students will readily recognize that Julius Caesar is not a comedy or farce. Read them the following definitions of **tragedy** and **melodrama**, and let them decide into which category that play falls.
 - Tragedy- a serious play in which the protagonist fails to achieve his goals or is so overcome by the forces that are against him. The action usually ends with the protagonist's death, but in some plays he lives on, crushed in spirit and will. The protagonist suffers because he has rebelled against society or authority.
 - Melodrama- a serious play written to arouse the audience's emotions with bloodcurdling events, terrific suspense, and horrifying details. The plot often includes planned murders, defeated love and greed, and revenge. Character motivation and logical explanations are not questioned why things happen as they do. Good and evil are clearly defined in melodrama so that it is easy for the audience to identify the hero and villain.

Ideas for Projects (Julius Caesar)

1. As a research project, have students find out more about Julius Caesar and what actually happened during and shortly after his lifetime. They might then compare historical fact with Shakespeare's representation.
2. As a drama project, have groups of students enact and videotape a soliloquy or a particular scene. This should be done as an outside project, but the finished video can be shown to the class.
3. As an art/literature project, have a student(s) draw a cartoon strip depicting an important scene from the play.

Vocabulary Review:

- Divide the class into two baseball teams. Have one student from each team come up to the board to be the opposite team's scorekeeper. Each scorekeeper should draw a baseball diamond on the board with squares for the bases. The teacher asks a student on Team A to define a vocabulary word. If the student answers correctly, the scorekeeper darkens in first base. If the student answers incorrectly, the scorekeeper records an "OUT" on the board. Team A continues to answer questions until there are three outs, and as the "runners" advance bases, the scorekeeper also keeps track of the team's runs. The team with the most runs at the end of the class is the winner, provided both teams have had the same number of "ups".

Writing Options:

Write a Review of Julius Caesar: Write a review of *Julius Caesar*, discussing the play's strengths and weaknesses. How well did Shakespeare organize his plot? Are the characters vivid and believable? Is the dialogue interesting? Support your analysis with quotations from the play and references to specific scenes.

Persuasive Letter:

- Antony calls Brutus "the noblest Roman of them all." Decide what qualities or behavior makes a person noble. (You may start with a dictionary definition.) Then apply your definition to Brutus, Cassius, and Caesar. Which of the three men do you consider the noblest? Why? Explain your decision in a report at least one page long?
- Review the speeches given by Elizabeth Stanton, Fredrick Douglass, and Sojourner Truth. Discuss the purpose and claim made in each. Compare and contrast the strategies used in each. How did the differing strategies strengthen each person claim? How does the speech given by Mark Antony at Caesar's funeral compare and contrast to those given by the speakers listed above?



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Creative Writing: Suppose the attempt on Caesar's life failed. Invent a new conclusion to the play Julius Caesar that shows what might have happened if Caesar had survived the attack at the Forum. Go back in to the play as far as necessary to create a different ending. Write your new ending in play form.

Extension Activity (options):

- A book cover should invite you to read the book. Design your own cover for *Julius Caesar*. Discuss what type of reader will find it appealing.

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 will submit their final draft of their research paper.

Materials:

Julius Caesar

Ain't I a Woman

What to a Slave is the Fourth of July?

From Declaration of Sentiments of the Seneca Falls Woman's Right's Convention

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