

Paramount Unified School District  
Educational Services



***English Language Arts 4  
Curriculum Guide  
Unit 2  
2016-2017***



**Unit Focus: The Struggle Between Fate and Choice**

Standards	Transfer Goals		
<p><b><u>Reading Literature</u></b></p> <p><b>RL.1</b> 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.</p> <p><b>RL.2</b> 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.</p> <p><b>RL.3</b> analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (including how the characters/archetypes are introduced and developed).</p> <p><b>RL.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of 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> <p><b>RL.7</b> 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.</p>	<p><b><u>Understandings</u></b></p> <p><i>Students will understand ...</i></p> <ul style="list-style-type: none"> <li>• How authors use characters to convey or develop themes/central ideas and pose philosophical questions.</li> <li>• How to analyze the impact of specific words choices on meaning and tone, including words with multiple meanings in different texts.</li> <li>• How to recognize ambiguity of theme.</li> <li>• How to analyze different interpretations of the same story and evaluate their similarities and differences.</li> <li>• How themes in literature can be universal and timeless.</li> <li>• How take a stand and formulate and present a coherent argument.</li> </ul>	<p><b><u>Essential Questions</u></b></p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How do author’s use characterization to develop themes/central ideas and to illustrate philosophical views?</li> <li>• How does the author’s choice of specific words impact meaning, tone, etc.?</li> <li>• How do authors incorporate ambiguity that allows for multiple interpretations of a text?</li> <li>• How can interpretations of the same text be profoundly different yet maintain core similarities?</li> <li>• How are themes in literature universal and timeless?</li> <li>• How can textual evidence be used to formulate and support an argument?</li> </ul>	<p><b><u>Resources</u></b></p> <p><b><u>Anchor Text</u></b></p> <ul style="list-style-type: none"> <li>• Hamlet</li> </ul> <p><b><u>Literary</u></b></p> <ul style="list-style-type: none"> <li>• <b>Sonnets</b> 29 Pg. 279 73 pg. 282 116 pg. 283 130 pg. 284 Amoretti LXXV: One Day I Wrote her Name</li> </ul> <p><b><u>Informational</u></b></p> <ul style="list-style-type: none"> <li>• Article from the New York Times Payback Time: Why Revenge Taste So Sweet</li> <li>• Pg 238 The Renaissance for background information</li> </ul> <p><b><u>Nonprint</u></b></p> <ul style="list-style-type: none"> <li>• Ophelia art work</li> <li>• Film clips from multiple versions of Hamlet</li> <li>• Lion King</li> <li>• Simpsons version</li> </ul>

## **Reading Informational Text**

RI.1 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.

RI.11-12.2 Determine two or more 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 provide a complex analysis; provide an objective summary of the text

RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

## **Writing**

W.1 write arguments to support claims in an analysis topics or texts, using valid reasoning and relevant and sufficient evidence, including a,c,d,e.

W.4,5,7,8

W.9 draw evidence from literary or informational texts to support analysis, reflection, and research.

## **Speaking and Listening**

SL.11-12.1-2, 4-5

## **Language**

L.11-12.1-6

## **Knowledge**

*Students will need to know...*

- Theme or central idea
- How theme(s) develop and build upon one another
- Author's choice on how to develop and relate elements of a story or drama
- Meanings of words/phrases (denotative/connotative) and the impact word choice has on meaning and tone
- Poetic forms (sonnets, etc)
- Point of view/speaker
- Central idea in informational text
- Figurative Language
- Tone
- Historical context
- How to analyze artistic choices and how the choices impact meaning (similarities/differences or compare/contrast)
- Author's craft: character development (characterization)
- How to write arguments to support claims
- MLA format
- Citation

## **Skills**

*Students will need to develop skill at...*

- Determining the various themes and how they are developed
- Analyzing and explaining how the author develops character in a text
- Interpreting an author's purposeful use of specific words.
- Using the poetic form as a basis for understanding the meaning.
- Communicating properly with others including a partner, to the class, and as a collaborative group
- Analyzing and explaining two or more central ideas in informational text
- Analyzing and explaining complex ideas and/or sequence of events and how they interact
- Analyzing in detail the structure of a paragraph
- Determining meaning of words and using them in writing.
- Writing an informative essay
- Writing an argumentative essay
- Conducting proper research using reliable sources, recording the results of inquiry in appropriate MLA Format.
- Creating a multimedia visual aide for presenting the results of research
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## Unit 2 Text Sequence

October 24 – January 19 (42 days)

LESSON	# OF DAYS	TEXT(S)
1	8	Hamlet (play)
2	2	Multiple Interpretations of Hamlet (nonprint video clips)
3	8	Hamlet (play)
	1	Formative assessment
4	5	Argumentative Writing Lesson
5	7	Sonnets (poetry)
	2	Written Benchmark essay
6	6	Inquiry Project Research and Presentations
7	1	Final Benchmark Review
	3	Semester Finals



**INSTRUCTIONAL SEQUENCE**

**LESSON 1: 8 DAYS  
(October 24-November 2)**

**TEXT: *Hamlet*  
(Act 1- Act 3 scene i)**

**STANDARDS:**

- RL11-12.1**
- RL11-12.2**
- RL11-12.3**
- RL11-12.4**
- W11-12.4**

**ACADEMIC**

**VOCABULARY:**

**Tier 2 (text dependent vocabulary)**

- usurp
- harbinger
- auspicious
- censure
- beguile
- canonize
- sovereignty
- antic
- pernicious
- turbulent
- affront
- pious
- insolence
- awry
- melancholy

**TEXT DESCRIPTION:** The play begins with the recent death of King Hamlet, who was Prince Hamlet's father. Following his death, the king's brother Claudius, who was the uncle of the young prince, was crowned the King of Denmark. After assuming position as the new king, Claudius married Queen Gertrude, Prince Hamlet's mother. The young prince is outraged by the actions of Claudius and vows revenge. Not long after the death of his father and marriage of his mother and uncle, the ghost of King Hamlet appears to the prince. Previously, others in the kingdom believed that the king died because of a snake bite, but the ghost reveals that the king was murdered by Claudius. Hamlet then puts on a play for Claudius that reenacts the death of the king. The play concludes with Gertrude drinking from a poisoned cup, Hamlet stabbing Claudius and Hamlet being stabbed by a poisoned blade.

**LESSON UNDERSTANDING(S):**

❖ **Unit Understandings:**

- Students will understand that it is critical to use textual evidence to support their assertions.
- Students will understand that there are two or more themes within a text and that they build upon each other.
- Students will understand how an author strategically chooses how impact the text in regards to developing the plot and characters over the course of the text and how they interact and build upon one another.
- Students will understand that the words and language of text impacts the overall meaning and tone of the text.
- Students will understand the difference between fate and choice and how it can affect the outcome of the text.

❖ **Lesson-specific Understandings:**

- Students will understand that authors use plot, characters, symbols etc. to develop two or more themes over the course of the text.
- Students will understand that the authors specifically choose how to introduce and develop characters over the course of a text.
- Students will understand that authors use particular words or phrases to affect the overall meaning and tone.
- Students will understand that authors specifically and carefully choose to structure certain parts of text to contribute to the overall meaning as well as add an aesthetic impact.
- Students will understand that the choices we make can change the course of the plot.
- Students will understand that the fate cannot be changed and can affect the plot positively or negatively.



**Tier 3 (content vocabulary)**  
Theme  
Characterization (Direct and Indirect)  
External conflict  
Internal conflict  
Antagonist  
Protagonist  
Irony  
Figurative Language  
Simile  
Metaphor  
Symbolism  
Imagery  
Soliloquy  
Aside  
Monologue  
Dialogue  
Iambic pentameter

**ESSENTIAL QUESTION(S):**

- ❖ How do authors use characterization to develop themes/central ideas and to illustrate philosophical views?
- ❖ How does the author’s choice of specific words impact the meaning and tone of a text?
- ❖ How does literature reflect human condition between fate and choice?
- ❖ Are people’s decisions dictated by their own personal choices or circumstances outside of their control?

**FOCUS QUESTION(S):**

- ❖ How can textual evidence be used to support inferences about the text?
- ❖ How does Hamlet suffer the consequences of his own choices?
- ❖ How are Hamlet’s actions pre-destined (fate)?
- ❖ How does Shakespeare’s word choice impact the overall meaning and tone in the play *Hamlet*?
- ❖ How do Hamlet and other main characters help to develop the theme(s) of the play and illustrate philosophical views?
- ❖ What universal themes does Shakespeare explore in *Hamlet*?

**LESSON OVERVIEW:** Students will read and analyze the text focusing on the author’s choice on how to develop the plot and character(s) and how they impact the theme(s) over the course of the play (RL11-12.3 and RL11-12.2). Students will determine the meaning of words and phrases and analyze how they impact the overall meaning and tone of the play (RL.4).

**READ THE TEXT:**

- ❖ Background information and discussion on the time period using teacher chosen resources or derived resources.
- ❖ Students will read all or a designated section independently of *Hamlet* Act 1 (**RL11-12.10**).
- ❖ As a class, students will reread all or part of Act 1 (with audio or with the teacher) and have a class discussion and answer basic comprehension questions (**RL11-12.10**).
- ❖ Students as a class, partners or small groups will discuss common themes of the text, language meaning, and plot development including indirect and direct characterization of characters and answer text dependent questions (**RL11-12.1, RL11-12.2, RL11-12.3, RL11-12.4**).
- ❖ Students as a class, pairs or small groups will create a thinking map to establish a relationship between either Hamlet’s personal disposition and/or the corruption of the world in general (e.g. whether it is fate or choice) (**RL11-12.1 and RL11-12.3**).
- ❖ Students will read all or a designated section independently of *Hamlet* Act 2 (**RL11-12.10**).



- ❖ As a class, students will reread all or part of Act 2 (with audio or with the teacher) and have a class discussion and answer basic comprehension questions **(RL11-12.10)**.
- ❖ Students as a class, partners or small groups will continue to discuss common themes of the text, language meaning, and plot development including indirect and direct characterization of characters and answer text dependent questions **(RL11-12.1, RL11-12.2, RL11-12.3, RL11-12.4)**.
- ❖ Students as a class, pairs or small groups will create a thinking map to establish a relationship between either Hamlet's personal disposition and/or the corruption of the world in general (e.g. whether it is fate or choice) **(RL11-12.1 and RL11-12.3)**.
- ❖ Students will read all of Hamlet's soliloquy "To Be Or Not To Be" independently in *Hamlet* Act 3 scene 1 **(RL11-12.10)**.
- ❖ As a class, students will reread the soliloquy (with audio or with the teacher) and annotate the text, discuss what he means, answer basic comprehension questions, and then higher DOK questions **(RL11-12.10)**.
- ❖ Students in partners/small groups will discuss the theme(s) of the speech, language meaning, and character development of Hamlet **(RL11-12.1, RL11-12.2, RL11-12.3, RL11-12.4)**.
- ❖ Students in pairs or small groups will create a thinking map to establish a relationship between either Hamlet's personal disposition and/or the corruption of the world in general (e.g. whether it is fate or choice) **(RL11-12.1 and RL11-12.3)**.

**UNDERSTAND THE TEXT:**

- ❖ As teachers read and go through the text with students for various close reads of the text, focus on reading and discussing specific parts of the text where there are misunderstandings, key academic vocabulary words, and important points related to the Lesson Understanding, Essential Questions, and Focus Questions. Teacher should begin by asking comprehension level (DOK 1 and 2) questions before moving on to higher-level questions.

❖ ***Text Dependent Questions***

**Act i**

1. In line 90 (pg. 41), Marcellus says something is "rotten in the state of Denmark." What does this phrase suggest?
2. What conclusions can be drawn about the conflict in Scene I? And Scene II? Use textual evidence from the text to support your assertions.
3. What is the function of the Polonius-Ophelia-Laertes family in this play? What parallels exist between their situation and that of the ruling family?



### Act II

1. What inferences can be drawn between the interaction between Hamlet and Rosencrantz and Guildenstern? How does the interaction between Hamlet and Rosencrantz and Guildenstern help to explain what's wrong with Hamlet?
2. Read Hamlet's soliloquy in Act II, scene 2, pg. 89. What is he saying and how does this set of words help to move him to action?
3. What conclusions can be drawn about Hamlet's attitude toward himself by the end of the soliloquy?
4. Read Claudius' request for Rosencrantz and Guildenstern at the beginning of Act II, scene 2. What does he want them to do to Hamlet? What conclusions can be drawn about Claudius?
5. What conclusions can be drawn about the moral implications Rosencrantz and Guildenstern face by being obedient to the King and Queen?

### Act iii

1. What is the subject of Hamlet's second soliloquy, the famous "To be Or Not to be" speech? What insight does this give the audience about Hamlet the character?
2. What is the purpose of this speech? What conclusions can be drawn about Hamlet's state of mind in this speech?

#### ❖ **Vocabulary Study**

- Students work in depth with the academic vocabulary words using a variety of methods and activities appropriate to the words chosen. **(L11-12.1, L11-12.2, L11-12.3)**

#### ❖ **Language Skills**

- Teach mini lesson on figurative language, word relationships and nuances in word meaning.
- Have students find examples of figurative language, word relationships and nuances in the play *Hamlet*. **(L11-12.5)**

#### ❖ **Thinking Map Opportunities**

- Students either as a class, in pairs or small groups will create a Tree-Map to establish a relationship between either Hamlet's personal disposition and/or the corruption of the world in general (e.g. whether it is fate or choice).
- Students can use a bubble map to describe Hamlet as a character to better understand him as a character and whether or not he is at fault or the world around in is.





	<p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>❖ Annotation of Hamlet’s soliloquies (must at least annotate “To Be Or Not To Be” Speech) and construct a response that explains Hamlet’s disposition with textual evidence to support analysis.</li> <li>❖ Write your own example of “To Be Or Not To Be” Speech that uses similar characteristics that Hamlet’s speech.</li> </ul>
<b>INSTRUCTIONAL SEQUENCE</b>	
<p><b>LESSON 2: 2 DAYS (November 3-4)</b></p> <p><b>TEXT:</b> Nonprint Video of clip of Kenneth Branagh Mel Gibson soliloquy “To Be or Not to Be” Act 3 scene 1</p> <p><b>STANDARD:</b> RL11-12.7 W11-12.1 <b>ACADEMIC</b> <b>VOCABULARY:</b> Theme Characterization (Direct and Indirect) External conflict Internal conflict Setting Symbolism Imagery Soliloquy Argument</p>	<p><b><u>TEXT DESCRIPTION:</u></b> Two different movie director’s interpretations of the famous speech “To Be or Not to Be” Soliloquy</p> <p><b><u>LESSON UNDERSTANDING(S):</u></b></p> <ul style="list-style-type: none"> <li>❖ <b>Unit Understanding:</b> Students will analyze multiple interpretations of the drama and evaluate how each version interprets the source text.</li> <li>❖ <b>Lesson-specific Understanding:</b> Students will understand that each director interprets the text source differently. Students will understand that there can be core similarities in interpretations; however vast differences. Students will understand that the setting/location can play a pivotal role in the overall meaning and tone of the interpretations.</li> </ul> <p><b><u>ESSENTIAL QUESTION(S):</u></b></p> <ul style="list-style-type: none"> <li>❖ How do directors develop the plot and the characters to impact the themes or central ideas of a play?</li> <li>❖ How does the director’s choice of using different locations for the author’s specific words and phrases impact the overall meaning and tone?</li> <li>❖ How can interpretations of the same text be profoundly different yet maintain core similarities?</li> </ul> <p><b><u>FOCUS QUESTIONS(S):</u></b></p> <ul style="list-style-type: none"> <li>❖ How does the director use Hamlet and the setting to impact the theme(s) of the play?</li> <li>❖ How do the different locations for each soliloquy impact the overall meaning and tone of the speech (e.g. how is it the same; how is it different)?</li> <li>❖ How do both interpretations of Hamlet’s soliloquy speech very different yet maintain core similarities?</li> <li>❖ Do the different interpretations of the same story affect the overall meaning/outcome of the soliloquy?</li> <li>❖ How does the source text change with the different interpretations (for the better, for the worse, etc.)?</li> </ul> <p><b><u>LESSON OVERVIEW:</u></b> Students will watch two different interpretations of the same speech and analyze/evaluate how each version (director) interprets the source (<b>RL11-12.7</b>).</p>



**READ THE TEXT:**

- ❖ Reread the speech and discuss what Hamlet is saying, the function (purpose) of the soliloquy, and students interpretation of the speech and what it means/contributes to the play. Watch one version of the speech and take notes on the tone, the posture/stance of the character, the setting, the overall feel, etc.
- ❖ Watch the second version of the speech and take notes on the tone, the posture/stance of the character, the setting, the overall feel, etc. **(RL11-12.7)**.
- ❖ After watching both versions, re-watch both speeches and have students create a Double Map and compare the similarities and differences between the two soliloquies. This can be done as a whole class, groups, partners, etc. **(RL11-12.7)**.
- ❖ Finally, have a class discussion on which actor in their mind did a better job portraying Hamlet and why according to the original text read. Why do you think the director made these choices in the portrayal of the soliloquy i.e. actor, setting, tone etc.? Furthermore, have students evaluate which actor did the best job in keeping in line to the original text and why **(SL11-12.1)**.

**UNDERSTAND THE TEXT:**

- ❖ Teachers will act as a facilitator as students watch multi interpretations of the same text. Teachers will use the lesson understandings as a guide to navigate lesson. Teacher will keep in mind the Essential Questions and making sure students are able to answer the Focus Questions by the end of the lesson. Teacher should begin by asking comprehension level (DOK 1 and 2) questions before moving on to higher-level questions.
- ❖ **Text Dependent Questions:**
  1. What effect does the setting have on the meaning of the text? How does this affect the viewers' interpretation of the text?
  2. How does the director's inclusion of a certain location/props affect the viewers' interpretation of the text?
  3. How does the actor develop over the course of the speech?
  4. What best describes the actor's conflict/point of view in this speech?
  5. What is the central idea of the speech? How does each of the actors portray the central idea similarly and differently?



	<ul style="list-style-type: none"> <li>❖ <b>Vocabulary Study</b> <ul style="list-style-type: none"> <li>• Students will incorporate content vocabulary terms in their thinking map and ticket out the door.</li> </ul> </li> <li>❖ <b>Language Study</b> <ul style="list-style-type: none"> <li>• Students will make sure to demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing <b>(L11-12.1 and L11-12.2)</b>.</li> </ul> </li> <li>❖ <b>Thinking Map Opportunities</b> <ul style="list-style-type: none"> <li>• Using a double bubble map, students will compare and contrast the similarities and differences between the two actors’ portrayal of the same text.</li> </ul> </li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>❖ Using the double bubble map, students will write a ticket out door that states who they thought did the most accurate portrayal of the text and why with specific references from each soliloquy to support their assertions <b>(L11-12.1 and L11-12.2)</b>.</li> </ul>
<b>INSTRUCTIONAL SEQUENCE</b>	
<p><b>LESSON 3: 8 DAYS (November 7-17)</b></p> <p><b>TEXT: Hamlet</b></p> <p><b>STANDARDS:</b>  <b>RL11-12.1</b>  <b>RL11-12.2</b>  <b>RL11-12.3</b>  <b>RL11-12.4</b>  <b>W11-12.1</b>  <b>W11-12.4</b></p> <p><b>ACADEMIC VOCABULARY:</b>  <b>Tier 2 (text dependent vocabulary)</b>  Discord  Kin</p>	<p><b>TEXT DESCRIPTION:</b> The play begins with the recent death of King Hamlet, who was Prince Hamlet's father. Following his death, the king's brother Claudius, who was the uncle of the young prince, was crowned the King of Denmark. After assuming position as the new king, Claudius married Queen Gertrude, Prince Hamlet's mother. The young prince is outraged by the actions of Claudius and vows revenge. Not long after the death of his father and marriage of his mother and uncle, the ghost of King Hamlet appears to the prince. Previously, others in the kingdom believed that the king died because of a snake bite, but the ghost reveals that the king was murdered by Claudius. Hamlet then puts on a play for Claudius that reenacts the death of the king. The play concludes with Gertrude drinking from a poisoned cup, Hamlet stabbing Claudius and Hamlet being stabbed by a poisoned blade.</p> <p><b>LESSON UNDERSTANDING(S):</b></p> <ul style="list-style-type: none"> <li>❖ <b>Unit Understandings:</b>  Students will understand that it is critical to use textual evidence to support their assertions.  Students will understand that there are two or more themes within a text and that they build upon each other.  Students will understand how an author strategically chooses how impact the text in regards to developing the plot and characters over the course of the text and how they interact and build upon one another.  Students will understand that the words and language of text impacts the overall meaning and tone of the text.</li> </ul>



<p>Bestial Convocation Exhort Scruple Conjecture Superfluous Impetuous Pestilence Abhor Infallible</p> <p><b>Tier 3(content vocabulary)</b></p> <p>Theme Characterization (Direct and Indirect) External conflict Internal conflict Antagonist Protagonist Irony Figurative Language Simile Metaphor Symbolism Imagery Soliloquy Aside Monologue Dialogue Iambic pentameter</p>	<p>Students will understand the difference between fate and choice and how it can affect the outcome of the text.</p> <p><b>❖Lesson-specific Understandings:</b></p> <p>Students will understand that authors use plot, characters, symbols etc. to develop two or more themes over the course of the text.</p> <p>Students will understand that the authors specifically choose how to introduce and develop characters over the course of a text.</p> <p>Students will understand that authors use particular words or phrases to affect the overall meaning and tone.</p> <p>Students will understand that authors specifically and carefully choose to structure certain parts of text to contribute to the overall meaning as well as add an aesthetic impact.</p> <p>Students will understand that the choices we make can change the course of the plot.</p> <p>Students will understand that the fate cannot be changed and can affect the plot positively or negatively.</p> <p><b><u>ESSENTIAL QUESTION(S):</u></b></p> <ul style="list-style-type: none"> <li>❖ How do authors use characterization to develop themes/central ideas and to illustrate philosophical views?</li> <li>❖ How does the author’s choice of specific words impact the meaning and tone of a text?</li> <li>❖ How does literature reflect human condition between fate and choice?</li> <li>❖ Are people’s decisions dictated by their own personal choices or circumstances outside of their control?</li> </ul> <p><b><u>FOCUS QUESTION(S):</u></b></p> <ul style="list-style-type: none"> <li>❖ How can textual evidence be used to support inferences about the text?</li> <li>❖ How does Hamlet suffer the consequences of his own choices?</li> <li>❖ How are Hamlet’s actions pre-destined (fate)?</li> <li>❖ How does Shakespeare’s word choice impact the overall meaning and tone in the play <i>Hamlet</i>?</li> <li>❖ How do Hamlet and other main characters help to develop the theme(s) of the play and illustrate philosophical views?</li> <li>❖ What universal themes does Shakespeare explore in <i>Hamlet</i>?</li> </ul> <p><b><u>LESSON OVERVIEW:</u></b> Students will read and analyze the text focusing on the author’s choice on how to develop the plot and character(s) and how they impact the theme(s) over the course of the play (RL11-12.3 and RL11-12.2). Students will determine the meaning of words and phrases and analyze how they impact the overall meaning and tone of the play (RL.4).</p>
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**READ THE TEXT:**

- ❖ Students will read all or a designated section independently of *Hamlet* the rest of Act 3 **(RL11-12.10)**.
- ❖ As a class, students will reread all or part of the rest of Act 3 (with audio or with the teacher) and have a class discussion and answer basic comprehension questions **(RL11-12.10)**.
- ❖ Students in partners/small groups will discuss common themes of the text, language meaning, and plot development including indirect and direct characterization of characters and answer text dependent questions **(RL11-12.1, RL11-12.2, RL11-12.3, RL11-12.4)**.
- ❖ Students as a class, pairs or small groups will create a thinking map to establish a relationship between either Hamlet's personal disposition and/or the corruption of the world in general **(RL11-12.1 and RL11-12.3)**.
- ❖ Students will read all or a designated section independently of *Hamlet* Act 4 **(RL11-12.10)**.
- ❖ As a class students will reread all or part of Act 4 (with audio or with the teacher) and have a class discussion and answer basic comprehension questions **(RL11-12.10)**.
- ❖ Students in partners/small groups will continue to discuss common themes of the text, language meaning, and plot development including indirect and direct characterization of characters and answer text dependent questions **(RL11-12.1, RL11-12.2, RL11-12.3, RL11-12.4)**.
- ❖ Students as a class, pairs or small groups will create a thinking map to establish a relationship between death Hamlet's personal disposition and/or the corruption of the world in general **(RL11-12.1 and RL11-12.3)**.
- ❖ Students will read all or a designated section independently of *Hamlet* Act 5 **(RL11-12.10)**.
- ❖ Students in partners/small groups will continue to discuss common themes of the text, language meaning, and plot development including indirect and direct characterization of characters and answer text dependent questions. **(RL11-12.1, RL11-12.2, RL11-12.3, RL11-12.4)**
- ❖ Students as a class, pairs or small groups will create a thinking map to establish a relationship between either Hamlet's personal disposition and/or the corruption of the world in general. **(RL11-12.1 and RL11-12.3)**

**UNDERSTAND THE TEXT:**

- ❖ As teachers read and go through the text with students for various close reads of the text, focus on reading and discussing specific parts of the text where there are misunderstandings, key academic vocabulary words, and important points related to the Lesson Understanding, Essential Questions, and Focus Questions. Teacher should begin by asking comprehension level (DOK 1 and 2) questions before moving on to higher-level questions.



❖ *Text Dependent Questions*

**Act iii**

1. What inference can be made about Hamlet's mental condition according to Rosencrantz and Guildenstern in Act III, scene 1 (pg. 93-95) and how is it different from that of Polonius?
2. What inferences can be drawn about Hamlet telling her that he never loved her? Give three possible reasons why Hamlet tells Ophelia he never loved her at line 129?
3. Why is Hamlet so cruel Ophelia, what inferences can be drawn about his behavior towards her?
4. Read Act III, scene 1 (pg. 100) where Hamlet tells Ophelia to go to a nunnery. How does that command become ironic later in that scene? What causes the change in the meaning of "nunnery"?

**Act III, scene ii**

1. What does the "play-within-a-play" reveal about the actual events in the kingdom of Denmark?
2. In what way is Hamlet's second major interaction with Rosencrantz and Guildenstern (III.ii.375-415) different from his first encounter with them?
3. Infer why Hamlet decline to take action against Claudius in III.iii?
4. What affect does Hamlet's accusation that his mother "killed the King"(Act III scene 4) have on the outcome of this scene?
5. What is the most likely reason the author had his mother respond the way she did?
6. Act III, scene 4 (pg. 142-143). What two pieces of evidence does Hamlet offer to his mother to prove that he is not insane?
7. Act III, scene iv. Based on this scene, do you think Gertrude knew about the murder?

**Act IV**

1. Infer whether if Hamlet is really mad in this play, or is merely pretending to be mad? (Find lines that support your answer.)
2. A foil is a character who is like the protagonist in some respects but who has contrasting qualities that "reflect" or illuminate the traits of the main character. Who are Hamlet's foils, and in what ways do their characters shed light on his?

**Act V**

1. How does the Shakespeare reveal Claudius' political concerns about Hamlet's murder of Polonius?
2. What inference can be made about Claudius's personality and status based on what he says about why he cannot act directly against Hamlet.



3. What inferences can be drawn about Ophelia? Does anything she say make sense? What does her madness and death symbolize about the kingdom?
4. Look at the scene with Laertes and Claudius (IV.vii). What plans do they have for Hamlet? How does this scene establish Laertes as a foil for Hamlet?
5. Infer why Hamlet less present in this act than in the previous three?

#### Act V

1. What effect does all of the clever word play and punning between the two clowns have on the play as a whole?
2. Throughout the play Hamlet has been speculating on what happens after death. How does Shakespeare use the conversation between the Gravedigger and Hamlet to add new insight to this theme?
3. Read the funeral scene at the end of Act V, scene I, paying particular attention to Queen Gertrude. Explain the irony of Gertrude's words over Ophelia's grave.
4. Review Hamlet's final words. What are the two possible meanings of this final pre-death utterance?

#### ❖ **Vocabulary Study**

- Students work in depth with the academic vocabulary words using a variety of methods and activities appropriate to the words chosen. **(L11-12.4, L11-12.5, L11-12.6)**

#### ❖ **Language skills**

- Teach mini lesson on figurative language, word relationships and nuances in word meaning.
- Have students find examples of figurative language, word relationships and nuances in the play *Hamlet*. **(L11-12.5)**

#### ❖ **Thinking Map Opportunities**

- Students will continue on their own to add to their tree map to establish a relationship between either Hamlet's personal disposition and/or the corruption of the world in general (e.g. whether it is fate or choice).
- Students can use a bubble map to describe Hamlet as a character to better understand him as a character and whether or not he is at fault or the world around in is.

#### **EXPRESS UNDERSTANDING:**

- ❖ Writing task (see lesson 4) W11-12.1



**INSTRUCTIONAL SEQUENCE**

**LESSON 4: 5 DAYS**  
**(November 18-December 1)**

**TEXT:**  
*Hamlet*

**STANDARDS:**  
**RI11-12.1**  
**RI11-12.2**  
**RI11-12.3**  
**RI11-12.4**  
**W-11-12.4**

**ACADEMIC VOCABULARY:**  
Argument  
Claim  
Counterclaim  
Rebuttal

**WRITING TASK:** *Hamlet* can be interpreted as an epic struggle between one individual and what seems to be his fate. It seems evident that Hamlet is the cause of his own tragic demise. On the other hand, on more than one occasion, Hamlet himself expresses a belief in fate beyond human control. What is "the rub" in Hamlet? Is Hamlet himself to blame? Or is Hamlet the victim of a cold fate? In a well-developed essay, take one side or the other. Meaning you either agree that Hamlet is to blame **or** you agree that Hamlet is a victim of fate. First, create a half-multi flow map that clearly develops the side that you are taking. Be sure to use factual evidence and quotations from the play to support your reasoning/argument. Also, be sure to include the counterclaim, the opposite side of your claim. Finally, close with your rebuttal and reaffirm your claim.

**LESSON UNDERSTANDING(S):**

- ❖ Writers use specific techniques to support an argument. One technique used by writers is to have a claim with valid evidence to support the claim, counterclaim, and rebuttal.

**Lesson-specific understandings:**

- ❖ In order to have a valid claim, you must have evidence (e.g. ethos, pathos, logos).
- ❖ A well-developed argument has a counterclaim that argues the other side to your claim.
- ❖ The rebuttal is used to disapprove the counterclaim and reaffirm your claim.

**ESSENTIAL QUESTION(S):**

- ❖ How does literature reflect human condition between fate and choice?
- ❖ How can textual evidence be used to formulate and support an argument?
- ❖ Are people’s decisions dictated by their own personal choices or circumstances outside of their control?

**FOCUS QUESTION(S):**

- ❖ How does the play *Hamlet* reflect the human condition between fate and choice?
- ❖ How do we properly write an argument essay?
- ❖ How do we correctly cite/quote within an essay?
- ❖ How do we properly write a counterclaim?





- ❖ How do we write a rebuttal without repeating everything we already wrote in our claim?

**LESSON OVERVIEW:** Students will write a minimum of a five paragraph argument essay. After determining which side of the argument students want to write about it, students using their tree map will create a half multi-flow map that maps out their claim with reasons/evidence and a counterclaim. Students will use factual evidence and quotations from the play to support their reasoning/argument. Also, students will include the counterclaim, the opposite side of their claim. Finally, students will close with their rebuttal and reaffirm their claim.

**PREWRITING: Multi Flow Map**

- Create a half multi flow map using your tree map from during the reading of the play *Hamlet*

**DRAFTING: Rough draft**

- Compose a rough draft

**REVISING: Revise first draft**

- Revise and edit first draft

**EDITING: Peer editing**

- Using a checklist, edit fellow peers essay

**FINAL DRAFT: Write final draft**

- Using revised draft and peer edit checklist, write final draft of the essay

**UNDERSTAND THE TEXT:**

❖ **Vocabulary Study**

- Have students incorporate content vocabulary and academic vocabulary into their argument essay (L11-12.4, L11-12.5, L11-12.6).

❖ **Language Skills**

- Have students use correct spelling, capitalization, punctuation, grammar and citation in their



argument essay (L11012.1, L11-12.2, L11-12.3).

❖ **Thinking Map Opportunities**

- Create a Half Multi Flow Map that illustrates the claim of the play *Hamlet*. Be sure to include detail reasons and evidence to that support the claim.

**INSTRUCTIONAL SEQUENCE**

**LESSON 8: 6 DAYS  
(December 2-12)**

**TEXT:**  
Poems  
Sonnets  
29 page 279  
73 page 282  
116 page 283  
130 page 284  
Amoretti LXXV: One Day I  
Wrote her Name

**STANDARDS:**  
RL11-12.1  
RL11-12.2  
RL11-12.3  
RL11-12.4

**TEXT DESCRIPTION:** Various sonnets including Shakespearean and Spenserian.

**LESSON UNDERSTANDING(S):**

❖ **Unit Understandings:**

Students will use textual evidence to support their assertions.  
Students will determine two or more themes/central ideas within a sonnet or sonnets.  
Students will determine the meaning of words and phrases used.  
Students will analyze the impact of specific word choices on the meaning and overall tone of the sonnet(s).  
Students will compare the similarities and differences between different sonnets.

❖ **Lesson-specific Understandings:**

Students will be able to apply academic vocabulary as they analyze the sonnets and determine the themes/central ideas through the development of the speaker.  
Students will understand the impact of author’s choice in words and phrases used to add to the overall meaning and tone of the sonnet(s).  
Students will understand that ambiguities allow for multiple interpretations of the same text.

**ESSENTIAL QUESTION(S):**

- ❖ How do authors use the speaker to develop the themes or central ideas of the sonnet?
- ❖ How does the author’s choice of using specific words and phrases impact the overall meaning and tone?
- ❖ How does the author incorporate ambiguities that allows for multiple interpretations of parts of the sonnet and of the entire piece?



**ACADEMIC  
VOCABULARY:**

Theme  
Figurative Language  
Simile  
Metaphor  
Symbolism  
Sonnet  
Turn  
Quatrain  
Couplet  
Stanza  
Speaker  
Tone  
Imagery  
Iambic pentameter

**FOCUS QUESTION(S):**

- ❖ How does Shakespeare or Spenser use the speaker of the sonnet to develop the theme?
- ❖ How does Shakespeare or Spenser use specific words to impact the overall meaning or tone of the sonnet?
- ❖ How can textual evidence be used to support inferences?
- ❖ How does one identify the turn in the poem?
- ❖ How does one identify the shift in the poem?
- ❖ How does the speaker demonstrate \_\_\_\_\_?

**LESSON OVERVIEW:** Students will analyze different sonnets focusing on the individual sonnet theme(s) and their common themes, the structure of the sonnets, and literary elements used to help develop the central theme/idea (**RL11-12.2 and RL11-12.5**). Students will determine the meaning of words and phrases and analyze how they impact the overall meaning and tone of the sonnet (**RL11-12.4**). Be sure to read at least one Shakespearean and one Spenserian sonnet.

**READ THE TEXT:**

- ❖ Review key academic vocabulary terms.
- ❖ Read and annotate sonnet and answer basic comprehension questions.
- ❖ Reread sonnet and analyze further answering text dependent questions and class discussion.
- ❖ Read a different sonnet and annotate sonnet and answer basic comprehension questions.
- ❖ Reread sonnet and analyze further answering text dependent questions and class discussion.
- ❖ Using a double bubble map, compare and contrast the similarities and differences of each sonnet.

**UNDERSTAND THE TEXT:**

- ❖ As teachers read and go through the text with students for various close reads of the text, focus on at least two different types of sonnets (Shakespeare and Spenser). Focus on reading specific parts of the text where there are misunderstandings, key academic vocabulary words, and important points related to the Lesson Understanding, Essential Questions, and Focus Questions. Teacher should begin by asking comprehension level (DOK1 and 2) questions before moving on to higher questions.

❖ ***Text-Dependent Questions***

Sonnet 116 by William Shakespeare

1. What metaphors in this sonnet describe the steadiness of love?



2. Who is the speaker of the poem?
3. Where does the speaker define love by what it is not and by what it does not do?
4. How is time personified in this poem?
5. Where does the turn in this sonnet take place?
6. How do you think the speaker's voice might change as he speaks this line after the turn?
7. What single quality of true love does this sonnet emphasize?
8. What is one possible theme of the poem?
9. What literary devices are used to help create the theme of the poem?

Amoretti LXXV: One Day I Wrote her Name by Edmund Spenser

1. How can the speaker make the beloved live forever?
2. How is this a metaphorical view of immortality?
3. What affect does alliteration have on the poem?
4. How does the poet in the poem prove his love for his lady friend?
5. Where does the turn occur?
6. What affect does the dialogue have on the poem?

❖ **Vocabulary Study**

- Students work in depth with the academic vocabulary words using a variety of methods and activities appropriate to the words chosen (**L11-12.4, L11-12.5, L11-12.6**).

❖ **Language Skills**

- Have students find examples of figurative language and literary devices/structure and analyze how it impacts the overall meaning and/or tone of the sonnet (**L11-12.5**).

❖ **Thinking Map Opportunities**

- Have students create a double bubble map, compare and contrast the similarities and differences of each sonnet.

**EXPRESS UNDERSTANDING:**

- ❖ Double bubble map that compare and contrast the similarities and differences of each sonnet
- ❖ Students compose their own sonnet using the Shakespearean or Spenserian sonnet format



**INSTRUCTIONAL SEQUENCE**

**LESSON 7: 6 DAYS**  
**(December 16-**  
**January 13)**

**TEXT:**  
**Informational Text**

**STANDARDS:**  
**W11-12.2**  
**W11-12.4**  
**W11-12.5**  
**W11-12.6**  
**W11-12.7**  
**W11-12.8**  
**W11-12.9**

**ACADEMIC**  
**VOCABULARY:**  
Theme  
Characterization  
Conflict  
Irony  
Figurative Language  
Simile  
Metaphor  
Symbolism  
Imagery  
Soliloquy  
Monologue

**TEXT DESCRIPTION:** Students will conduct research on soliloquies and/or poems using the internet in order to deliver a presentation that demonstrates understanding of the text.

**LESSON UNDERSTANDING(S):**

- ❖ Unit Understandings: Students will research a soliloquy or poem, identify the theme, and present to their peers with an accompanying PowerPoint presentation.
- ❖ Lesson-specific Understandings: Students will be able to conduct research. Students will be able to deliver a formal presentation to the class based on their research that includes an accompanying visual aid.

**LESSON SPECIFIC QUESTION(S):**

- ❖ How do I interpret the soliloquy or poem effectively to demonstrate understanding of the speaker?
- ❖ What is the central message or theme of the soliloquy or poem?
- ❖ How do I conduct proper MLA style research and create a PowerPoint presentation that reflects my research findings?

**ESSENTIAL QUESTION(S):**

- ❖ How do authors use characters/speaker to develop themes/central ideas and to illustrate philosophical views?
- ❖ Are people’s decisions dictated by their own personal choices or circumstances outside of their control?

**FOCUS QUESTION(S):**

- ❖ How do I accurately identify interpret the soliloquy/poem?
- ❖ What is one the theme reflected in the soliloquy/poem?
- ❖ How do articulate the soliloquy/poem and its theme to my peers?

**LESSON OVERVIEW:**

- Day 1: Research soliloquy, poem etc.**
- Day 2: Research/create PowerPoint**
- Day 3: Create PowerPoint**
- Day 4: presentations**
- Day 5: presentations**



**Iambic pentameter**

**Day 6: presentations**

**READ THE TEXT:**

- ❖ Independent reading
- ❖ Computer access

**UNDERSTAND THE TEXT:**

- ❖ Close Read strategies
- ❖ Vocabulary study
- ❖ Language skills
- ❖ Graphic organizer
- ❖ MLA style

**EXPRESS UNDERSTANDING:**

- ❖ Independent Activity (researching topic)
- ❖ Writing task: write a two-paragraph explication of the text. The writing must include a brief overview of the text and an equally succinct description of the character from the passage. Finish the introduction by describing the context of the passage; in other words, what is happening in the text when the passage appears. Then go on to interpret, in detail, what the passage is saying. The explication can be no more than one page long.
- ❖ Presentation with visual aid.