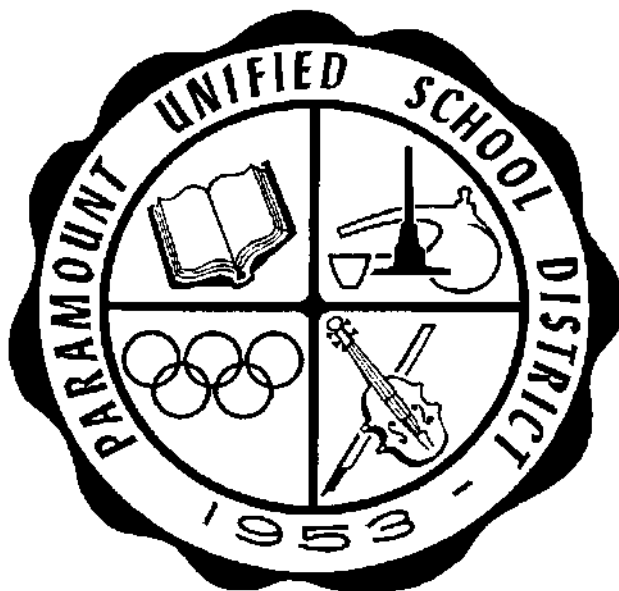Paramount Unified School District
Educational Services

English Language Arts 2 Honors
Curriculum Guide
Units 4-5
2016-2017

Paramount Unified School District
Educational Services

Unit Focus: Narrative

Standards

<u>**Year Long**</u>

RL/RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RL/RI 9-10.2 Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.

RL/RI 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how word choice affects meaning and tone.

W 9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience.

W 9-10.5 Develop and strengthen writing as needed by planning, revising, and editing; focus on addressing what is most significant for purpose and audience.

W 9-10.6 Use technology to produce, publish, and update projects.

W 9-10.9 Draw evidence from literary and informational text to support analysis, reflection, and research.

SL 9-10.1 Initiate and participate effectively in collaborative discussions

SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically

SL9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate

L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage

<u>**Focus Standards**</u>

RL9-10.3 Analyze how complex characters (e.g., those with multiple or

Transfer Goals

1. Read, comprehend, and evaluate a range of increasingly complex texts and media written for various audiences and purposes.
2. Communicate ideas effectively in writing and speaking to suit a particular audience and purpose.
3. Listen actively to engage in a range of conversations and to analyze and synthesize ideas, positions, and accuracy in order to learn, reflect and respond.
4. Generate open-ended questions and conduct research to find answers through critical analysis of text, media, interviews, and/or observations.

Understandings

Students will understand that…

1. Authors carefully select details in order to create effective or entertaining narratives.
2. Events in the plot and character interactions help shape and develop the theme of a text.
3. Authors use a variety of methods to develop complex characters.
4. Different points of view in literature can have different impacts on the plot of a story.
5. Authors use figurative language to elevate and enhance their writing.

Essential Questions

Students will keep considering…

1. What makes an effective or entertaining narrative?
2. How does an author communicate theme?
3. What are the methods an author uses to develop a complex character?
4. How does the point of view affect the development of a story?
5. How can I incorporate figurative language to elevate and enhance my writing?

Resources

Anchor Text:
Night by Elie Wiesel

Related Texts:
"Psalm 23" King James Bible (Textbook page 910)

Children of the Holocaust Biographies (Museum of Tolerance Website)

Nonprint:
Figurative Language PPT
Narrative Elements + Historical Context PPT

Knowledge

Students will need to know…

1. What plot details or events are important to include in order create an effective or entertaining narrative.
2. How inferences made from dialogue and plot structure can help determine theme.
3. How word choice, dialogue, monologue, and character actions or reactions contribute to character development.
4. The different points of view an author can choose from when writing a story and how each one limits or enhances the text.
5. Different types of figurative language and how to identify and use them effectively.

Skills

Students will need to develop skill at…

1. Deciding which details to include when constructing the plot for a narrative.
2. Making inferences from dialogue and plot structure.
3. Applying inferences to determine an appropriate theme for a story.
4. Using narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
5. Using precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters

conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **RL9-10.6** 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. **RL9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). **W9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **a)** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. **b)** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. **c)** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. **d)** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. **e)** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.			

Unit 4 Text Sequence
March 27 – April 26 (15 days)

LESSON	# OF DAYS	TEXT(S)
1	1	Figurative Language Foldable (definitions and samples) Circle Map- Night (symbolism)
		Narrative Elements (structure of plot, sensory detail, dialogue, (quick historical context activating prior knowledge warm up)
2	1	*Night* - Chapter 1 and Text Dependent Questions
3	1	Chapter 2
4	1	Chapter 3 and Text Dependent Questions
5	1	Psalm 23
6	1	Chapter 4 and Text Dependent Questions
7	1	Chapter 5
8	1	Chapter 6
9	1	Chapter 7 and Text Dependent Questions
10	1	Chapter 8
11	1	Chapter 9
12	4	Writing/Inquiry – Narrative

*Includes assessment

INSTRUCTIONAL SEQUENCE	
LESSON 1: 1 Day **FIGURATIVE LANGUAGE FOLDABLE AND "NIGHT" SYMBOLISM CIRCLE MAP** **TEXT(S):** PPT **STANDARDS:** **RL9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. **ACADEMIC VOCABULARY:** Symbolism Simile Metaphor Personification Imagery Irony	**LESSON UNDERSTANDING(S)**: • Authors use figurative language to elevate and enhance their writing **ESSENTIAL QUESTION(S):** • How can I incorporate figurative language to elevate and enhance my writing? **Focus Questions:** • What is figurative language? • What are some examples of figurative language? • What can "night" symbolize? **LESSON OVERVIEW:** Students will create a foldable and take notes on different types of figurative language. After taking their notes, teacher will lead a discussion about the title of the novel *Night* and students will create a circle map brainstorming the various things "night" can symbolize. **EXPRESS UNDERSTANDING:** ❖ Students will complete figurative language foldable. ❖ Students will complete "night" circle map.

LESSON 1: 1 Day NARRATIVE ELEMENTS AND HISTORICAL CONTEXT **TEXT(S):** **PPT** **STANDARDS:** **RL9-10.6** Analyze a particular point of view or cultural experience from outside the United States, drawing on a wide reading of world literature. **W9-10.3** Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences. **ACADEMIC VOCABULARY:** **Point of View** **Conflict** **Climax** **Exposition** **Setting** **Rising/Falling Action** **Resolution** **Dialogue** **Interior Monologue** **Sensory language**	**LESSON UNDERSTANDING(S):** • Authors carefully select details in order to create effective or entertaining narratives. • Different points of view in literature can have different impacts on the plot of a story. **ESSENTIAL QUESTION(S):** • What makes an effective or entertaining narrative? • How does the point of view affect the development of a story? **Focus Questions:** • What are the elements of a narrative? • From whose point of view is our story told? **LESSON OVERVIEW:** Students will review the elements of a narrative by taking notes, then briefly review the historical context for the novel Night, including an introduction to Elie Wiesel, our narrator. **EXPRESS UNDERSTANDING:** ❖ Students will complete notes on the elements of a narrative and the historical context of the novel.

| LESSON 2: 1 Day
***NIGHT* CHAPTER ONE pgs. 3-22**

TEXT(S):
Night

STANDARDS:
RL 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.
RL 9-10.3 Analyze how complex characters develop over the course of a text.
RL9-10.6 Analyze a particular point of view or cultural experience from outside the United States, drawing on a wide reading of world literature.
W9-10.3 Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences. | **LESSON UNDERSTANDING(S):**
• Authors carefully select details in order to create effective or entertaining narratives.
• Events in the plot and character interactions help shape and develop the theme of a text.
• Authors use a variety of methods to help develop complex characters.
• Different points of view in literature can have different impacts on the plot of a story.

ESSENTIAL QUESTION(S):
• What makes an effective or entertaining narrative?
• How does an author communicate theme?
• How does the point of view affect the development of a story?
• What are the methods an author uses to develop a complex character?

Focus Questions:
• What is Elie like at the beginning of the novel?
• Why do the Jews continue to ignore the warning signs around them?
• How does the author communicate the theme of "night" in this chapter?
• How would we feel about Moishe the Beadle's story if we were hearing it from his point of view instead of Elie's? Which details would be the same? Which would be different?

LESSON OVERVIEW:
Students will read Chapter One of *Night*. Teachers may read aloud, use reading groups, assign independent reading, or use an audio presentation of the text. Students will answer text-dependent questions as they read. After the chapter is over, students will write a diary entry from the point of view of Moishe the Beadle, using dialogue, interior monologue, and sensory language to capture Moishe's feelings and emotions about what happened to him and how the Jews react to hearing his story. Diary entry must contain at least one example of figurative language.

EXPRESS UNDERSTANDING:
❖ Students will answer text-dependent questions about Chapter One.
❖ Students will write a diary entry from the POV of Moishe the Beadle. |

| **LESSON 3: 1 Day**
***NIGHT* CHAPTER TWO pgs. 23-28**

TEXT(S):
Night

STANDARDS:
RL 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.
RL 9-10.3 Analyze how complex characters develop over the course of a text.
RL9-10.6 Analyze a particular point of view or cultural experience from outside the United States, drawing on a wide reading of world literature.
W9-10.3 Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences. | **LESSON UNDERSTANDING(S):**
• Authors carefully select details in order to create effective or entertaining narratives.
• Events in the plot and character interactions help shape and develop the theme of a text.
• Authors use a variety of methods to help develop complex characters.
• Different points of view in literature can have different impacts on the plot of a story.

ESSENTIAL QUESTION(S):
• What makes an effective or entertaining narrative?
• How does an author communicate theme?
• How does the point of view affect the development of a story?
• What are the methods an author uses to develop a complex character?

Focus Questions:
• Why does the author include the story of Madame Schacter and her vision?

LESSON OVERVIEW:
Students will read Chapter Two of *Night* and answer the focus question (as it relates to foreshadowing). After reading the chapter, students will write a diary entry from the point of view of one of the teenagers on the train, using dialogue, internal monologue, and sensory details to express their feelings about the journey they're on and Madame Schacter's outburst on the train. Diary entry must contain at least one example of figurative language.

EXPRESS UNDERSTANDING:
❖ Students will present (in written or verbal form) a response to the focus question for the chapter.
❖ Students will write a diary entry from the POV of one of the teenagers on the train. |

LESSON 4: 1 Day ***NIGHT* CHAPTER THREE pgs. 29-46** **TEXT(S):** ***Night*** **STANDARDS:** **RL 9-10.1** Cite strong and thorough textual evidence to support analysis; make inferences from the text. **RL 9-10.3** Analyze how complex characters develop over the course of a text. **RL9-10.6** Analyze a particular point of view or cultural experience from outside the United States, drawing on a wide reading of world literature. **W9-10.3** Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences.	**LESSON UNDERSTANDING(S):** • Authors carefully select details in order to create effective or entertaining narratives. • Events in the plot and character interactions help shape and develop the theme of a text. • Authors use a variety of methods to help develop complex characters. • Different points of view in literature can have different impacts on the plot of a story. **ESSENTIAL QUESTION(S):** • What makes an effective or entertaining narrative? • How does an author communicate theme? • How does the point of view affect the development of a story? • What are the methods an author uses to develop a complex character? **Focus Questions:** • How does the author develop the theme of "night" in this chapter? • How does Elie begin to change in this chapter? • How do the guards seem to view their prisoners? **LESSON OVERVIEW:** Students will read Chapter Three of *Night* and answer text-dependent questions. After reading the chapter, students will write a diary entry from the point of view of one of the camp guards, using dialogue, internal monologue, and sensory details to express their feelings about the things they are observing and the job they are doing. Diary entry must contain at least one example of figurative language. **EXPRESS UNDERSTANDING:** ❖ Students will answer text-dependent questions about Chapter Three. ❖ Students will write a diary entry from the POV of a camp guard.

| **LESSON 4: 1 Day** **PSALM 23** **TEXT(S):** **Psalm 23 Textbook pg. 910** **STANDARDS:** **RL 9-10.1** Cite strong and thorough textual evidence to support analysis; make inferences from the text. **RL 9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how word choice affects meaning and tone. **RL9-10.6** Analyze a particular point of view or cultural experience from outside the United States, drawing on a wide reading of world literature. **W9-10.3** Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences. | **LESSON UNDERSTANDING(S):** • Authors use figurative language to elevate and enhance their writing. **ESSENTIAL QUESTION(S):** • How can I incorporate figurative language to elevate and enhance my writing? **Focus Questions:** • How does the author of the Psalm use figurative language to enhance his meaning? **LESSON OVERVIEW:** Teacher will introduce the Psalm, reminding students that it is a text very similar to the Jewish Kaddish; both have similar themes (praise for God in spite of trying circumstances) and both are often recited at funerals. Students will read Psalm 23 on page 910 of their textbook and answer the text-dependent questions (see below) to analyze the use of figurative language in the text and identify the theme. **Text Dependent Questions:** • What are the two central metaphors of Psalm 23 (The first one is directly stated in line 1, and the second is implied in lines 9 and 10). By implication, what is the speaker compared to in each metaphor? • How does the poet extend the first metaphor through line 8 of Psalm 23? • What is the main message of the Psalm? Use evidence from the text to support your answer. • How does the author intend for the reader to feel after reading this text? • How would Elie feel if he read this text? **EXPRESS UNDERSTANDING:** ❖ Students will answer text-dependent questions about Psalm 23. |

| **LESSON 5: 1 Day**
***NIGHT* CHAPTER FOUR pgs. 47-65**

TEXT(S):
Night

STANDARDS:
RL 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.
RL 9-10.3 Analyze how complex characters develop over the course of a text.
RL9-10.6 Analyze a particular point of view or cultural experience from outside the United States, drawing on a wide reading of world literature.
W9-10.3 Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences. | **LESSON UNDERSTANDING(S):**
• Authors carefully select details in order to create effective or entertaining narratives.
• Events in the plot and character interactions help shape and develop the theme of a text.
• Authors use a variety of methods to help develop complex characters.
• Different points of view in literature can have different impacts on the plot of a story.

ESSENTIAL QUESTION(S):
• What makes an effective or entertaining narrative?
• How does an author communicate theme?
• How does the point of view affect the development of a story?
• What are the methods an author uses to develop a complex character?

Focus Questions:
• How is Elie's attitude toward his father changing?
• How does the story of the *pipel* develop the theme of "night"?

LESSON OVERVIEW:
Students will read Chapter Four of *Night* and answer text dependent questions. After reading the chapter, students will write a diary entry from the point of view of one of Idek the Kapo, using dialogue, internal monologue, and sensory details to express Idek's feelings about Elie laughing at him and how he takes revenge. Diary entry must contain at least one example of figurative language.

EXPRESS UNDERSTANDING:
❖ Students will answer text dependent questions for Chapter 4.
❖ Students will write a diary entry from the POV of Idek the Kapo. |

| **LESSON 6: 1 Day** **NIGHT CHAPTER FIVE pgs. 66-84** **TEXT(S):** **Night** **STANDARDS:** **RL 9-10.1** Cite strong and thorough textual evidence to support analysis; make inferences from the text. **RL 9-10.3** Analyze how complex characters develop over the course of a text. **RL9-10.6** Analyze a particular point of view or cultural experience from outside the United States, drawing on a wide reading of world literature. **W9-10.3** Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences. | **LESSON UNDERSTANDING(S):**
• Authors carefully select details in order to create effective or entertaining narratives.
• Events in the plot and character interactions help shape and develop the theme of a text.
• Authors use a variety of methods to help develop complex characters.
• Different points of view in literature can have different impacts on the plot of a story.

ESSENTIAL QUESTION(S):
• What makes an effective or entertaining narrative?
• How does an author communicate theme?
• How does the point of view affect the development of a story?
• What are the methods an author uses to develop a complex character?

Focus Questions:
• How is Elie's faith changing?
• How is his father changing?
• Elie and his father decide to leave the camp. How is this decision ironic?

LESSON OVERVIEW:
Students will read Chapter Five of *Night* and answer the focus questions. After reading the chapter, students will write a diary entry from the point of view of Elie's father, using dialogue, internal monologue, and sensory details to express his feelings his own health, his son's health, and their decision to leave the camp. Diary entry must contain at least one example of figurative language.

EXPRESS UNDERSTANDING:
❖ Students will present (in written or verbal form) a response to the focus questions for the chapter.
❖ Students will write a diary entry from the POV of one of Elie's father, Shlomo. |

LESSON 7: 1 Day ***NIGHT* CHAPTER SIX pgs. 85-97** **TEXT(S):** ***Night*** **STANDARDS:** **RL 9-10.1** Cite strong and thorough textual evidence to support analysis; make inferences from the text. **RL 9-10.3** Analyze how complex characters develop over the course of a text. **RL9-10.6** Analyze a particular point of view or cultural experience from outside the United States, drawing on a wide reading of world literature. **W9-10.3** Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences.	**LESSON UNDERSTANDING(S):** • Authors carefully select details in order to create effective or entertaining narratives. • Events in the plot and character interactions help shape and develop the theme of a text. • Authors use a variety of methods to help develop complex characters. • Different points of view in literature can have different impacts on the plot of a story. **ESSENTIAL QUESTION(S):** • What makes an effective or entertaining narrative? • How does an author communicate theme? • How does the point of view affect the development of a story? • What are the methods an author uses to develop a complex character? **Focus Questions:** • How are Rabbi Eliahu's son and Elie similar? How are they different? • How is the theme of "night" developed by this chapter? • What does Juliek's violin symbolize? How do we know? **LESSON OVERVIEW:** Students will read Chapter Six of *Night* and answer the focus questions. After reading the chapter, students will write a diary entry from the point of view of one Rabbi Eliahu's son, using dialogue, internal monologue, and sensory details to express his feelings about his father and his decision to leave him behind. Diary entry must contain at least one example of figurative language. **EXPRESS UNDERSTANDING:** ❖ Students will present (in written or verbal form) a response to the focus questions for the chapter. ❖ Students will write a diary entry from the POV of Rabbi Eliahu's son.

LESSON 8: 1 Day	**LESSON UNDERSTANDING(S):**
NIGHT CHAPTER SEVEN pgs. 98-103 **TEXT(S):** **Night** **STANDARDS:** **RL 9-10.1** Cite strong and thorough textual evidence to support analysis; make inferences from the text. **RL 9-10.3** Analyze how complex characters develop over the course of a text. **RL9-10.6** Analyze a particular point of view or cultural experience from outside the United States, drawing on a wide reading of world literature. **W9-10.3** Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences.	• Authors carefully select details in order to create effective or entertaining narratives. • Events in the plot and character interactions help shape and develop the theme of a text. • Authors use a variety of methods to help develop complex characters. • Different points of view in literature can have different impacts on the plot of a story. **ESSENTIAL QUESTION(S):** • What makes an effective or entertaining narrative? • How does an author communicate theme? • How does the point of view affect the development of a story? • What are the methods an author uses to develop a complex character? **Focus Questions:** • How has the Nazi's treatment of the Jews changed the way they behave? • How do the spectators view the prisoners? **LESSON OVERVIEW:** Students will read Chapter Seven of *Night* and answer text-dependent questions. After reading the chapter, students will write a diary entry from the point of view of one of the spectators throwing bread to the prisoners, using dialogue, interior monologue, and sensory details to express their view of the prisoners and their behavior and the reasons they are throwing bread. Diary entries must include at least one example of figurative language. **EXPRESS UNDERSTANDING:** ❖ Students will answer text-dependent questions about Chapter 7. ❖ Students will write a diary entry from the POV of one of the spectators throwing bread to the prisoners.

LESSON 9: 1 Day **NIGHT CHAPTER EIGHT pgs. 104-112** **TEXT(S):** **Night** **STANDARDS:** **RL 9-10.1** Cite strong and thorough textual evidence to support analysis; make inferences from the text. **RL 9-10.3** Analyze how complex characters develop over the course of a text. **RL9-10.6** Analyze a particular point of view or cultural experience from outside the United States, drawing on a wide reading of world literature. **W9-10.3** Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences.	**LESSON UNDERSTANDING(S):** • Authors carefully select details in order to create effective or entertaining narratives. • Events in the plot and character interactions help shape and develop the theme of a text. • Authors use a variety of methods to help develop complex characters. • Different points of view in literature can have different impacts on the plot of a story. **ESSENTIAL QUESTION(S):** • What makes an effective or entertaining narrative? • How does an author communicate theme? • How does the point of view affect the development of a story? • What are the methods an author uses to develop a complex character? **Focus Questions:** • What are Elie's conflicting emotions about his father's death? **LESSON OVERVIEW:** Students will read Chapter Eight of Night and answer the focus question. After reading the chapter, students will write a diary entry from the point of view of one of Elie's dad's neighbors, using dialogue, interior monologue, and senory details to express how they feel toward Elie's dad in his final days. Diary entries must include at least one example of figurative language. **EXPRESS UNDERSTANDING:** ❖ Students will answer text-dependent questions about Chapter 8. ❖ Students will write a diary entry from the POV of one of Elie's dad's neighbors.

| **LESSON 10: 1 Day** *NIGHT* **CHAPTER NINE pgs. 113-115**

 TEXT(S): *Night*

 STANDARDS: **RL 9-10.1** Cite strong and thorough textual evidence to support analysis; make inferences from the text. **RL 9-10.3** Analyze how complex characters develop over the course of a text. **RL9-10.6** Analyze a particular point of view or cultural experience from outside the United States, drawing on a wide reading of world literature. **W9-10.3** Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences. | **LESSON UNDERSTANDING(S):**
 • Authors carefully select details in order to create effective or entertaining narratives.
 • Events in the plot and character interactions help shape and develop the theme of a text.
 • Authors use a variety of methods to help develop complex characters.
 • Different points of view in literature can have different impacts on the plot of a story.

 ESSENTIAL QUESTION(S):
 • What makes an effective or entertaining narrative?
 • How does an author communicate theme?
 • How does the point of view affect the development of a story?
 • What are the methods an author uses to develop a complex character?

 Focus Questions:
 • How has Elie changed as a result of his experiences?
 • How does the conclusion of the book develop the theme of "night"?

 LESSON OVERVIEW: Students will read Chapter Nine of *Night* and answer the focus questions for the chapter. After reading the chapter, students will write a diary entry from the point of view of Elie, using dialogue, interior monologue, and sensory details to retell the moment of Elie's liberation and his emotions about the things that he has witnessed. Diary entries must include at least one example of figurative language.

 EXPRESS UNDERSTANDING:
 ❖ Students will present (either verbally or in writing) a response to the focus questions for the chapter.
 ❖ Students will write a diary entry from the POV of Elie Wiesel. |

| **LESSON 11: 4 Days**
INQUIRY+WRITING TASK:
Children of the Holocaust
Narrative Writing

TEXT(S):
Children of the Holocaust
biographies
(Museum of Tolerance Website)

STANDARDS:
RL 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.
RL 9-10.3 Analyze how complex characters develop over the course of a text.
RL9-10.6 Analyze a particular point of view or cultural experience from outside the United States, drawing on a wide reading of world literature.
W9-10.3 Write narratives to develop real or imagined experiences and events using effective technique, well-chosen details, and well-structured event sequences. | **LESSON UNDERSTANDING(S):**
• Authors carefully select details in order to create effective or entertaining narratives.
• Events in the plot and character interactions help shape and develop the theme of a text.
• Authors use a variety of methods to help develop complex characters.
• Different points of view in literature can have different impacts on the plot of a story.
• Authors use figurative language to enhance and elevate their writing.

ESSENTIAL QUESTION(S):
• What makes an effective or entertaining narrative?
• How does an author communicate theme?
• How does the point of view affect the development of a story?
• What are the methods an author uses to develop a complex character?
• How can I incorporate figurative language to elevate and enhance my writing?

Focus Questions:
• Where does my child's story start? What is the climax of their story? How does it end?
• What dialogue, interior monologue, and sensory details can I include to bring their story to life?
• How can I incorporate figurative language to elevate and enhance my writing?

INQUIRY TASK OVERVIEW:
Students will research one of the "Children of the Holocaust" whose biographies can be found on the Museum of Tolerance's website. They will decide where their child's story "starts" and where it "ends". Then they will plot the events of the child's life on a flow map.

WRITING TASK OVERVIEW:
Students will use their flow map to write a narrative, telling their story from the child's point of view (first person). They will incorporate dialogue, interior monologue, sensory details, and figurative language. Students will hand write their first draft, make revisions, and type a final draft.

EXPRESS UNDERSTANDING:
❖ Students will create flow map outlining their child's story. |

❖ Students will write a narrative from first person point of view telling their child's story and incorporating dialogue, interior monologue, sensory details, and figurative language.

Theme: Argumentative

Standards

Standards

Year Long
RL/RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.
RL/RI 9-10.2 Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.
RL/RI 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how word choice affects meaning and tone.
W 9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience.
W 9-10.5 Develop and strengthen writing as needed by planning, revising, and editing; focus on addressing what is most significant for purpose and audience.
W 9-10.6 Use technology to produce, publish, and update projects.
W 9-10.9 Draw evidence from literary and informational text to support analysis, reflection, and research.
SL 9-10.1 Initiate and participate effectively in collaborative discussions
SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically
SL9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate
L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage

Focus Standards
RL 9-10.3 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.

Transfer Goals

1. Read, comprehend, and evaluate a range of increasingly complex texts and media written for various audiences and purposes.
2. Communicate ideas effectively in writing and speaking to suit a particular audience and purpose.
3. Listen actively to engage in a range of conversations and to analyze and synthesize ideas, positions, and accuracy in order to learn, reflect and respond.
4. Generate open-ended questions and conduct research to find answers through critical analysis of text, media, interviews, and/or observations.

Understandings
Students will understand that…
1. Characterization is revealed through dialogue
2. Theme is revealed through characters' interactions and through the story's events
3. Multiple factors drive a character's motivation.
4. Authors use a variety of methods to develop complex characters.
5. Different points of view in literature can have different impacts on the plot of a story.
6. Allusions and figurative language communicate author's message

Essential Questions
Students will keep considering…
1. How does gender define a person's role in society?
2. What were the gender roles during the Renaissance period?
3. How does Shakespeare's use of figurative language enhance the play's message?
4. What makes an effective or entertaining narrative?
5. How does an author communicate theme?
6. What are the methods an author uses to develop a complex character?
7. How can Shakespeare's message relate to modern society?

Resources

Anchor Text: *The Taming of the Shrew* by William Shakespeare

Related Texts:

"Shall I Compare Thee to a Summer's Day" by William Shakespeare

Knowledge
Students will need to know…
1. What plot details or events are important to include in order create an effective or entertaining narrative.
2. How inferences made from dialogue and plot structure can help determine theme.
3. How word choice, dialogue, monologue, and character actions or reactions contribute to character development.
4. The different points of view an author can choose from when writing a story and how each one limits or enhances the text.
5. Different types of figurative language and how to identify and use them effectively.

Skills
Students will need to develop skill at…
1. Deciding which details to include when constructing the plot for a narrative.
2. Making inferences from dialogue and plot structure.
3. Applying inferences to determine an appropriate theme for the play
4. Construct a well-developed argument with a counterargument
5. Identifying allusions and figurative language in the play
6. Identify ethos, pathos, logos in a given speech

RL 9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise. **RL 9-10.9** 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). **W 9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence **W 9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **College Board Standards** **R1.2** Student comprehends elements of literary texts. **R2.3** Student uses knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. **W2.1** Student takes inventory of what he or she knows and needs to know. **W2.2** Student generates, selects, connects, and organizes information and ideas. **S2.1** Student communicates in one-to-one contexts. **S2.2** Student plans for and participates in group discussion			

Unit 5 Text Sequence
April 27 – June 8 (30 days)

LESSON	# OF DAYS	TEXT(S)
1	1	Prezi presentation William Shakespeare Legacy Video link Shakespeare's Legacy "Shall I Compare Thee to a Summer's Day"
2	4	*The Taming of the Shrew* Act I
3	4	*The Taming of the Shrew* Act II
4	8	*The Taming of the Shrew* Act III and Act IV
5	4	The Taming of the Shrew Act V
6	5	Inquiry Project
	2	Finals Written Essay
	3	Finals

INSTRUCTIONAL SEQUENCE

LESSON 1: 1 DAY	**TEXT DESCRIPTION**: Shakespeare uses figurative language in order to communicate his message.
TEXT(S): **Prezi William Shakespeare's Legacy** **"Shall I Compare Thee to a Summer's Day"** **STANDARDS:** RL/RI 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how word choice affects meaning and tone. RL 9-10.9 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). **ACADEMIC VOCABULARY:** **Allusion** **Argument** **Figurative Language** **Renaissance Culture** **Text Vocabulary:** **Temperate** **Darling** **Lease** **Complexion** **Dimmed** **Brag**	**LESSON UNDERSTANDING(S):** ❖ Authors will use figurative language to enhance their writing and message. ❖ Authors can have a lasting legacy. **ESSENTIAL QUESTION(S):** ❖ How does Shakespeare's use of figurative language enhance his message? ❖ How can Shakespeare's message relate to modern society? **LESSON OVERVIEW:** Students will be given a background of William Shakespeare and his lasting legacy. Students will also read and analyze Shakespeare's sonnet "Shall I Compare Thee to a Summer's Day". **READ THE TEXT:** ❖ Independent reading **UNDERSTAND THE TEXT:** ❖ "Shall I Compare Thee to a Summer's Day" Text-dependent questions ❖ What inference can be made concerning the intended reader of the sonnet? ❖ What inference can be made concerning the author of the poem? ❖ How does Shakespeare use figurative language to communicate his message? **EXPRESS UNDERSTANDING:** ❖ Students create a flow chart of Shakespeare's life and legacy ❖ In the form of a written response, students will identify how Shakespeare's use of figurative language communicates the sonnet's message.

LESSON 2: DAYS 4	**TEXT DESCRIPTION**: *The Taming of the Shrew* Act I
TEXT(S): *The Taming of the Shrew* **STANDARDS:** **RL/RI 9-10.1** Cite strong and thorough textual evidence to support analysis; make inferences from the text. **RL/RI 9-10.2** Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text. **RL/RI 9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how word choice affects meaning and tone. **RL 9-10.3** 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. **RL 9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise. **RL 9-10.9** 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). **ACADEMIC VOCABULARY:** **Argument** **Purpose** **Renaissance culture** **Gender Roles** **Allusion** **Symbol** **Imagery**	**Unit Understandings:** ❖ Characterization is revealed through what a character says and does. ❖ Theme is revealed through characters' interactions and through events that occur in the story. **LESSON UNDERSTANDING(S):** ❖ Figurative Language can show character traits and descriptions ❖ Allusions are used to enhance author's message **ESSENTIAL QUESTION(S):** ❖ What were the gender roles during the Renaissance period? ❖ How does Shakespeare's use of figurative language enhance the play's message? ❖ How can Shakespeare relate to modern society? **Focus Questions:** ❖ What are the gender roles for the main characters? ❖ What are the stereotypical traits for men and women living in the Renaissance? **LESSON OVERVIEW:** Students will read Act I of William Shakespeare's *The Taming of the Shrew*. The students will be introduced to the main characters and their motivations. The students will also begin to pay attention to allusions made by the characters. **READ THE TEXT:** ❖ Independent reading ❖ Teacher addresses specific sections from the play **UNDERSTAND THE TEXT:** ❖ **Close Read Strategies:** Text Annotation ❖ Text-dependent questions 1. What part of the story is told in Scene i? 2. Why has Petruchio come to Padua?

TEXT SPECIFIC VOCABULARY:	3. How does Petruchio receive Hortensio's suggestion about Katharina?
Anon	4. What does the first scene suggest about the tone of the play?
Rogue	5. Describe Sly's evolution from disbelieving his elevated station to accepting it. What finally convinces him to accept he is a lord?
Balm	6. What excuse does the page, as Sly's "wife," offer for why he cannot sleep with Sly right away?
Induction	7. What might be Shakespeare's motivations for introducing *The Taming of the Shrew* with the story of Sly?
Loathsome	8. Describe Katherine (Kate). How is she different from her sister? How is the audience meant to interpret her behavior?
Obeisance	9. Lucentio observes of Bianca, "But in the other's silence do I see / Maid's mild behaviour and sobriety." What does this suggest about the view of a woman's ideal role in Shakespeare's era?
Swine	10. Why does Petruchio feel so confident he can withstand Kate's sharp tongue?
Hawking	❖ Vocabulary Study: Word Maps
Tinker	❖ Language Skills: Determine the meaning of words and phrases as they are used in the text
	❖ Thinking Maps: Flow chart detailing main characters traits and motivations
	EXPRESS UNDERSTANDING:
	❖ Pair share: Identifying and explaining the allusions in Act I
	❖ SOAPStone

LESSON 3: 8 DAYS **TEXT(S):** ***The Taming of the Shrew*** **STANDARDS:** **RL/RI 9-10.1** Cite strong and thorough textual evidence to support analysis; make inferences from the text. **RL/RI 9-10.2** Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text. **RL/RI 9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how word choice affects meaning and tone. **RL 9-10.3** 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. **RL 9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise. **RL 9-10.9** 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). **ACADEMIC VOCABULARY:** **Argument** **Purpose** **Renaissance culture** **Gender Roles** **Allusion** **Symbol**	**TEXT DESCRIPTION**: *The Taming of the Shrew* Act II and Act III **Unit Understandings:** ❖ Allusions and figurative language communicate author's message ❖ Characterization is revealed through dialogue ❖ Multiple factors drive a character's motivation. ❖ Authors use a variety of methods to develop complex characters. **LESSON UNDERSTANDING(S)**: ❖ Figurative Language can show character traits and descriptions ❖ Characterizations through a character's actions ❖ Allusions are used to enhance author's message ❖ Shakespeare uses to characterization to show motivation **ESSENTIAL QUESTION(S):** ❖ How does gender define a person's role in society? ❖ What were the gender roles during the Renaissance period? ❖ How does Shakespeare's use of figurative language enhance the play's message? ❖ What are the methods an author uses to develop a complex character? ❖ How can Shakespeare's message relate to modern society? **Focus Questions:** ❖ How can a character's motivations affect another character? ❖ What are the expectations for gender roles? ❖ How do the genders relate and communicate to each other? **LESSON OVERVIEW:** The students will read Act II and analyze the banter between the characters. The students will analyze the allusions, figurative language, innuendos, and puns that Shakespeare uses to show characterization.

Imagery	READ THE TEXT:
TEXT VOCABULARY:	❖ Independent reading
Affability	❖ Teacher addresses specific sections from the play
Chafe	❖ Students collaborate with each other when analyzing sections from the play
Conformable	
Crave	**UNDERSTAND THE TEXT:**
Cuff	❖ Close Read Strategies: Text Annotation
Dainties	❖ Text-dependent questions
Dissemble	1. Describe the comedy elements in this scene.
Extempore	2. What effect would the first meeting of Petruchio and Kate produce on the stage?
Flout	3. What does Baptista say concerning his daughter Bianca's suitors?
Lute	4. While marriage is considered a financial transaction, how does Baptista suggest he also cares for Kate's well-being?
Peremptory	5. Why does Kate acquiesce to the marriage? What other motivations might account for her silence?
Petitioners	6. With Kate's marriage settled, Baptista turns his attention to Bianca. Which man wins the right to court Bianca, and why?
Petticoat	7. What is Petruchio's response to Kate abuse of Hortensio (disguised as a music teacher)? Why is it unusual? What might be motivating Petruchio to respond this way?
Preferment	8. As revealed in his soliloquy, how does Petruchio plan to win Kate over?
Swain	9. Describe the first meeting between Petruchio and Kate. In what ways is the dialogue different from the other dialogue in the play?
Vile	10. Who gains the upper hand in Petruchio and Kate's banter? Why?
	❖ Vocabulary Study: Word Maps
	❖ Language Skills: Determine the meaning of words and phrases as they are used in the banter between characters
	❖ Thinking Maps: Flow chart detailing character development
	EXPRESS UNDERSTANDING:
	❖ Students will outline character development in a thinking map
	❖ SOAPStone

INSTRUCTIONAL SEQUENCE	
LESSON 4: 8 DAYS **TEXT(S):** ***The Taming of the Shrew*** **STANDARDS:** **RL/RI 9-10.1** Cite strong and thorough textual evidence to support analysis; make inferences from the text. **RL/RI 9-10.2** Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text. **RL/RI 9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how word choice affects meaning and tone. **RL 9-10.3** 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. **RL 9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise. **RL 9-10.9** 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). **ACADEMIC VOCABULARY:** **Argument** **Purpose** **Renaissance culture**	**TEXT DESCRIPTION**: *The Taming of the Shrew* Act III and Act IV **Unit Understandings:** ❧ Allusions and figurative language communicate author's message ❧ Characterization is revealed through dialogue ❧ Symbols can be used to enhance author's message **LESSON UNDERSTANDING(S)**: ❧ Imagery can provide further details on characterization ❧ Characters can continue to develop with choices ❧ A character's choice can affect another character's development **ESSENTIAL QUESTION(S):** ❧ How does gender define a person's role in society? ❧ What were the gender roles during the Renaissance period? ❧ How does Shakespeare's use of figurative language enhance the play's message? ❧ What are the methods an author uses to develop a complex character? ❧ How can Shakespeare's message relate to modern society? **Focus Questions:** ❧ How do actions and words affect characterization? ❧ How do the sexes relate to each other? ❧ Why do characters change for another character? **LESSON OVERVIEW:** The students continue reading Act III and Act IV. The students will discuss characterization and Shakespeare's use of figurative language. **READ THE TEXT:** ❧ Independent reading

Gender Roles
 Allusion
 Symbol
 Imagery
 	
 TEXT VOCABULARY:
 Accoutrements
 Armory
 Beseech
 Chamber
 Digress
 Forbear
 Gamut
 Jars
 Jerkin
 Knave
 Lackey
 Ordained
 Pedant
 Pithy
 Staggers
 Strewed
 Vex
 Withal
	❖ Teacher addresses specific sections from the play
	 ❖ Students collaborate with each other when analyzing sections from the play
	
	 UNDERSTAND THE TEXT:
	 ❖ Close Read Strategies: Text Annotation
	 ❖ Text-dependent questions
	   1. What is the relationship between Lucentio and Hortensio? How do they interact with each other?
	   2. Through what means do Bianca and Lucentio flirt? What is Bianca's response to Lucentio's interest in her?
	   3. Contrast Bianca's behavior in this scene with that of previous scenes. How does she seem different?
	   4. Hortensio claims he will no longer seek to court Bianca if she would stoop to flirt with her tutor. "If once I find thee ranging, / Hortensio will be quit with thee by changing." Other than his snobbery, what other reason might Hortensio have for rejecting Bianca?
	   5. Why is Kate distraught over the thought that Petruchio may not show up for their wedding, given that she was opposed to the wedding from the beginning?
	   6. Describe Petruchio's appearance for his wedding day. Why does his attire upset Baptista? How does Baptista express his anger?
	   7. What does Grumio tell Curtis happened on the journey home?
	   8. When Grumio finishes telling Curtis his story about Kate and Petruchio, Curtis says, "By this reck- oning he is more shrew than she." Grumio replies, "Ay, and that thou and the proudest of you all shall find when he comes home." What does their exchange imply about Petruchio's behavior? Why might Petruchio and Kate's entrance be prefaced by this exchange?
	   9. How does Petruchio intend to "kill a wife with kindness"? What is his plan for "taming" Kate? Is it working?
	   10. In a famous metaphor, Petruchio compares "taming" Kate to training a falcon, a hunting hawk: "My falcon now is [hungry] and [extremely] empty, / And till she [fly to the lure] she must not be full- gorged, / For then she never looks upon her lure." How is Kate like the falcon? What does it suggest about Petruchio that he compares her to one?
	 ❖ Vocabulary Study: Word Maps
	 ❖ Language Skills: Determine the meaning of words and phrases as they are used in the banter between characters
	 ❖ Thinking Maps: Flow chart detailing character development

	EXPRESS UNDERSTANDING: ❖ Pair share: students will discuss how a character becomes a dynamic character then write down their answer ❖ SOAPStone

INSTRUCTIONAL SEQUENCE

LESSON 5: 4 DAYS **TEXT(S):** ***The Taming of the Shrew*** **STANDARDS:** **RL/RI 9-10.1** Cite strong and thorough textual evidence to support analysis; make inferences from the text. **RL/RI 9-10.2** Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text. **RL/RI 9-10.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how word choice affects meaning and tone. **RL 9-10.3** 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. **RL 9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g. pacing, flashbacks) create such effects as mystery, tension, or surprise. **RL 9-10.9** 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). **ACADEMIC VOCABULARY:** • **Argument** • **Purpose** • **Renaissance culture** • **Gender Roles** • **Allusion**	**TEXT DESCRIPTION**: *The Taming of the Shrew* Act V **Unit Understandings:** ❖ Allusions and figurative language communicate author's message ❖ Characterization is revealed through dialogue ❖ Symbols can be used to enhance author's message **LESSON UNDERSTANDING(S)**: ❖ Figurative Language can show character traits and descriptions ❖ Characterizations through a character's actions ❖ Allusions are used to enhance author's message ❖ Shakespeare uses to characterization to show motivation ❖ The different types of love: filial, platonic, and romantic **ESSENTIAL QUESTION(S):** ❖ How does gender define a person's role in society? ❖ What were the gender roles during the Renaissance period? ❖ How does Shakespeare's use of figurative language enhance the play's message? ❖ What are the methods an author uses to develop a complex character? ❖ How can Shakespeare's message relate to modern society? **Focus Questions:** ❖ How can a speech reveal characterization? ❖ What is Shakespeare's intent in using a speech? ❖ Explain the marriage conventions in the Renaissance. ❖ How can the characters relate to modern society? **LESSON OVERVIEW:** The students will analyze and write the ethos, pathos, and logos in Katherine's speech in Act V. The students will discuss the characterization and gender conflict that took place throughout the play.

- **Symbol**
- **Imagery**
- **Filial**
- **Platonic**
- **Romantic**

TEXT VOCABULARY:
Amiable
Bauble
Bleared
Bodes
Conferring
Currish
Deign
Doublet
Forthcoming
Haven
Peevish
Sway
Swinge
Thither

READ THE TEXT:
- ❖ Independent reading
- ❖ Teacher addresses specific sections from the play
- ❖ Students collaborate with each other when analyzing sections from the play

UNDERSTAND THE TEXT:
- ❖ Close Read Strategies: Text Annotation
- ❖ Text-dependent questions
  1. How does Biondello greet Vincentio? Why?
  2. What is Vincentio's response to Tranio's clothing, and why?
  3. What assumption does Vincentio make about why Tranio is pretending to be Lucentio? What does Tranio do in response?
  4. Gremio thinks he recognizes Vincentio to be who he says he is, but he can't help Vincentio. Why? What does this say about Gremio?
  5. How is the elaborate web of lies finally revealed?
  6. Who takes offense when the widow suggests that Petruchio is afraid of Kate, and who does not? Why is this surprising? What do the characters' responses imply?
  7. The widow is never referred to by name. What does this omission suggest?
  8. What metaphor does Tranio use to describe himself, and why? What motif does this metaphor illustrate? What idea does it convey?
  9. Lucentio "bids" his mistress come to him, Hortensio "entreats," and Petruchio "commands." What differences do these words reflect about the balance of power in the three relationships?
  10. Describe Kate's speech about a wife's role. What arguments does it offer for why a woman should obey her husband?
- ❖ Vocabulary Study: Word Maps
- ❖ Language Skills: Determine the meaning of words and phrases as they are used in the banter between characters
- ❖ Thinking Maps: Tree Map categorizing the ethos, pathos, and logos

EXPRESS UNDERSTANDING:
- ❖ Pair share: students will discuss how a character becomes a dynamic character then write down

	their answer ❖ SOAPStone

LESSON 6: 5 DAYS **RESOURCES:** ***The Taming of the Shrew*** Internet **STANDARDS:** **RL/RI 9-10.1** Cite strong and thorough textual evidence to support analysis; make inferences from the text. **RL/RI 9-10.2** Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text. **W 9-10.4** Produce clear and coherent writing appropriate to task, purpose, and audience. **W 9-10.5** Develop and strengthen writing as needed by planning, revising, and editing; focus on addressing what is most significant for purpose and audience. **W 9-10.6** Use technology to produce, publish, and update projects. **W 9-10.9** Draw evidence from literary and informational text to support analysis, reflection, and research. **SL 9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically **L 9-10.1, 2, 3** Demonstrate command of the conventions of standard English grammar and usage **ACADEMIC VOCABULARY:** • **Argument** • **Purpose** • **Renaissance culture** • **Gender Roles** • **Allusion**	**WRITING TASK**: Research marriage customs from another culture then develop an argument discussing the potential merits and weaknesses of marriages that are arranged versus choice. **LESSON UNDERSTANDING(S)**: ❖ Cultures can have different views on gender roles and marriage ❖ Marriage customs can have a strong effect on an individual and society. **ESSENTIAL QUESTION(S):** ❖ How does gender define a person's role in society? **LESSON OVERVIEW:** The students will research marriage customs from another culture and then write an argumentative essay discussing the potential merits and weaknesses of marriages that are arranged versus choice. **PREWRITING:** ❖ Research through the internet **DRAFTING:** ❖ Thinking map: tree map or flow chart ❖ Create an outline with thesis ❖ Begin writing draft **REVISING:** ❖ Pair share: students read each other's paper ❖ Teacher helps students who need assistance **EDITING:** ❖ Students revise work after pair share and teacher's assistance **FINAL DRAFT:** ❖ Students will complete the final draft

- **Symbol**
- **Imagery**
- **Filial**
- **Platonic**
- **Romantic**