

# Unit 1: Pursuit of Power and the Corruption of Self

<b>Unit #:</b>	APSDO-00017571	<b>Duration:</b>	7.0 Week(s)	<b>Date(s):</b>	
----------------	----------------	------------------	-------------	-----------------	--

**Team:**  
 Jodi Kryzanski (Author), Jennifer Aylsworth, Andrew Dorr, Cortney Fusco, Harriet Gowanlock, Kim Kraner, Gerald LaChance, Jeffrey Lombardo, Melissa Mirabello, Dana Moore, James Quigley, Julia Wiellette, Leah Forlivo

**Grades:**  
 10

**Subjects:**  
 English Language Arts

## Unit Focus

In this unit, students will read Shakespeare's tragedy *Macbeth* in order to explore how authors make deliberate narrative, linguistic, stylistic, and structural choices to convey meaning. By doing so, students will explore ideas such as the effects of ambition, greed, guilt, gender roles in society, and the debate between the role of Fate vs. Free Will in an individual's life. Students will approach text by reading individually, reading in class (acting out scenes), presenting as small groups, and interpreting the text using informal assessments. Summative assessments may include: literary analysis, creation of an aesthetic text and/or informative task. Primary instructional materials for this unit are selected from: *Macbeth* (Shakespeare text). Films may include: *Macbeth* (1971).

## Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p><b>Common Core</b>  <i>English Language Arts: 10</i></p> <ul style="list-style-type: none"> <li>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <i>CCSS.ELA-LITERACY.RL.9-10.1</i></li> <li>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively <i>CCSS.ELA-</i></li> </ul>	<p><b>T1</b> (T20) Student Lens: Active readers think critically about what they read.</p> <p><b>T2</b> (T1) Teacher Lens: Students will be able to comprehend and engage with a variety of texts in order to become independent, critical thinkers.</p> <p><b>T3</b> (T21) Student lens: Powerful writers think critically about what they write.</p> <p><b>T4</b> (T2) Teacher lens: Students will be able to thoughtfully produce text for a broad range of audiences, purposes and tasks.</p> <p><b>T5</b></p> <p>Thematic: Students will be able to examine through literature how people can negotiate individualism within a larger community.</p>	
	Meaning	
	Understandings	Essential Questions

<p><i>LITERACY.SL.9-10.1</i></p> <ul style="list-style-type: none"> <li>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <i>CCSS.ELA-LITERACY.RL.9-10.2</i></li> <li>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. <i>CCSS.ELA-LITERACY.RL.9-10.3</i></li> <li>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. <i>CCSS.ELA-LITERACY.RL.9-10.4</i></li> <li>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. <i>CCSS.ELA-LITERACY.SL.9-10.4</i></li> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>CCSS.ELA-LITERACY.W.9-10.4</i></li> <li>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. <i>CCSS.ELA-LITERACY.RL.9-10.5</i></li> <li>Develop and strengthen writing as</li> </ul>	<p><b>U1</b> (U106) Critical readers (reflect on and) question the text, consider different perspectives, and look for author bias.</p> <p><b>U2</b> (U700) Audience and purpose influence the structure, language, and style to achieve a goal effectively.</p> <p><b>U3</b> (U601) To be effective, writing (arguments, explanatory, narrative) must be supported with sound evidence, sufficient detail, and/or valid reasoning.</p> <p><b>U4</b></p> <p>Writers develop, express, and clarify their thinking in order to communicate effectively.</p> <p><b>U5</b></p> <p>The forces and constructs of society may lead to the corruption of individuals.</p> <p><b>U6</b> (U205) Authors and speakers make deliberate language, narrative, structure, and style choices to convey their meaning.</p>	<p><b>Q1</b> (Q206) How do I make and support conclusions/interpretations/inferences/opinions? (K-12)</p> <p><b>Q2</b> (Q105) What is the text really about (theme, main idea)? (K-12)</p> <p><b>Q3</b> (Q207) What connections/insights can I gain by comparing two or more texts? (K-12)</p> <p><b>Q4</b> (Q806) How do my purpose, task, and audience influence the way I publish/present my findings? (3-12)</p> <p><b>Q5</b></p> <p>What effects do the ambition for and the possession of power have on an individual?</p> <p><b>Q6</b></p> <p>What effects can guilt have on an individual's psyche?</p> <p><b>Q7</b></p> <p>In what ways can gender roles restrict and define people?</p> <p><b>Q8</b></p> <p>Are people's existences determined by fate or free will?</p>
<b>Acquisition of Knowledge and Skill</b>		
<b>Knowledge</b>		<b>Skills</b>
		<p><b>S1</b></p> <p>Define and identify: tragic hero, soliloquy, motif, wise, fool, metaphor, nihilism, subtext, connotation, denotation, allusion, hyperbole, personification, Tilyard's chain of being, poetic meter, classic tragic hero, tragic form, alliteration, free will, and fate</p> <p><b>S2</b></p>

<p>needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <i>CCSS.ELA-LITERACY.W.9-10.5</i></p> <ul style="list-style-type: none"> <li>• Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <i>CCSS.ELA-LITERACY.SL.9-10.5</i></li> <li>• Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. <i>CCSS.ELA-LITERACY.SL.9-10.6</i></li> <li>• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <i>CCSS.ELA-LITERACY.W.9-10.7</i></li> </ul>		<p>Analyze literary devices as they relate to theme</p> <p><b>S3</b></p> <p>Students will be able to read fluently with appropriate expression in order to demonstrate an understanding of meaning, subtext, and character</p> <p><b>S4</b></p> <p>Demonstrate understanding of unit-based vocabulary</p>
--	--	---