Unit 5: Nature of Tragedy and Comedy

Unit #:	APSDO-00017584	Duration:	7.0 Week(s)	Date(s):	

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

Grades:
12

Subjects:
English Language Arts

Unit Focus

In this unit, students will explore how dramatic art asks us to see ourselves as others do. As Shakespeare writes, "the purpose of playing, whose end, both at the first and now, was and is, to hold, as 'twere, the mirror up to nature" (III.ii.2023). The plays in this unit allow students to appreciate the more humorous aspects of life through comedic dramas or the catharsis one undergoes through masterfully written tragedy. Summative assessments may include the performance and interpretation of the text being used, a student creation of a dramatic performance, and/or a persuasive essay. Primary instructional materials supporting this unit will be selected from the following: *Hamlet* (William Shakespeare), *Midsummer Night's Dream* (William Shakespeare), *Othello* (William Shakespeare)*, King Lear* (William Shakespeare)*,* and *Pygmalion* (George Bernard Shaw).

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer
Common Core *English Language Arts: 12* • 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. *CCSS.ELA-LITERACY.RL.11-12.1* • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including	**T1** (T20) Student Lens: Active readers think critically about what they read. **T2** (T1) Teacher Lens: Students will be able to comprehend and engage with a variety of texts in order to become independent, critical thinkers. **T3** (T21) Student lens: Powerful writers think critically about what they write. **T4** (T2) Teacher lens: Students will be able to thoughtfully produce text for a broad range of audiences, purposes and tasks. **T5** Thematic: Analyze how individuals search for meaning, identify and consciousness in a constantly changing world.
	Meaning
		Understandings	Essential Questions

- determining where the text leaves matters uncertain. *CCSS.ELA-LITERACY.RI.11-12.1*
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *CCSS.ELA-LITERACY.L.11-12.1*
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. *CCSS.ELA-LITERACY.SL.11-12.1*
- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. *CCSS.ELA-LITERACY.W.11-12.1*
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *CCSS.ELA-LITERACY.L.11-12.2*
- 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. *CCSS.ELA-LITERACY.RL.11-12.2*
- 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. *CCSS.ELA-LITERACY.W.11-12.2*
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g.,

U1

Literature holds up a mirror to our nature and forces us to see ourselves as others do.

U2

Writers use literary devices to explore the complexity of human nature through language.

U3 (U302) Readers make meaning through close reading of the text(s) and personal connections to the topic.

U4 (U703) To be effective, written and spoken text (arguments, explanatory, narrative) must be supported with sound evidence, sufficient detail, and/or valid reasoning.

Q1

How is it possible to perceive qualities in others that we cannot perceive in ourselves?

Q2

How does an author employ literary devices to reveal the complexity of human nature?

Q3 (Q201) What are my strategies for reading this text? How do I know if they are working? (K-12)

Q4 (Q603) Why do I think this? (K-1) How do I support my ideas when writing in this particular genre? (2-12)

Acquisition of Knowledge and Skill

Knowledge	Skills
	S1 Demonstrate a comprehensive understanding of the dramatic structure of tragedy/comedy **S2** Analyze an author's use of literary devices to discover complex ideas about human nature **S3** Critique an author's use of stylistic choices to develop theme and conflict **S4** Apply an understanding of a social milieu to the decisions of character in a tragedy or comedy

		S5
where a story is set, how the action is ordered, how the characters are introduced and developed). *CCSS.ELA-LITERACY.RL.11-12.3*		Developing a thoughtful, reflective writing process through planning, revising, and editing drafts before finalizing
• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. *CCSS.ELA-LITERACY.L.11-12.3*		
• 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.) *CCSS.ELA-LITERACY.RL.11-12.4*		
• Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. *CCSS.ELA-LITERACY.SL.11-12.4*		
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13.) *CCSS.ELA-LITERACY.W.11-12.4*		
• Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution)		

- contribute to its overall structure and meaning as well as its aesthetic impact. *CCSS.ELA-LITERACY.RL.11-12.5*
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. *CCSS.ELA-LITERACY.W.11-12.5*
- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. *CCSS.ELA-LITERACY.L.11-12.6*
- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. *CCSS.ELA-LITERACY.SL.11-12.6*
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. *CCSS.ELA-LITERACY.W.11-12.6*
- 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. (Include at least one play by Shakespeare and one play by an American dramatist.) *CCSS.ELA-LITERACY.RL.11-12.7*
- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades

11CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. *CCSS.ELA-LITERACY.RL.11-12.10*		