

Unit Focus:	Unit Description:
A Celebration of Human Achievement: The English Renaissance	In this unit, students will read both literary and informational texts from and about the English Renaissance to analyze the development and interaction of multiple central ideas, as well as the interaction of key individuals, events, and ideas, over the course of the text. As part of their reading, students will also acquire and use grade-level appropriate vocabulary. Students will focus on informative/explanatory writing, with appropriate grammar study embedded.
Standards and Learning Targets	
Access Henry County District Learning Targets here .	
READING	
ELAGSE11-12RI2: 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.	
ELAGSE11-12RI3: 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.	
WRITING	
ELAGSE11-12W2: 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.	
a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic	
c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)	
LANGUAGE	
Grammar	
ELAGSE11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	
b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.	
ELAGSE11-12L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Observe hyphenation conventions.	
ELAGSE11-12L3: 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.	
a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	
Vocabulary	
ELAGSE11-12L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.	
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)

ELAGSE11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Embedded: *(These standards should not be taught or assessed in isolation but are part of ongoing learning throughout all units. These standards should support the focus standards in the unit.)*

RL1	RL9	W4	W8
RI1	RI9	W5	W9
RL4	RL10	W6	W10
RI4	RI10	W7	

Speaking and Listening: SL1-SL6

Language: L1-L6

Honors Framework Principles

In addition to meeting the expectations outlined for traditional courses, Honors English courses meet the expectations outlined below:

Embedded opportunities for advanced analysis and synthesis of texts paired with expression of complex ideas in writing

1. Close Observation and Analysis: As students encounter texts, art, graphs, maps, problems, and other source materials, they will learn to first engage in deep, close observation before being asked to explain and then apply or evaluate.
2. Evidence-Based Writing: Students craft claims in science, analyze sources in history, provide explanations to problems in math, demonstrate reading comprehension in ELA, and critique artistic choices in the arts. They begin with a focus on the sentence before progressing to paragraph- and essay-level writing.
3. Higher-Order Questioning: Students are encouraged to grapple with questions that spark curiosity and promote productive critical thinking skills so they can succeed on unfamiliar, new tasks.
4. Academic Conversations: Students must be engaged, active participants in their learning. Honors offers frequent opportunities for students to compare, critique, debate, and build upon others' ideas.

**Adapted from the 2021 Honors Framework English 1 and English 2 Course Guides*

Language of the Standards		Suggested Text(s)
Determine (RI2)	Informative Writing (W2)	<p>**Use both extended texts and shorter texts that have been vetted for appropriateness and relation to the unit theme. Please make all texts available for preview prior to instruction. Teachers should make text substitutions for any text upon the request of families and students.</p> <p>Shorter Texts From <i>Into Literature</i>, Unit 2: A Celebration of Human Achievement</p> <ul style="list-style-type: none"> • “from <i>Hamlet</i>” (BBC Shakespeare)—film clip • “Hamlet’s Dull Revenge” (Girard)—literary criticism* • “Sonnet 30” and “Sonnet 75” (Spenser)—poems • “A Valediction: Forbidding Mourning” (Donne)—poem • “To His Coy Mistress” (Marvell)—poem • “Twenty One Love Poems: Poem III” (Rich)—poem • “from <i>Speech Before the Spanish Armada Invasion</i>” (Queen Elizabeth I)—speech* • “For Army Infantry’s First Women, Heavy Packs and the Weight of History” (Phillips)—Article* • “Sonnet 18,” “Sonnet 29,” “Sonnet 130” (Shakespeare)—poems
Analyze (RI2, RI3)	Explanatory Writing (W2)	
Summarize (RI2)	Topic (W2)	
Central Idea (RI2, RI3)	Thesis (W2)	
Complex Account (RI2)	Introduction (W2)	
Summary (RI2)	Organizational Strategy (W2)	
Paraphrase (RI2)	Graphics/Text Features (W2)	
Objective (RI2)	Facts (W2)	
Subjective (RI2)	Definitions (W2)	
Bias (RI2, RI3)	Concrete Details (W2)	
Author’s Purpose (RI3)	Quotations (W2)	
Text Structure (RI3)	Extraneous (W2)	
Comparison/Contrast (RI3)	Citations (W2)	
Chronological Order (RI3)	Transitions (W2)	
Order of Importance (RI3)	Cohesion (W2)	

<p>Extraneous (RI3) Supporting Details (RI3) Evidence (RI3)</p>	<p>Precise Language (W2) Domain-Specific Vocabulary (W2) Diction (W2) Style (W2) Syntax (W2) Objective Tone (W2) Conclusion (W2)</p>	<ul style="list-style-type: none"> • “Elizabeth I: The Reality Behind the Mask” (Lewis)—article • “The Passionate Shepherd to His Love” (Marlowe)—poem • “The Nymph’s Reply to the Shepherd” (Raleigh)—poem <p>Extended Texts Suggested to Support <i>Into Literature</i>, Unit 2: A Celebration of Human Achievement</p> <ul style="list-style-type: none"> • <i>The Tragedy of Hamlet</i> (Shakespeare)—full text in textbook • <i>Don Quijote De La Mancha</i> (de Cervantes) • <i>Dr. Faustus</i> (Marlowe) • <i>I Am the Cheese</i> (Cormier) • <i>The Shakespeare Stealer</i> (Blackwood) <p>*May also serve as Mentor Texts for Informative Writing.</p>
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Week by Week Summary

During each week of instruction, in addition to meeting the expectations outlined for traditional courses, instructional design of Honors English courses should meet the expectations outlined in Honors Framework principles provided. A synopsis of each week follows:

Week 7: English Renaissance Background and Foundations for *The Tragedy of Hamlet*: Students will analyze the development of central ideas and the strategies authors use to develop key individuals, events, and ideas in informational texts to establish historical and literary context for *Hamlet*. Students will write in response to texts. Students will develop informative writing craft by exploring characteristics of informational writing, as well as collecting relevant support using facts, details, and quotations.

Week 8: *The Tragedy of Hamlet* and Related Texts: Students will continue to analyze the development of central ideas and the interaction and development of individuals, ideas, and events in informational texts related to *Hamlet*, as well as begin reading and analyzing the Shakespearean drama. Students will write objective summaries and write in response to texts. Students will develop informative writing craft by composing clear, articulate thesis statements.

Week 9: *The Tragedy of Hamlet*, Film Adaptation, and Related Texts: Students will continue to read and analyze *Hamlet*, as well as continue to analyze the development and interaction of central ideas and the interaction of individuals, ideas, and events in related informational texts. Students may also analyze film adaptations of the drama. Students will write in response to texts and develop informative writing craft by considering informational writing structures, strategies for establishing writing purpose, and use of transitions to create clarity and cohesion among ideas.

Week 10: *The Tragedy of Hamlet* and Literacy Criticism/Analysis: Students will continue to read and analyze *Hamlet*, along with literacy criticism related to the drama, considering especially the ways in which a literary critic develops and supports central ideas. Students will develop informative writing craft by composing well-developed body paragraphs with multiple pieces of evidence and elaboration.

Week 11: The Words and Ideas of Elizabeth I: Students will analyze the development of central ideas and the interaction of individuals, ideas, and events in foundational speeches from Elizabeth I, and thematically related informational texts. Students will write in response to texts and develop narrative craft by attending to diction and syntax in informative writing.

Week 12: Synthesizing Texts: Students will analyze the development and interaction of multiple central ideas, as well as how an author develops and conveys a complex set of ideas or sequence of events. They will write objective summaries in response to texts. Students will publish informative writing in the form of literary analysis demonstrating effective writing techniques and may deliver informative presentations.

Suggested Learning Tasks (Choose from these activities or select others to meet the needs of students.)

***In addition to the tasks below, students may engage in independent reading or book clubs around various extended texts. See more standards-aligned task suggestions in weekly planning guides.**

READING FOCUS W/ HONORS EXTENSION

- Students may examine and evaluate sample literary criticism of texts from different genres, including short fiction, poetry, and extended fiction, making connections and drawing conclusions about the ways in which literary critics convey central ideas and develop the interaction between key individuals/characters, ideas, and events in a text. Students will use this work with texts under consideration, or other chosen texts, to develop ideas about standards under consideration and express those ideas through writing. (RI1, RI2, RI3, W2) **(Honors Framework Principle #1, #2, #3)**
- Students may conduct a close reading of a scene or critical speech from *Hamlet*, analyzing theme and character development, as well as the use of language to convey meaning and tone. (RL1, RL2, RL3, L5a, L3a) **(Honors Framework Principle #1, #3)**
- Students may debate the effectiveness of the author's use of figurative language, the allusion, or specific details to convey the central idea(s) of the text. Students may develop open-ended questions to guide the debate and/or discussion of the mentor text. (SL1, RI1, RI2, RI4) **(Honors Framework Principle #1, #3, #4)**
- Students may choose a scene from *Hamlet* to study closely, both in print and in multiple depictions (film, theater, graphic novel, etc.). Students should analyze the depiction of plot, characters, and thematic development, as well as evaluate how the artist either preserved or altered the source text for a specific purpose. (RL1, RL2, RL3, RL7, L3a, L5a) **(Honors Framework Principle #1, #2, #3, #4)**
- Students may synthesize multiple texts related to women and war (i.e., "Speech Before the Spanish Armada" and "For the Army Infantry's First Women") to determine how these texts develop congruent or dissonant central ideas. Students may consider how each text interacts with another text—ways in which they agree and disagree. Students should develop an overarching question and determine how each text can be used to address the question (RI1, RI2, RI3, RI9, SL1). **(Honors Framework Principle #1, #3, #4)**
- Students may build and acquire elevated vocabulary through reading and research, developing connections with new words, including learning synonyms and antonyms, incorporating vocabulary in discussion and writing, and drawing connections between established and new vocabulary. (L4a, L4b, L4c, L4d, L6) **(Honors Framework Principle #1)**

WRITING FOCUS W/ HONORS EXTENSION

EXTENDED WRITING PROCESS OPPORTUNITY:

- Students may use knowledge gained through reading and research to compose extended literary criticisms free from their bias detailing information about text(s) and/or topic(s) under consideration. Students will develop a well-written criticism to share information and perspective gained from close reading of the text and additional research conducted. (RI2, RI3, W2, W4, W9, L1, L2, L3) **(Honors Framework Principle #1, #2)**

OPPORTUNITIES TO DEVELOP WRITING SKILLS/WRITING CRAFT:

- Students may produce short writing reflective of the concept of moral dilemma and/or revenge, imitating elements of a mentor text, to practice specific informative/expository writing skills and techniques. Students should begin by identifying elements of the mentor text that make the writing uniquely effective (e.g., organizational strategies, sentence structure, tone, etc.). The unit essential questions may be used to spark student writing: 1) What can drive someone to seek revenge? 2) How does time affect our feelings? (W2, W9, L1a, L1b, L3a) **(Honors Framework Principle #1, #2, #3)**
- Students may write analytical paragraphs in which they demonstrate the development of concise thesis statements that convey central ideas and the strategies authors use to develop key, individuals, events, and ideas in informational text. (W2, L1a, L1b, L3a) **(Honors Framework Principle #1, #2, #3)**

OPPORTUNITIES FOR WRITING ABOUT READING/WRITING FROM SOURCES:

- Students may synthesize a literary text and a relevant informational text (on revenge, moral dilemma, etc.), noting how the informational text confirms, refutes, or calls into question specific events or beliefs displayed in the literary text. Students may consider how authors both use and distort facts for literary purposes. (W7, W8, W9, RI2, RI3, RI9) **(Honors Framework Principle #1, #2, #3)**
- Students may develop a TedTalk style presentation, including digital media, to further discuss a central idea of their literary criticism, such as revenge, mental illness, parent-child relationships, etc. Students may use multiple in-class discussion opportunities to develop fully their ideas around the topic and respond to the concerns of an audience. (SL1, SL4, SL5, SL6) **(Honors Framework Principle #1, #4)**
- Students may write about their reading by analyzing one of Hamlet's soliloquies. How does the diction, syntax, and specific details reveal his inner conflict(s)? How does the soliloquy build upon one of the themes of the play? (RL1, RL2, RL4, W2) **(Honors Framework Principle #1, #2)**
- [See Constructed Response and Informational Essay Writing Task related to "Speech Before the Spanish Armada Invasion" and "For Army Infantry's First Women."](#)
- [See Constructed Response and Informational Essay Writing Task related to "The Passionate Shepherd to His Love" and "The Nymph's Reply to the Shepherd."](#)
- [See Constructed Response and Informational Essay Writing Task related to passages about human rights.](#)

- [See AP Style Paired Poetry Writing Task related to “The Passionate Shepherd to His Love” and “The Nymph’s Reply to the Shepherd”](#)
- [See AP Style Rhetorical Analysis Writing Task related to “Revenge and the People Who Seek It.”](#)
- [See AP Style Poetry Writing Task related to “To the Virgins, Make Much of Time.”](#)

Research Integration Opportunities

The following research topics may be explored through short or sustained research opportunities in the unit. Students may reflect on or present their research through writing and/or speaking and listening. (W2, W4, W7, W8, W9). (**Honors Principles #1, #2, #3, #4**)

- Students may use knowledge gained through reading and research to compose extended literary criticisms free from their bias detailing information about text(s) and/or topic(s) under consideration. Students will develop a well-written criticism to share information and perspective gained from close reading of the text and additional research conducted.
- Students may research primary sources written during or about a specific war of their choosing, taking care to examine bias as it pertains to each author’s perspective on the same events. They will then tie in their knowledge of the historical events of the war by reading an objective account (secondary source) of one of the events in question and producing a well-thought-out essay or presentation that considers the moral and ethical dilemmas of the war.
- Students may conduct short or extended research about how the desire to gain and keep power can corrupt people. For example, students may research past presidents or world leaders who have gone to extreme lengths to gain and keep power.
- Students may conduct short or extended research on the impact of loss and grief on the brain. Students may want to apply their research to Hamlet’s behavior in the play.

Suggested Technology Integration

To extend the unit theme, students may create an annotated playlist of songs that reflect ideas conveyed in several of the selections in this unit. See HMH Unit 2 Media Task for more details.

Other Resource(s) Suggestions/Links

Additional Resources to Support *Hamlet* background :

- [“Of Revenge” \(Bacon\)—Common Lit](#)
- [“United and Divided: How Religion Drove Politics in Pre-Modern Europe” \(Ostergaard\)—Common Lit](#)
- [“On Tragedy” \(Aristotle\)—Common Lit](#)
- [“Excerpt from *The Prince*” \(Machiavelli\)—Common Lit](#)
- [“How Small Fibs Lead to Big Lies” \(Hersher\)—Common Lit](#)
- [“Teaching Shakespeare in a Maximum Security Prison” \(Martin\)—Common Lit](#)
- [“Shakespeare Had Fewer Words but Doper Rhymes than Rappers” \(Craig\)—Common Lit](#)
- [“The Lure of Shakespeare” \(Butler\)—Common Lit](#)
- [“Tragedy and the Common Man” \(Miller\)](#)

Additional Resources to Support *The Tragedy of Hamlet*:

- *The Tragedy of Hamlet*: Respond Vocabulary
- *The Tragedy of Hamlet*: Respond Language Conventions
- Reading Studio: *The Tragedy of Hamlet* Close Read Practice (RL1, RL2, RL3, RL4, RL5)—Tier I Re-engagement
- Reading Studio: *The Tragedy of Hamlet* Close Read Screencast I (RL4, RL5)—Tier I Re-engagement

Additional Resources to Support “Speech Before the Spanish Armada Invasion”:

- Reading Studio: “Speech Before the Spanish Armada Invasion” Summary/Adapted Text—Tier I Re-engagement
- [Additional speeches and proclamations from Queen Elizabeth I](#)
- [More speeches and proclamations from Queen Elizabeth I](#)
- “Speech Before the Spanish Armada Invasion”: Respond Vocabulary
- “Speech Before the Spanish Armada Invasion”: Get Ready and Respond Language Conventions
- “For Army Infantry’s First Women”: Respond Language Conventions
- “For Army Infantry’s First Women”: Respond Vocabulary

Additional Texts that May Support the Unit Theme:

- “Silk Connects the World” (1200L)—HMH Texts Library

HMH Writing Studios:

- Interactive Writing Lesson: **Writing Informative Texts**-- Overview; Introduction; Developing a Topic (W2a); Organizing Ideas (W2a); Introductions and Conclusions (W2a); Elaboration (W2b); Using Graphics and Multimedia (W2a); Precise Language and Vocabulary (W2d); Formal Style (W2e); Assessment; Student Model

- Reading Studio: *The Tragedy of Hamlet* Close Read Screencast I (RL3, RL4)—Tier I Re-engagement
- Reading Studio: *The Tragedy of Hamlet* Close Read Screencast 3 (RL2, RL3)—Tier I Re-engagement
- Reading Studio: *The Tragedy of Hamlet* Close Read Screencast 4 (RL1, RL2)—Tier I Re-engagement
- Reading Studio: *The Tragedy of Hamlet* Text Sketch (English and Spanish)—Tier I Re-engagement
- Reading Studio: *The Tragedy of Hamlet* Act 1, Scene 2 Summary/Adapted Text—Tier I Re-engagement

Additional Resource to Support “from Hamlet” Film Clip

Hamlet Film Adaptations—search You Tube for clips

- *Hamlet* (1948)—Laurence Olivier
- *Hamlet* (1969)—Tony Richardson, Anthony Hopkins
- *Hamlet* (1990)—Franco Zeffirelli, Mel Gibson, Glenn Close
- *Hamlet* (1996)—Kenneth Branagh, Kate Winslet
- *Hamlet* (2000)—Michael Alemreyda, Ethan Hawke, Julia Stiles

Additional Resources to Support “Hamlet’s Dull Revenge”:

- “Hamlet’s Dull Revenge”: Respond Language Conventions
- “Hamlet’s Dull Revenge”: Respond Vocabulary
- Reading Studio: “Hamlet’s Dull Revenge” Text Sketch (English and Spanish)—Tier I Re-engagement
- Reading Studio: “Hamlet’s Dull Revenge” Summary/Adapted Text—Tier I Re-engagement

HMH Grammar Studios (May be used as Tier I Re-engagements for specific language standards addressed in this unit; see the 12th Grade ELA Resource Appendix for a list of other Grammar Studio lessons that may be applicable based on individual student need.)

- Interactive Grammar Lessons: **A Glossary of Usage (L1a, L1b)**—Changing and Contested Usage
- Interactive Grammar Lessons: **The Sentence**—Classification of Sentences
- Interactive Grammar Lessons: **The Clause**—Kinds of Clauses; The Adjective Clause; The Adverb Clause; The Noun Clause; Sentence Structure; Sentence Purpose
- Interactive Grammar Lessons: **Punctuation I**—Commas with Independent Clauses
- Interactive Grammar Lessons: **Punctuation II**—Semicolons and Colons; Other Marks of Punctuation

HMH Vocabulary Studio:

- Interactive Vocabulary Lessons: **Vocabulary Studio**—Using Context Clues (L4a); Analyzing Word Structure (L4b); Common Roots, Prefixes, and Suffixes (L4b); Understanding Word Origins (L4b, L4c); Synonyms and Antonyms (L4c, L5b); Analogies; Homonyms, Homographs, and Homophones (L4a, L4d); Words with Multiple Meanings (L4d); Using Reference Sources (L4c)

HMH Intervention, Review, and Extension (Peer Coach Videos, Guided Skills Practice, and Anchor Charts)

- Analyze Figurative Language (L5a)
- Cite Text Evidence (RI1)
- Compare Informational Texts (RI1, RI9)
- Determine Text Structure (RI3)
- Draw Conclusions (RI1)
- Identify Characteristics of Expository Texts
- Identify Main Ideas (RI2)
- Identify Key Details in Informational Texts (RI1)
- Make Inferences (RI1)
- Summarize Informational Texts (RI2)