

Theme

How can I use recurring literary themes to critically examine the past and actively shape the future?

STEM Innovation Academy Unit Plan

Subject: ELA Unit Title: What Drives the Choices We Make? Grade: 9	Teacher: Ms. Buske Duration: 10 Weeks
<p style="text-align: center;">Summary of Unit</p> <p><i>Students will be asked to answer the driving question (What drives the choices we make) in a response that includes a multimodal, purposeful text that can both persuade and engage an audience. The scope of choice in terms of method and content should allow students to not only showcase their understanding of a literary theme but manipulate the language and structural strategies used by Shakespeare in the play, “Romeo and Juliet,” as well as the research and persuasive skills utilized during the “debate” portions of the unit, in a way that is personal and meaningful to the students themselves and targets a real community to inspire authentic change.</i></p>	
<p style="text-align: center;">Stage 1 – Desired Results</p>	
<p>Essential Questions</p> <p><i>How have classic literary themes surfaced in modern adaptations?</i></p> <p><i>What do recurring themes across time and space tell us about our world?</i></p> <p><i>Why is it important to consider an audience when developing complex characters and plotlines?</i></p> <p><i>How can stories and media be used to inspire changed?</i></p> <p><i>What role will technology play in the transmission, and recreation, of important literature?</i></p>	

Standards/Outcomes:

Standards: NJSLS Grade 9-10

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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 specific effects (e.g. mystery, tension, or surprise).

RL.9-10.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

W.9-10.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.9-10.7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

W.9-10.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. 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 and provide an objective summary of the text.

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.9-10.4. 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

21st Century Career Ready Practices

CRP1 Act as a responsible and contributing citizen and employee.

CRP4 Communicate clearly and effectively and with reason.

CRP6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP11 Use technology to enhance productivity.

Stage 2 – Assessment Evidence

Unit Pre-assessments: Candy Debate

Students conduct “research” and construct an argument for a specific candy. Students should point to counterclaims and refute those claims. Students participate in a formal debate following the mini research.

Performance Task(s):

Debate Research/Organizers

Students will work with a partner to research both sides of an issue and complete an organizer using the digital tools available on classroom. Students will analyze rhetorical strategies, as well as logical fallacies, before completing debate speeches.

Debate Participation and Performance

Students will use research and debate speeches in a formal debate setting.

Research Inquiry

Students will choose a point of inquiry through which to examine the relevance of ONE of Shakespeare’s themes. Students will complete a mini research paper related to analysis of theme, and should inform final adaptation.

Playlist

Students will choose specific language standards and analyze sonnets, using understanding of iambic pentameter. Students can choose from a variety of options to represent their understanding. Students should be able to articulate themes from poems at the end of the analysis.

Adaptation Film Responses (Google Classroom Blog Responses)

Students will analyze adaptations of Romeo and Juliet, determining how the adaptation delivers certain components of the original work, and how this changes the theme.

Play Adaptations (Act 2-5): Assigned to Specific Groups

Students will adapt specific scenes from the play after analyzing specific adaptations. Students will be able to use whichever forum they prefer (digital forum).

Authentic Experiences:

- 1) Adaptation Performances
- 2) Play at the Paper Mill Playhouse (TBD)

Presentation: Adaptation of Play

<p>Extensions (Tier I):</p> <p>Content: Play Analysis</p> <ul style="list-style-type: none"> -Students will choose one adaptation of Romeo and Juliet and will watch it alongside reading of the play (in its entirety). -Students will complete a weekly analysis comparing and contrasting the themes and will present to the class. <p>Process: Flipped Classroom</p> <ul style="list-style-type: none"> -Students will choose ONE writing technique to reinforce with classmates -Should also be used in adaptation <p>Product: Literature Review/Mini Thesis</p> <ul style="list-style-type: none"> -Students will construct a “mini thesis” with a well-developed literature review (from Google Scholar, commentary on at least three literary theories) connected to the process of adaptation. Students will be asked to choose two authors (original and author that adapted text) and present research regarding the purpose of adaptation, as well as the changes to the original film. Students must present information to peers and respond to panel questions. <p>http://www.public.asu.edu/~kroel/www500/Mini-Proposal%20Guidelines.pdf</p>	<p>Differentiation (Tiers 2 and 3)</p> <p>Content: Audio Version</p> <ul style="list-style-type: none"> -Students will be provided with audio version of text to listen to alongside reading of Romeo and Juliet -Students will have access to storyboard <p>Process: Juicy Sentences</p> <ul style="list-style-type: none"> -Small group instruction will take place during writing process to help students address targeted standards, particularly language standards <p>Process: Kinesthetic Learning Activities</p> <ul style="list-style-type: none"> -Students will engage with content and will enhance reading/writing skills using kinesthetic activities <p>https://docs.google.com/document/d/1SMOBnH3LIk1n0XIkkg0XU1XHsMYiEUmcRw6_yMIkrs/edit</p> <p>Product: Media</p> <ul style="list-style-type: none"> -Students will be given the option to (in addition to written piece) to create a visual piece using iMovie, YouTube, etc. instead of performance of play (live)
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Stage 3 – Learning Plan

<p>Expert/Field Experience(s)</p> <ul style="list-style-type: none"> -Viewing play at Paper Mill Playhouse <p>-Literacy Connections/Research</p> <ul style="list-style-type: none"> - Students will conduct daily research during the last 40 minutes of class (for final narrative) -Students will complete a daily Journal, where they will either respond to designated writing prompt related to specific daily lesson OR writing prompt option (given at the beginning of the project)
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Resources:

Plays

[Full Play](#)

[Excerpts from Romeo and Juliet](#)

[Drop Dead, Juliet by Allison Williams](#)

Poems

[Sonnet 18](#) by William Shakespeare

[Sonnet XVII](#) by Pablo Neruda

[Sonnet 43](#) by Elizabeth Barrett Browning

Informational Texts

[Aristotle's "On Tragedy"](#)

["Montague Capulet as Shiite and Sunni"](#)

[Romeo and Juliet: Past Productions and Play History](#)

["Why Do We Hate Love?"](#)

["Should We Scoff at the Idea of Love at First Sight?"](#)

["Retellings of Romeo and Juliet: Ranked"](#)

Film Adaptations and Resources (YouTube):

[Romeo and Juliet](#)

West Side Story

Gnomeo and Juliet

[Hip Hop & Shakespeare](#)

[Why Shakespeare Loved Iambic Pentameter](#)

[Logical Fallacies](#)

Research Resources

[Literature Reviews](#)

[Literature Review Models](#)

Technology:

[Class Dojo](#)

Ebscohost (eBooks)

[Storyboard That](#)

[Online Voice Recorder](#)

[Commonlit](#)

[Visual Dictionary Online](#)

[Flipgrid](#)

[MindMup](#)

[Edmodo](#)

[Harvard Project Zero: Visible Thinking](#)

[Romeo and Juliet: Storyboard That](#)

[Picktochart](#)

Vocabulary: pathos, logos, ethos, counterclaim, rebuttal, iambic pentameter, pun, soliloquy, monologue, meter, rhyme, pun, oxymoron, hyperbole, euphemism, abroach, amble, antic, apothecary, arbitrate, baleful, banishment, bawdy, beget, carrion, cholera, dexterity, digress, dirge, disparagement, languish

Students Will Know...

- **Reading Literature: Analyzing Texts and Drawing Key Conclusions**
 - The purpose of multiple plot lines in creating complex characters and thus enhancing a literary theme
 - How an author sequences events in order to produce a certain theme
 - What the term “tragedy” means and how it functioned in classic and functions in contemporary literature
 - How and why authors draw upon, or adapt, certain literary themes

- **Identify Components of Argumentative Writing**
 - How to distinguish claims from opposing claims and determine the author’s central idea
 - How an author organizes ideas to present a coherent argument, particularly examining use of language (transitions) and structure (when an author presents which argument, how the author uses structure to depict certain relationships between terms)
 - How an author uses an introduction and conclusion to frame ideas and create a cohesive whole

- **Identify Basic Grammatical Errors**
 - Subject-verb agreement
 - Parallel structure
 - Run-ons (semicolon/comma usage)

- **Researching to Present and Build Knowledge**
 - How to perform a search using multiple techniques (keyword technique, looking at the sources at the bottom of a credible cite, etc)
 - How to properly cite sources (APA and MLA)
 - How to use technology to answer a driving literary question

Students Will Be Able to Do...

- **Write Narratives**
 - Adapt key details or plot events from original text in order to build upon themes in a modern way (anticipates the reality of a contemporary audience)
 - Introduce multiple plot lines and perspectives to create a complex plotline and theme
 - Use dialogue, sensory language, pacing, foreshadowing, flashback in order to create suspense, mystery, and/or tension
 - Use literary perspective (first, second, third) as a technique to engage readers
- **Write Arguments**
 - Provide a clear introduction with hook, background statement, and thesis that captures overall purpose of the argument
 - Introduce claims and counterclaims that are clear, relevant, from reliable sources, and anticipate the audience's knowledge and concerns
 - Show relationships between different claims using language (transitions) and structure (cause/effect, problem/solution, compare/contrast, sequence)
 - Provide close-read analyses and draw LOGICAL inferences in order to reference another author's central idea and use that central idea to develop their own argument
 - Provide clear conclusion that links ideas stated in introduction and throughout the piece
- **Analyze How Ideas Are Developed**
 - Understand how an author's choices regarding the development of ideas contributes to the overall purpose of a text
- **Researching to Present and Build Knowledge**
 - Use multiple search techniques in order to answer or build upon a driving question based upon literary theme
 - Organize information in a way that allows them to draw innovative connections between sources of information
 - Critically assess and question the validity of research
 - Properly cite sources
 - Present a multimodal response to the complex question, "What drives the choices we make?"

