

Theme

How can citizens innovate, manage, and use technology in ways that are socially responsible?

STEM Innovation Academy Unit Plan

Subject: ELA Unit Title: Drama and Democracy Grade: 10	Teacher: Ms. Buske Duration: 12 Weeks
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Summary of Unit

Theater has been used since the birth of democracy as a way to open a dialogue about the most tempestuous political issues. Julius Caesar, a historical figurehead and subject of one of Shakespeare’s most reproduced works, will be identified as a politically charged play ripe for adaptation. In this unit, we will focus on the ways playwrights have interpreted William Shakespeare’s Julius Caesar and have manipulated the characters, plot design and structure, as well as the setting to make controversial statements related to the political climate of the place and time. We will identify the limits of artistic expression and the gray space between art and propaganda to assess the value of these various adaptations.

Stage 1 – Desired Results

Essential Questions:

- What are the key factors in determining the success or failure of a leader?*
- How can literature be adapted to encourage political change?*
- What role does theater play in democracy?*
- What makes literature appeal to all ages and times?*
- How does a person make ethical choices?*
- How can perspectives of political figures be shaped by drama/theater?*
- What is the difference between art and propaganda?*

Targeted Standards:

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).

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.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

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.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L3. 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.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

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:

- 1) Students will watch a TED Talk (Theater and Democracy) and will read an article, “Rhetoric is in the Possession of the Powerful” and will compose a rhetorical analysis synthesizing the two sources
- 2) Students will complete a mini-research project related to the history of Julius Caesar and his role in democracy. Students will use primary source articles, journal articles, and videos. Students will create a mini simulation or presentation to teach their peers about the historical context surrounding the play.

Presentation: One-Act Adaptation (Luna Stage?)

Description: Students will invite the community to watch their one-act play adaptation of Caesar and will respond to audience panel questions after the performance

**Note: Students will invite other actors/actresses from the community. A playwright competition will be available for interested parties.*

Performance Task(s):

Writer’s Notebook

Students will write 5 REFLECTIONS (minimum) per week. Each response should be at LEAST 7 sentences and should include SPECIFIC examples/evidence to support ideas. There will be specific prompts on certain days.

(Note: Writer’s Notebooks will eventually be used during Creative Writing Series)

Writer’s Notebook: Creative Writing Series

In writer’s notebooks, students will respond to prompt based upon mentor text (class texts: poems). After analyzing writer’s techniques and linking techniques to the theme of the text, students will apply the techniques to their own creative writing and will participate in peer revision process.

Vocabulary Activities

Students will create games based upon weekly vocabulary terms (based upon weekly readings). Students will play the games in class.

Murder Mystery Party

After completing research, students will Identify first act of play in anticipation of playing that character’s “role” in the text. Students will perform a deep literary analysis in regards to conflicting character motivations and complex characters’ relationships, examining both concept within the frame of plot development. Students will use analysis to play their “role” in a Murder Mystery Party and will write a rationale accusing the killer.

Film Analysis

Students will watch several adaptations of Act II and will Identify the ways in which the director departed from the original script. Students will focus specifically on character development and the director’s decisions to restructure the plot of the play. Students will write a film review of the best adaptation.

Student Directors: Realistic Film

Students will create realistic film based upon Act III. Students will Identify similarities and differences between final products (compare and contrast with original script and OTHER student adaptations) and will write an analysis based upon two.

Shakespeare in the Park: Mock Trial

Students will re-enact a scenario from 2017 (Shakespeare in the Park Controversy). A journalist has come under fire for “mocking” the President (fake news) for their liberal review of the adaptation of Julius Caesar in Central Park and Director/Actors have come under fire for their controversial portrayal of political leader. Each student will be given a role and will Identify whether rhetoric was inflammatory, or was right to free speech.

-Potential Roles: Judge, Prosecuting Attorney, Defense Attorney, Director, Actor/s, Costume Designer, Witness (Audience Members--2), Free Speech Expert, Delta and Bank of America (Pulled Funding), Kushner (wrote 1991 letter, included)

Presentations of “Pitch”

Student groups will present their one-act play sketch. Students should outline all elements and a rationale for each element they chose to adapt. Students should have also created an advertisement for their play.

Authentic Experiences:

- 1) Julius Caesar in Brooklyn: Performance <https://www.broadwayworld.com/brooklyn/regional/Julius-Caesar-250243>
- 2) Meet and Greet: Joe and Jane Acting Workshop
- 3) Luna Stage Performance <http://www.lunastage.org/calendar.php?type=12>

Extensions (Tier I)

Content: Articles and Novel

-Students will be given advanced roles in simulation activities and will perform extensive research in preparation for activities (for example: host will conduct research and design outcome of Murder Mystery Party).

Process: Flipped Classroom

-Students will choose ONE literary standard to teach the class *Students must develop a simulation or a game to teach the concept

Process: Multimedia Play

-Students will experiment with another method of adaptation linked to techniques used in Computer Engineering.

Product: Adaptation Review

-Students will construct a film review based upon another scholar’s thesis. Students may either choose to

Differentiation (Tiers 2 and 3)

Content: Julius Caesar (Play)

-Students will be provided with audio version of text and/or videos to scaffold understanding of the play

Content: Preliminary Research

-Students will be grouped and given topic according to interest and ability and will be resources and organizers to aid in research and presentation process

Process: Juicy Sentences

-Small group instruction will take place during writing process to help students address targeted standards, particularly language standards

Process: Kinesthetic Learning Activities

-Students will engage with content and will enhance reading/writing skills using kinesthetic activities

https://docs.google.com/document/d/1SMOBnH3LtK1n0XIkgg0XU1XHsMYiEUmcRw6_yMlkr/edit

focus on the evolution of a commonly adapted play used for political purposes and its role in democracy or can focus on the evolution of the play, Julius Caesar. with a well-developed literature review (from Google Scholar, commentary on at least three literary theories) connected to the connection between poetry and journalism. Students will be asked to choose one poet OR one journalist and Identify how that author contributed to a political movement. Students must present information to peers and respond to panel questions.

<http://www.public.asu.edu/~kroel/www500/Mini-Proposal%20Guidelines.pdf>

Product: Full Adaptation

-Students will create an adaptation of the play that extends beyond one act OR adapts another play that the student or student group chooses to study. Play will be performed in front of authentic audience (scholars?)

Process: Organizer

-Students will be given a writing organizer before writing play, rationale for murder mystery, film analysis

Product: Media

-Students will be given the option to (in addition to written piece) to create a visual piece using iMovie, YouTube, etc.

Stage 3 – Learning Plan

Resources:

Materials

- Writer’s Notebooks
- Chromebooks
- Chart Paper
- Recording Devices (Podcasts)

Digital Tools

- TED-ed
- iMovie
- Ebscohost (eBooks)
- Storyboard.com
- NY Times Learning Blog*
- Google Forms*

Clarisketch (<http://www.clarisketch.com>)
Scratch MIT (<https://scratch.mit.edu>)
Writing/Brainstorming: [Scoot & Doodle](#)

Texts

“Julius Caesar: Full Play”

<http://www.folgerdigitaltexts.org/html/JC.html>

“Rhetoric in Possession of the Powerful”

<https://www.bl.uk/shakespeare/articles/rhetoric-power-and-persuasion-in-julius-caesar>

Historical Context

<http://www.shakespeare-online.com/essays/fromhistorytostage.html>

Mock Trial Resources:

Article: Covered Event

<http://arts.virginia.edu/shakespeare-on-the-lawn-returns-to-drama-with-julius-caesar/>

Article: Covered Event

<http://money.cnn.com/2017/06/12/media/julius-caesar-public-theater-shakespeare/index.html>

Letter from Kushner (1991):

http://articles.latimes.com/1991-05-20/entertainment/ca-1426_1_julius-caesar

“The Life of Julius Caesar”

https://www.commonlit.org/en/texts/the-life-of-julius-caesar?search_id=258926

Media

Julius Caesar: Audio Version of the Play

<https://www.youtube.com/watch?v=Y5V43iy0xi8>

Julius Caesar: Royal Shakespeare Company (Adaptation)

<https://www.youtube.com/watch?v=bB7a1S-2YyI>

Julius Caesar As Told in a Series of Texts

<http://community.sparknotes.com/2018/03/15/julius-caesar-as-told-in-a-series-of-texts>

(Connection to Social Media Today)

***Utilizes Google Classroom**

Vocabulary

Barren, countenance, exalted, infused, lamented, affable, augmented, emulation, imminent, prevail, shrewd, spurn, valiant, valor, apprehensive, banished, compel, conspirators, ingratitude, malice, apparition, engendered, ensign, envenomed, exigent, fret, levying, bondage, demeanor, gorging

Expert/Field Experience(s)

-Julius Caesar in Brooklyn: Performance <https://www.broadwayworld.com/brooklyn/regional/Julius-Caesar-250243>

-Meet and Greet: Joe and Jane Acting Workshop

-Literacy Connections/Research

- Students will read and perform literary analysis on selected texts during the last 40 minutes of class
- 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)

Students Will Know...

Identify Components of Text

- Identify how Shakespeare’s portrayal of Shakespeare differs from historical accounts of his life
- Identify how an author develops a complex character in certain sections of a text
- Identify how Shakespeare uses conflicting motivations to develop the characters and drive the plot
- Identify how a central idea from a nonfiction article can be applied to a fictional text
- Identify how authors have used Julius Caesar to make a political statement by analyzing the central arguments in an article
- Identify how the placement of ideas in an article contributes to the author’s purpose
- Identify how authors transition from one idea to the next and how these transitions link to their central purpose in their article

Meaning of Words As Used in Text

- Definition of connotative and denotative
- Ability to define and Identify Cause/Effect text structure

Language

- I recognize various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- Identify patterns of word changes that indicate different meanings or parts of speech (e.g., *Analyze, analysis, analytical; advocate, advocacy*).
- Distinguish between types of “pauses” in writing (semicolon, colon, comma, hyphen, period, ellipsis) and how punctuation affects the tone of a piece. I will apply these techniques to my own writing.
- Recognize parallel structure
- Recognize literary techniques and their significance in the context of a literary work: double entendre, dramatic irony, pun, assonance, consonance, extended metaphor, foil, iambic pentameter

Students Will Be Able to Do...

Write Narratives

- Apply understanding of complex characterization by recreating a one-act play
- Use sequencing techniques for a specific purpose (in order to communicate a particular theme)
- Write a creative piece using techniques studied in the works of mentor texts
- Apply types of “pauses” in writing (semicolon, colon, comma, hyphen, period, ellipsis) for specific effects
- Create a conclusion that logically reflects upon or ties together the plot to create a relevant theme
- Adapt specific elements of an original script in order to create a relevant theme
- Use stage directions and elements of script writing
- Apply literary techniques in specific places to help develop character, plot, and/or theme: double entendre, dramatic irony, pun, assonance, consonance, extended metaphor, foil, iambic pentameter

Write Informative Pieces

- Provide close-read analyses and draw LOGICAL inferences
- Construct a specific, clear thesis by synthesizing the perspectives and claims made by several authors as well as evidence from a literary text (Shakespeare)
- Use transitions to link ideas
- Provide clear conclusion that links ideas stated in introduction and throughout the piece
- Write a conclusion that ties together ideas from the rest of the piece
- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- Correctly apply patterns of word changes that indicate different meanings or parts of speech (e.g., *Analyze, analysis, analytical; advocate, advocacy*).
- Apply types of “pauses” in writing (semicolon, colon, comma, hyphen, period, ellipsis) for specific effects
- Use parallel structure in writing
- Use MLA format when citing information in

formal writing

Speaking and Listening

- Participate in scholarly discussions (based upon appropriate literature/informational texts) and use evidence to support my ideas and challenge the ideas of my peers.
- Use multimedia to communicate specific ideas/proposals, including iMovie