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|  | **Standard:** * ELAGSE9-10RL3: 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.
* ELAGSE9-10RL4: 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.)
* ELAGSE9-10RL5: 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.
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|  | **Assessment: X Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ Essay Response ☐ None** |

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|  |  | **Pre-Teaching** | **Activation of Learning***(5 min)* | **Focused Instruction***(10 min)****\*I DO*** | **Guided Instruction***(10 min)****\*WE DO*** | **Collaborative****Learning***(10 min)****\*Y’ALL DO*** | **Independent Learning***(10 min)****\*YOU DO*** | **Closing***(5 min)* |
|  |  | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* **Learning Target** **Success Criteria 1** **Success Criteria 2** | Do NowQuick Write\*Think/Pair/SharePollsNotice/WonderNumber TalksEngaging VideoOpen-Ended Question | Think AloudVisualsDemonstrationAnalogies\*Worked ExamplesNearpod ActivityMnemonic Devices\* | Socratic Seminar \*Call/ResponseProbing QuestionsGraphic OrganizerNearpod ActivityDigital Whiteboard | Jigsaw\*Discussions\*Expert GroupsLabsStationsThink/Pair/ShareCreate VisualsGallery Walk | Written Response\*Digital PortfolioPresentationCanvas AssignmentChoice BoardIndependent ProjectPortfolio | Group DiscussionExit Ticket3-2-1Parking LotJournaling\*Nearpod |
| Monday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* |  | **MLK Day- No School** |
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| Tuesday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am analyzing Macbeth to understand how characterization, figurative language, and rhetoric develop the plot and theme. | Do Now: What is the metaphor in: “Macduff. Approach the chamber and destroy your sight/ With a new Gorgon. Do not bid me speak. See and then speak yourselves.” (2.3.65-67) | Overview: Macbeth Stations w/ worked example | Worked Example: With class, annotate and complete chart for characterization.  | Stations: Macbeth Acts 2, 3, 4, 5 | n/a | Exit Ticket: Define *figurative language* in your own words. |
|  | Using specific examples, I can explain how figurative language, rhetoric, and characterization are used in Macbeth to develop the plot and theme. |
| Wednesday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am analyzing Macbeth to understand how characterization, figurative language, and rhetoric develop the plot and theme. | Define *dramatic irony* in your own words. Then, provide an example from *Macbeth.* | Overview: Macbeth Stations w/ worked example | Worked Example: With class, annotate and complete chart for characterization.  | Stations: Macbeth Acts 2, 3, 4, 5 | n/a | Exit Ticket: Define dramatic irony in your own words.  |
|  | Using specific examples, I can explain how figurative language, rhetoric, and characterization are used in Macbeth to develop the plot and theme. |
| Thursday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am reviewing for the quiz on Macbeth. | Using a scale of 1-5 (1 being “strongly disagree” and 5 being “strongly agree”), rate yourself on the following: I can explain how the characterization of Macbeth influences the overall themes of ambition and power.I understand how Lady Macbeth's character drives the plot forward and affects the story's outcome.I can identify examples of figurative language in Macbeth and explain how they contribute to the play's themes.I understand how Shakespeare's choices in structuring the plot (e.g., the use of soliloquies, acts, and scenes) impact the overall narrative of Macbeth. | Overview: Instructions for Hotseat Review | n/a | Hotseat Review: Macbeth | Study Questions: Complete your study sheet as the we go over the answers in class.  | Reflection: How do you feel about Shakespeare after studying Macbeth and close readings? |
|  | I can recall specific examples of characterization, structure, and language and their impact on the plot and theme in Macbeth. |
| Friday | *C:\Users\thiyasr\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FEF22E5.tmp* | I am assessing my knowledge of characterization, structure, and language in Macbeth.  | Do Now: Write down the location of a powerful quote that you believe contains some universal truth. For example, “All’s well that ends well” is a quote from a Shakespeare play (that’s also the title of the play) that reflects the idea that if a difficult situation is resolved then the hard parts along the way aren’t important.  | n/a | n/a | n/a | Quiz: Macbeth | 2 Stars, 1 Wish: What are two things you think you did well on? What’s one thing you wish you did better? |
|  | I can demonstrate my mastery of characterization, figurative language, and author’s choices regarding plot and theme.  |