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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. |
|  | **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 Now  Quick Write\*  Think/Pair/Share  Polls  Notice/Wonder  Number Talks  Engaging Video  Open-Ended Question | Think Aloud  Visuals  Demonstration  Analogies\*  Worked Examples  Nearpod Activity  Mnemonic Devices\* | Socratic Seminar \*  Call/Response  Probing Questions  Graphic Organizer  Nearpod Activity  Digital Whiteboard | Jigsaw\*  Discussions\*  Expert Groups  Labs  Stations  Think/Pair/Share  Create Visuals  Gallery Walk | Written Response\*  Digital Portfolio  Presentation  Canvas Assignment  Choice Board  Independent Project  Portfolio | Group Discussion  Exit Ticket  3-2-1  Parking Lot  Journaling\*  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. |