

## Hamlet - Spring 2014

Subject/Grade: English 12

Course: British Literature

Unit Title: Dark Denmark

### Stage 1 - Desired Results

**Content Standards:** *This section lists the secondary content standards that are addressed in the unit (e.g., CCSS, GSEs, NGSS, Industry Standards, etc.)*

[CCSS.ELA-Literacy.RL.11-12.4](#) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

[CCSS.ELA-Literacy.RL.11-12.5](#) Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

[CCSS.ELA-Literacy.RL.11-12.6](#) Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.11-12.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[CCSS.ELA-Literacy.W.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**Essential Questions:** *This section identifies core essential questions in this unit*

1. What causes a person to act against their nature?
2. How can the appearance of things blind us from reality?
3. Is our future beyond our control?
4. How does a student approach reading Shakespeare?

**Understanding:** *This section identifies the big, enduring ideas of the unit*

1. Students will understand that each character's identity -- and individual -- is subject to a number of factors, and all those factors must be considered to form a judgement of a person.
2. Interpreting text and art of all kinds require careful analysis and reflection in order to understand complicated truths.
3. A character's actions are determined both by things within and beyond their conscious control.
4. Students will develop a variety of strategies for decoding and understanding complex texts.

## Hamlet - Spring 2014

**Students will know:** *This section identifies key concepts and knowledge students will acquire as a result of this unit*

1. Conventions of Tragedy, as defined by Aristotle (such as the tragic hero)
2. The Plot, Structure, and Characters of Hamlet
3. The major themes of Hamlet, such as appearance vs reality, fate vs free will, ambition, power, jealousy, etc
4. Discussion behaviors that promote civil discourse
5. Dramatic terms such as soliloquy, deus ex machina, foil, chorus, prologue, monologue

**Students will be able to:** *This section identifies what students should be able to do as a result of such knowledge. What skills do they now have?*

1. Identify the conventions of tragedy in a work of drama
2. Analyze the plot, structure, and character of a work for their symbolic or thematic meanings.
3. Identify and explain the significance of themes in a major work of art.
4. Participate in a discussion that follows the basic premises of civil discourse.
5. Explain how an playwright's artistic choices affect the interpretation of the work as a whole.

### Stage 2 - Assessment Evidence

**Assessments:** *This section identifies assessment tasks that the teacher will employ to assess student performance on the content standards identified in this unit. This section may also identify the rubrics used for scoring each assessment task*

*Thematic Essay (Essay analyzing a major theme in Hamlet)*  
*Entrance/Exit Tickets*  
*Socratic Seminars*  
*Quizzes (Content and Vocab)*  
*Comprehension Graphic Organizers*

## Hamlet - Spring 2014

<b>Stage 3 - Learning</b>	
<p><b>Learning Activities:</b> <i>This section lists suggested ENGAGING &amp; EFFECTIVE activities for students to demonstrate their competency in the standards identified in this unit</i></p> <p style="text-align: center;"><b>Note:</b> These activities are differentiated in order to best reach all levels &amp; types of learners:</p>	
<b>Activities for ALL students:</b>	<b>Supports Provided:</b>
<ol style="list-style-type: none"> <li>1. Freyer Squares for vocab acquisition</li> <li>2. Literature Circles</li> <li>3. Socratic Seminars</li> <li>4. Watching the play</li> <li>5. Thematic Carousels</li> <li>6. Character Analyses</li> <li>7. Four Corners</li> <li>8. Modern Interpretations of Hamlet</li> <li>9. Critical Theory Lenses</li> </ol>	<ol style="list-style-type: none"> <li>1. Graphic Organizers</li> <li>2. Modeling - Teacher &amp; Student Work Samples</li> <li>3. Group Work</li> <li>4. Multimodal options (using art, videos, etc as prompts)</li> <li>5. Directions presented in different ways (visually, audibly, etc)</li> <li>6. Explicit Instruction</li> <li>7. Organizational Systems (Notebook with Dividers for each section)</li> <li>8. Individual Conferences</li> <li>9. Collaboration with Inclusion Teacher &amp; Reading Specialist</li> </ol>
<b>Activities for MOST students:</b>	<b>Supports Provided:</b>
<ol style="list-style-type: none"> <li>1. Further analysis of major themes</li> <li>2. Peer editing and revision of writing assignments</li> <li>3. Dramatic Performances of scenes from Hamlet</li> </ol>	<ol style="list-style-type: none"> <li>1. Explicit Instruction</li> <li>2. Group Work</li> <li>3. Modeling with student samples</li> </ol>
<b>Activities for SOME students:</b>	<b>Supports Provided:</b>
<ol style="list-style-type: none"> <li>1. Leadership Roles within Group Activities (i.e. Socratic Seminars, Literature Circles, etc)</li> <li>2. Fine-tuning essay writing skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Modeling</li> <li>2. Explicit Instruction</li> <li>3. Targeted Feedback (in particular, voice, blending quotes, etc)</li> <li>4. Individual Conferences</li> </ol>
<p><b>Instructional Resources:</b> <i>This section of the unit lists instructional resources &amp; equipment available to teachers for this unit</i></p> <p><i>Notebooks</i></p> <p><i>Copies of Hamlet</i></p> <p><i>Daily Powerpoints</i></p> <p><i>Computer Cart for research</i></p> <p><i>Audiobook as wells as performances of Hamlet (digital)</i></p> <p><i>Modern Interpretations of Hamlet</i></p>	