

UNIT OF STUDY #6

| Title: <i>Veni, vidi, vici</i> | | Subject/Course: Pre-AP English | | Length: 3 weeks | |
|---|--|---------------------------------------|--|---|--|
| Topic: Classical tragedy: <i>Julius Caesar</i> | | Grade: 10 | | Designer: J. Powers & M. Harness | |
| UNIT GOALS AND EXPECTATIONS | | | | | |
| IMPORTANT CONCEPTS/UNDERSTANDINGS: -Julius Caesar is a classical tragedy not because it was written in classical times but because it is about a classical subject. -Drama has different conventions than other genres. -Drama allows for different characterization techniques because it is all spoken and to be performed. -It is important to understand what rights and responsibilities leaders and their subject have. | | | ESSENTIAL QUESTIONS: -What makes a good leader? -What do leaders have the right to do? -What do their subjects have the right to do? -What is drama? -What are the elements of classical tragedy? -What are the dramatic conventions? -What are the speech devices in drama? -How is character development in drama different from other genres? -What and who is a tragic hero? -How are dramas different from comedies? | | |
| STUDENT LEARNING EXPECTATIONS: Ongoing SLE's R.10.10.11 Read a variety of dramatic selections, including a classical tragedy R.10.10.12 Compare and contrast character development in a play to characterizations in other literary forms R.10.10.13 Read and discuss an author's use of dramatic conventions R.10.10.14 Identify the functions of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature R.10.10.15 Explain the use of asides, soliloquies, and monologues in the development of a single character R.10.10.16 Read and examine the elements of classical tragedy R.10.10.17 Define and identify the characteristics of a tragic hero R.10.10.18 Explain the relationship between the expressed purposes and the characteristics of different forms of dramatic literature | | | W.5.10.5 Write a variety of work related documents such as memos, emails, and correspondence, that: <ul style="list-style-type: none"> • follow a customary format, including proper salutation, closing, and signature and create predictable structures through the use of headings, white space, and graphics • address audience needs, stated purpose and context • provide clear, purposeful information that includes relevant information and excludes extraneous information • use appropriate vocabulary, tone, and style use appropriate strategies, such as providing facts and details, describing and analyzing the subject, and explaining benefits or limitations W.5.10.7 Write responses to literature that: <ul style="list-style-type: none"> • articulate the significant ideas of literary works • support important ideas and viewpoints with evidence from the text • demonstrate awareness of the author's use of stylistic and literary devices • recognize conflicts (character dilemmas) as revealed by characters' motivations and behaviors W.5.10.8 Write on demand to a specified prompt within a given time frame | | |
| SPECIFIC DECLARATIVE KNOWLEDGE – What I know -the elements of a classical tragedy -the difference between characterization among genres -the dramatic conventions (covers several SLE's) | | | SPECIFIC PROCEDURAL KNOWLEDGE – What I will do -Identify the elements of classical tragedy in <i>Julius Caesar</i> -compare characterization in the play to that of a character in their self-selected novel | | |

| | |
|--|---|
| <ul style="list-style-type: none"> -the use of speech in dramas -the definition of a tragic hero -the difference between different types of dramatic lit. | <ul style="list-style-type: none"> -Identify the specific use of dramatic conventions in <i>J.C.</i> -Identify specific asides, soliloquies, and monologues in the development of Brutus and Marc Antony -Judge who is the tragic hero of the play: Caesar or Brutus -Identify the differences between tragedies and comedies |
| UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy) | |
| <ul style="list-style-type: none"> -Compose a letter to Brutus from Cassius | |
| Traditional Assessments: <ul style="list-style-type: none"> -quizzes -test | Other Evidence of Learning: <ul style="list-style-type: none"> -cartoon storyboard -open response |

| ACTIVITIES AND LEARNING EXPERIENCES | Resources |
|---|---|
| <p>(There will be almost daily bellringers to access prior knowledge from the previous day.)</p> <p>Accessing Prior Knowledge (APK) – Using an ABC chart, record all the key words students remember from studying drama last year, including Shakespeare's bio. Have a competition to see who can think of the most. Share with class.</p> <p>Show a PowerPoint to review the plot structure of a drama (Freytag's pyramid). Differentiate between turning point and climax.</p> <p>Respond to an open response regarding an historical article of Caesar's exploits or "What is a Tragic Hero?" from basal text</p> <p>Do a bookwalk to remember what students should be looking for while reading a play (how to read a play.)</p> <p>Do microtheme strategy in pairs and then as a class after viewing a PowerPoint about the life of Caesar or read about his life in the basal text.</p> <p>Teacher-generated anticipation guide for story</p> <p>Have students perform play aloud in class with interjected teacher discussion and questioning and think-pair-share.</p> <p>Address literary devices, dramatic conventions, and speech devices as they occur in the play. I will assess where we are at the end of each day to see what terms and ideas need to be taught in a mini-lesson using 4-step vocabulary the next day for what will occur in the next day's reading.</p> <p>Compose a cartoon storyboard to summarize the action of the play</p> | <p>Smartboard</p> <p><i>Elements of Literature</i> 4th course</p> <p>Sparknotes.com – No Fear Shakespeare</p> <p>Janet Allen workshop</p> <p>MAX strategies</p> <p><i>J.C.</i> teacher guide</p> |
| Career Connections | |
| <p>Museum curator, historian, dramatist</p> | |