

Unit 2: Poetry and Drama	UEQ: How does making connections between poems and plays help to reveal relevant messages and the exemplary use of language?
Approximate Timeline: 9-12 weeks	Identified Resources: <i>The Canterbury Tales</i> by Chaucer; Selected sonnets; Shakespearean play

PA Focus Standards	Common Core Learning Statements (Transposed to LEQs on Lessons)	Student Activity
Reading Informational Text 1.2 Students read, understand, and respond to information text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. Reading Literature 1.3 Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. Writing 1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (RI.11-12.6)	Read the “Prologue” to the <i>Canterbury Tales</i> identifying instances of imagery, personification, characterization, irony, and satire and other poetic elements. Determine and evaluate Chaucer’s unique point of view for each character to use as support of an original perspective.
	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. (RL.11-12.5)	Student Debates: Using an Act of a Shakespearean play, students will debate the decisions Shakespeare made about the elements of the drama in an in-class discussion supported by specific textual evidence.
	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 (Include Shakespeare as well as other authors). (RL.11-12.4)	Students will read, interpret, and analyze sonnets by classic poets to identify sonnet structure including turn, figurative language, tone/mood, rhyme scheme and theme. Understanding of sonnets will be synthesized into a written response focused on an original thesis.
	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RL.11-12.1)	Students will respond to a thematic timed writing for a Shakespearean play using specific textual support and following the conventions of a well-focused essay.

appropriate content. Speaking and Listening 1.5 Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist). (RL.11-12.7)	Examine video clips of scenes from multiple versions of a Shakespearean play and take notes on the directors' choices in regard to staging, dialogue, acting, tone, and emphasis on theme. Note deviations in the different perspectives shown in the varying versions. In a class discussion, justify your arrangement through examples from the videos.
	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (W.11-12.6)	Students will read an act of a Shakespearean play and poems of similar topic to draw a conclusion about poets' representation of the topic across time. Students will write an original thesis evaluating how well the poets present the topic as it relates to the human experience. Responses will be shared and reacted to in an online discussion format.
	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons,	Students will read 2 – 4 tales of <i>The Canterbury Tales</i> taking notes on Chaucer's use of literary devices, development of a moral, and passages containing entertaining elements. Students will make a decision as to which of the tales they read should win the Host's prize based on the tale's literary merit, moral teaching, and entertainment value. Decision will be argued in an essay focused on an original thesis and containing support from each of the tales.

	between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. (W.11-12.1)	
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