

Enrichment Unit 1: Shakespeare

Grade Level: 2

Length of Unit: Approximately 20-22 sessions

Unit Rationale:

In this unit second grade students engage in a form of literacy exploration known as Socratic Seminar as they explore several works by William Shakespeare. The object of Socratic Seminar is to develop a deeper understanding of the ideas, values, problems, issues, character motivations and themes inherent in writing, as well as to increase student thinking and reasoning ability. Socratic Seminar consists of conversations moderated by the teacher in which a carefully constructed open-ended question, about which there should be an element of doubt, is posed. The resultant discussion encourages students to listen closely to the comments of others while thinking critically about their own responses. Socratic Seminar encourages students to work cooperatively and to question intelligently and respectfully.

In this unit students will also analyze the setting, plot, characters and themes throughout individual plays and across multiple plays. Students will also create brief written responses to issues, characters or discussions, and will have the opportunity to act out portions of the play to further their understanding of characters' emotions, motivations and points of view. Lastly, students will have the opportunity to work in groups to use creative writing strategies to create their own version of a Shakespeare scene. Students will create a puppet of a character and have the chance to act out this scene with their group.

Stage 1 - Desired Results

Understandings:

Students will understand that...

- Shakespeare's plays require deep thought, questioning and reflection to understand characters' motivations and intentions which drive the plot.
- In order to actively participate in Socratic Seminar discussions students must support their ideas with evidence from the text or their schema.
- Writing scripts requires an understanding of the key characters and their intentions, as well as the setting, theme and issue within the scene.

Essential Questions:

- How can we use questioning to further our understanding of text?
- How do character motivations and character traits work together to create problems and solutions in plot?
- How do readers reflect and respond to literature?
- How might being able to recognize literary features help in appreciating literature?
- How is script writing different from other forms of writing, and why is it important?
- How is Shakespeare's work different from other literature that we have read?
- Why is William Shakespeare considered the most read author around the world?

Content:

Students will know...

- the background of William Shakespeare's life and how he developed into "The Bard", writing hundreds of sonnets, plays, and poems.
- a play is a dramatic composition piece written in a specific format which is meant to be performed on stage.
- setting refers to the time and place in a story
- characters' motivations and traits are often embedded in their reactions to other characters or events in a story or

Skills:

Students will be able to...

- identify characteristics and motivations of characters within a play.
- compare and contrast characters, settings and themes within a play and between several works of Shakespeare.
- analyze different forms of literature and identify patterns in vocabulary and prose.
- formulate questions that further understanding of character motivations, plot, setting and themes

<p>play</p> <ul style="list-style-type: none"> -a theme is the underlying message within a story - a comedy is a play written in a funny or comedic way, and a tragedy is a play written in a tragic or sad way. - when giving opinions in a Socratic Seminar discussion one must support ideas with evidence from the text or one's background knowledge. - script writing differs from other forms of writing in its format. To include characters' emotions, actions or setting changes writers can use parentheses in a script. -when designing a puppet we must analyze the character's emotions and intentions in the play in order to create a puppet that is representative of the play. 	<p>within a work of literature.</p> <ul style="list-style-type: none"> - reflect upon text and discussions to give written and oral responses to literature - recognize differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. - determine cause and effect within plot - form opinions about text and respond critically and respectfully to others' opinions. - support opinions with evidence from text and schema - brainstorm ideas cooperatively in a group to create a script - use a template to create a script. - analyze a character to create a puppet representative of that character's emotions and description within a play.
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NJ Student Learning Standards

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.3. Describe how characters in a story respond to major events and challenges.

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Visual and Performing Arts

1.3.2.D.1: Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

1.3.2.D.2: Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

1.4.2.A.3: Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and retell the story.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g.,

life guards, child care, medicine, education) and examples of these requirements.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

CLKS Practices:

- 3.Consider the environmental, social and economic impacts of decisions
- 4.Demonstrate creativity and innovation

Explanation of how CLKs connect to the unit: Students use creativity and innovation in creating their puppets and scripts for their Shakespeare plays. Students discuss social and economic impact of decisions during play discussions.

Explanation of how 9.2 standards connect to the unit:

Students discuss how jobs have changed over time (Shakespeare’s time to present day) and how skill sets have changed.

Interdisciplinary Standards

- **6.1.2.CivicsPD.1:** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- **6.1.2.CivicsPD.2:** Establish a process for how individuals can effectively work together to make decisions.

Explanation of how interdisciplinary standards connect to the unit: Students will listen to one another and work together in groups to create their own version of Shakespeare’s plays.

Technology Integration (9.4 Standards) -

- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan

Explanation of how 9.4 standards connect to the unit: Students will be learning different ideas and perspectives from their classmates as they discuss different characters’ perspectives.

Stage 2- Assessment Evidence:

Assessment:

Formative	Exit tickets, oral and written responses
Summative	Students’ end of unit scripts
Alternative	Audio or video recording of response/acting in play
Benchmark	Mid-unit written response

Stage 3 - Learning Plan

Learning Activities:

- Read portions of Lois Burdett's *A Child's Portrait of Shakespeare* book, show pictures and short video clips about William Shakespeare. Read portions of Shakespeare's plays so students gain understanding of the language and verse used by Shakespeare. Students will learn about William Shakespeare's life and how he and his work became the most well known in the world.
- Read Lois Burdett's version of "A Midsummer Night's Dream". Use cardboard cut-outs, student volunteers and document camera to project scenes to give students a better understanding of
- Students will participate in Socratic seminars as they analyze and debate characters' motivations and plot issues. Using TC charts, students will learn to support their answers with evidence from the text or their own schema.
- Upon completion of the reading of "A Midsummer Night's Dream" students will be divided up into interest-based groups (students choose their scene based on character or scene interest) to write their own version of that scene. Students will be given instruction in script writing including how to include emotion or actions in the script, scene changes and settings. Students will then create puppets that will be used in a performance of their Shakespeare scene.

Differentiation:

ELL:

- Extend time requirements
- Preferential seating
- Check often for understanding
- Oral/visual directions/prompts when needed
- Provide hands-on materials and/ manipulatives for students to practice using new content knowledge

G&T:

- Allow students to take an active role in pursuing additional information on weather/Earth's movement.
- Propose watercolor extension activities
- Propose interest-based challenging extension activities

Special Ed:

- Utilize a multi-sensory approach during instruction
- Reinforce visual directions with verbal cues
- Extend time requirements
- Allow verbal rather than written responses
- Preferential seating as needed

504:

- Review, restate and repeat
- Frequently ask questions to engage student

Students at Risk:

- Deliver instruction utilizing varied learning styles including audio, visual and tactile/kinesthetic
- Provide individual instruction as needed
- Meet with students frequently to ensure understanding
- Allow verbal rather than written responses

Core Instructional Resources

Teacher Pedagogical Resources:

Lois Burdett's "Shakespeare Can Be Fun" book series

Student Materials:

Student response sheets, Shakespeare puppet materials, script graphic organizer

DOE Mandates:

Diversity, Equity, and Inclusion Mandate:

Gender - discussed during comparison of gender roles over time

Sexual Orientation -

Race -

Ethnicity -

Religious Tolerance -

Unconscious Bias Impact on Individuals -

Unconscious Bias Impact on Society -

Economic Disparity Impact on Individuals -

Economic Disparity Impact on Society -

Notes:

Career Exploration: Students are introduced to a variety of jobs throughout lessons including author, poet, illustrator, editor, publishing careers, clothing and fashion industry (in discussions of how clothing has changed over time).

Enrichment Unit 2: Simple Machines

Grade Level: Grade 2

Length of Unit: 8-10 sessions

Unit Rationale: In this unit students will investigate the six types of simple machines. Simple machines make our lives easier by allowing us to use less energy and force to do work. Students will explore the uses of these machines, build and test the machines, and use the design process to reflect on their experiments and make improvements. Students will also use inquiry based learning and questioning to understand how simple machines can make our work easier, the function of the six types of simple machines, and the relationship between forces and simple machines. Students will explore the interaction of simple machines and forces such as gravity and friction.

Stage 1 - Desired Results

Understandings:

Students will understand that...

- simple machines are devices that do work by using force to overcome friction and gravity, and allow humans to use less energy.
- there are six types of simple machines that have varying functions.
- by exploring simple machines and forces through questioning and experimentation we can learn how scientists and engineers revise their work to make improvements.

Essential Questions:

- What are the functions of the six types of simple machines, and how do they each make our work easier today?
- How can we conduct investigations into simple machines to better understand their uses and the transfer of energy?

Content:

Students will know...

- simple machines are devices that do work by using force to overcome friction and gravity
- a force is a push or pull on an object
- a force is needed to move a load.
- when we do work we use energy
- in using simple machines for human work, energy transfers from one object to another, or it changes in form as sound, heat or light energy.
- gravity is the force that attracts a body toward the center of the earth
- friction is the resistance that one surface or object encounters when moving over another.
- The first time the idea of "simple machines" was recognized around 3rd century BC, by Archimedes, the Greek philosopher.
- Simple machines were used in Shakespeare's times (connection to previous unit) and are still used today in our everyday lives.

Skills:

Students will be able to...

- use questioning strategies to brainstorm functions of the six types of simple machines based on examples of each type of machine.
- identify the function of each type of simple machine and explain how it uses force to overcome friction and gravity.
- compare and contrast the six types of simple machines and their functions.
- use creative problem solving strategies and the design process to revise design plans and improve models of simple machines (i.e.- create a ramp that will make a marble roll faster)
- conduct experiments utilizing the six types of simple machines and record results.
- analyze and reflect on results from simple machine experiments in written and pictorial form.
- determine benefits and drawbacks to each type of simple machine's use in an everyday problem or scenario.

- An inclined plane is a flat slanted surface that allows you to exert your input force over a longer distance. Ex: Ramp
- A wedge is a device that is thick at one end and tapers to a thin edge at the other end, used for cutting materials apart. Ex: Ax
- A screw is an inclined plane wrapped around a cylinder which holds things together or lifts materials. Ex: wood screw
- A lever is a stiff bar that rests on a support called a fulcrum which lifts or moves loads. Ex: bicycle wheel, rolling pin
- A pulley is a simple machine that uses grooved wheels and a rope to raise, lower or move a load. Ex: flagpole, blinds

- identify examples of each type of simple machine that are used in our everyday lives.

NJ Student Learning Standards

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

3-PS2-1: Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.

3-PS2-2.: Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

Career Education (Career Readiness, Life Literacies, and Key Skills Practices and 9.2 Standards)

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

CLKS Practices:

4. Demonstrate creativity and innovation

5. Utilize critical thinking to make sense of problems and persevere in solving them

Explanation of how CLKs connect to the unit: Students use creativity and critical thinking skills to solve problems using simple machines.

Explanation of how 9.2 standards connect to the unit: Students are introduced to a variety of engineering jobs and skills throughout lessons.

Interdisciplinary Standards

- 2.MD.D. Represent and interpret data.
2.MD.C. Work with time and money.

Explanation of how interdisciplinary standards connect to the unit: Students will conduct experiments using simple machines in which they collect data and compare time spent doing tasks.

Technology Integration (9.4 Standards) -

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work

Explanation of how 9.4 standards connect to the unit: Students will work in groups to create simple machines, and will discuss new ideas and perspectives on building and creating.

Stage 2 - Assessment Evidence:

Assessment:

Formative	Exit tickets, written/pictorial responses in journals/sketchbooks
Summative	Lab reports and written responses at end of each simple machine study
Alternative	Oral response or demonstration of how simple machine works
Benchmark	Written response at end of unit.

Stage 3 - Learning Plan

Learning Activities:

For each simple machine students will initially use inquiry based learning to try and figure out the function of that simple machine. After this initial activity, students will work in groups to build the simple machine, and will test and experiment using the simple machine. Students will record results of experiments and use critical thinking skills to come up with ways to improve their results and further the

Differentiation:

ELL:

- Extend time requirements
- Preferential seating
- Check often for understanding
- Oral/visual directions/prompts when needed
- Provide hands-on materials and/

amount of work that their simple machine is able to do. Examples of this include making a ramp have a higher incline to make a marble go quicker, making a catapult hoist an object further, etc.

For each simple machine students may conduct some of the following activities:

-simple machines student booklet (drawings, functions, reflections/improvements based on experiments)

-complete lab reports and reflections for each experiment.

- Discovery Education clips

-Smartboard activities

-Use Chromebooks for interactive websites

manipulatives for students to practice using new content knowledge

G&T:

- Allow students to take an active role in exploring additional information on simple machines (history, application in real world, etc)
- Propose simple machines extension activities (ex: create a machine from two simple machines)

Special Ed:

- Utilize a multi-sensory approach during instruction
- Reinforce visual directions with verbal cues
- Extend time requirements
- Allow verbal rather than written responses
- Preferential seating as needed

504:

- Review, restate and repeat
- Frequently ask questions to engage student

Students at Risk:

- Deliver instruction utilizing varied learning styles including audio, visual and tactile/kinesthetic
- Provide individual instruction as needed
- Meet with students frequently to ensure understanding
- Allow verbal rather than written responses

Core Instructional Resources

Teacher Pedagogical Resources:

www.pbslearningmedia.com; BES Library Simple Machines books

Student Materials:

Learning Resources Simple Machines Kits; Simple Machines Response Sheets

Notes:

Career Exploration: Students are introduced to a variety of engineering jobs and skills throughout lessons.