

Glassboro Public Schools



MEMO

To: Dr. Robert Preston, Chief Academic Officer

From: Christopher Wood, Chair of English and Social Studies

Date: March 6, 2023

Re: Language Arts Pilot Approval

This note is to request approval to pilot an instructional unit in English III CP and H English III. When the GHS English department updated curriculum documents in 2022, one unit (featuring Tim O'Brien's *The Things They Carried*) was revised and moved from the English II curriculum to the English III. Current English III students have therefore already encountered the source text during their sophomore years. Please see the accompanying instructional plan for Shakespeare's *Macbeth*. We plan to use this pilot as a temporary substitute in the spring of 2023, but after evaluation may consider further revisions for long-term adoption.



Glassboro Public Schools
Office of Curriculum and Instruction

Instructional Unit Map

Course Title: English III

Teacher(s):	GHS English Department		Start Date:	April/May
Unit Title and Sequence:	Grade 11 Unit 4: “Macbeth: How Greed Affects Lives”		Length of Unit:	10 Weeks
Content Standards (with codes) – <i>What do we want them to know, understand, & do?</i>	<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections 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.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and</p>	Essential Questions:	<ol style="list-style-type: none"> 1. What is a tragic hero? 2. What is a fatal flaw? 3. What is betrayal? And is it ever justified? 4. How is morality subjective? 5. Is morality necessary for human existence? 6. Why do people behave the way they do? 7. To what extent does power/greed affect individuals and/or relationships? 8. How does greed affect one’s thoughts and actions? 9. How can one’s greed affect their life and the lives of others? 10. What does it mean to have free will? 11. What does “fate” or “destiny” mean to you? 12. To what degree is our fate in our own hands? How can a person’s decisions and actions change their life? 13. Is ambition dangerous? 14. Is there a difference between greed and ambition? 15. What is evil? Is evil inborn, or is it a result of bad decisions? 16. Why are we superstitious? What is the role of superstition in stories? 17. What events or evidence must appear to change our minds about which we were formerly convicted? 	

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. (e.g., Shakespeare as well as other authors.)

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.

RL.11-12.7. 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. (e.g., Shakespeare and other authors.)

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

18. Why is the study of Shakespeare relevant to modern students?
19. How should you react when you are betrayed, misled, or wronged?
20. What is honor? How has the concept of an honorable person evolved over time?

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. 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.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which

precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas

and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

C. Consult general and specialized reference materials (e.g., dictionaries,

	<p>glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations</p>		
<p>Summative Assessment(s) (<i>identify as secondary/primary</i>) – <i>How will we know they have gained the knowledge & skills?</i></p>	<ul style="list-style-type: none"> ● Primary: <ul style="list-style-type: none"> ○ Department Created CSA ● Secondary: <ul style="list-style-type: none"> ○ Often in works of literature, a character’s traits can cause his or her downfall. Select a character from <i>Macbeth</i> who displays one of the traits listed below: <ul style="list-style-type: none"> ■ Greed/Ambition ■ Guilt ■ Pride ■ Weakness <p>In a five-paragraph composition, identify the character and trait, describe how this one trait causes the downfall of the character, and how the character’s downfall is important to the work as a whole. Use your character diary entries to help you.</p> ○ Create a 3-song playlist that explains how modern songs connect to the topics and symbols of Macbeth. <ul style="list-style-type: none"> ■ First, choose a topic or symbol from the play. ■ Second, choose 3 school-appropriate songs that go along with the topic or symbol you chose. ■ Third, explain how each song relates to the topic or symbol and how it relates to Macbeth. ■ Lastly, create a cover photo for your playlist. ○ <u>Macbeth 100 Point Project(s)</u> 		

	Assessment Rubrics: <ul style="list-style-type: none"> ■ CCSS Informative Writing Rubric ELA Grades 11-12 ■ Department Modified Literary Analysis Rubric 			
Unit Pre-assessment(s) – <i>What do they know prior?</i>	1. MAP 2. Author Background 3. Drama Vocabulary			
Pre-requisite Skills – <i>What hurdles may exist for some students?</i>	<ul style="list-style-type: none"> ● Students will be successful in this unit if they: <ul style="list-style-type: none"> ○ are familiar with the basic conventions of Shakespearean drama. ○ can describe the basic rhetorical strategies employed by great orators. ○ understand the basic theories of governance as they relate to democracy and authoritarianism. ○ can identify advanced vocabulary in context ● TNTP Learning Acceleration Guide 			
Instructional/Assessment Scaffolds (<i>Modifications /Accommodations</i>) – <i>planned for prior to instruction</i>	English Language Learners	Special Education Students	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> ● Simplify complex questions ● Use concrete language and questions ● Give simple instructions ● Write in print unless specifically teaching the alphabet <p>For additional strategies, click here for the appendix</p>	<ul style="list-style-type: none"> ● Break assignments into segments of shorter tasks. ● Use concrete examples of concepts before teaching the abstract. ● Relate information to the student’s experiential base. ● Reduce the number of concepts presented at one time. <p>For additional strategies, click here for the appendix</p>	<ul style="list-style-type: none"> ● Allow students to obtain and report information utilizing cassette recorders, dictation, typewriters/computers, interviewers. ● Give additional presentations by varying the methods using repetition, simpler explanations, more examples and modeling. <p>For additional strategies, click here for the appendix</p>	<ul style="list-style-type: none"> ● Provide opportunities for critical and creative thinking, in-depth questioning and discussion ● Enhance curriculum with complexity and depth of content in areas of student strength and interest <p>For additional strategies, click here for the appendix</p>
	Access (Resources and/or Process)		Expression (Products and/or Performance)	

Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for students to express understanding.)</i>	Shakespeare’s plays, with their unusual vocabulary, grammar, and word order, can be challenging for modern readers. The following reading strategies can help: <ul style="list-style-type: none"> • Read the synopsis, or summary, at the beginning of each scene to get an idea of what will happen in the scene. • If you have trouble understanding a passage, use the sidenotes to figure out the meaning of unfamiliar words and gain helpful information. However, you do not necessarily need to understand every word to understand and enjoy the play. • Rearrange sentences that have unusual word order to create a familiar sentence structure. • Use the stage directions and details in dialogue to help you visualize the play’s settings and action. 	<ul style="list-style-type: none"> ● Public Speaking: Students will employ the strategies of argumentative writing to compose and deliver a compelling argumentative speech on a contemporary moral or civic issue of their choosing. ● Students will attempt dramatic performances and readings of the text in ways that demonstrate comprehension of key conflicts in the play. 		
Integration of Technology	<ul style="list-style-type: none"> ● Students will be able to digitally access, annotate, and modify primary source texts using the Internet. ● Online databases of source texts will provide supplemental reading and research material. ● Laptop computers allow students to develop professional habits of word processing, file sharing, cloud networks, digital communication and publishing. 			
Cross-curricular Standards	NJSLs Companion Standards Grades 11-12	21st Century Themes	P21 Framework	

Instructional Learning Plan						
Timeframe & Dates	Learning Goal(s) <i>(Attach corresponding standards)</i>	Learning Objective(s) <i>(in order in which they are taught)</i>	Instructional Strategies/Student Activities	Formative Assessments	Resources	Reflections
Week 1	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when	SWBAT: <ul style="list-style-type: none"> ● Read closely for textual details ● Annotate texts to support comprehension and analysis ● Engage in productive 	<ul style="list-style-type: none"> ● Students will start by completing a Google Form about their past experience with Shakespeare, his works, how they feel about them, and any concerns they may have about reading 	<ul style="list-style-type: none"> ● Shakespeare Survey/Google Form ● Shakespeare Webquest ● Drama Vocabulary ● Anticipation Guide ● Debate ● Class Discussion 	Google Forms Survey Webquest Websites 360 view of the Globe Theater	Ongoing

<p>writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text</p>	<p>evidence-based discussions about text</p> <ul style="list-style-type: none"> ● Independently develop questions for further textual analysis ● Make claims about texts using specific textual evidence ● Collect and organize evidence from texts to support analysis in writing ● Paraphrase and quote relevant evidence from texts ● Independently preview texts in preparation for supported analysis ● Independently read and annotate text in preparation for evidence-based discussion ● Use vocabulary strategies to define unknown words ● Write informative texts to examine and convey complex ideas ● Use rubrics and checklists for self-assessment and 	<p>another Shakespeare work.</p> <ul style="list-style-type: none"> ● Students will be divided into groups to complete a Shakespeare webquest and will present their findings as groups. ● Students will research their given questions and write the answers on a piece of poster paper. ● If groups finish researching early, they will take a virtual tour of the Globe Theater and answer the questions that go with it at the bottom of the webquest document. ● Then, when all groups are finished, each group will present their poster papers at the front of the classroom while the other students write in the answers on the webquest activity sheet. ● To wrap up author background research, students will watch two videos about Shakespeare. ● Students will research drama terminology on their laptops, putting the definition of each term in their own words. ● When finished researching the terms, 			
--	--	---	--	--	--

<p>(e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to</p>	<p>peer review of writing</p> <ul style="list-style-type: none"> ● Use speaking and listening skills in preparation for a dramatic reading performance 	<p>students will choose three terms and draw their definitions.</p> <ul style="list-style-type: none"> ● Students will complete an anticipation guide for <i>Macbeth</i>. ● When students are finished, they will have a debate on chosen statements. ● After the debates, students will choose one of the statements on the anticipation guide and explain why they agree or disagree with it. 			
---	---	--	--	--	--

	<p>compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>					
Week 2	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events,</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> ● Read closely for textual details ● Annotate texts to support comprehension and analysis ● Engage in productive evidence-based discussions about text ● Independently develop questions for further textual analysis ● Make claims about texts using specific textual evidence ● Collect and organize evidence from texts to support analysis in writing 	<ul style="list-style-type: none"> ● Students will learn background information and facts about <i>Macbeth</i>. ● Students will sign up for roles in Act 1.1 on the board. ● Students will receive a sheet with discussion questions for Act 1.1-1.3, which they will answer as they read. They will also receive a character map that they can refer to as they read as well as a character chart so they can write information about each character as they read. ● Students who signed up for roles will read out loud and the rest of the class will follow along. ● Class discussion: Why did Shakespeare open the play this way? How is the 	<ul style="list-style-type: none"> ● Act 1.1-1.3 DQ Sheet ● Quick write ● Drawing the witches activity ● Class Discussion ● Live Readings 	<i>Macbeth</i>	

<p>and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including</p>	<ul style="list-style-type: none"> ● Paraphrase and quote relevant evidence from texts ● Independently preview texts in preparation for supported analysis ● Independently read and annotate text in preparation for evidence-based discussion ● Use vocabulary strategies to define unknown words ● Write informative texts to examine and convey complex ideas ● Use rubrics and checklists for self-assessment and peer review of writing ● Use speaking and listening skills in preparation for a dramatic reading performance 	<p>setting described? What do we think of the witches? What do they discuss?</p> <ul style="list-style-type: none"> ● Students will answer the discussion questions for Act 1, Scene 1 on their sheets, then turn & talk to a classmate near them. ● Students will share their answers to the discussion questions out loud. ● Students will be introduced to the terms Thane, Lady, and Nobleman and write down their definitions. ● Act 1.2 will be summarized on the board and students will use the summary to answer the discussion questions for Act 1.2. ● A map of Scotland will be shown to students so they know where the play is set. ● Quick write: What are your impressions of Macbeth and Banquo based on what the characters say about them in Act 1, Scene 2? ● Students will sign up for roles in the first half of Act 1.3 on the board. (pp 29-33, stopping after the witches talk to Macbeth 			
--	---	---	--	--	--

	<p>visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>		<p>and Banquo and the men’s reactions to what the witches said)</p> <ul style="list-style-type: none"> ● Students who signed up for roles will read out loud and the rest of the class will follow along. ● Students will answer the discussion questions for Act 1.3, then turn & talk to a classmate near them. ● Class discussion: What do the witches say they’re capable of? What do we think of them now? What did the witches say to Macbeth and Banquo? Do you think what they said will come true? Why do you think the witches told them? Why do you think Shakespeare made the witches this way? ● Then, students will draw what they think the witches look like based on what the characters in the play say about them. They will use at least 2 quotes to support their drawing. 			
Week 3`	NJSLSA.R1. Read closely to determine what the text says	<p>SWBAT:</p> <ul style="list-style-type: none"> ● Read closely for textual details 	<ul style="list-style-type: none"> ● Students will sign up for roles in the second half of Act 1.3 as well as all of Act 1.4 on the board. 	<ul style="list-style-type: none"> ● Act 1.1-1.3 DQ Sheet ● Fate vs Free Will quickwrites ● Character Diary Entry 	<p><i>Macbeth</i></p> <p>“The Tortoise and</p>	

<p>explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<ul style="list-style-type: none"> ● Annotate texts to support comprehension and analysis ● Engage in productive evidence-based discussions about text ● Independently develop questions for further textual analysis ● Make claims about texts using specific textual evidence ● Collect and organize evidence from texts to support analysis in writing ● Paraphrase and quote relevant evidence from texts ● Independently preview texts in preparation for supported analysis ● Independently read and annotate text in preparation for evidence-based discussion ● Use vocabulary strategies to define unknown words ● Write informative texts to examine 	<ul style="list-style-type: none"> ● Students who signed up for roles will read out loud and the rest of the class will follow along. ● Students will finish answering the discussion questions for Act 1.3. ● Class discussion about the answers to the discussion questions. ● Ask students: Do you believe in the idea of fate or do you believe in the idea of free will? Explain. ● The idea of Fate vs Free Will will be introduced to the students. ● An example of how fate and free will influence each other will be shown to students using Aesop’s fable “The Tortoise and the Hare.” ● Tell students how the fable goes and ask them what the fate of the story is. Ask them whether they think free will had a role in it. ● Have a discussion, suggesting the idea that it was fate for the tortoise to win, but the individual choices made by each character helped that fate come true, whether they knew it or not. ● Ask students the same question again after given 	<ul style="list-style-type: none"> ● Soliloquy Rewrite and explanation ● Live Readings ● Class Discussion 	<p>the Hare” by Aesop</p>	
--	--	--	--	---------------------------	--

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- and convey complex ideas
- Use rubrics and checklists for self-assessment and peer review of writing
 - Use speaking and listening skills in preparation for a dramatic reading performance

- this new perspective: Do you believe in the idea of fate or do you believe in the idea of free will? Explain.
- Have students compare the tortoise and the hare to Macbeth and Banquo based on how the two reacted to what the witches said to them.
 - Students will sign up for roles in Act 1.5 and 1.6 on the board.
 - Students who signed up for roles will read out loud and the rest of the class will follow along.
 - Diary Entry: Write a diary entry as either Macbeth or Lady Macbeth. In this diary entry, write about the character's thoughts on what happened in Act 1, Scene 5. Use at least 3 details from the play in the entry.
 - Students will sign up for roles in Act 1.7 on the board.
 - Students who signed up for roles will read out loud and the rest of the class will follow along.
 - After reading, students will get to choose a soliloquy to rewrite in their own words line-by-line. One soliloquy

--	--	--	--	--	--

	<p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>		<p>is Lady Macbeth’s and the other is Macbeth’s.</p> <ul style="list-style-type: none"> ● After “translating” the soliloquy they choose, they will then explain the main idea the soliloquy is conveying and why they think the soliloquy is important to the play’s and/or character’s development. 			
Weeks 4-5	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> ● Read closely for textual details ● Annotate texts to support comprehension and analysis ● Engage in productive evidence-based discussions about text ● Independently develop questions for further textual analysis ● Make claims about texts using specific textual evidence 	<ul style="list-style-type: none"> ● Students will sign up for roles in the second half of Act 2.1 and 2.2 on the board. ● Students who signed up for roles will read out loud and the rest of the class will follow along. ● Students will show what happened in Act 2.1-2.2 by coming up with a headline and a short blurb, like one may see in a newspaper or at the start of an article. ● Students will begin viewing a movie version or performance of <i>Macbeth</i>, starting from 	<ul style="list-style-type: none"> ● Headline & Blurb ● Character Diary Entry ● Exit Ticket ● Quick Write ● Live Readings ● Class Discussion 	<p><i>Macbeth</i></p> <p>Macbeth movie</p> <p>Macbeth performance</p> <p>“The Masque of the Red Death” by Edgar Allan Poe</p> <p>CommonLit</p>	

<p>supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the</p>	<ul style="list-style-type: none"> ● Collect and organize evidence from texts to support analysis in writing ● Paraphrase and quote relevant evidence from texts ● Independently preview texts in preparation for supported analysis ● Independently read and annotate text in preparation for evidence-based discussion ● Use vocabulary strategies to define unknown words ● Write informative texts to examine and convey complex ideas ● Use rubrics and checklists for self-assessment and peer review of writing ● Use speaking and listening skills in preparation for a dramatic reading performance 	<p>Act 2.1 to 2.2. While watching, they will write down the differences between reading the play and the watching the movie/performance.</p> <ul style="list-style-type: none"> ● Exit Ticket: How is watching the play different from reading it? Which do you prefer, watching the play or reading the play? Why or why not? ● Students will then watch Act 2.3-2.4 and answer discussion questions while watching. ● The discussion questions will be discussed as a class. ● Students will write another diary entry as either Macbeth or Lady Macbeth (should be the same character that they chose for the first entry), this time based on what happened in Act 2.3 and 2.4. ● Students will sign up for roles in Acts 3.1-3.3 on the board. ● Students who signed up for roles will read out loud and the rest of the class will follow along. ● Class discussion about events in Act 3.1-3.3. 			
---	--	---	--	--	--

content and style of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts

- Quick Write: How did the events of Act 3, Scenes 1-3 change your view of Macbeth? Use at least three details from the play in your response.
- Students will watch Act 3.4, one being a movie version and another being a live performance. While watching, students will fill in a T-chart (one side for the movie and the other side for the performance) and write down the differences between them, focusing on features such as special effects, makeup, props, acting, stage tricks.
- Class Discussion/Debate: Do you think Banquo's ghost is real or just Macbeth's subconscious imagination? Why?
- Students will read "The Masque of the Red Death" by Edgar Allan Poe on CommonLit and the story will be discussed as a class.
- Students will then compare this text to *Macbeth* through a quick write, answering the questions: How do the characters of Macbeth and Prince Prospero compare? How are the themes and

	independently and proficiently with scaffolding as needed.		<p>messages in both stories similar? What do both texts foreshadow?</p> <ul style="list-style-type: none"> ● Acts 3.5 and 3.6 will be summarized on the board and students will use the summaries to answer discussion questions for Act 3.5 and 3.6. 			
Weeks 6-7	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> ● Read closely for textual details ● Annotate texts to support comprehension and analysis ● Engage in productive evidence-based discussions about text ● Independently develop questions for further textual analysis ● Make claims about texts using specific textual evidence ● Collect and organize evidence from texts to support analysis in writing ● Paraphrase and quote relevant evidence from texts 	<ul style="list-style-type: none"> ● Review: Who is Macbeth going to see? Why does he want to see them? ● Students will watch a performance of Act 4.1. While watching, they will answer questions on a handout about the scene. ● After watching, students will use their books to finish the handout individually. Then, after some time, students will share and compare their answers with those around them and prepare to discuss the answers as a class. ● Exit Ticket: Which sentence do you agree with the most and why: <ul style="list-style-type: none"> ○ Macbeth is foolish to ignore the warning of the apparitions. ○ Macbeth only hears what he wants to hear. 	<ul style="list-style-type: none"> ● Class discussion ● Act 4.1 DQ Sheet ● Exit Ticket ● Quick Write ● Group Scene Rewriting & Performance ● Character Diary Entry 	<p>Macbeth performance</p> <p><i>Macbeth</i></p> <p>“The Monkey’s Paw” by W.W. Jacobs CommonLit</p>	

<p>interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and</p>	<ul style="list-style-type: none"> ● Independently preview texts in preparation for supported analysis ● Independently read and annotate text in preparation for evidence-based discussion ● Use vocabulary strategies to define unknown words ● Write informative texts to examine and convey complex ideas ● Use rubrics and checklists for self-assessment and peer review of writing ● Use speaking and listening skills in preparation for a dramatic reading performance 	<ul style="list-style-type: none"> ○ There is no redemption for Macbeth; he is too guilty already. ○ Macbeth’s guilt is blinding his judgment. ● Review as class: Why does Macbeth want Macduff’s family murdered? ● Students will watch a performance of Act 4.2 and 4.3. While watching, they will take notes on what happens. ● Class discussion about the scenes. ● Students will complete a chart about the major murders in the play and then answer: How do the similarities/differences between the murders show Macbeth’s change in mental state? Use evidence from the chart to guide your answer. ● Students will read “The Monkey’s Paw” by W.W. Jacobs on CommonLit and the story will be discussed as a class. ● Students will then compare this text to <i>Macbeth</i> through a quick write, answering the questions: How is Mr. White a parallel to Macbeth? What are some 			
---	--	---	--	--	--

quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

common themes seen in both texts? What lesson is this story, as well as *Macbeth*, trying to teach you?

- Have a lesson on sleep walking. Ask students: What do you know about sleepwalking? Why do we do it? What could it signify? What is positive/negative about it? Are there any examples from your own life? Then, give them some facts about sleepwalking, including causes and symptoms.
- Group Performance: Students will be put into groups of 4-6. Each student will be given a role to play in the group (director, actor, script writer, checker, prop designer). Together, they will read Act 5.1 and discuss what happens. Then, they will decide who is best suited for each role within the group. They will work together to rewrite the scene using modern language. They can put their own creative spin on the scene, as long as they don't change what

			<p>happens in the scene. Lastly, once they have fully rewritten the scene, the actors will perform it in front of the class.</p> <ul style="list-style-type: none"> ● Show students the live performance of Act 5.1 and have them write down things that stand out to them. ● Diary entry as either Macbeth or Lady Macbeth based on recent acts and scenes. 			
Weeks 8-9	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> ● Read closely for textual details ● Annotate texts to support comprehension and analysis ● Engage in productive evidence-based discussions about text ● Independently develop questions for further textual analysis ● Make claims about texts using specific textual evidence ● Collect and organize evidence from texts to 	<ul style="list-style-type: none"> ● Students will sign up for roles in Act 5.2-5.4 on the board. ● Recap: What were the prophecies given by the three apparitions Macbeth saw in Act 4, Scene 1? As they read, have students think about: how these prophecies could play out and Macbeth’s mental state/mood. ● Students who signed up for roles will read out loud and the rest of the class will follow along. ● Class discussion about Acts 5.2-5.4. ● Students will create a collage on a shared Google Slides based on Macbeth’s state of mind/mood at this point in 	<ul style="list-style-type: none"> ● Class discussion ● Live Readings ● Mood Collage ● End-of-Play Debate ● <i>Macbeth</i> Kahoot 	<p><i>Macbeth</i></p> <p>“The Yellow Wallpaper” by Charlotte Perkins Gilman CommonLit</p> <p>Macbeth Kahoot</p> <p>Macbeth Rap</p>	

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

NJSLSA.R7. Integrate and evaluate

- support analysis in writing
- Paraphrase and quote relevant evidence from texts
 - Independently preview texts in preparation for supported analysis
 - Independently read and annotate text in preparation for evidence-based discussion
 - Use vocabulary strategies to define unknown words
 - Write informative texts to examine and convey complex ideas
 - Use rubrics and checklists for self-assessment and peer review of writing
 - Use speaking and listening skills in preparation for a dramatic reading performance

- the play. Their goal is to have at least 3 words, at least 1 image, and at least 1 color in their collage. They should also explain why they chose the words they did using evidence from the play.
- Students will sign up for roles in Act 5.2-5.4 on the board.
 - Ask students what they think is going to happen to Macbeth and Lady Macbeth.
 - Students who signed up for roles will read out loud and the rest of the class will follow along.
 - After finishing the play, students will participate in a class debate. One side of the room will be “Yes” and the other will be “No.” Students will be asked questions and will go to the side of the room that corresponds with their answer to the questions. Students will then explain why they chose the side they did.
 - Some questions to ask:
 - Do you feel any sympathy/pity for Macbeth?

--	--

content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- Do you feel any sympathy/pity for Lady Macbeth?
- Do both the Macbeth's hold equal responsibility for the murders?
- Do the witches hold any responsibility for the murders?
- Is ambition always a negative personality trait?
- Do you think Macbeth ever thought about becoming king before encountering the witches?
- Would you say the play has a "happy ending?"
- Do you think Macbeth got what he deserved?
- If you could, would you change the ending?
- Is the play still relevant in today's world?
- Students will read "The Yellow Wallpaper" by Charlotte Perkins Gilman on CommonLit and the story will be discussed as a class.
- Students will then compare this text to *Macbeth* through a group

			<p>and class discussion, answering the questions: What is the difference between the portrayal of men and women in the play? How are gender roles are being portrayed? What similarities does Lady Macbeth share with the narrator in Perkins Gilman's text?</p> <ul style="list-style-type: none">● <i>Macbeth</i> Kahoot for review			
--	--	--	---	--	--	--