















## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T	Responses are clear and demonstrate an understanding of an American identity.	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of... An American identity</i>
M,T	Students can write a nonfiction narrative about themselves or someone they know.	Write a nonfiction narrative (true story/memoir/biography)
A	Students' responses follow the structure of a nonfiction narrative effectively and convey complex ideas, concepts and information.	Consider how the idea of American identity has changed over time. Then use your own experience or that of someone you know or have studied to write a brief narrative that explores the question:
A,M	Evaluate written explanatory texts by analyzing how authors introduce and develop clear central ideas.  CCSS ELA- 9-10 Narrative Writing Rubric	How does your generation define what it means to be an American today?  Present a nonfiction narrative
T, M, A	Focus/exposition - Your story follows the form of a short story or narrative by using both dynamic and static characters in a well-described setting which follows plot structure.	You have read about immigrants' experience as they strove to adjust to the United States. Work with your group to develop a presentation (power point, podcast, video) that address the question:  How do the realities of immigrants' experiences reflect or fail to reflect American ideals?
T, M, A	Organization/structure/plot - The events of your story follow a logical progression and form. The plot structure diagram will help students organize their story. The exposition phase establishes the setting and characters, while conflict is introduced in the rising action. The climax reveals and	Students will select one personality from an instructor-developed list.  <b>***If the instructor chooses to use a novel for this unit, they can pair with some of the non-fiction readings and adjust the performance tasks to pertain to fiction.***</b>



<p><b>T, M, A</b></p>	<p>displays the conflicting thematic concerns as the falling action and resolution achieves unity and closure of these thematic elements.</p> <p>Narrative Technique - Students will use narrative techniques such as: pacing, narration, imagery, description, dialogue, characterization, and themes to develop the ideas in their nonfiction narrative. Students will show proficiency in storytelling techniques.</p>	<p><b>Performance Assessment</b></p> <p><b>GRASPS</b></p> <p><b>Goal/challenge</b> -Students will research and write a nonfiction narrative with characters and events using specific details of an actual event and follow plot structure to convey their understanding of nonfiction narrative while exploring an individual experience and answering the question, "How is an American identity created?"</p> <p><b>Role for students</b> - Creator, author, and story editor</p>
<p><b>M, A</b></p>	<p>Language/conventions - Writing is clear, neat, and organized. Writing is devoid of spelling and grammatical errors.</p>	<p><b>Audience for student work</b> -Feature section of the NYT</p> <p><b>Situation</b> - You are an aspiring author looking to publish your nonfiction narrative.</p>
<p><b>A</b></p>	<p>Students brainstorm ideas for their stories - setting, characters, conflicts and resolutions.</p>	<p><b>Products and performances generated by students</b> - Your story will focus on a real world idea/issue/events related to the American Experience.. You will provide feedback,edits, and revisions for yourself and your peers in class.</p>
<p><b>A</b></p>	<p>Students draft, conference, and revise their writing throughout the entire process.</p>	
<p><b>A</b></p>	<p>Students will provide and receive constructive feedback from their peers.</p>	<p><b>Standards/criteria for judging success</b> - Students master the elements of nonfiction narrative using the CCSS ELA 9-10 Narrative Writing Rubric. Students will master the conventions and elements of plot structure in their nonfiction narrative.</p>

	<p>Anchor Texts/Novels:</p> <p><i>Stargirl</i>  <i>The Joy Luck Club</i>  <i>My Antonia</i>  <i>The Absolutely True Diary of a Part-Time Indian</i>  <i>Brown Girl Dreaming</i></p> <p>Short readings:</p> <p>“A Quilt of a Country”  “The Immigrant Contribution”  “American History”  “Rules of the Game”  “The Writing on the Wall”  “With a Little Help from my Friends”  “Morning Talk: American Picnic”</p> <p><a href="https://www.commonlit.org/">https://www.commonlit.org/</a></p> <p>Various works of fiction and non-fiction</p>	<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Evidence of close reading of various texts  Evidence of short responses to essential questions written in class  Comparing/analyzing characters from various works  Brainstorming ideas for short stories  Short quizzes on selected short stories  Participation in small group and class discussions  Filling out Plot Diagram structure outlines for their stories</p>
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## Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
A	<p>Students will answer a writing prompt that asks what the phrase “American voices” means to them.</p> <p>Students will complete a goal assessment to measure growth in reading, writing &amp; research, language, speaking and listening</p>	
	<p><b>Summary of Key Learning Events and Instruction</b>  <i>Student success at transfer meaning and acquisition depends on...</i></p> <p><b>M</b> <b>Whole Class:</b>                      Students will read “Music for My Mother”</p> <p><b>A</b> Teacher models the difference between a quick write and a summary                      Students will write a summary about “Music for my Mother”</p> <p>Quick write: How is an “American” identity created?</p> <p><b>A,T</b> Students will read and compare and contrast 2 anchor texts and a short story - analyze craft &amp; structure.                      Students will compare each writer’s use of diction (using language to create a unique voice) Students will prewrite, draft and revise and edit.</p> <p><b>A</b> Read “A Quilt of a Country”</p> <p>Read “the Immigrant Contribution”</p> <p><b>A</b> Teacher models close reading techniques and practices.</p> <p>Teacher discusses the difference between and amongst direct and indirect characters and the descriptive development of each.</p>	<p><b>Progress Monitoring</b></p> <p>Teacher monitors and evaluates:</p> <ul style="list-style-type: none"> <li>- Whole class, small group, and individual discussions and work.</li> <li>- Conferences with peers and Teacher.</li> <li>- Quizzes and short writing responses.</li> <li>- Student participation in class activities.</li> <li>- Student ability to break a text down into its separate components.</li> <li>- Student ability to elaborate and explain interpretations and opinions with evidence.</li> <li>- Student ability to revise their work based on peer and teacher feedback.</li> <li>- Use of the writing process.</li> <li>- Individual writing responses and exit slips.</li> </ul> <p><i>Pacing and progress monitoring will be different if instructor uses a class novel</i></p>

M	Students will read and analyze character development and practice close reading skills (notice, annotate, connect, respond) -	
M, T	Read the short story "American History" The conflicts a writer chooses to address in a work of fiction often reflects issues people encounter in real life. Consider the conflicts Elena faces in "American History" and the choices she makes as she faces them. Write an alternative ending to the story.	
A	Students will write a nonfiction narrative about Americans from different time periods and whether those individuals see American identity differently.	
A, T	<b>Small Group:</b> Students will close read a variety of short stories and nonfiction texts to continue to understand what it means to be "American." Practice close reading skills (notice, annotate, connect, respond) - comprehension check (short answer questions), examine the author's style.	
A, T	Students will work with a small group to produce a presentation on issues related to cultural diversity and citizenship in the United States. Students will draft, write, revise and edit a nonfiction narrative that answers the question: "How is an American identity created?"  Students will independently choose additional readings (from the textbook) to continue their exploration of what it means to be "American"	

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## Resources

### Launch Text

- Music for My Mother (770L)

### Whole-Class Learning

- Anchor Text, Essay: *A Quilt of a Country*, Anna Quindlen (1310L)
- Anchor Text, Essay: *The Immigrant Contribution from A Nation of Immigrants*, John F. Kennedy (1320L)
- Anchor Text, Short Story: *American History*, Judith Ortiz Cofer (1000L)

### Small-Group Learning

- Novel Excerpt: *Rules of the Game* from *The Joy Luck Club*, Amy Tan (1000L)
- Media, Blog post: *The Writing on the Wall*, Fiamme Dumas (1160L)
- Memoir: *With a Little Help From My Friends from Funny in Farsi*, Firoozeh Dumas (920L)
- Poetry: *Morning Talk*, Roberta Hill (NP)
- Poetry: *Immigrant Picnic*, Gregory Bjanikian (NP)

### Independent Learning

- Memoir: *from When I Was Puerto Rican*, Esmeralda Santiago (900L)
- Autobiographical Essay: *Finding a Voice: A Taiwanese Family Adapts to America*, Diane Tsai (1180L)
- Poetry: *The New Colossus*, Emma Lazarus (NP)
- Poetry: *Legal Alien*, Pat Mora (NP)
- Media, Video: *Grace Abbott and the Fight for Immigrant Rights in America*, BBC

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**UNIT TWO - Journeys of Transformation**

<p><b>ESTABLISHED GOALS</b></p> <p><b>Reading: Literature</b></p> <p>CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><b>Reading: Informational</b></p> <p>CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Writing</b></p> <p>CCSS.ELA-LITERACY.W.9-10.2 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.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Discover how people are transformed by the experiences they have along the way to their final destination.</p> <p>Develop insight into the nature of language and the concept of culture and realize there are multiple ways of viewing the world.</p> <p>Recognize that the journey is sometimes as important as the destination.</p>	
	<i>Meaning</i>	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Transformation is a journey of growth and development that connects ideas and leads to changing people and the world around us.</p> </td> <td style="width: 50%; padding: 5px;"> <p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p><i>What can we learn from a journey?</i></p> <p><i>How do personal strengths and weaknesses shape a journey?</i></p> <p><i>What different types of journeys are there and how can they transform someone?</i></p> <p><i>When does the journey matter more than the destination?</i></p> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Transformation is a journey of growth and development that connects ideas and leads to changing people and the world around us.</p>
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<i>Acquisition</i>		

<p><b>Speaking &amp; Listening</b></p> <p>CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"><li>• That heroic characters are not always obvious</li><li>• That a journey changes a person or a character</li><li>• That the steps of the journey (the experiences) are often more important than the destination</li><li>• The qualities of a heroic character</li></ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"><li>• Analyzing author's choice</li><li>• Analyzing plot</li><li>• Analyzing character</li><li>• Writing an explanatory/informative essay about the meaning of a journey</li></ul>
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Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p><b>Impact:</b> Responses are clear and demonstrate an understanding of a hero's journey or transformation</p>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i>                      A journey or transformation by:</p>
M, T	<p><b>Content:</b> Students can explain a clear and understandable personal journey of transformation in a character</p>	<p>Writing an explanatory essay:                      What would a person need to survive a journey? Write an essay in which you answer the question: How are personal strengths and weaknesses magnified during the course of a journey?</p>
M, T	<p><b>Quality:</b> Students responses follow the structure of an explanatory essay effectively and convey complex ideas, concepts and information</p>	<p>Use evidence from multiple texts to explain what traits are necessary for a successful journey.</p>
M, T	<p><b>Process:</b> Evaluate written explanatory texts by analysing how author's introduce and develop clear central ideas</p>	<p>Delivering a multimedia presentation:                      With your small group, design a multimedia presentation about journeys that involve no travel. Students will read about people in different societies with different kinds of heros (interview, short story, poetry)..</p> <p>The presentation will answer the following: What different types of journeys are there, and how can they transform someone?</p> <hr/> <p><b>Performance Assessment</b></p> <p>Explanatory Essay &amp; Podcast  <i>The Odyssey</i> (or other literary text) illustrates one of literature's greatest travelers as he struggles to get back home. After reading, students will write an explanatory essay about the personal strengths and weaknesses that shape our journeys.</p> <p>Students will write and research an everyday "hero"</p> <p>Students will answer the question: When does the journey matter more than the destination?</p>

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**\*\*\*If the instructor chooses to use a novel for this unit, they can pair with some of the non-fiction readings and adjust the performance tasks to pertain to fiction.\*\*\***

**GRASPS**

**Goal/challenge** - Create a podcast based on an element from your explanatory essay. This 3-5 minute podcast will explore a hero's journey and answer the question - When does the journey matter more than the destination?

**Role for student** - interviewer/reporter/podcaster

**Audience for student work** - interested podcast listeners

**Situation** - Students will interview (or mock interview) an everyday "hero." They will create an engaging story through an interview and storytelling of a hero's journey. Examples could be: a healthcare professional who survived working with COVID patients; a rescue worker who saved someone; a teacher who created a new program; a patient who survived a health challenge...possibilities are endless. Students will interview a real person or research someone of interest.

**Products and performances generated by student** -Students will produce a podcast that follows a podcast format: engaging audio, interview or dramatic scene or multiple people telling a story

**Standards/criteria for judging success** -3-5 minute publishable podcast that follows assignment details & conforms to the impact, content, quality and processual evaluative criteria.

	<p><b>Anchor Texts:</b>  <i>Gulliver's Travels</i>  <i>The Catcher in the Rye</i>  <i>The Adventures of Huckleberry Finn</i>  <i>Hatchett</i>  <i>Hole</i>  <i>The Hunger Games</i>  <i>A Separate Peace</i>  <i>The Alchemist</i>  <i>The Time Machine</i>  <i>The Time Traveller</i>  <i>The Hobbit</i>  <i>Excerpts from The Odyssey</i></p> <p><b>Poetry:</b>  "The Road Not Taken"</p> <p>"Gone and Back Again: A Traveller's Advice"  from the Hero's Adventure  from the Power of Myth  Joseph Campbell &amp; Bill Moyers</p>	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>● Evidence of close reading of various texts</li> <li>● Evidence of short responses to essential questions written in class</li> <li>● Comparing/analyzing characters from various works</li> <li>● Comprehension checks</li> <li>● Short quizzes on selected reading</li> <li>● Participation in small group and class discussions</li> </ul>
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Code		<i>Pre-Assessment</i>
A	Ask students what the phrase “journeys of transformation” suggests. Students will read a text about traveling, summarize the text and then do a quick write to answer the prompt: <i>When does the journey matter more than the destination?</i>	
A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p><b><u>Unit Launch</u></b></p> <p><b>Whole Class:</b> Students will read an introductory text about traveling</p> <p><b>Historical context:</b> Students will be introduced to a brief history of Ancient Greece.</p> <ul style="list-style-type: none"> <li>• Minoans &amp; Mycenaeans,</li> <li>• Legendary Conflicts,</li> <li>• Greek Mythology,</li> <li>• Gods and Goddesses</li> <li>• Introduction to the author of <i>The Odyssey</i>- Homer</li> </ul>	<p>Progress Monitoring</p> <p>Teacher monitors and evaluates:</p> <ul style="list-style-type: none"> <li>- Whole class, small group, and individual discussions and work.</li> <li>- Conferences with peers and Teacher.</li> <li>- Quizzes and short writing responses.</li> <li>- Student participation in class activities.</li> <li>- Student ability to break a text down into its separate components.</li> <li>- Student ability to elaborate and explain interpretations and opinions with evidence.</li> <li>- Student ability to revise their work based on peer and teacher feedback.</li> <li>- Use of the writing process.</li> <li>- Individual writing responses and exit slips.</li> </ul>
A, M	Students will learn about epic poetry	
M	What are the stages of a hero’s journey? Students will map out the journey of a fictional character	
A, M	<p>Students will read and discuss excerpts from <i>The Odyssey</i> and other texts.</p> <p>Students will analyze character and how the author reveals character traits through author's choice. Evaluate 2 or more characters in the text and create a conversation they might have outside of the original text.</p>	<p><b><i>Pacing and progress monitoring will be different if instructor uses a class novel</i></b></p>

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<p><b>M</b></p>	<p>Students will write a biography about the main character of the text.</p> <p><b>Assignment:</b> write a short biography of the main character based on details presented in the text. Include basic facts of the hero's life and adventure including important relationships and hold your readers attention by describing dramatic situations in detail.</p> <ul style="list-style-type: none"> <li>• List events from the text (focus on events that reveal the character)</li> <li>• Include quotations from the text</li> <li>• share your biography with classmates</li> <li>• based on your discussion, consider whether your version is complete, accurate and interesting. Revise as needed</li> </ul>	
<p><b>M, T</b></p>	<p><b>Small Groups:</b> What can we learn from a journey?</p> <p>Students will read a short story, poetry and an interview and consider: Is the hero's journey one we all experience? In what ways is life itself a journey into the unknown</p> <p>Small groups will create mini presentations to analyze the readings - choice boards will offer different subjects to explore in the presentations</p>	
<p><b>M,T</b></p>	<p><b>Individual:</b> Students will choose a reading to focus on, practice close reading skills, respond to text questions, and prepare for the final assessment.</p> <p>Students will begin to research, write and revise an essay about an everyday hero.</p>	

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**Unit Resources**

Launch Text

- Gone and Back Again: A Traveler's Advice (830L)

Whole-Class Learning

- Literature and Culture: Historical Context, *the Odyssey*
- Anchor Text, Epic Poem: *from The Odyssey, Part 1*, Homer, translated by Robert Fitzgerald (NP)
- Anchor Text, Epic Poem: *from The Odyssey, Part 2*, Homer, translated by Robert Fitzgerald (NP)
- Media, Graphic Novel: *from The Odyssey: A Graphic Novel*, Gareth Hinds
- Functional Workplace Document: *Application for a Mariner's License*, United States Government

Small-Group Learning

- Short Story: *The Return*, Ngugi wa Thiong'o (670L)
- Interview, *from The Hero's Adventure*, Joseph Campbell and P. Myers (1200L)
- Poetry: *Courage*, Anne Sexton (NP)
- Poetry: *Ithaka*, C.P. Cavafy (NP)
- Poetry: *from The Narrow Road of the Interior*, Gregory Djankian (1210L)

Independent Learning

- Poetry: *The Road Not Taken*, Robert Frost (NP)
- Poetry: *Your World*, Georgia Douglas Johnson (NP)
- Short Story: *The Ugly Duckling*, Hans Christian Andersen (1020L)
- Media, Photo Essay: *Thirteen Epic Animal Migrations That Prove Just How Cool Mother Nature is*, Brianna Egan
- Memoir: *from Wild*, Cheryl Strayed (1180L)

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## UNIT TITLE 3 - Survival

Stage 1 Desired Results			
<p><b>ESTABLISHED GOALS</b></p> <p><b>Reading</b></p> <p>CCSS.ELA-LITERACY.RI.9-10.3</p> <p>Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>Speaking and Listening</b></p> <p>CCSS.ELA-LITERACY.SL.9-10.2</p> <p>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p style="text-align: center;"><i>Transfer</i></p> <p><i>Students will be able to independently use their learning to...</i></p> <p>Understand that the quest for survival is a powerful human instinct.</p> <p>Deepen their understanding of survival.</p> <p>Understand the power of words and images to transform lives and provide insight into the experience of others</p> <hr/> <p style="text-align: center;"><i>Meaning</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>Non-fiction can take many forms including memoirs, personal essays, photography and letters.</p> <p>Non-fiction employs various narrative techniques such as vivid description and detail to describe true events.</p> <p>Non-fiction allows us to better understand the world around us.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <p><i>How do writers describe images and events to create meaning for the reader?</i></p> <p><i>How do personal experiences influence our understanding of topics, events or people?</i></p> <p><i>How do you write other people's stories? Who "owns" the story?</i></p> <p><i>How do writers incorporate research in nonfiction?</i></p> </td> </tr> </table>	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <p>Non-fiction can take many forms including memoirs, personal essays, photography and letters.</p> <p>Non-fiction employs various narrative techniques such as vivid description and detail to describe true events.</p> <p>Non-fiction allows us to better understand the world around us.</p>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <p><i>How do writers describe images and events to create meaning for the reader?</i></p> <p><i>How do personal experiences influence our understanding of topics, events or people?</i></p> <p><i>How do you write other people's stories? Who "owns" the story?</i></p> <p><i>How do writers incorporate research in nonfiction?</i></p>
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<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Specific individuals, ideas, and events develop, interact, and build on one another in nonfiction.</li> <li>• Collaboration allows us to better understand complex issues and questions</li> </ul>
	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Determining one or more central ideas in nonfiction texts.</li> <li>• Explaining how specific individuals, ideas and events interact and develop.</li> <li>• Synthesizing multiple perspectives on a given topic, idea or event.</li> <li>• Participating effectively in a range of collaborative discussions with diverse partners. Building on others' ideas and expressing their own clearly and persuasively</li> <li>• Using technology to create and design a multimedia presentation</li> </ul>

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STAGE 2

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
		<p><b>PERFORMANCE TASK(S):</b>  <i>Students will show that they really understand evidence of...</i></p> <p><i>The strength and determination it takes to survive</i></p> <p><b>REQUIRED:</b>                      Students will present their nonfiction work of inner-strength and survival.</p> <p><b>GRABPS:</b></p> <p><b>GOAL:</b> Students will independently read a nonfiction account of a survival story. This could be a memoir or adventure story.</p> <p><b>ROLE:</b> Student works for a publisher and wants the library to purchase their book</p> <p><b>AUDIENCE:</b> Bookstore or library</p> <p><b>SITUATION:</b> After having studied accounts of survival students will read their own choice book and identify: the survival situation and what it took to survive (obstacles in the way)</p> <p><b>Products and performances generated by student</b> -Students will produce a non-traditional book report (list to be provided)</p> <p><b>Standards/criteria for judging success</b> -3-5 minute presentation plus the artifact (choice of assessments will be available for the student - Fake Facebook account, Twitter account, formal book report, etc) - follow the rubric</p>
A, M, T	Students conduct research on their work for deeper understanding	
A, M	Students offer and share respectful peer feedback	
A, T	Students create multimedia presentations according to instructor requirements and present to the whole class	
A, M	Students provide a self-evaluation of their individual effort	



	<p><b>ANCHOR TEXTS:</b></p> <p><i>Into Thin Air</i>  <i>The Glass Castle</i>  <i>Educated</i>  <i>Hillbilly Elegy</i>  <i>The Other Wes Moore</i>  <i>Unbroken</i>  <i>The Boy Who Harnessed the Wind</i>  <i>Purple Hibiscus</i>  <i>The Kite Runner</i>  <i>The Odyssey</i>  <i>A Long Way Gone</i>  <i>Rocket Boys</i></p> <p><i>other titles per instructor choice</i></p>	<p><b>OTHER EVIDENCE:</b>  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Evidence of close reading of various texts.  Evidence of short responses to essential questions written in class.  Evidence of comparing/analyzing various works of non-fiction.  Participation in small group and class discussions.</p>

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## Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
A	Students will answer a writing prompt that asks, Where do human beings find the courage to perseverance and survive despite the odds?	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p><b><u>Unit Launch</u></b></p> <p><b>Whole Class:</b></p>	Progress Monitoring
A	Students will provide a written response to the pre-assessment	Evidence of written response
A	Students will read an introductory text: "The Cost of Survival"	Comprehension Checks will check for understanding
A	Students will study several different nonfiction survival stories	Evidence of notetaking- noticings, annotations, read/write responses
A	Students will be provided with a brief discussion of works of nonfiction for an individual reading selection from the NMHS Grade 9 reading list	Evidence of student selection of nonfiction reading
	<b>Individual:</b>	
A,M	Students will closely read their selected work of nonfiction	Evidence of reading log
	<b>Whole Class:</b>	
A	Students will be provided with project rubric	Verbal evidence of comprehension

<p>T, M, A</p>	<p><b>Small Groups:</b></p> <p>After having studied accounts of survival small groups will share recorded insights from their independent reading logs and discuss their selected narrative of survival by considering the following:</p> <p>What were the events of the book?          What did you think of the book?          How did this book relate to you?          What benefits did you learn in reading it?          What was the survival situation?          What did it take to survive?          Why is human perseverance necessary to survive?          What insight can we learn from your work of survival</p> <p>Possible additional resources:</p> <p>Launch Text</p> <ul style="list-style-type: none"> <li>• The Cost of Survival (1070L)</li> </ul> <p>Whole-Class Learning</p> <ul style="list-style-type: none"> <li>• Anchor Text, Short Story: <i>The Seventh Man</i>, Haruki Murakami (910L)</li> <li>• Anchor Text, Editorial: <i>The Moral Logic of Survivor Guilt</i>, Nancy Sherman (1100L)</li> <li>• Media, Radio Broadcast: <i>The Key to Disaster Survival? Friends and Neighbors</i>, Shankar Vedantam (NP)</li> </ul> <p>Small-Group Learning</p> <ul style="list-style-type: none"> <li>• Narrative Nonfiction: <i>The Voyage of the James Caird from The Endurance</i>, Caroline Alexander (1000L)</li> <li>• Media, Photo Gallery, <i>The Endurance and the James Caird in Images</i>, Frank Hurley (NP)</li> <li>• Novel Excerpt: <i>from Life of Pi</i>, Yann Martel (870L)</li> <li>• Argument: <i>The Value of a Sherpa Life</i>, Grayson Schaffer (1230L)</li> </ul>	<p>Evidence of participation in a feedback document/evidence log</p>
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Independent Learning

- Short Story: *To Build a Fire*, Jack London (970L)
- Short Story: *The Most Dangerous Game*, Richard Connell (740L)
- Biography: *from Unbroken*, Laura Hillenbrand (910L)
- Expository Nonfiction: *Seven Steps to Surviving a Disaster*, Jim Y. Kim (1340L)
- Magazine Article: *Titanic vs. Lusitania: How People Behave in a Disaster*, Jeffrey Kluger (1240L)
- Public Letter: *Survival Is Your Own Responsibility*, Daryl R. Miller (1120L)

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ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>Reading</b></p> <p>CCSS.ELA-LITERACY.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p>CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Explain how words have the power to provoke, calm or inspire.</p> <p>Recognize what gives certain words the power to change a nation.</p> <p>Develop insight into the nature of language and the concept of culture and realize there are multiple ways of viewing the world.</p>	
	<i>Meaning</i>	
<p><b>Language</b></p> <p>CCSS.ELA-LITERACY.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>In order to change our perspective of others, we must understand our differences</p> <p>When analyzing literature it is important to cite relevant and specific textual evidence</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p><i>How can words inspire change?</i></p> <p><i>How does understanding our differences help us change our perspective(s)?</i></p> <p><i>How is a protagonist's journey enriched by characters with different motivations and beliefs?</i></p> <p><i>How do we determine what evidence to cite when supporting our ideas?</i></p>
	<i>Acquisition</i>	
<p><b>Writing</b></p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Social progress is challenging to implement</li> <li>• The power of language and rhetoric</li> <li>• The historical context of the Civil Rights movement</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Evaluating written arguments by analyzing how authors introduce and develop ideas.</li> <li>• Expanding knowledge and use of academic and concept vocabulary.</li> </ul>

CCSS.ELA-LITERACY.W.9-10.2  
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.

- Write an informative essay in which effectively conveys complex ideas and information.
- Conducting research projects of various lengths to explore a topic and clarify meaning.
- Smoothly integrating information from varied sources to create cohesion.
- Collaborating with a team to build on the ideas of others, develop consensus, and communicate.

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STAGE 2

Code	Evaluative Criteria	Assessment Evidence
<p>A, M, T</p> <p>M, T</p> <p>M, T</p> <p>M, T</p>	<p>Impact: The essay focuses on a topic to inform a reader with ideas, concepts, information, etc.</p> <p>Content: The essay presents relevant facts, definitions, concrete details, quotations, and examples. The conclusion ties to and supports the information/explanation.</p> <p>Quality: The essay uses appropriate and varied transitions to link the major sections of the text, creates cohesion, and clarifies the relationships among complex ideas and concepts.</p> <p>Process: Student writes and presents a persuasive speech</p> <p>CCSS rubric for informative writing</p>	<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p> <p>The beginning of the Civil Rights movement</p> <p>Write an Informative Essay            Students conduct research to answer the question: How did the selections in this section affect those who first heard them or read them?</p> <p>PreWriting/Planning            Students focus their research and evaluate sources.</p> <p>Drafting            Students organize and write a first draft.</p> <p>Why some words and actions produce change.</p> <p>As a group, students develop a multimedia presentation on why some words and actions produce change (based on reading selections).            Explain how words have the power to provoke, calm or inspire</p> <p><b>***If the instructor chooses to use a novel for this unit, they can pair with some of the non-fiction readings and adjust the performance tasks to pertain to fiction.***</b></p>

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**GRASPS**

**Goal/challenge:**

Being aware of social justice issues is to be a citizen of the world. Looking at historical and current social issues through a social justice lens, creates empathy, compassion and cultural awareness.

**Role for student:**

Persuasive speech writer

**Audience for student work**

Students will present a speech to their class about a topic they feel strongly about and persuade others to consider a viewpoint that might be different from their own.

**Situation**

You are a candidate running for a local election and you want to convince your audience they should vote for you because of your view/s on a particular issue.

**Products and performances generated by student:**

Students will prepare a 3-5 minute speech that focuses on a social justice issue. The speech will use rhetorical devices (ethos, pathos & logos) to persuade the audience that this issue needs to be addressed (explored, changed, recognized, etc.)

**Standards/criteria for judging success:**

Clear, coherent speech that includes research, use of rhetoric and conventional English. Must be presented to the class in-person or recorded on video.



		<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Comprehension checks  quizzes  journaling  large and small group work</p>
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**Stage 3 – Learning Plan**

<b>Code</b>	<b>Pre-Assessment</b>	
<b>A</b>	Students will listen to/watch a video about Martin Luther King and discuss his importance to the Civil Rights Movement	
<b>A</b>	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <p><b><u>Unit Launch</u></b></p> <p><b>Whole Class:</b>  Students will read and write a summary and quick-write response to the following works:</p> <p>“1963: The Year that Changed Everything”  “I have a Dream”  “Letter from a Birmingham Jail”  “Remarks on the Assassination of MLK”</p>	<p>Progress Monitoring</p> <p>Teacher monitors and evaluates:</p> <ul style="list-style-type: none"> <li>- Whole class, small group, and individual discussions and work.</li> <li>- Conferences with peers and Teacher.</li> <li>- Quizzes and short writing responses.</li> <li>- Student participation in class activities.</li> <li>- Student ability to break a text down into its separate components and identify rhetorical devices and persuasive techniques.</li> <li>- Student ability to elaborate and explain interpretations and opinions with evidence.</li> </ul>

<p>A, M</p>	<p>Students will write an informative essay about the literature of civil rights: How did the selections affect those who first heard them or read them? Cite sources and use text evidence.</p>	<ul style="list-style-type: none"> <li>- Student ability to revise their work based on peer and teacher feedback.</li> <li>- Use of the writing process.</li> <li>- Individual writing responses and exit slips.</li> </ul>
<p>A, M, T</p>	<p><b>Small Group:</b> Students will read selections that show how important words can be.</p>	<p><i>Pacing and progress monitoring will be different if instructor uses a class novel</i></p>
<p>A, M, T</p>	<p><b>Individual:</b> Students will select a text from a transcript of a newscast, news article, a nonfiction narrative or a magazine article with which to read, annotate and write an informative essay.</p> <p>Suggested novel study:</p> <p><i>To Kill A Mockingbird,</i>  <i>The Color Purple,</i>  <i>Go Tell it On the Mountain,</i>  <i>The Hate U Give</i></p> <p>Social Justice articles and texts from CommonLit</p> <p>Resources:  CommonLit.org  <a href="https://www.cultofpedagogy.com/social-justice-resources/">https://www.cultofpedagogy.com/social-justice-resources/</a>  <a href="https://www.learningforjustice.org/classroom-resources/lessons/using-photographs-to-teach-social-justice">https://www.learningforjustice.org/classroom-resources/lessons/using-photographs-to-teach-social-justice</a>  <a href="https://www.facinghistory.org/resource-library?search=social%20justice">https://www.facinghistory.org/resource-library?search=social%20justice</a>  <a href="https://www.learningtogive.org/resources/hate-you-give-literature-guide">https://www.learningtogive.org/resources/hate-you-give-literature-guide</a></p> <p>Whole-Class Learning</p> <ul style="list-style-type: none"> <li>● Anchor Text, Speech: <i>“I Have a Dream”</i>, Dr. Martin Luther King, Jr. (1140L)</li> <li>● Anchor Text, Letter: <i>Letter From Birmingham Jail</i>, Dr. Martin Luther King, Jr. (1190L)</li> </ul>	

- Media, Video: *Remarks on the Assassination of Martin Luther King, Jr.*, Robert F. Kennedy

Small-Group Learning

- Media, Newscast: *Remembering Civil Rights History, When "Words Meant Everything"*, PBS Newshour
- Poetry: *For My People*, Margaret Walker (NP)
- Poetry: *Incident*, Natasha Trethewey (NP)
- Speech: *Lessons of Dr. Martin Luther King, Jr.*, Cesar Chavez (1060)
- Memoir: *Traveling*, Grace Paley (820L)

Independent Learning

- Media: Newscast: *Frank McCain Dies-Helped Start Sit-In Movement at Greensboro Lunch Counter*, Jeff Tibbitt
- News Article: *How the Children of Birmingham Changed the Civil-Rights Movement*, Lottie L. Joiner (1040L)
- Narrative Nonfiction: *Sheyann Webb*, Frank Siskala (900L)
- Magazine Article: *The Many Lives of Hazel Bryan*, David Margolick (1220L)
- Media, Video: *Fannie Lou Hamer*, BBC

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**UNIT TITLE 5 - Free Will Versus Fate**

<p>ESTABLISHED GOALS:</p> <p><b>Reading</b></p> <p>CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>Writing</b></p> <p>CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>Language</b></p> <p>CCSS.ELA-LITERACY.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to</i></p> <p>Identify the components of a Shakespearean tragedy.</p> <p>Discern how decisions/choices affect our lives.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>Literature is a window and a mirror. Regardless of time or place literature can offer us a new perspective on how we see more clearly into ourselves.</p> <p>Words have power.</p> <p>Figurative language has an impact on text.</p>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <p><i>How are our destinies determined?</i></p> <p><i>Which has a greater impact on the characters in these texts: destiny or personal choices?</i></p> <p><i>What is compelling about stories in which people face a tragic destiny?</i></p> <p><i>Should the opinions of others affect our own choices or destinies?</i></p> <p><i>What factors play a role in shaping our destinies? Or are we simply at the mercy of fate and/or love?</i></p>

<i>Acquisition</i>					
	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;"><i>Students will know...</i></th> <th style="width: 50%;"><i>Students will be skilled at...</i></th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• The characteristics of dramas and poems such as rhyme, meter, monologue, soliloquy, and stage directions</li> <li>• The elements of drama</li> <li>• poetry</li> <li>• short story</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>• Recognizing how authors make a case for their arguments</li> <li>• Conducting research projects of various lengths to explore a topic and clarify meaning.</li> <li>• Correctly integrating quotations to convey meaning and add variety and interest to writing and presentations.</li> <li>• Collaborating with teams to build on the ideas of others, develop consensus, and communicate.</li> </ul> </td> </tr> </tbody> </table>	<i>Students will know...</i>	<i>Students will be skilled at...</i>	<ul style="list-style-type: none"> <li>• The characteristics of dramas and poems such as rhyme, meter, monologue, soliloquy, and stage directions</li> <li>• The elements of drama</li> <li>• poetry</li> <li>• short story</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing how authors make a case for their arguments</li> <li>• Conducting research projects of various lengths to explore a topic and clarify meaning.</li> <li>• Correctly integrating quotations to convey meaning and add variety and interest to writing and presentations.</li> <li>• Collaborating with teams to build on the ideas of others, develop consensus, and communicate.</li> </ul>
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Code	Evaluative Criteria	Assessment Evidence
<p>A, M, T</p> <p>M, T</p> <p>M, T</p> <p>M, T</p>	<p><b>Impact:</b> The essay introduces a clear, arguable claim that can be supported by reasons and evidence</p> <p><b>Content:</b> The essay provides sufficient data and evidence to back up the claim as well as a conclusion that supports the argument</p> <p><b>Quality:</b> The essay uses words, phrases, and clauses to link the major sections of the text, creates cohesion, and clarifies the relationships between the claim and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p><b>Process:</b> The text presents a formal, objective tone that demonstrates standard English conventions of usage and mechanics along with discipline specific requirements</p> <p><b>CCSS Rubric for Argument</b></p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><b>Argumentative Writing</b></p> <p><b>Write an argument:</b> Which has a greater impact on the characters in <i>Romeo &amp; Juliet</i> or <i>Macbeth</i> - destiny or personal choice? Write your argument in the form of literary criticism</p> <p>Evaluate written arguments by analyzing how authors state and support their claims</p> <p>Write a work of literary criticism in which you effectively incorporate the key elements of an argument</p> <p>Correctly integrate quotations to convey meaning and add variety and interest to your writing and presentations</p> <p><b>Present an argument:</b> What is compelling about stories in which people face a tragic destiny?</p> <p>With your group, discuss the various factors that make these kinds of tragedies compelling.</p> <p>Why do they hold our attention?</p> <p>What do we learn from them?</p> <p>Small group multimedia presentation.</p>

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**Performance Assessment**

**REQUIRED :**

Students will write an argumentative essay where students will include textual evidence from their readings and include coherent transitions and use specific academic and contextual vocabulary and answer the question: Should the opinions of others affect our own choices or destinies?

**Two Options: Select one GRASPS from the following:**

**GRASPS:**

**GOAL:** Write an argumentative essay

**ROLE:** Student

**AUDIENCE:** Everyone

**SITUATION:** After having studied *Romeo and Juliet*, students will respond to one or more of the following in an argumentative essay: Which has a greater impact on the characters in *Romeo & Juliet* - destiny or personal choice? Write your argument in the form of literary criticism

**PRODUCT:** An argumentative essay

**STANDARDS FOR SUCCESS:** Essay provides a clear thesis, employs logical elements of argumentation and includes sufficient supportive textual evidence from events of *Romeo and Juliet*.

**OR**

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Code		<i>Pre-Assessment</i>
A	Free will is defined as “the ability to choose how to act; the ability to make choices that are not controlled by fate.” Ask students: “By exercising free will, can a person change or control his or her (their) fate. Compare and contrast the differences.	
A	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>  Discuss how a centuries old love story can remain relevant for modern audiences	Progress Monitoring
A	<b>Launch Activity:</b> Read the article “ Romeo & Juliet” A tragedy or just a tragic Misunderstanding”  <b>OR</b> Read the article "Fate and Free Will in Macbeth"	Teacher monitors and evaluates:
A,M	<b>Whole Class:</b>  Historical context <i>Romeo &amp; Juliet</i> Read play & watch the movie  <b>OR</b> Historical context <i>Macbeth</i> Read play & watch the movie  Students will read and act out key scenes from the play Comprehension checks, small group discussions and group work will be conducted to assess understanding.  Students will analyze dialogue and character. Discussions will include considering the idea of fate or destiny Throughout the play, students will learn about iambic pentameter,	<ul style="list-style-type: none"> <li>- Whole class, small group, and individual discussions and work.</li> <li>- Conferences with peers and Teacher.</li> <li>- Quizzes and short writing responses.</li> <li>- Student participation in class activities.</li> <li>- Student ability to break a text down into its separate components and identify causes of the protagonist's demise.</li> <li>- Student ability to elaborate and explain interpretations and make claims with evidence.</li> <li>- Student ability to revise their work based on peer and teacher feedback.</li> <li>- Use of the writing process.</li> <li>- Individual writing responses and exit slips.</li> </ul>

<p>A, M, T</p> <p>A, M, T</p>	<p>imagery, similes, metaphor, theme, humor, symbolism, irony, dialogue, monologue Discussions will include why love and secrecy are entwined.</p> <p><b>Small Group</b></p> <p>Read articles about <i>Romeo and Juliet</i> or <i>Macbeth</i> Evaluate literary criticism</p> <p><b>Individual</b></p> <p>Students will really consider the question: Do we determine our own destinies? They will choose one more reading selection and begin to prepare for the performance assessment.</p> <p><i>Romeo and Juliet:</i></p> <p>Launch Text</p> <ul style="list-style-type: none"> <li>• Romeo and Juliet: A Tragedy? Or Just a Tragic Misunderstanding (950L)</li> <li>• Whole-Class Learning</li> <li>• Literature and Culture: <i>Historical Context: The Tragedy of Romeo and Juliet</i>. Anchor Text, Drama: <i>The Tragedy of Romeo and Juliet</i>, William Shakespeare (NP)</li> <li>• Anchor Text, Short Story: <i>Pyramus and Thisbe</i>, Ovid, retold by Edith Hamilton (870L)</li> </ul> <p>Small-Group Learning</p> <ul style="list-style-type: none"> <li>• Literary Criticism: <i>Romeo and Juliet is a Terrible Play, and David Leveaux Can't Change That</i>, Alyssa Rosenberg (1310L)</li> <li>• Literary Criticism: <i>In Defense of Romeo and Juliet: It's Not Childish, It's "About" Childishness</i>, Noah Berlatsky (1100L)</li> <li>• Journalism: <i>Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet</i>, Gordana</li> </ul>	
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Sandic-Hadzihanovic (1000L)

- Media, Newscast: *Tragic Romeo and Juliet Offers Bosnia Hope*, Nic Robertson

*Macbeth:*

- Classroom Resources Teaching Macbeth – Resources from Folger Education  
<http://www.folger.edu/template.cfm?cid=2778>
- Shakespeare's Macbeth: Fear and the "Dagger of the Mind"  
[http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=368](http://edsitement.neh.gov/view_lesson_plan.asp?id=368)
- Classroom Activities from the Ethics Curriculum Project  
<http://www6.miami.edu/ethics/ecp/pages/macbeth/Description.htm>
- Macbeth Page on ShakespeareHelp.com  
<http://www.shakespearehelp.com/macbeth.htm>

Independent Learning

- Myth: *Popocatepetl and Ixtlaccihuatl*, Juliet Fingott Wood (1190L)
- Poetry: *Annabel Lee*, Edgar Allan Poe (NP)
- Nonfiction: *What's the Rush? Young Brains Cause Doomed Love*, Lexi Tucker (1100)
- Graphic Novel: *from William Shakespeare's Romeo and Juliet*, artwork by Eli Seuge (NP)
- News Article: *If Romeo and Juliet Had Cell Phones*, Misty Harris (1450L)
- Internet Shakespeare Editions  
<http://internetshakespeare.uvic.ca/>
- OpenSourceShakespeare  
<http://www.opensourceshakespeare.org/>
- The Complete Works of William Shakespeare  
<http://shakespeare.mit.edu/>
- Shakespeare's Language Shakespeare Searched  
<http://shakespeare.clusty.com/>
- Absolute Shakespeare Glossary  
<http://absoluteshakespeare.com/glossary/a.htm>

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|  | <ul style="list-style-type: none"><li>• The Electronic Literature Foundation<br/><a href="http://www.theplays.org/glossary.html">http://www.theplays.org/glossary.html</a></li><li>• Elizabethan English as a Literary Medium<br/><a href="http://www.bartleby.com/213/2011.html">http://www.bartleby.com/213/2011.html</a><br/>Quick Tips for Teaching Shakespeare's Language<br/><a href="http://www.pbs.org/shakespeare/educators/language/quicktips.html">http://www.pbs.org/shakespeare/educators/language/quicktips.html</a></li><li>• Shakespeare the Man A Shakespeare Timeline<br/><a href="http://shakespeare.palomar.edu/timeline/summarychart.htm">http://shakespeare.palomar.edu/timeline/summarychart.htm</a><br/>An Outline of Shakespeare's Life<br/><a href="http://www.shakespeare.org.uk/content/view/12/12">http://www.shakespeare.org.uk/content/view/12/12</a><br/>Shakespeare's Life and Times<br/><a href="http://www.rsc.org.uk/explore/shakespeare/life-times.aspx">http://www.rsc.org.uk/explore/shakespeare/life-times.aspx</a> A<br/>brief overview of Shakespeare</li></ul> |  |
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