

<p><b>DESCRIPTION OF LESSON:</b></p> <p>Using a non-fiction, informational text, students will analyze an article on William Shakespeare's writing with a special focus on how his use of poetic devices enrich the dramatic value of his productions.</p>	<p><b>COMMON CORE STANDARDS:</b></p> <p><a href="#">CCSS.ELA-LITERACY.CCRA.R.1</a></p> <p><a href="#">CCSS.ELA-LITERACY.CCRA.R.8</a></p> <p><a href="#">CCSS.ELA-LITERACY.CCRA.R.4</a></p>	<p><b>REQUIRED MATERIALS:</b></p> <p>Lesson Packet (1 per student):</p> <ul style="list-style-type: none"> <li>• Article – <i>Shakespeare's Poetry</i></li> <li>• Handout – <i>Predict and Preview</i></li> <li>• Handout – <i>Argument Investigation</i></li> <li>• Handout – <i>Vocabulary Scan</i></li> </ul>
<p><b>ESSENTIAL QUESTION:</b></p> <p>How did William Shakespeare use meter, prose and various poetic devices in his scripts to bring his characters to life on the stage?</p>	<p><b>EXPECTED LEARNER OUTCOMES:</b></p> <ol style="list-style-type: none"> <li>1. Students will use analytical reading skills to increase understanding and retention of essential content knowledge from an informational text with 85% accuracy.</li> <li>2. Students will correctly identify and evaluate the author's claims including the validity of reasoning and sufficiency of the evidence with 85% accuracy.</li> </ol>	
<p><b>PROCEDURE:</b></p> <ol style="list-style-type: none"> <li>1. <b>PREPARATION</b> Make a copy of the Lesson Packet (above) for each student. Before the class begins, write the Essential Question followed by a brief, bulleted outline of the lesson under your daily agenda on the board so that students understand the learning goals for the day.</li> <li>2. <b>INTRODUCTORY EXERCISE</b> (10 minutes) After the bell, distribute the Lesson Packet to the class. Ask each student to use the <i>Predict and Preview</i> handout to survey the <i>Shakespeare's Poetry</i> article. This exercise is to be done silently and individually. While the students complete the introductory exercise, the teacher can take roll and complete any routine class business (passing back graded assignments, etc.)</li> <li>3. <b>CLOSE READING ACTIVITY</b> (20 minutes) Break the students into groups of 3 or 4. Ask the students to silently read the first 5 pages of the <i>Shakespeare's Poetry</i> article. Direct the students to use the <i>Argument Investigation</i> handout to help identify and evaluate the strength of the author's central claims in the article as well as the relevancy and sufficiency of the evidence.</li> <li>4. <b>CLASS DISCUSSION</b> (20 minutes) In their small groups of 3 or 4, have the students share with each other the author's central claims and supporting evidence which they documented on the <i>Argument Investigation</i> handout. While the small groups are in discussion, the instructor should circulate among the groups to ensure that students are working productively and correct any misunderstandings. Once the small groups have had a chance to share internally, ask each group to share a central idea and a piece of specific evidence from the article with the class.</li> <li>5. <b>CLOSURE</b> (5 minutes) Review the main ideas and key evidence identified by the class. Inform the students that in the next class, the students will continue to conduct close reading of the article.</li> <li>6. <b>FUTURE CLASSES</b> Repeat this lesson plan for the next class to finish close reading of the article. Continue to use the <i>Vocabulary Scan</i> handout as the introductory exercise for subsequent classes to help students define unfamiliar vocabulary.</li> </ol>		
<p><b>ACCOMODATIONS:</b></p> <ol style="list-style-type: none"> <li>1. <b>MIXED ABILITY GROUPING</b> – Partner special needs students with high performing students to provide additional assistance.</li> <li>2. <b>EXTENDED TIME</b> – Allow special needs students additional time to finish the close reading activity.</li> <li>3. <b>SPECIAL SEATING</b> – Seat special needs students close to the front or with an aide to minimize possible disruptions from unfocused students and encourage productive dialogue.</li> </ol>	<p><b>ASSESSMENTS:</b></p> <ol style="list-style-type: none"> <li>1. <b>REVIEW WORKSHEET</b> – Once the students have successfully finished conducting a close reading of the article, give the students the <i>Shakespeare's Poetry Review Worksheet</i> included in the downloadable materials for this lesson. Use the results from the worksheet to identify areas of misunderstanding and reteach as needed.</li> <li>2. <b>SUMMATIVE ASSESSMENT</b> – Administer the <i>Shakespeare's Poetry Exam</i> to the class as a summative assessment for this lesson.</li> </ol>	