TCSS

RL = Reading Literary
RI = Reading Informational
W = Writing
SL = Speaking and Listening
L = Language

Big Idea / Unit Goal: • The goal for this unit is to analyze and explore the theme of The Dangers of Leadership: Jealousy, Betrayal, and Manipulation across literary and informational texts with an in-depth focus on GSE priority standards. **Length of Unit:** • 45 Days **Unit 4 Checklist**	**Unit Essential Question(s):** • What are the dangers of leadership? • How do people manipulate others? **Priority Standards:** • RL1, RL2, RL4 • RI4, RI6, RI8, • W1, W7, W8 **Support Standards:** • RL6, RL7 • RI1 • L2

Reading Focus: Literary
 	
Text Resources:
Extended Text: (Choose one of the following as your extended text):
• *Julius Caesar*
• *Othello*
• *Antigone*
 	
Short Texts (Mixture of Literary and Informational thematically connected texts. Unless otherwise noted, these texts are from *Prentice Hall Literature, Grade 10*.):
• Informational text: "John Wilkes Booth" book review with questions
• Informational text: "Why We Pick Bad Leaders, and How to Spot the Good Ones"
• "O Captain! My Captain!" by Walt Whitman and "Elegy for JFK" by W. H. Auden
• Collection of Informational Texts on Who Wrote Shakespeare:
  o "Conspiracy Theory"
  o "How We Know that Shakespeare Wrote Shakespeare"
  o "The Campaign to Prove Shakespeare Didn't Exist"
  o "Oxford Authorship Argument"
  o "Shakespeare Scholars Unite"
  o "Shakespeare's Plays Reveal his Psychological Signature"
  o "The Six Signatures of Shakespeare"
  o "Who Wrote Shakespeare's Plays?"
    "Who Wrote Shakespeare's Plays: The Debate Goes On"
  o "Yes, Shakespeare Really Did Write Shakespeare"
• Brutus and Cassius in Dante's inferno
	Writing Focus: Argumentative
	
	Primary Writing Tasks (at least 3 of these should be in the unit focus):
	• Who gave the best argumentative funeral speech using rhetorical strategies-Brutus or Antony? Complete a graphic organizer to compare and contrast the speaker's use of rhetorical strategies, and then determine who was the most argumentative.
	• What is Cassius's main claim and how does he develop it in Act I Scene 2? Students will annotate his speech, compare Cassius's claims to Brutus's claims, and complete a fill-in-the blank analysis that will lead to completing the Brutus/Antony essay.
	• Compare and contrast how Shakespeare depicts Antony's perception of Brutus in Act III to Act V. How does his perception change? Why does his perception change? How does his change in perception affect the tone of the text? Use textual evidence to support your answer.
	• After reading the play and "Why We Pick Bad Leaders and How to Spot Good Ones," decide who would be the best leader for Rome. Use textual evidence to support your claim from the play and the informational text. In your argument, include a counterclaim for another leader, and prove how he would not be the best ruler.
	
	Narrative Writing Tasks:
	• Students to will work in small groups to rewrite and perform a modern version of one scene of the play. Have them rewrite the scene as if a similar incident is occurring today. Contemporary interpretations of scenes should have a clear

Additional Materials:

- Informational text- [Interesting facts about Caesar](#)
- Informational text- [Four stories of betrayal](#) (works well as an activator)
- [Compare Juliet to Cassius sheet](#)
- [Rhetorical Devices PowerPoint](#)
- [Rhetorical Devices Packet](#)
- [Introduction PowerPoint](#) and [Guided Notes](#)
- [Ethical dilemmas PowerPoint](#)
- [Optional Replacement Project](#)

Movies/Videos:

- *Julius Caesar*

beginning, middle, and end. They should be clearly focused on demonstrating one important incident from the play.
- Create a new scene from the play- pretend that Calpurnia (Caesar's wife) and Portia (Brutus's wife) meet and discuss their husbands after Caesar's murder.
- Raft writing: Students will choose a role, audience, format, and topic (based on the play) and write two pages.

Research Connections:

- Investigating Shakespeare: Write a two-three page research paper using at least three sources and MLA format answering the questions: Did Shakespeare write the plays and poems attributed to him?

Routine Writing (Notes, summaries, process journals, and short responses across all genres):

- Ethical dilemmas prompts
- *Julius Caesar* Anticipation Guide: Students will complete a guide where they agree/disagree with several prompts related to leadership, betrayal, and manipulation and write a one sentence justification. They will then choose one statement and write 1-2 paragraphs.
- Have you ever been betrayed by a friend or betrayed a friend? Describe the incident and explain how you felt during and after the incident.
- Have students write a brief monologue about themselves or someone they know well, telling one important thing about who he/she is and one thing about what he/she wants (e.g.: to be a starter for the basketball team, to get a car, to attend a special school for math or science, to win the lottery). The monologues can be recorded on audio or video tape, and selected monologues can be performed for the class.
- After Caesar's death, complete a police report about his murder. Cite textual evidence from Act III to support your analysis.
- Character text/tweet/Instagram: After important events, students will pretend to be a character and update his/her social media based on that day's reading. This activity can work as a summarizer.
- Write one of the fake letters from a citizen of Rome that Cassius writes to Brutus to convince him to join the conspiracy.
- After reading Act IV, scene I, explain how Antony has become like Cassius.

Lessons for Unit 4 (all lessons are hyperlinked below)

- [ELA10.4.1](#): Focus on determining author's point of view or purpose, delineating and evaluating arguments, and citing textual evidence (RI6, RI8, RI1)
- [ELA10.4.2](#): Focus on conducting research, gathering information from and assessing source credibility, drawing evidence from informational texts, and demonstrating command of standard English (W7, W8, W9, L2)
- [ELA10.4.3](#): Focus on citing textual evidence, determining and analyzing theme development, and analyzing point of view (RL1, RL2, RL6)
- [ELA10.4.4](#): Focus on determining word meanings and impact on meaning and tone (RL4, RI4)
- [ELA10.4.5](#): Focus on determining word meanings and impact on meaning and tone and citing textual evidence (RL4, RL1)
- [ELA10.4.6](#): Focus on citing textual evidence and determining and analyze theme or central idea development (RL1, RL2)
- [ELA10.4.7](#): Focus on writing arguments, determining and analyzing author's point of view or purpose, delineating arguments, analyzing point of view, citing textual evidence, and analyzing a scene in different mediums (W1, RI6, RI8, RL6, RL1, RL7)
- [ELA10.4.8](#): Focus on determining and analyzing author's point of view or purpose, determining word meanings and impact, delineating and evaluating arguments, and citing textual evidence (RI6, RI4, RI8, RI1)

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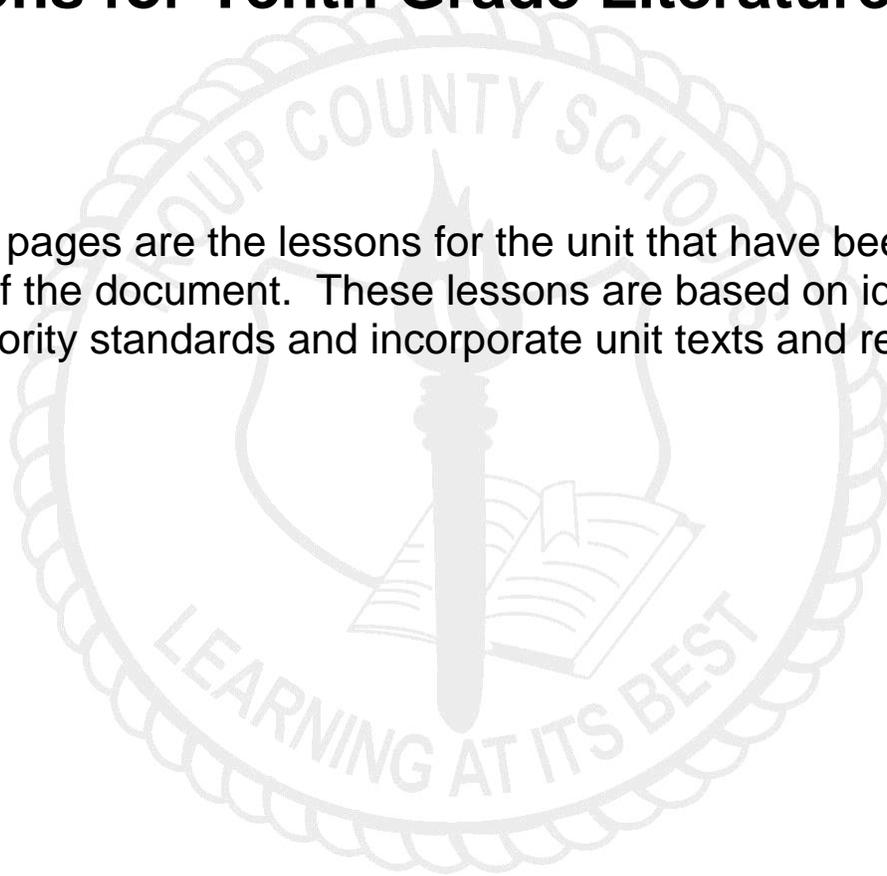| Georgia Standards of Excellence (GSE)	Essential Questions	Vocabulary	Lessons and Resources
ELAGSE9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	How does the textual evidence offer credible support to my analysis of the text and of inferences drawn from it? How does analyzing a text help me better understand it?	Cite Textual evidence Inferences Explicit Analysis	ELA10.4.3 ELA10.4.5 ELA10.4.6 ELA10.4.7
ELAGSE9-10RL2: Determine a theme or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	How is theme developed, refined, and shaped by specific details in a text? How do I objectively summarize a text?	Theme Universal theme Central idea Analyze Specific details Objective Subjective Summary/précis	ELA10.4.3 ELA10.4.6
ELAGSE9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	How do I determine the figurative and connotative meanings of words and phrases in the text? How do words and phrases impact an author's meaning and tone?	Diction Figurative meaning Connotation Denotation Analyze Tone	ELA10.4.4 ELA10.4.5
ELAGSE9-10RL6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	How is point of view or cultural experience reflected in a work of literature? What is the effect of an author's point of view on the text?	Point of view (first person, second person, third person limited, omniscient) Cultural experience	ELA10.4.3 ELA10.4.7
ELAGSE9-10RL7: Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden's poem "Musée de Beaux Arts" and Breughel's painting *Landscape with the Fall of Icarus*), including what is emphasized or absent in each treatment.	In what ways do a print version and an artistic, video, or other version of a key scene compare and contrast?	Artistic medium Compare/contrast Textual comparison	ELA10.4.7
ELAGSE9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	How does the textual evidence offer credible support to my analysis of the text and of inferences drawn from it? How does analyzing a text help me better understand it?	Cite Textual evidence Inferences Explicit Analysis	ELA10.4.1 ELA10.4.8
ELAGSE9-10RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	How do I determine the figurative, connotative, and technical meanings of words and phrases in the text? How do words and phrases impact an author's meaning and tone?	Diction Figurative meaning Connotation Denotation Technical meaning Analyze Tone Loaded words	ELA10.4.4 ELA10.4.8

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ELAGSE9-10RI6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	What effect does an author's point of view or purpose have in a text? How does an author use rhetoric to advance his point of view or purpose?	Point of view Purpose • to describe • to entertain • to inform/explain • to persuade/argue Rhetoric	ELA10.4.1 ELA10.4.7 ELA10.4.8
ELAGSE9-10RI8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	How are an author's arguments and claims established? How do I assess soundness, validity, relevance, and sufficiency of the evidence?	Delineate Evaluate Argument Claims Valid reasoning Relevant evidence Sufficient evidence Fallacies	ELA10.4.1 ELA10.4.7 ELA10.4.8
ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain an appropriate style and objective tone. e. Provide a concluding statement or section that follows from and supports the argument presented.	How do I use valid reasoning and relevant and sufficient evidence to write clear arguments to support my claims?	Argument Claim Counterclaim Analysis Valid reasoning Sufficient evidence Organization Transitions Appropriate style Objective tone Concluding statement Conclusion	ELA10.4.7
ELAGSE9-10W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating	How can research be utilized to answer a question or solve a problem? How do I determine when to narrow or broaden the focus? How does synthesizing multiple sources provide a deeper understanding of the research topic?	Research Research questions Self-generated research questions Narrowing topic Synthesis Source	ELA10.4.2

understanding of the subject under investigation.			
ELAGSE9-10W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	How do I gather relevant information from various authoritative print sources? How do I determine a source's usefulness? How do I include information selectively to maintain flow of ideas and avoid plagiarism? Why is following a standard format (MLA) for citation important, and how do I follow this format?	Print sources Digital sources Search engines Paraphrasing Summarizing Quoting MLA format Citation Works cited/bibliography Parenthetical citation	ELA10.4.2

ELAGSE9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
  a. Apply grades *9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
  b. Apply grades *9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
	How do I use evidence from texts to support my analysis, reflection, and research?	Textual evidence
		Analysis
		Reflection
		Research
			ELA10.4.2

ELAGSE9-10L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  b. Use a colon to introduce a list or quotation.
  c. Spell correctly.
	How do I demonstrate command of the conventions of standard English capitalization, punctuation, and spelling? How do I use a semicolon correctly and effectively? How do I use a colon to introduce a list or quotation?	Standard English
		Capitalization
		Punctuation
		Semicolon
		Conjunctive adverb
		Colon
			ELA10.4.2

Lessons for Tenth Grade Literature Unit 4

The following pages are the lessons for the unit that have been linked at the beginning of the document. These lessons are based on identified GSE high-priority standards and incorporate unit texts and resources.

TCSS
ELA10.4.1: Introduction to Rhetoric and Propaganda

Learning Target(s):	**I can:** • analyze the author's point of view and purpose while analyzing his/her relationship to the topic or central idea • describe author's use of rhetoric or bias in presentation of information • analyze rhetoric in terms of impact on purpose and how it is used to present a specific point of view • assess the author's reliability as a source of information • determine false statements in an argument • identify fallacious reasoning in an argument • delineate and evaluate specific claims in a text • analyze whether the reasoning used in an argument is valid • analyze whether the evidence cited in an argument is relevant and sufficient • evaluate the effectiveness and credibility of argument(s) presented in a text • evaluate the effectiveness of rhetorical fallacies in advancing an argument • know how to determine the validity of an argument
Priority Standards: • **Support Standards** • **Pre-requisite Learning**	**Priority Standards** **ELAGSE9-10RI6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **ELAGSE9-10RI8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **Support Standards** • **ELAGSE9-10RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **Pre-requisite:** • determine and explain author's point of view or purpose, and analyze how he responds to conflicting evidence or viewpoints • delineate an argument • identify specific claims in a text • assess if claims are supported by sound reasoning • assess if claims are supported by relevant evidence • assess if claims are supported by sufficient evidence • student must evaluate whether all evidence is relevant to the argument • evaluate whether the argument is valid based on evidence and reasoning presented
Resources for Instruction	Rhetorical Devices PowerPoint Rhetorical Devices Packet Rhetorical Strategies Handout Examples of Ethos, Pathos, and Logos Rhetorical Devices Ad 1 Rhetorical Devices Ad 2
Time Allocated	2-3 days

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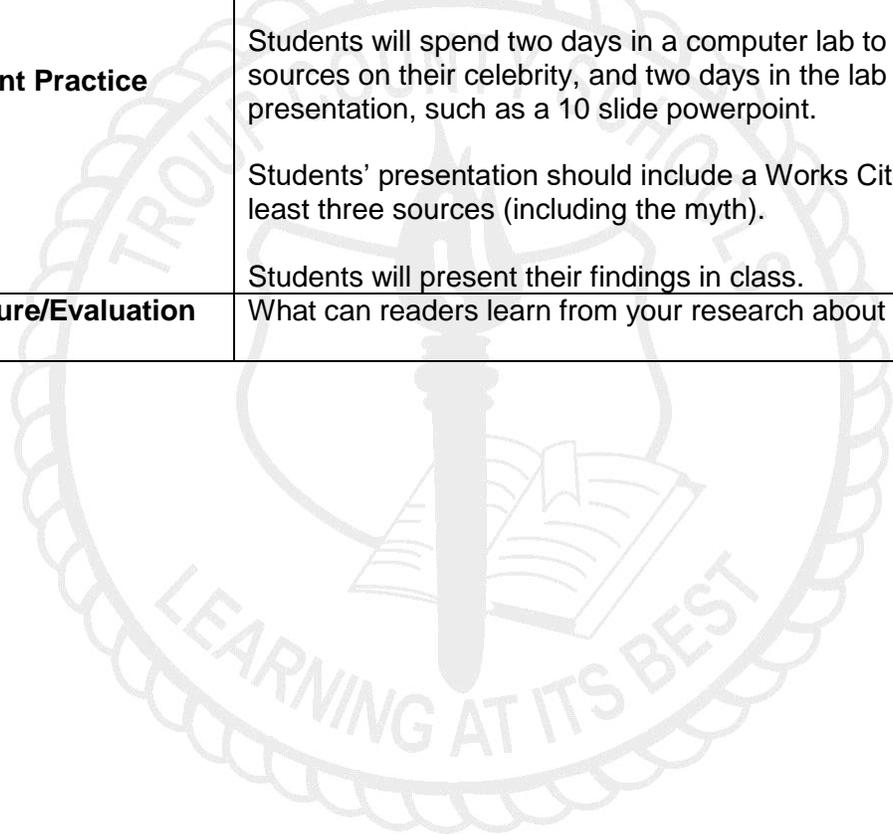| EQ	How does an author develop his purpose using rhetorical strategies? How do I evaluate the validity of a writer's persuasive techniques?
Activator/Connection/Warm Up	Turn and talk with a partner about what you know about Ethos, Pathos, and Logos. Then look at [Examples of Ethos, Pathos, and Logos](#) and have students identify the form of rhetoric based on what they know. Have discussion with class to ensure that students have the correct answers.
Instructional Delivery • **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)** • **Guided Instruction/ Differentiated Instruction (We Do)** • **Independent Practice (You Do)**	Teacher will lead students through a discussion of rhetorical devices using the Rhetorical Devices PowerPoint (has practice questions and a quick group activity at the end- create a commercial or advertisement using logos, ethos, or pathos). Teacher can choose from the following activities based on classroom need for practice/remediation: • Students will use three different colors (for logos, pathos, and ethos) and highlight use of each strategy in their letters. They will compare their strategies with a partner. • Rhetorical Devices Packet, p.6- Students will closely read "Gettysburg Address" and take notes. Students will label each section as logos, pathos, and ethos and explain their answers as the teacher monitors. Teacher will lead a discussion over the answers. • Rhetorical Devices Packet, p. 8- Teacher will distribute the rhetorical triangle and persuasive/propaganda techniques worksheet, Students will highlight and take notes on it as teacher discusses it. • Using the triangle sheet, students will work with a collaborative pair and complete the Identifying Logical Errors Worksheet- Rhetorical Devices Packet, p. 9- as the teacher monitors. Teacher will randomly call on students to answer the questions. • Students will work in collaborative pairs to complete the Cajoled Consumer- Rhetorical Devices Packet, p. 11. Students will identify one add and its target audience and 10 that use persuasive strategies from the triangle sheet. The teacher can change the number of ads to be used.
Summarizer/Closure/Evaluation of Lesson	Use magazines and have students create a t-shirt for one of the forms of rhetoric.

TCSS
ELA10.4.2

Learning Target(s):	I can: • analyze how the interrelationships of literary elements influence the development of plot and subplots, complex characters, and themes in text • analyze how a theme or central idea develops over the course of the text, including evidence from the text as support • explain how specific details from the text refine or create subtle distinctions that shape the theme • use a range of textual evidence to support summaries and interpretations of texts (e.g., purpose, plot/subplot, central idea, theme) • provide an objective summary: summarize the text without using personal opinions or judgments

Priority Standards:
• **Support Standards**
• **Pre-requisite Learning**
	Priority Standards:
	• **ELAGSE9-10W7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	• **ELAGSE9-10W8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	Support Standards:
	• **ELAGSE9-10W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
	  a. Apply grades *9-10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
	  b. Apply grades *9-10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
	• **ELAGSE9-10L2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	  a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
	  b. Use a colon to introduce a list or quotation.
	  c. Spell correctly.

Resources for Instruction	The Myth of Icarus and Daedalus Icarus Allusion Computer Lab/Media Center
Time Allocated	One week
EQ	How do authors of various texts portray the same theme- "flying too high leads to fall"?

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Activator/Connection/Warm Up	Students will read the list of modern allusions from Icarus and Daedlus and list any they have seen.
Instructional Delivery • **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**	Students will independently or with a peer read The Myth of Icarus and Daedlus and compare and contrast its theme development with Iron Maiden's "Flight of Icarus." Teacher will lead a discussion on comparing and contrasting Julius Caesar to Icarus- Did Caesar flying too high cause his downfall? Students will complete a graphic organizer comparing the two stories and this theme.
• **Guided Instruction/ Differentiated Instruction (We Do)**	Students will research a modern Icarus- a celebrity who flew too high and suffered a fall- and create and present a multimedia presentation that compares and contrasts the myth to the real life person. Celebrities could include Lance Armstrong, Tiger Woods, Britney Spears, Miley Cyrus, etc…
• **Independent Practice (You Do)**	Students will spend two days in a computer lab to find to two credible sources on their celebrity, and two days in the lab creating a presentation, such as a 10 slide powerpoint. Students' presentation should include a Works Cited page with at least three sources (including the myth). Students will present their findings in class.
Summarizer/Closure/Evaluation of Lesson	What can readers learn from your research about flying too high?

TCSS
ELA10.4.3

Learning Target(s):	**I can:** • draw inferences from literary text to make and support an analysis that goes beyond the obvious by using strong and thorough evidence gathered from reading • support their conclusions with explicit and implicit textual evidence • synthesize evidence collected from the text to best support their conclusions
Priority Standards: • **Support Standards** • **Pre-requisite Learning**	**Priority Standard:** **ELAGSE9-10RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE9-10RL2:** Determine a theme or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **Support Standards:** • **ELAGSE9-10RL6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. **Prerequisites:** • draw inferences from literary text to make and support an analysis • support their conclusions with explicit and implicit textual evidence • determine the textual evidence that best supports their conclusions • explain the relationship between their conclusions and the evidence for their conclusions
Resources for Instruction	*Julius Caesar* *Julius Caesar* Anticipation Guide Introduction PowerPoint and Guided Notes Ethical dilemmas PowerPoint *Julius Caesar* Text-dependent questions (To use throughout the play) Compare Juliet to Cassius sheet Teaching Theme in *Julius Caesar* Context Clues in *Julius Caesar* Additional Resources: • *Julius Caesar and the Common Core* • *Strategies for Close Reading and Annotating* • *Introduction to Rhetoric* • *Video Sparknotes for Julius Caesar* • *Folger Resource Guide for Julius Caesar* • *Shakespeare analysis website with links to questions*
Time Allocated	3-5 Days
EQ	How do I cite strong and thorough textual evidence to support my analysis of *Julius Caesar*?

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Activator/Connection/Warm Up	Anticipation guide highlighting the themes of Caesar- Students will determine if they agree/disagree with statements about leadership, betrayal, and manipulation. **OR** Students will pick one statement and write an argumentative paragraph using logos, ethos, or pathos to defend their answer. **OR** Bellringers for the play- Students will complete journal entries for the Ethical Dilemmas PowerPoint. Teacher will lead a debate on students' answers. **OR** Students will list their top five movies. Then create a hashtag for the theme and give one example. Ex. Shawshank Redemption #Forgiveness- Red forgives himself at the end for being stupid kid. **OR** Students will be given a scene/ monologue and recreate the monologue line by line.
Instructional Delivery	Teacher will lead a discussion over the anticipation guide.
• **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**	Teacher will provide information about the history of Julius Caesar as students take notes. Teacher will allow students to volunteer or assign roles for Act I of the play. Classes will read act one aloud. Provide an opportunity for students to work together to complete the context clues in Act I, scene ii handout.
• **Guided Instruction/ Differentiated Instruction (We Do)**	Students will answer text dependent questions for Act I that require them to cite textual evidence. After reading Act I, students will compare and contrast Cassius' speech about Caesar's name to Juliet's speech about Romeo's name. Compare and contrast how both speeches impact their text.
• **Independent Practice (You Do)**	
Summarizer/Closure/Evaluation of Lesson	The following are options to use as summarizers throughout the reading and analysis of the play. • Write a hashtag for Act 1 and give at least one piece of evidence to support your hashtag.

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ELA10.4.4: Word Meanings and Choices: Use with Act 2

Learning Target(s):	**I can:** • analyze text for word choice as it impacts meaning and tone of text • analyze how specific word choice sets the tone of a text (e.g., formal vs. informal) • analyze how word choice creates a sense of time and/or place • analyze and evaluate the overall patterns of diction in the whole text and its impact on meaning and tone • analyze the cumulative impact of figurative language (e.g., metaphor, simile, metonymy, overstatement, oxymoron, understatement) and its impact on meaning and tone
Priority Standards: • **Support Standards** • **Pre-requisite Learning**	**Priority Standards** **ELAGSE9-10RL4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **ELAGSE9-10RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). **Prerequisites:** • determine how the author's use of words and phrases controls the meaning/tone of the text • explain how the author's use of figurative language further illustrates/expands the tone and meaning of the text • explain how the author's use of connotative meanings conveys the author's stance/tone within a text • explain how analogies expand an author's ideas and attitude about the topic • explain allusions within a text, and how allusions add background knowledge and depth to a text
Resources for Instruction	*Julius Caesar* Tone Practice Worksheet Word Choice Graphic Organizer Mary Poppins *Original* Trailer Mary Poppins *Re-Cut* Trailer Lights Out Scary Short Film
Time Allocated	2 days
EQ	How do an author's word choices impact the tone and overall meaning of a text?
Activator/Connection/Warm Up	Use the tone practice worksheet- Students will watch the original trailer and the Scary Mary trailer for Mary Poppins. Students will list important images and words and write a paragraph for each trailer on how the creator developed the tone.
Instructional Delivery • **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**	Teacher will lead a review of the activator and discuss tone and how word choice contributes to tone and/or watch Lights Out Scary Short Film to analyze tone/mood and how it creates suspense.

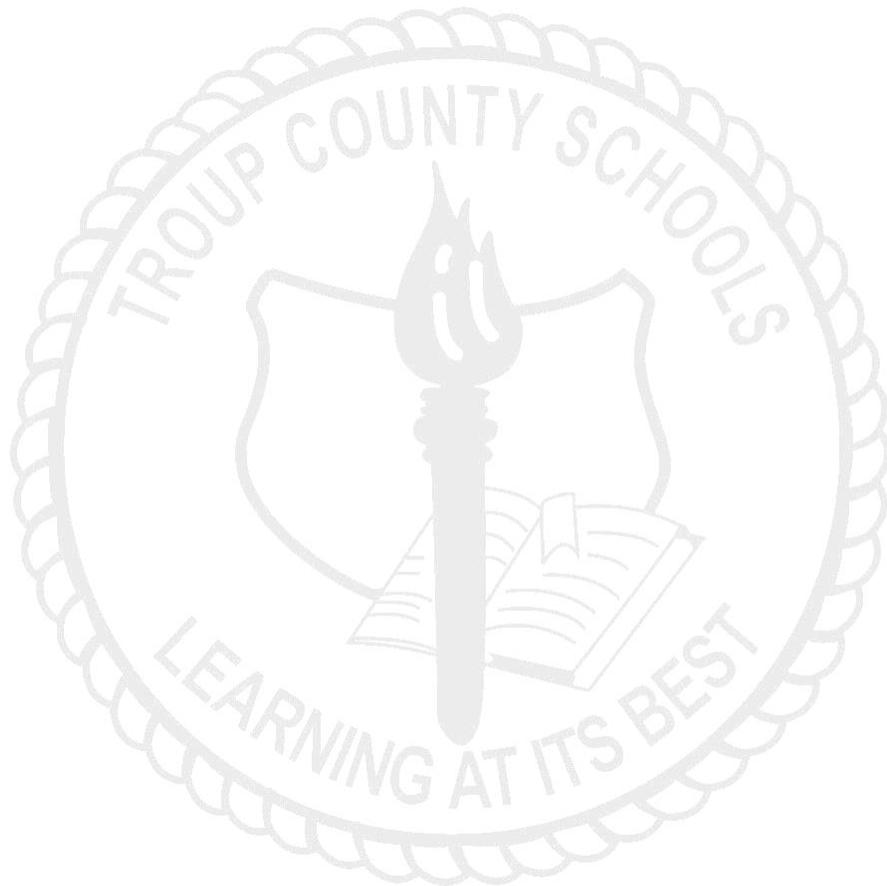|	
• **Guided Instruction/ Differentiated Instruction (We Do)**	Students will read seven short passages, identify the tone from three choices, and underline words that impact the tone as the teacher monitors.
	OR
• **Independent Practice (You Do)**	After reading Act II, write one of the fake letters from a citizen of Rome that Cassius writes to Brutus to convince him to join the conspiracy.
	Day 2 Students will use the strips from "It must be by his death" Activity to figure out what their line(s) from the speech mean. Students will be paired with 8 people who have different line(s). Once they have figured out what their specific line(s) mean then as a group they determine what Brutus is saying. Students will present their interpretations to the class. (you may choose to have them present here or at the end after they have analyzed and compared their interpretations)
	Students will compare their interpretations to the "It must be by his death Interpretation" hand out. Some will be far off with their interpretations, some will be close, and some will nail it.
	Use "It must be by his death" Interpretation and look at and discuss the highlighted red words and the tone that Brutus is using in the speech. Is he certain about his decision? Is he convinced that Caesar is the "evil" that Cassius describes?
	The teacher will employ various reading strategies for the class while reading the selected play. Throughout the reading of the play, the teacher will discuss and students will analyze Shakespeare's use of figurative language and its impact on the tone.
Summarizer/Closure/Evaluation of Lesson	TOTD: Change the tone of Brutus' speech by changing the word choices such as "if," "may," "might," and "could" to something more concrete. Use the handout to show understanding of tone.

TCSS
ELA10.4.5: Word Choices and Poetry
(Complete after reading *Julius Caesar* Act 3, scene 1)

Learning Target(s):	**I can:** • analyze text for word choice as it impacts meaning and tone of text • analyze how specific word choice sets the tone of a text (e.g., formal vs. informal) • analyze how word choice creates a sense of time and/or place • analyze and evaluate the overall patterns of diction in the whole text and its impact on meaning and tone • analyze the cumulative impact of figurative language (e.g., metaphor, simile, metonymy, overstatement, oxymoron, understatement) and its impact on meaning and tone
Priority Standards: • **Support Standards** • **Pre-requisite Learning**	**Priority Standards** **ELAGSE9-10RL4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). **ELAGSE9-10RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **Prerequisites:** • determine how the author's use of words and phrases controls the meaning/tone of the text • explain how the author's use of figurative language further illustrates/expands the tone and meaning of the text • explain how the author's use of connotative meanings conveys the author's stance/tone within a text • explain how analogies expand an author's ideas and attitude about the topic • explain allusions within a text, and how allusions add background knowledge and depth to a text
Resources for Instruction	*Julius Caesar* "O Captain! My Captain!" by Walt Whitman and "Elegy for JFK" by W. H. Auden with worksheet
Time Allocated	1 day
EQ	How do an author's word choices impact the tone and overall meaning of a text?
Activator/Connection/Warm Up	Write a one paragraph eulogy for *Julius Caesar*
Instructional Delivery	
• **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)**	Students will highlight five words in their eulogies that impact their tone. Students will share eulogies and their five important words with the class, and the teacher will lead a discussion on how word choices affect tone and overall meaning.
• **Guided Instruction/ Differentiated Instruction (We Do)**	Students will work independently or with a partner to read "Oh, Captain! My captain" and "Elegy for JFK" and answer text dependent

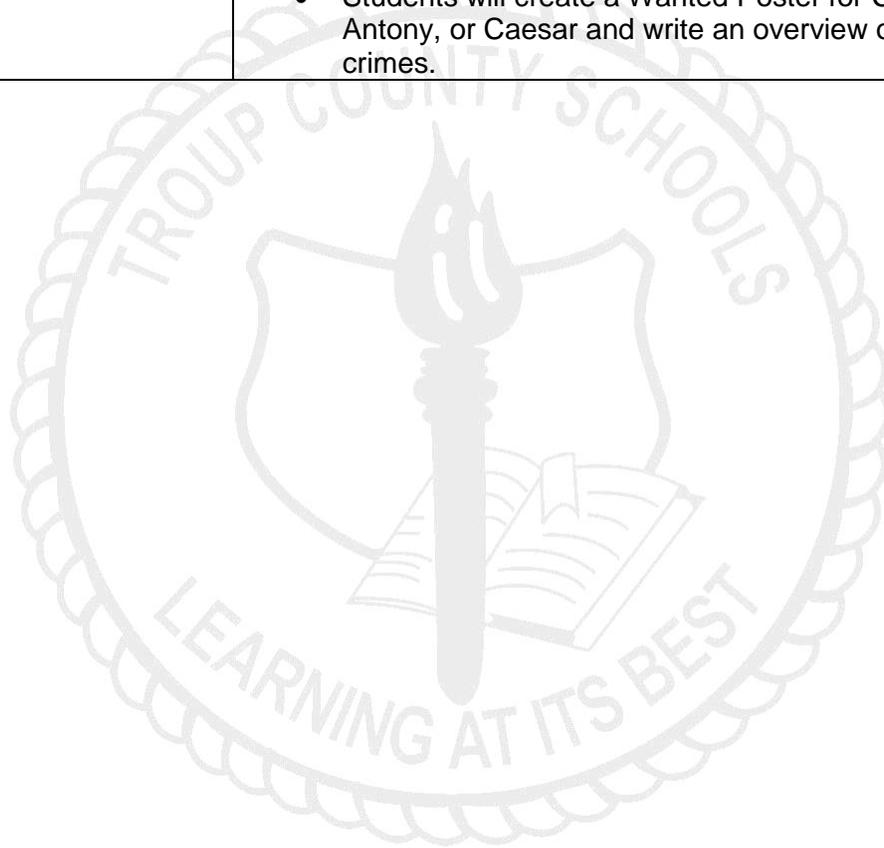|	questions focused on author's word choice and its impact on tone and meaning as the teacher monitors.
• **Independent Practice (You Do)**	Teacher will lead students in a discussion of the two poems, authors' word choices, and tone.
Summarizer/Closure/Evaluation of Lesson	Students will underline five words in each poem which most impact the tone of the poems. Use those words and your own to create an eulogy for Julius Caesar from the point of view of Antony.

TCSS
ELA10.4.6: Citing Textual Evidence Using Act 3

Learning Target(s):	**I can:** • draw inferences from literary text to make and support an analysis that goes beyond the obvious by using strong and thorough evidence gathered from reading • support their conclusions with explicit and implicit textual evidence • synthesize evidence collected from the text to best support their conclusions
Priority Standards: • **Support Standards** • **Pre-requisite Learning**	**Priority Standard:** **ELAGSE9-10RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE9-10RL2:** Determine a theme or central idea of text and closely analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **Support Standards:** • **ELAGSE9-10RL6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. **Prerequisites:** • draw inferences from literary text to make and support an analysis • support their conclusions with explicit and implicit textual evidence • determine the textual evidence that best supports their conclusions • explain the relationship between their conclusions and the evidence for their conclusions
Resources for Instruction	*Julius Caesar* Antony Funeral Speech or Mark Antony's Oration Version 2 Brutus Funeral Speech Think Dots Review Activity
Time Allocated	2-3 days
EQ	How do I cite strong and thorough textual evidence to support my analysis of *Julius Caesar*?
Activator/Connection/Warm Up	Have you ever told a lie to help a friend? Can there be a good lie? Have you ever betrayed or been betrayed? Is there a situation when betrayal is justified?
Instructional Delivery • **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)** • **Guided Instruction/ Differentiated Instruction (We Do)**	 Students will watch Act 3, scenes 1 and 2 while following along in their textbooks. Direct them to look for rhetoric and tone. In partners, students will read the funeral speeches by Antony and Brutus. They will follow the directions to annotate each speech.

• **Independent Practice (You Do)**	
Summarizer/Closure/Evaluation of Lesson	The following are options to use as summarizers throughout the reading and analysis of the play. • Character text/tweet/Instagram: After important events, students will pretend to be a character and update his/her social media based on that day's reading. This activity can work as a summarizer. • After reading Act IV, explain how Antony has become like Cassius. • After reading Act 5, read Brutus and Cassius in Dante's Inferno. Compare and contrast Dante's perception of the characters to Shakespeare's using textual evidence. • Students will create a Wanted Poster for Cassius, Brutus, Antony, or Caesar and write an overview of the character's crimes.

TCSS
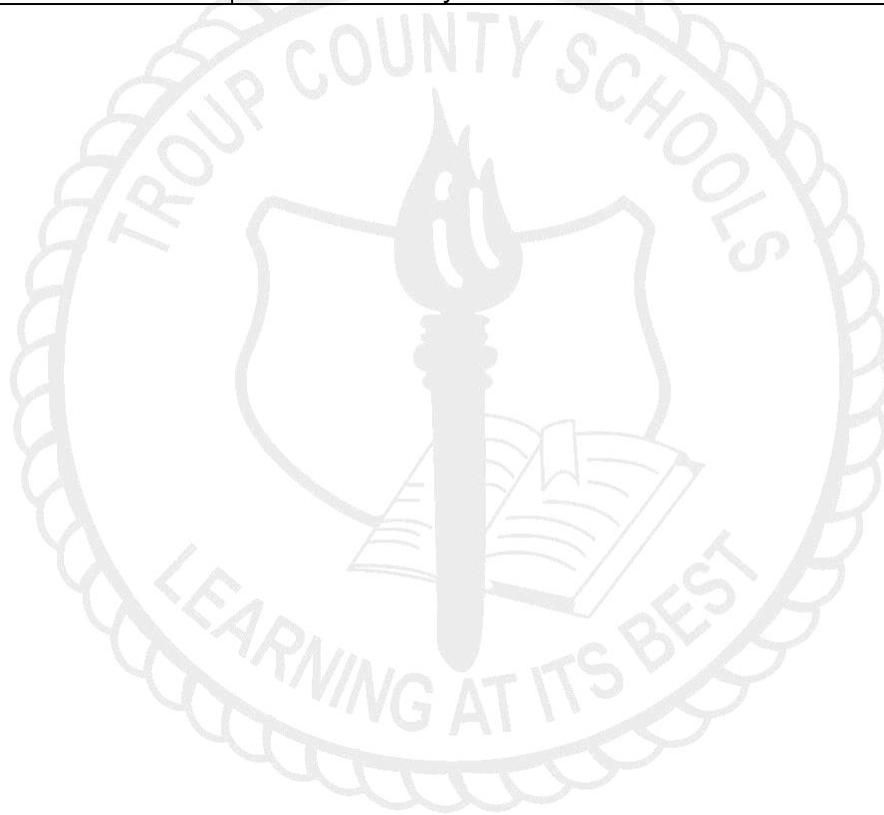## ELA10.4.7: In-depth analysis of *Julius Caesar* Act 3

*Learning Target(s)***:**	*I can***:**
	- analyze the author's point of view and purpose while analyzing his/her relationship to the topic or central idea - describe author's use of rhetoric or bias in presentation of information - analyze rhetoric in terms of impact on purpose and how it is used to present a specific point of view - assess the author's reliability as a source of information - determine false statements in an argument - identify fallacious reasoning in an argument - delineate and evaluate specific claims in a text - analyze whether the reasoning used in an argument is valid - analyze whether the evidence cited in an argument is relevant and sufficient - evaluate the effectiveness and credibility of argument(s) presented in a text - evaluate the effectiveness of rhetorical fallacies in advancing an argument - know how to determine the validity of an argument - establish a claim that demonstrates a thorough understanding of a topic or text - structure arguments to support claims using reasons and evidence - interpret and apply evidence that supports claims - anticipate the knowledge and concerns of the audience - clarify the relationship between claims and reasons, reasons and evidence, and claims and counterclaims - maintain a formal style and objective tone
Priority Standards: **Support Standards** **Pre-requisite Learning**	**Priority Standards:** **ELAGSE9-10W1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **ELAGSE9-10RI6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **ELAGSE9-10RI8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **Support Standards** **ELAGSE9-10RL6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. **ELAGSE9-10RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **ELAGSE9-10RL7:** Analyze the representation of a subject or a key scene in two different artistic mediums (e.g., Auden's poem "Musée de Beaux Arts" and Breughel's painting Landscape with the Fall of Icarus), including what is emphasized or absent in each treatment.

TCSS

	Pre-requisite: • determine and explain author's point of view or purpose, and analyze how he responds to conflicting evidence or viewpoints • delineate an argument • identify specific claims in a text • assess if claims are supported by sound reasoning • assess if claims are supported by relevant evidence • assess if claims are supported by sufficient evidence • student must evaluate whether all evidence is relevant to the argument • evaluate whether the argument is valid based on evidence and reasoning • determine the relevant reasons and evidence to use for a specific audience • determine which rhetorical devices to use to best support claims in an argument • demonstrate the proper use of rhetorical devices within an argument
Resources for Instruction	*Julius Caesar* Act III Brutus' "It Must Be by his Death" speech Brutus' funeral oration speech Compare and contrast graphic organizer Brutus and Antony RACE graphic organizer for Brutus and Antony speeches Ethos, Pathos, and Logos for speeches by Brutus and Antony Argumentative writing graphic organizer Argumentative Writing Rubric Argumentative Checklist
Time Allocated	2-5 days
EQ	How does an author develop his purpose using rhetorical strategies? How do I evaluate the validity of a writer's persuasive techniques?
Activator/Connection/Warm Up	Brutus's "It must be by his death" speech is divided into eight sections. Each student will be assigned a section and will write what it means in his/her own words. Students will then collaborate with others to read the monologue as a whole and rewrite a new interpretation. Students will analyze how moving from a part of the speech to the whole affects their analysis.
Instructional Delivery • **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)** • **Guided Instruction/ Differentiated Instruction (We Do)**	Teacher will lead a discussion on students' overall analysis of the monologue, and on analyzing a part to a whole. Students will closely read, annotate, and analyze Brutus's and Antony's funeral speeches in Act III using a graphic organizer. They will share analysis with a peer. Who gave the best argumentative funeral speech using rhetorical strategies- Brutus or Antony? Complete a graphic organizer to compare and contrast the speaker's use of rhetorical strategies, and then determine who was the most argumentative. Write an argumentative essay in which you make a claim and support it with evidence from the text.

TCSS

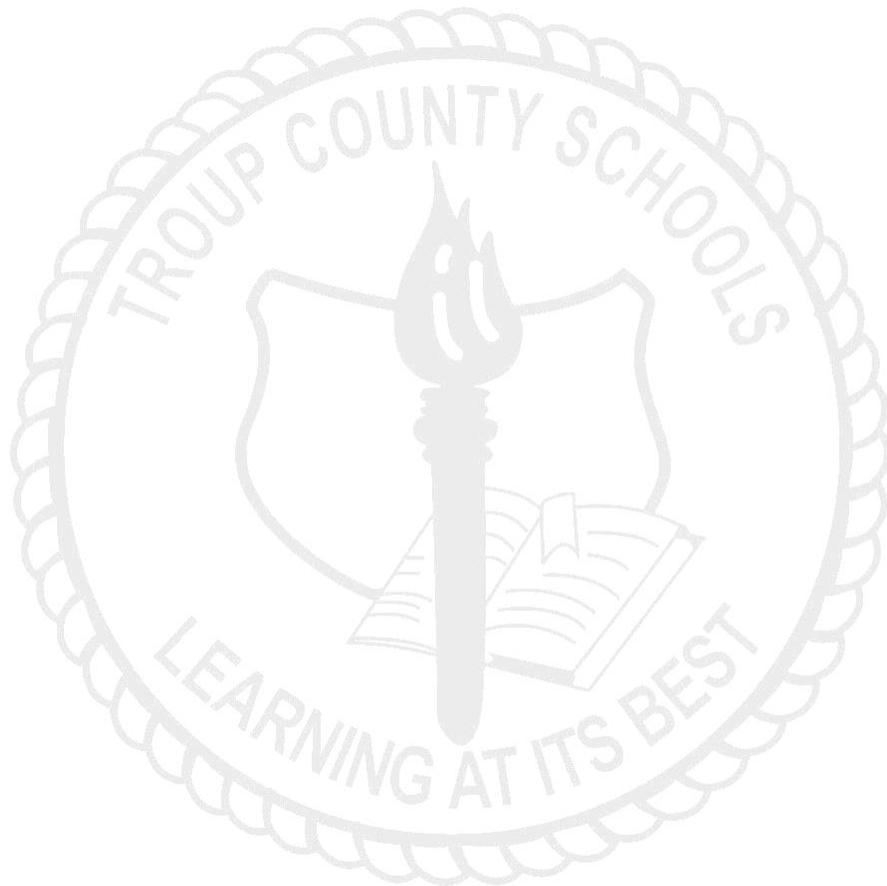|	
• **Independent Practice (You Do)**	After reading the play, students will analyze how Antony's perspective and Shakespeare's tone towards Brutus changes from Act III to Act V. The will write a constructed response comparing/contrasting the word choices describing Brutus used in Antony's funeral speech (Act 3 Scene 2,textbook pages 955-960) and Antony's last description of Brutus (Act 5 Scene5, pages 998-998) using a graphic organizer.
• **Summarizer**	Pretend Brutus is on trial for Caesar's death. Be either the prosecutor (trying to convict him) or the defense attorney (trying to prove he's innocent). Write your closing argument. Use textual evidence and at least three quotations from a character. OR Write a 5 paragraph essay on which funeral orator was the most persuasive, Brutus or Antony. Students should use an organizer to write their essay.

TCSS
ELA10.4.8: Comparison of Brutus and John Wilkes' Booth

Learning Target(s):	**I can:**
	- analyze the author's point of view and purpose while analyzing his/her relationship to the topic or central idea - describe author's use of rhetoric or bias in presentation of information - analyze rhetoric in terms of impact on purpose and how it is used to present a specific point of view - assess the author's reliability as a source of information
Priority Standards: **Support Standards** **Pre-requisite Learning**	**Priority Standards** **ELAGSE9-10RI6:** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. **Support Standards:** **ELAGSE9-10RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). **ELAGSE9-10RI8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **ELAGSE9-10RI1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **Pre-requisite:** - determine and explain author's point of view or purpose, and analyze how he responds to conflicting evidence or viewpoints
Resources for Instruction	Comparison of Brutus and John Wilkes Booth worksheet John Wilkes Booth Book Review with questions
Time Allocated	1-2 days
EQ	How does an author develop his purpose using rhetorical strategies? How do an author's word choices impact the tone and overall meaning of a text?
Activator/Connection/Warm Up	Students will read John Wilkes Booth's last diary entry, outline his argument, and identify words that indicate his perspective towards Brutus.
Instructional Delivery **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)** **Guided Instruction/ Differentiated Instruction (We Do)**	 Review the activator with the students. Students will read independently or with a collaborative partner to read a review of a book about John Wilkes Booth and answer questions about how the author develops his argument and how his word choices impact the meaning of the text.

TCSS

• **Independent Practice (You Do)**	
Summarizer/Closure/Evaluation of Lesson	Pretend ghost Brutus meets ghost Booth after Booth's death. Write a dialogue between the two men about Brutus's reaction to Booth's description of him.

TCSS
ELA10.4.8

Learning Target(s):	
Priority Standards: • **Support Standards** • **Pre-requisite Learning**	
Resources for Instruction	
Time Allocated	
EQ	
Activator/Connection/Warm Up	
Instructional Delivery • **Teaching Point/Mini Lesson/Teacher Input (I Do/Modeling)** • **Guided Instruction/ Differentiated Instruction (We Do)** • **Independent Practice (You Do)**	
Summarizer/Closure/Evaluation of Lesson	