Sophomore Honors English Unit Plan: William Shakespeare’s *Hamlet*

**Unit Summary:** Students will engage in pre-reading, during reading, and post-reading activities associated with William Shakespeare’s *Hamlet*. Students will learn about the Elizabethan time period through a group project, read the play, and write an analytical essay.

**Unit Purpose:** The purpose of this unit is for students to develop an understanding of the Elizabethan time period, Shakespearean terminology and difficult vocabulary, familial conflicts, the Freudian meaning of transference, the tragic hero, the Shakespearean sonnet, and of how to hone analytical essay writing skills.

**Essential Questions:**

1. What happens when the people in our lives do not meet our expectations?
2. What happens when wanting something too much leads us to do things against our nature?
3. How does a lust for power or a lust for revenge lead to the loss of one’s humanity?
4. Do people often cause their own downfalls or is out future beyond our control?

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| **Pre-Reading Assignments & Activities** | **Formative & Summative Assessments** |
| Shakespeare Research Group Project | * Students will work in small groups and receive one summative assessment grade for the Shakespeare Research Project power point and formal presentation of their visual artifact
* Students in the audience will take notes & ask questions for a formative assessment grade
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| Tragic Hero Power Point Notes | For a class participation/classwork grade, students take notes on the tragic hero |
| The Purpose of *Hamlet* Group Activity | Students will work in small groups and receive a CP/CW grade for dissecting Polonius’ advice from a scene in *Hamlet* & finding real word examples of each piece of advice. |
| **During Reading Assignments** | **Formative & Summative Assessments** |
| During Reading Questions | Students will receive one homework grade per act for answering during reading questions and providing a quote of explication for each answer. We will complete one scene in class on audio and students will complete the next scene for homework until we finish the play |
| Act Quizzes | Students will receive a quiz grade for completing five end of act quizzes with three parts: multiple choice, short answer, and quote identification |
| Sonnet Open Responses (2) | * Sonnet LXVI (66) OR Prompt: What is the speaker of Sonnet LXVI and Hamlet in his famous to be or not to be soliloquy lamenting? Use relevant and specific information from the poem and the Hamlet text to support your response.
* Sonnet XXV (25) OR Prompt: Explain how the speaker believes he is different from the others who are mentioned in the sonnet. Use relevant and specific information from the poem to support your response.
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| Vocabulary Quizzes | Students will take three three-part vocabulary quizzes complete with a matching section, a categories section, and a using words from different angles section |
| **Post Reading Assignments** | **Formative & Summative Assessments** |
| End of Act Assignments | * End of Act I: Reflection – Is the ghost helping or harming Hamlet? To what extent does the supernatural motivate Hamlet’s actions? (Blog post)
* End of Act II: Words, words, words clip & dialogue dissection (Possible blog post)
* End of Act III: Create a cast list
* End of Act IV: Transference & familial conflicts open response
* End of Act V: Mel Gibson vs. Kenneth Branagh scene
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| *Hamlet* Unit Exam | Unit Exam will be graded as a summative assessment and focus on vocabulary, novel content, and novel analysis |
| Analytical Essay | Students will choose from an array of questions and write a 3-5 page analytical essay using the proper format. The analytical essay will be graded using a rubric that focuses on the assertions they make, the evidence they provide to back up their claims, and the quality of their arguments |
| *Hamlet* Core Work Index Card | Students will receive a class participation/classwork grade for completing this review of the novel for unit exam and state exam purposes. |

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| **Opener Samples** | **Closer Samples** |
| * Journal Entries Sample: Have you ever had feelings of revenge? If not, why do you think that is? If so, describe the situation in detail.
* Review act & scene summaries from previous day
 | * Summary of the day’s lesson
* Reactions to class material through brief discussions and quick writes
* Status Reports
* Preview of the next day’s lesson
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| **BHS Literacy Objectives** |
| **Reading:** For content (both literal and inferential), to apply pre-reading, during reading, and post-reading strategies to all reading assignments, including determining purpose and pre-learning vocabulary, to research a topic, to gather information, to comprehend an argument, to determine the main idea of a passage, to understand a concept and construct meaning, and to expand one’s experience |
| **Writing:** To take notes, to explain one’s thinking, to argue a thesis and support ones thinking, to compare and contrast, to write an open response, to generate a response to what one has read, viewed, and heard, to convey one’s thinking in complete sentences, and to develop an expository essay with a formal structure |
| **Speaking:** To convey one’s thinking in complete sentences, to interpret a passage orally, to participate in class discussion, to make an oral presentation to one’s class & peers, to respond to what one has read, viewed, or heard, and to communicate in a manner that allows one to be both heard and understood |
| **Reasoning:** To identify a pattern, explain a pattern and/or make a prediction based on a pattern, to explain the logic of an argument or solution, and to use analogies and/or evidence to support one’s thinking |

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| **Common Core Standards** |
| College & Career Readiness Anchor Standards for **Reading** | **Key Ideas & Details:** 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft & Structure:**1. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning.
2. Assess how purpose shapes the content and style of a text.
3. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge & Ideas:**1. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
2. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
3. Analyze the meaning of literary texts by drawing on knowledge of literary concepts & genres.
4. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading & Level of Text Complexity:**1. Read and comprehend complex literary and informational texts independently and proficiently.
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| College & Career Readiness Anchor Standards for **Writing** | **Text Types & Purposes:**1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write personal reflections that demonstrate awareness of literary concepts and genres.

**Production & Distribution of Writing:**1. Produce clear and coherent writing in which the development, organization, and style are appropriate for the task, purpose, and audience
2. Develop and strengthen writing as needed by planning.
3. Use technology, including the Internet, to produce writing and to interact and collaborate with others.

**Research to Build and Present Knowledge:**1. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
2. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
3. Draw evidence from literary and informational texts to support analysis and reflection.

**Range of Writing:**1. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single siting or a day or two) for a range of tasks, purposes, and audiences.
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| College & Career Readiness Anchor Standards for **Speaking & Listening**  | **Comprehension & Collaboration:**1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media formats, including visually, quantitatively, and orally.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge & Ideas**1. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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| College & Career Readiness Anchor Standards for **Language** | **Conventions of Standard English:**1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language:**1. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
3. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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