

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 9-12/How Tragic!

Course Code: English 2

COURSE INTRODUCTION:

In tenth grade English, students will closely read and evaluate a variety of fiction and nonfiction texts in order to answer overarching, essential questions. As they read, they will use process writing, free writing, and journaling to explore connections to fiction and nonfiction literature while learning to ask the questions necessary to grasp a relationship between local concerns and universal questions. Through civil discourse (collaboration, discussions about literature, and responses to reading), students will deepen their understanding of reading, writing, listening, speaking, use of language, and technology. By the end of tenth grade, the students are prepared for further studies in eleventh grade English-Language Arts.

UNIT DESCRIPTION:

This unit uses the text, *Antigone*, for readers to make connections to society today. Students will explore literary elements within the play and show their level of understanding of the play through participating in Socratic seminars throughout the unit and writing an argumentative essay.

Diverse Learners

Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at <http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum->

SUGGESTED UNIT TIMELINE: 4 weeks

CLASS PERIOD (min.): 50

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Introduction-Sheet.pdf . Resources based on the Universal Design for Learning principles are available at www.cast.org .						
Provide Feedback						
ESSENTIAL QUESTIONS:						
1. How can individuals affect the balance of power in a community? 2. What are the characteristics of a tragedy and a tragic hero in the Classical sense, and how do we define these terms today?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER	DOK
1. Students will trace the terms “tragedy” and “tragic hero” in <i>Antigone</i> by selecting and analyzing evidence from the play and contrasting the classical definition of those terms to their own definition through writing and a multi-media presentation.	R.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. R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. W.1: Write arguments to support claims in an	R.1.H.E2.a R.1.H.E2.d R.1.H.E2.e R.1.H.E2.f R.2.C.E2.c W.3.A.E2.a I.1.A.9-12	1.5 1.7 2.1 2.2 2.7	RL.9-10.1 RL.9-10.2 W.9-10.1 W.9-10.2.a W.9-10.8		3

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	<p>analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.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.</p> <p>W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>					
<p>2. Students will prepare for and participate in a variety of collaborative discussions and demonstrate their skills in a Socratic Seminar at the end of the unit.</p>	<p>R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>R.1.H.E2.a</p> <p>R.1.H.E2.f</p> <p>L.2.A.9-12.a</p>	<p>1.5</p> <p>2.3</p> <p>2.4</p>	<p>RL.9-10.2</p> <p>SL.9-10.1.a</p> <p>SL.9-10.1.b</p> <p>SL.9-10.1.c</p>		<p>3</p>

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	<p>SL.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.</p>			<p>SL.9-10.1.d</p>		
<p>3. Students will make text to text, text to self, and text to world connections while reading the play and demonstrate their knowledge of making connections on the Unit Assessment at the end of the unit.</p>	<p>R.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.</p> <p>W.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.</p> <p>SL.4: Present information,</p>	<p>R.1.H.E2.a R.1.H.E2.d R.1.H.E2.e R.1.H.E2.f W.2.C.E2.a L.1.A.9-12.b L.2.A.9-12.b</p>	<p>1.5 1.7 2.1</p>	<p>RL.9-10.1 W.9-10.2.a SL.9-10.4 SL.9-10.5</p>		<p>3</p>

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	<p>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.</p> <p>SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>					
<p>4. Students will identify, analyze and evaluate literary elements in the play and demonstrate their knowledge of how the elements are used to develop a theme.</p>	<p>R.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.</p>	<p>R.1.H.E2.a</p> <p>R.1.H.E2.d</p> <p>R.1.H.E2.e</p> <p>R.1.H.E2.f</p>	<p>1.5</p> <p>1.6</p>	<p>RL.9-10.1</p>		<p>3</p>
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p>1. Formative: Students will participate in three Socratic seminars relating to the essential questions and key themes in the play (i.e. Do we as humans and as citizens have a moral obligation to be disobedient when laws go against our moral conscience?).</p> <p>2. Summative: Students will participate in a final Socratic seminar relating to the essential question, “How can individuals affect the balance of power in a community?”.</p> <p>3. Summative: <i>Antigone</i> Selected Response and Constructed Response Unit Assessment</p>						

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4. Summative: Argumentative Essay—Argue Antigone or Creon is the tragic hero of the play. Students will evaluate and synthesize two outside sources and effectively integrate these into their essay.

***Attach Unit Summative Assessment, including Scoring Guides/Scoring Keys/Alignment Codes and DOK Levels for all items. Label each assessment according to the unit descriptions above (i.e., Grade Level/Course Title/Course Code, Unit #.)**

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1	<ol style="list-style-type: none"> 1. The teacher provides students with multiple definitions of the term tragedy (i.e. Aristotle) and lectures giving the students background information on Greek tragedies and theater. The teacher provides students with a chart graphic organizer to track their definition of tragedy. 2. The teacher provides students with background information and the definition of a tragic hero. 3. The teacher gives students an example of a modern-day version of a tragic figure. Also, the teacher will select or give students options of multi-media formats to complete their project. If it is a format students are unfamiliar with, teachers should give students a tutorial of the program.
2	<ol style="list-style-type: none"> 1. The teacher will give students an overview of the Socratic seminar format. Give students a group of quotations that connect to the idea of tragedy with discussion questions to prepare for a mock Socratic seminar. The teacher will model the process and instruct students through the mock Socratic seminar. 2. The teacher will supervise and assess the students through three Socratic seminars relating to the essential questions and key themes in the play.
3	<ol style="list-style-type: none"> 1. The teacher will guide students in a before reading discussion leading to students making predictions and connections to the play. The teacher will provide students with 6-8 significant quotations from the play. The teacher will monitor students during their small group collaborative discussions. 2. The teacher will provide students with five key concepts/themes of the play, along with a concept map graphic organizer. The teacher will monitor students during their small group collaborative discussions. 3. The teacher will select literary elements essential to the unit (i.e. imagery, allusions, figurative language) etc. The teacher will provide examples and instruction on the essential literary elements. The teacher will provide students with poetry relating to Essential Question #1.
4	<ol style="list-style-type: none"> 1. Scaffold notes—Give students detailed notes relating to literary elements and detailed comprehension questions for the First Episode of the play. As students read the play, provide them with less detailed notes and questions. By the final episode of the

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	<p>play, students should take their own notes, identifying and analyzing literary elements and creating discussion questions from the text.</p> <ol style="list-style-type: none"> 2. Still Frames—Before reading a key scene, place a few students in poses as still frames with character labels on their shirts. As the class reads the scene, they will have the visualization to refer to. After reading the scene, have students draw conclusions to the significance of the still frame and scene to the overall meaning of the play. 3. The teacher will provide students with a few short passages and lead the class into a discussion on an author’s writing style. Provide students with a comparison/contrast graphic organizer. 4. The teacher will review with students the definition and purpose of imagery within a text.
<p>Obj. #</p> <p>1</p>	<p>INSTRUCTIONAL ACTIVITIES: (What Students Do)</p> <ol style="list-style-type: none"> 1. Students are given multiple definitions of the term tragedy. Students synthesize the information to create a class definition of tragedy. In a graphic organizer, students identify and analyze examples from the play that fit the definition of tragedy. 2. Students create a graphic organizer with evidence and analysis from the play that supports both Antigone and Creon as the tragic heroes of the play. 3. Students will research a modern-day version of a tragic figure. They will create a Photostory, or use other multi-media formats (i.e. PowerPoint, Movie Maker, etc.), to contrast their chosen figure to the Classic definition of a tragic hero. Students will present their project to the class.
<p>2</p>	<ol style="list-style-type: none"> 1. Students will participate in a mock Socratic seminar by preparing for the seminar and participating in the class discussion. 2. Students will participate in three Socratic seminars relating to the essential questions and key themes in the play (i.e. Do we as humans and as citizens have a moral obligation to be disobedient when laws go against our moral conscience?).
<p>3</p>	<ol style="list-style-type: none"> 1. Select six-eight significant quotations from the play and distribute one quotation to each student. Individually, students paraphrase, make a connection, and make a prediction based on their quotation. Students group with others who have the same quotation and compare their responses. After a short discussion, they present their quotation to the class. All students write a paragraph making predictions for the play based on the presentations. 2. Identify the five key concepts of the play. Students are assigned one concept and create a concept map in which they, define it, provide examples, list good/bad associations, and make connections. Students group with others who have the same concept and compare their responses. Students participate in a gallery walk and discuss each of the five concepts. 3. Students will read poetry relating to Essential Question #1. Students will identify and analyze literary elements within the

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	poems and make connections to themes in <i>Antigone</i> .
4	<ol style="list-style-type: none">1. Scaffold notes—Give students detailed notes relating to literary elements and detailed comprehension questions for the First Episode of the play. As students read the play, provide them with less detailed notes and questions. By the final episode of the play, students should take their own notes, identifying and analyzing literary elements and creating discussion questions from the text.2. Still Frames—Before reading a key scene, place a few students in poses as still frames with character labels on their shirts. As the class reads the scene, they will have the visualization to refer to. After reading the scene, have students draw conclusions to the significance of the still frame and scene to the overall meaning of the play.3. After reading the Prologue and the introduction of the Chorus, students complete a graphic organizer in which they contrast the imagery, figurative language, diction, and symbolism of the two. Students will write an overall statement which identifies the main difference between the writing style of the two and support it with examples from the text.4. Divide the class into small groups and have them select one image from the play. Students should identify the references in the play to their selected image, analyze functions of the image within the play, and illustrate the image.
<p>UNIT RESOURCES: (include internet addresses for linking)</p> <ol style="list-style-type: none">1. http://www.webenglishteacher.com/sophocles.html2. http://edsitement.neh.gov/lesson-plan/sophocles-antigone-ancient-greek-theatre-live-antiquity3. http://www.southasiaoutreach.wisc.edu/high%20school/civil_disobedience.htm	