

<b>Unit:</b>	The Renaissance 1485-1660				
<b>Essential Questions:</b>	What is good morality? What makes a person honorable? What is more important: Personal Happiness or Fulfilling Obligation? What does it mean to be morally corrupt?				
<b>Timeline:</b>	Weeks 9-15				
<b>Common Core Standards</b>	<b>Learning Objectives</b>	<b>Suggested Works</b>	<b>Performance Tasks</b>	<b>Grammar</b>	<b>Terminology</b>
<p>RL. 12.1 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>RL 12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>RL 12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>L 12.1 Demonstrate command of the conventions of standard English grammar and usage</p>	<ul style="list-style-type: none"> <li>* Students will gain a greater understanding and appreciation of Life in the Renaissance.</li> <li>* Students will be able to analyze the historical text of a specific time period.</li> <li>* Students will be able to relay historical information to their classmates.</li> </ul>	<p><b>Introduction:</b>  <b>The Renaissance</b>          (p. 233-254)</p>	<ul style="list-style-type: none"> <li>*Students will read and analyze a specific section from the introduction of the Renaissance.</li> <li>*Students will create and present a power point presentation about their specific section.</li> <li>*Write 2-3 paragraphs summarizing the main points of Renaissance beliefs, values, and traditions, using notes from student jigsaw activity.</li> </ul> <p><b><i>Suggested activities</i></b></p> <p>Teacher Model          Jig-Saw          Thinking Notes          Cooperative Learning Groups          Read with a Pen          Pair Share          Chunking          Paraphrase          Objective Summaries</p>	<p><b>Chapter 3 Phrases</b></p>	<ul style="list-style-type: none"> <li>*Humanism</li> <li>*Henry VIII</li> <li>*Renaissance-return to classic learning</li> <li>*Gutenberg Printing Press</li> <li>*Protestant Reformation</li> <li>*Sonnets</li> <li>*Petrarchan Sonnet</li> <li>*Shakespearean Sonnet</li> <li>*Octave</li> <li>*Volta</li> <li>*Turn</li> <li>*Stanza</li> <li>*Quatrains</li> <li>*Couplets</li> <li>*Rhyme Scheme</li> <li>*Meter</li> <li>*Iambic Pentameter</li> <li>*Figurative Language</li> <li>*Play</li> </ul>

<p>when writing or speaking.</p> <p>L 12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L 12.3 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 and listening.</p> <p>RL 12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>*Students will be able to identify a sonnets rhyme scheme.</p> <p>*Students will be able to identify the tone of a speaker in a sonnet.</p> <p>*Students will identify</p>	<p><b>Shakespeare's Sonnets</b></p>	<p><b>Required</b> After reading all sonnets, students will choose two sonnets with similar themes and topics. They will explain these similarities in two paragraphs (Thematic Development Analysis Graphic Organizer)</p>		<p>*Soliloquy *Monologue *Aside</p>
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<p>RL 12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>RL 12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth- century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>the turn of a sonnet and identify the change of tone of the speaker.</p>		<p><i>Optional:</i> Students will write a sonnet that contains a Shakespearean rhyme scheme, a turn and an ending couplet.</p> <p><i>Optional:</i> Students will recite their sonnets to their classmates.</p>		
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<p>RL 12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL 12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL 12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>RL 12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and</p>	<p>*Students will gain a greater understanding of the Renaissance through the reading of <i>Hamlet</i>.</p> <p>*Students will be able to read and analyze text that is written in old English.</p> <p>*Students will gain a greater understanding and appreciation of the elements of Tragedies.</p> <p>*Students will understand that human conditions transcend time and are universal.</p> <p>*Students will use footnotes to gain a better understanding of the monologue/soliloquy.</p> <p>*Students will be able to paraphrase each monologue/soliloquy.</p> <p>*Students will analyze key monologues/soliloquies from each Act of <i>Hamlet</i> in order to understand the play's</p>	<p><b>Hamlet</b></p> <p><b>Act I, Scene II</b></p> <p><b>Act II, Scene III</b></p> <p><b>Act III, Scene I</b></p> <p><b>Act IV, Scene IV</b></p> <p><b>Act V, Scene II</b></p>	<p>*Teacher will model how to complete Analytical Notes/Thematic Passage Analysis guides with students.</p> <p>*Highlight the most important lines of the monologue/soliloquy and explain how they contribute to the developing themes. Students will analyze 2-6 lines in a dialectical journal.</p> <p>*Paraphrase the monologue/soliloquy from old English to modern English.</p> <p>*Students will complete Analytical Notes/Thematic Passage Analysis for each monologue/soliloquy.</p> <p>*Students will work collaboratively in groups to analyze each monologue/soliloquy.</p> <p>*Students will complete objective summaries for each scene in <i>Hamlet</i>.</p>		<ul style="list-style-type: none"> <li>*Cannon</li> <li>*Merely</li> <li>*Hyperion to a</li> <li>*Satyr</li> <li>*Beteem</li> <li>*Ere</li> <li>*Niobe</li> <li>*Wants</li> <li>*Hercules</li> <li>*Unrighteous</li> <li>*Dexterity</li> <li>*Incestuous</li> <li>*Peasant</li> <li>*Dream of passion</li> <li>*To...conceit</li> <li>*From her working</li> <li>*Distraction in's aspect</li> <li>*General ear</li> <li>*Make...free</li> <li>*Muddy-mettled</li> <li>*Like...cause</li> <li>*Property</li> <li>*Pale</li> <li>*Gives...lie</li> <li>*Region kites</li> <li>*Offal</li> <li>*Remorseless</li> <li>*Brave</li> <li>*Unpack</li> <li>*Drab</li> </ul>
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<p>tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> <p>RL 12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>major themes.</p>		<p><b>Required Writing Piece:</b>                  In 3-4 typed pages, examine 2 themes in <i>Hamlet</i> and explain how these themes influence the play or how the various elements work together to create the theme. You may want to consider the following questions: Why these themes are important? What do you understand differently about the play and characters because you recognize these themes? What aspects of the play create and develop these themes (Thematic Development Graphic Organizer)?</p>	<ul style="list-style-type: none"> <li>*Scullion</li> <li>*About</li> <li>*Cunning</li> <li>*Presently</li> <li>*Proclaimed their</li> <li>*malefactions</li> <li>*Teat</li> <li>*Abuses</li> <li>*Relative</li> <li>*To</li> <li>*To be</li> <li>*Outrageous</li> <li>*Consummation</li> <li>*Rub</li> <li>*Coil</li> <li>*The</li> <li>respect...life</li> <li>*The</li> <li>*spurns...takes</li> <li>*Quietus</li> <li>*Bare bodkin</li> <li>*Fardels</li> <li>*Native hue</li> <li>*Cast</li> <li>*With...action</li> <li>*Orison</li> <li>*Dull</li> <li>*Good and market</li> <li>*Large discourse</li> <li>*Looking...after</li> <li>*Fust</li> <li>*Of</li> <li>*Sith</li> <li>*Gross as earth</li> </ul>
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Common Core Standards	Learning Objectives	Suggested Works	Performance Tasks	Grammar	Terminology

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