| **Title of Unit**: Decisions and Consequences | **Date Submitted**: November 21, 2016  
**Date to be Implemented**: January 2017 |
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<td><strong>Book with ISBN:</strong></td>
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| Classical Comics  
Macbeth: The Graphic Novel  
(American English, Plain Text Edition) |  |
| The US edition of this book should not be hard to get. Abe Books has large quantities (20 copies from certain sellers within the US) at reasonable (less than retail) prices. |  |
| **Unit Developed by**: Alex Janusek |  |
| **Grade/Subj ect**: | **# of students/classes** |
| 11th grade/ English III | 49 students/2 sections  
The number of students in my classes may fluctuate in the new semester. Would it be possible to order a 10% cushion (55 total copies)? |
| **Email**: amjanusek@cps.edu | **School**: Nicholas Senn High School |
| **Dates when Unit will be Implemented**: | **Hours of Class Time Needed for Unit**: |
| Early Jan ‘17- Late Feb ‘17 | approximately 30 hours (6-7 weeks)  
I typically teach Macbeth right after winter break, so I’d likely begin the unit this year on January 9th 2017. |
Curriculum Areas and Grade Level(s):

11th grade English III

**Brief Description of the Unit (50-75 words):**

This unit will introduce students to some of the conventions of Shakespearean drama and provide opportunities for short, informal performances. Students need a strong foundation in the story of *Macbeth*, so we’d really benefit from the graphic novel.

Once students have familiarized themselves with the plot, I will teach them how to read excerpts of the original text for certain features that Shakespeare intentionally included as clues to guide actors as they developed their performances. I’d like students to work in small groups to develop informal performances around small scenes (excerpts of original text) that are guided by the clues in the text.

**Common Core Standards to be addressed by this unit. List the applicable learning standards.**

CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**Teacher's Focus Question:** *As a teacher, what aspect of your own instructional practice will you be examining or testing out in this unit? What is your goal and how will you know if you have succeeded?*

To what extent do kinesthetic, performance-based approaches to literature impact students’ understanding and appreciation of complex texts?

A major goal for my own practice in this unit is to help students develop confidence in their own abilities to read and interpret Shakespeare’s work. It doesn’t mean that students must be experts in
the entire play of *Macbeth*. However, by the end of the unit, students should be able to recognize specific features in a section of Shakespeare’s original text and be able to explain the impact of those textual features on a performance of that section of the play. Some examples of these “text clues” in Shakespeare’s work include punctuation and its impact on breathing, mono- vs. polysyllabic lines that impact the pace of the actors’ delivery, the use of lists and the subsequent increase in tension, etc.

I can measure the impact of my teaching by the extent to which students’ performances are informed by the actors’ clues they have identified in their excerpts of the original text. Most of this evidence should be apparent in the quality of the performances (Are students standing still and reciting lines, or have they inferred body positions and stage directions from the dialogue? Are students speaking in a low monotone, or have they accentuated their dialogue according to the text clues in their excerpt?) Some of the evidence will manifest in students’ writing about their artistic process.

**Documentation Plan:** Please list the documentation you will submit to GEAR UP when you implement your unit. Documentation should reflect student work related to your focus question. It should include samples of student work, pictures, video, or other artifacts from your unit.

I can submit writing samples that document students’ thought processes as they make their own artistic choices based on their analysis of Shakespeare’s work.

I can submit samples of the written part of the final assessment, in which students articulate the “How” and the “Why” of their performances as well as their reflection on the process.

Photos or videos of student performances would be interesting, but I worry it would dampen students’ enthusiasm for trying something new. It takes a lot of courage to stand up in front of the class and perform anything, let alone Shakespeare.

**Request for photographer or video:** Based on availability, GEAR UP staff can photograph or videotape an aspect of the unit (a debate, art project, final presentation, etc.).

*What I would like to photograph or video:*

If students are comfortable, the performances or practices would be the obvious activity for photos or video. I would also consider photographing discussions or planning sessions, where students are workshopping their scenes together.

*Student media releases signed by a parent or guardian are mandatory.*

**The 4 R’s--Rigor, Relationships, Relevance, and Reflection**

We believe that effective instruction has four elements in common. The schools set high academic standards and provide rigorous instruction paired with meaningful support so that all students can meet those high standards. Teachers build trusting relationships with students and take steps to build
community within their classrooms. They take an interest in students’ lives, drawing on their real-world experiences and current understandings to build new knowledge. Teachers make school relevant to students, showing them the connections between success in school and their plans for the future. Finally, instruction—and learning—get better when teachers and students intentionally reflect on the work they are doing. (What Matters for Staying On-Track and Graduating in Chicago Public Schools, 2007. Consortium on Chicago School Research).

### Academic Rigor

**Enduring Understandings** *What do you want your students to understand and be able to use ten years from now?*

I would like for students to re-envision what they think they are capable of so that in the future, they might recognize that many times our limits are self-imposed or temporary.

I would like for students to develop an appreciation for working with others and to recognize that they accomplish more together than they would on their own.

**Essential Questions** *What are the open-ended questions that will promote inquiry into the heart of the subject or discipline?*

How do you decide when it is better to be loyal to your friends and family rather than to yourself?

Macbeth is an interesting character because he feels unappreciated after he is passed over for a promotion, and he wrestles with his pride in the first two acts of the play. He weighs friendship and loyalty against his ambition for advancing his own personal goals. Although Macbeth’s character becomes much less nuanced in the second half of the play, we can view this work in one sense as a drama of choices and consequences. In an aesthetic sense, the play is laden with authorial choices that impact both the actors’ understandings of their characters and the ways they bring their characters to life in performance.

**Knowledge and Skill** *What will your students know and be able to do at the end of the unit? How will your students use higher order thinking skills?*

This unit will
- Demonstrate for students how to read Shakespeare’s work like a script.
- Provide many opportunities for kinesthetic learning through informal performances.
- Introduce students to English attitudes toward drama during Shakespeare’s time.

Students will be able to
- Score a passage from Macbeth for performance clues to support comprehension.
- Interpret a character through the clues written into the text and express this interpretation through performance.
- Revise performances based on feedback from classmates.
- Generate ideas for a reflective essay based on their close reading and analysis of the original text of *Macbeth*.

**Assessment Evidence/Instruments**  *How will you know how well your students learned? Attach rubrics and checklists, if used.*

Reading journals paired with specific sections of the text will help students engage with the play before and during reading and will help me gauge student understanding after reading.

Small group read aloud-think aloud will help me gauge students’ understanding of the text during reading.

The final assessment for this unit will be part performance where students demonstrate what they’ve learned, and part written, where students explain the choices they made as actors based on their analysis of their excerpt.

**Learning Activities**  *List the most important learning activities students will perform during the unit.*

Small group read aloud-think aloud of graphic novel version of *Macbeth*

Reader response journaling to build engagement and to support close reading

Analysis and annotation of excerpts of *Macbeth* to plan and direct a performance of those excerpts

Drafting and revision of a performance of two brief but important excerpts from *Macbeth*

Performances of two brief but important excerpts of *Macbeth*

A reflective essay on the creative process of planning, directing, and performing *Macbeth*

**Differentiating Instruction**  *In what ways does the unit respond to students’ different learning styles or multiple intelligences? What modifications are made for students with special needs? ELL students?*

The plain text graphic novel version of *Macbeth* will really help all students understand the complex plot of the play.

The illustrations that accompany the text will help visual learners and students with special needs.

The opportunities to perform excerpts of the play will engage kinesthetic learners and help students visualize characters’ thought processes and motivations.
The small groups for the read aloud-think alouds will be differentiated so that each group will have a range of ability.

Graphic organizers will help students map out and visualize patterns of text clues within their group’s excerpts of the play and articulate the impact of those text clues on an actor’s performance of that excerpt.

### Relevance

*How does the unit relate to students’ lives, skills, cultures, language, and background knowledge?*

The unit’s essential question about weighing our obligations to friends and family against our own personal interests when making decisions make *Macbeth* especially relevant to teens. High school students are under constant scrutiny for the choices they make, and some of these decisions will have a lasting impact beyond their school years. If, on one hand, students succumb to peer pressure and do what they think will make friends and family happy, they run the risk of not knowing themselves and will have problems making important decisions in the future. Conversely, ignoring all outside guidance in a narrow pursuit of one’s own interests is a recipe for bad choices and the consequences that follow.

Shakespeare’s work remains culturally relevant today because it is so adaptable on stage. Directors have opted for the traditional, attempting to depict 11th century Scotland, or more modern portrayals where Macbeth is a European dictator. My students will be free to set their performances in a time and place that is culturally relevant to their audience.

If nothing else, the close attention we pay to the language of the play during this unit should reinforce to students that our words matter. The way we talk to other people says a lot about our character. Similarly, Shakespeare’s uses of language help us gain insight into his characters onstage.

*How does the unit show students the relevance of their work in school to their future lives?*

Performing in front of classmates can push students to think beyond their limitations and accomplish something they didn’t think possible at the outset of the unit. Collaboration will be the key to seeing this project through to a successful conclusion.

### Relationships

*How does the unit help you as a teacher build trusting relationships with your students?*
Modeling the ways that the clues in the text of the play impact the way actors deliver their lines is an important part of building trust with my students. Once I have shown that I am not afraid to take the risk of sounding silly as I work my way through a line, students become more willing to try it out for themselves.

How does the unit build, support, and draw from a trusting classroom community?

Students will build trust as they plan and practice their own performances in small groups. Students will learn how to give and accept constructive criticism as they revise their performances. When it is time to share our final performances, students will draw on the trust they have established within their small groups to support other groups as we perform the most important scenes of the play.

Reflection

In what ways will students be asked to reflect on their learning? How do they monitor their understanding, ask critical questions, and connect what they are learning to their own experience?

Journaling alongside the reading of the graphic novel will invite students to reflect on the characters’ actions by comparing them to personal experiences.

When students engage in small group read aloud-think aloud, they manage their own discussions of the text, monitoring their understanding, asking critical questions, and connecting their learning to personal experience.

The revision process will require students to refer back to their excerpts of the play to make sure their understanding of Macbeth is reflected in their performance of their excerpt.

How will I as a teacher know what the students are learning? What? So What? Now what?

From the assessment section of the application:

Reading journals paired with specific sections of the text will help students engage with the play before and during reading and will help me gauge student understanding after reading.

Small group read aloud-think aloud will help me gauge students’ understanding of the text during reading.

The final assessment for this unit will be part performance where students demonstrate what they’ve learned, and part written, where students explain the choices they made as actors based on their analysis of their excerpt.
I will gain additional insight into students’ learning through observation of their planning and revision of performances.