

Examining Ambition in *Macbeth*

Argumentative Module

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| Module Title | Examining Ambition in <i>Macbeth</i> |
| Module description (overview): | Helen Keller said, “Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved.” And Napoleon Bonaparte said, “Great ambition is the passion of a great character. Those endowed with it may perform very good or very bad acts. All depends on the principles which direct them.” Some people seem to have a naturally born ambition, while others develop ambition through trials. In either case, ambition can be a positive or negative trait and can lead to positive or negative outcomes. In <i>Macbeth</i> by William Shakespeare, Macbeth utilizes his ambition to become king and to establish his rule. Therefore, does ambition produce positive or negative outcomes? |
| Template task (include number, type, level): | Task 19 (Informational or Explanatory/Synthesis L1, L2, L3): [Insert essential question] After reading _____ (literature or informational texts), write an _____ (essay or substitute) that explains _____ (content). What conclusion or implications can you draw? Cite _____ (number) sources, pointing out key elements from each source. L2 In your discussion, address the credibility and origin of sources in view of your research topic. L3 Identify any gaps or unanswered questions. All levels: Include a bibliography of your sources. |
| Teaching task: | Does ambition predominately produce negative or positive outcomes? After reading the play and the related texts about ambition, write an essay that addresses the question and support your position with evidence from the texts. Be sure to acknowledge competing views. Give examples from past or current events or issues to illustrate and clarify your position. |
| Grade(s)/Level: | 9-10 |
| Discipline: (e.g., ELA, science, history, other?) | English/language arts |
| Course: | English II |
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Section 1: What Task?

TEACHING TASK

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| Background to share with students: | Helen Keller said, “Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved.” And Napoleon Bonaparte said, “Great ambition is the passion of a great character. Those endowed with it may perform very good or very bad acts. All depends on the principles which direct them.” Some people seem to have a naturally born ambition, while others develop ambition through trials. In either case, ambition can be a positive or negative trait and can lead to positive or negative outcomes. In <i>Macbeth</i> by William Shakespeare, Macbeth utilizes his ambition to become king and to establish his rule. Therefore, does ambition produce positive or negative outcomes? |
| Teaching task: | Does ambition predominately produce negative or positive outcomes? After reading the play and the related texts about ambition, write an essay that addresses the question and support your position with evidence from the texts. Be sure to acknowledge competing views. Give examples from past or current events or issues to illustrate and clarify your position. |
| Reading texts: | <p>Please note: all outside reading selections should be approved by the appropriate district personnel.</p> <p>CCSS Text Complexity: 9-10th Grade Flesch-Kincaid Goals:</p> <p><i>Macbeth</i> Modern version with class version - http://nfs.sparknotes.com/macbeth/ Text of the play without the modern version: - http://shakespeare.mit.edu/macbeth/index.html <i>Macbeth</i> Audio books - http://www.wiredforbooks.org/shakespeare/ <i>Utopia</i> excerpts by Sir Thomas More INFORMATIONAL TEXTS - Ambition quotes - http://www.brainyquote.com/quotes/keywords/ambition.html Ambition: Why Some People Are Most Likely to Succeed - http://www.time.com/time/magazine/article/0,9171,1126746-1,00.html Flesch-Kincaid 9.0 The Four Archetypes of the Mature Masculine: The King - http://artofmanliness.com/2012/01/17/the-four-archetypes-of-the-mature-masculine-the-king/ Flesch-Kincaid 9.0 “Hallucination” - http://en.wikipedia.org/wiki/Hallucinations Flesch-Kincaid 15.2 “Visual Hallucinations: Differential Diagnosis and Treatment” http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2660156/ Flesch-Kincaid 15.4 POETRY – “Out, Out-“ Robert Frost “Ambition Over Adversity” by Tupac - http://www.poemhunter.com/poem/ambition-over-adversity-2/ “Ambition” by Robert Herrick - http://www.poemhunter.com/poem/ambition/ “Ambition” by Walter Whitman - http://whitmanarchive.org/published/periodical/poems/per.00148 “Standing Tall” by Jamie McKenzie http://fno.org/poetry/standing.html ART The Last Supper by Leonardo da Vinci - http://news.discovery.com/history/leonardo-davinci-last-supper.html Article - http://www.nytimes.com/2001/07/14/books/the-many-veils-of-meaning-left-by-leonardo.html</p> |

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| | FILM PBS Video – <i>Macbeth</i> - http://video.pbs.org/video/1604122998/ |
| Extension (optional: could be a speech, PPT, creative project): | <ul style="list-style-type: none"> Create a video trailer for a modern retelling of <i>Macbeth</i> *Example - Shakespeare retold - Animal I Have Become- MacBeth 2005 - http://youtu.be/OVZt0DsGo94 Create a book jacket with technology for <i>Macbeth</i> http://www.freads.org/Publications/quarterly/samples/book_cover_project.htm |

COMMON CORE STATE STANDARDS

| READING STANDARDS FOR ARGUMENTATION | |
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| “Built-in” Reading Standards | “When Appropriate” Reading Standards (applicable in black) |
| 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. | 3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| 2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | 5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole. |
| 4- 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 or tone. | 6- Assess how point of view or purpose shapes the content and style of a text. |
| 10- Read and comprehend complex literary and informational texts independently and proficiently. | 7- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
| An additional ten- question multiple choice assessment can be added to the unit to assess these standards. | 8- 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. |
| | 9- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| WRITING STANDARDS FOR ARGUMENTATION | |
| “Built-in” Writing Standards | “When Appropriate” Writing Standards (applicable in black) |
| 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. |
| 4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | 3- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| 5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 6- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |

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| 9- Draw evidence from literary or informational texts to support analysis, reflection, and research. | 7- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| 10- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience. | 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. |

CONTENT STANDARDS FROM STATE OR DISTRICT

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| Standards source: | |
| NUMBER | CONTENT STANDARDS |
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Section 2: What Skills?

| SKILL | DEFINITION |
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| SKILLS CLUSTER 1: PREPARING FOR THE TASK | |
| 1. Bridging Conversation | <i>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</i> |
| 2. Task analysis | <i>Ability to understand and explain the task's prompt and rubric.</i> |
| 3. Note-taking | <i>Ability to annotate source material; ability to utilize note-taking method to organize key ideas and notes.</i> |
| SKILLS CLUSTER 2: READING PROCESS | |
| 1. Active reading 1 | <i>Ability to read and annotate primary and secondary texts to identify the central point and main supporting elements of a text. L2 Ability to identify and analyze competing arguments.</i> |
| 2. Active Reading 2 | <i>Ability to synthesize information from multiple sources.</i> |
| 2. Essential vocabulary | <i>Ability to identify and master terms essential to understanding a text.</i> |
| SKILLS CLUSTER 3: TRANSITION TO WRITING | |
| 1. Bridging Conversation | <i>Ability to prepare for composing process. Ability to discuss evidence supporting claim.</i> |
| SKILLS CLUSTER 4: WRITING PROCESS | |
| 1. Claim | <i>Ability to craft a claim in an opening paragraph.</i> |
| 2. Development 1 | <i>Ability to construct an emerging draft with a coherent line of thought and structure.</i> |
| 3. Development 2 | <i>Ability to identify and rebut/refute competing arguments.</i> |
| 4. Development 3 | <i>Ability to reaffirm the claim and discuss/reflect on implications.</i> |
| 5. Revision | <i>Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</i> |
| 6. Editing | <i>Ability to proofread and format a piece to make it more effective.</i> |
| 7. Completion | <i>Ability to submit final piece that meets expectations.</i> |

Section 3: What Instruction?

| Pacing | Skill and Definition | Mini-Task: Product and Prompt | Scoring (Product “meets expectations” if it...) | Instructional Strategies |
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| SKILLS CLUSTER 1: PREPARING FOR THE TASK | | | | |
| <i>Day 1</i> | <u><i>1. Task engagement</i></u> <i>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</i> | 1. Students will complete an anticipation guide (see below). | 1. Complete the guide. (see Materials, References and Supports below). | 1. Students complete the guide individually. After students finish, the teacher can choose a few questions to highlight and have a class discussion. Have students stand if they agree or disagree on certain questions. Discuss. |
| | | 2. Students visit Shakespeare's Globe Theater Interactive Viewer (link in resources below) and/or use Maps on iPads to explore reconstructed theatre. | 2. Students individually record what they discovered. | 2. Students verbally share in groups what they discovered, then share as a whole class. |
| <i>Day 2</i> | <u><i>2. Task analysis</i></u> <i>Ability to understand and explain the task's prompt and rubric.</i> | 1. Quick write and class discussion about prompt. | 1. Not scored. | 1. Students, seated in pairs, construct a statement about what they think they will have to learn in order to write the essay. Each pair then shares with another pair in the class to begin a class discussion. Finally, ask for pairs to volunteer to share their thoughts and their plans on how to tackle this prompt. |
| | | 2. Explore and analyze an argumentative essay by another writer. (See materials, references & support below) | 2. Meets expectations if students can identify argumentative structure and literary techniques in the sample. | 2. Students annotate the sample writing. |
| | | 3. Explore the argumentative rubric. | 3. Meets expectations if each group can apply an assigned rubric component to sample argumentative essay. | 3. Place students in seven groups – one group for each feature of the rubric. Each group will analyze an editorial using one of the seven components. Students will grade the paper and then present to the rest of the class to explain what they did and what they discovered about that piece of the rubric. |

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| Day 2-7 | <u>3. Note Taking</u> <i>Ability to annotate source material; ability to utilize note-taking method to organize key ideas and notes.</i> | <p>Students will primarily use the “Outcomes Graphic Organizer” to gather evidences for their argumentative papers and will use Close Readings to analyze critical scenes.</p> <p>(See materials, references & support below).</p> | Meets expectations if students can complete graphic organizers from multiple sources and can verbalize reasoning. | Teacher Models with CLOSE READING (See materials, references & support below). |
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SKILLS CLUSTER 2: READING PROCESS

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| Day 2-7 | <u>Active Reading 1</u> <i>Ability to read and annotate primary and secondary texts to identify the central point and main supporting elements of a text.</i> <i>L2 Ability to identify and analyze competing arguments.</i> | <p>1. Students use guided reading questions and graphic organizers to aid in their understanding of the novel. (See materials, references & support below).</p> <p>2. Students will also participate in other reading strategies as the teacher see fits. (See Instructional Strategies Column.)</p> | <p>1. Meets expectations if students can verbalize reasoning for completed questions and graphic organizers.</p> <p>2. Meets expectations if students participate in the class reading strategies.</p> | <p>Model for students how to annotate with the first selection, or first part of selection. Students can share annotations with one another. In addition, here are some processing activities to use while reading the selections in this module.</p> <p><u>Suggested Reading Activities:</u></p> <ul style="list-style-type: none"> • Title Predictions Before reading, or after reading just a few sentences, have students predict the main argument of the article (not just what the article will be about). Use a sentence cue like “I’ll bet the author believes...because...” Allow students to share with pairs and then share with class. • Stump the Teacher As the class reads as a whole group, students create questions to stump the teacher. Decide how many questions each student should create and at what points in the text are appropriate stopping points. • 5-Word Summaries After reading a section of text, asks pairs to summarize the in five words. By limiting the number of words, students are forced to focus on just the essentials. |
| | | <p>2. For CLOSE READING students will use the close reading graphic organizer and their notes to capture ONE of the outcomes from <i>Macbeth</i>.</p> | <p>2. Meets expectations if students can verbalize reasoning for why they chose their particular outcome.</p> | |

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| | | 3. Students continue to complete the Outcomes Graphic Organizer for the remaining scenes, tracking both positive and negative outcomes. | 3. Meets expectations if students can verbalize reasoning for completed outcomes graphic organizer. | <ul style="list-style-type: none"> • Context Clues Students highlight difficult words as the class (or pairs or teams) read. Students raise hands as they come across a word they do not understand. Classmates help by pointing out context clues and other cues that give the word some meaning. The class decides on an alternative synonym for the word in the text. • Traveling Questions Students are seated in purposeful teams of four as the class reads a selection. At appropriate stopping points in the text, stop the reading and ask groups to decide on a word, a passage, a symbol, or other element of the text in which the group is confused. At the teacher's prompt, one person from each team travels to the next team to get help with the question. After a few moments, the traveling teammate returns to discuss the answer. If questions remain, discuss as a class. |
| Day 8-9 | <u>2: Active reading</u> <i>Ability to synthesize information from multiple sources.</i> | <p>Students will read various informational texts centered on ambition. (See Reading Texts List above)</p> <p>Students use guided reading questions and graphic organizers to aid in their understanding of the information texts. (See materials, references & support below).</p> <p>Students will also participate in other reading strategies as the teacher see fits. (See Instructional Strategies Column.)</p> | I. Meets expectations if students can verbalize reasoning for completed questions and graphic organizers. Meets expectations if students participate in the class reading strategies. | <p>Mini lesson on synthesis https://www.msu.edu/~jdowell/135/Synthesis.html ~See two headings How to Write a Synthesis Essay and Techniques for Developing Synthesis Essays</p> |

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| | | 2. Students continue to complete the Outcomes Graphic Organizer for the informational texts tracking both positive and negative outcomes of ambition. | 2. Meets expectations if students can verbalize reasoning for completed outcomes graphic organizer. | 2. Teacher Models use of outcomes graphic organizer for informational text excerpt. |
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| <p>On-going</p> | <p><u>3. Essential vocabulary</u></p> <p><i>Ability to identify and master terms essential to understanding a text.</i></p> | <p>Students will complete the vocabulary organizer (see resources below).</p> <p style="text-align: center;"><u>Tier 2</u></p> <p>Tier Two Words - Frequency used by mature language users and found across a variety of knowledge domains,</p> <p style="text-align: center;"><u>Tier 3</u></p> <p>“academic vocabulary” Low frequency use and very specific to a particular social studies subject or discipline; may take the form of a single term or phrase</p> <ul style="list-style-type: none"> • Pourquoi takes • Plot • Oral tradition | <p>Meets expectations if the organizer is complete, and if the students participate in the vocabulary activities.</p> | <p>Use the graphic organizer for both Tier 2 and Tier 3 vocabulary. Ten of the 20 words can be dictated by the teacher as essential for the whole class; the other Ten of 20 words can be student chosen.</p> <p>The ten class/common words need to be taught and processed in stages for students to learn and acquire the terms. Please choose two or more of the strategies below to help students.</p> <p><u>Suggested Vocabulary Activities:</u></p> <ul style="list-style-type: none"> • Frayer Maps & Pass-A-Problem Have students in pairs complete a Frayer Map of one word. Give each pair a sticky note to cover the word in the center. Then, pairs pass the words to other pairs to quiz them. • Corners With an LCD display, display the vocabulary word and four possible definitions (one correct, three incorrect). Students travel to the corner they think is the best definition. Reveal the best definition and allow for class discussion. • Connotation Continuum On white board in front of the class, draw a double-arrowed line – positive on one end, negative on the other. Pass out the vocabulary terms on strips to pairs or groups of students. Each pair/group comes to the whiteboard and places the word somewhere on the continuum. Make sure each pair/group justifies their placement. • Meaningful Sentences Assign each team (3 or 4 members) a word from the common class list. Each team creates a sentence to help define and set the context for that word. Teams write a sentence with the vocabulary word boxed and two context clues underlined. Example: As his friends <u>became wealthy</u>, the young man’s avarice grew so much that he was willing to commit crimes just to <u>acquire more money</u>. <p>Tech Tools to Try for Vocabulary Teaching: Motivational Posters with Vocabulary Words http://bighugelabs.com/motivator.php Picture Writing with Vocabulary Words</p> |
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| SKILLS CLUSTER 3: TRANSITION TO WRITING | | | | |
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| Day 10 | <u>1. Bridging Conversation</u> <i>Ability to prepare for composing process.</i> <i>Ability to discuss evidence supporting claim.</i> | Students compile the graphic organizers that show the positive or negative outcomes of ambition. Students choose 3 positive outcomes and 3 negative outcomes and record just those outcomes on sticky notes or directly onto two different pieces of chart paper – one for positive and one for negative. Afterwards, students complete a gallery walk. | Meets expectations if students give a total of 6 effects and post for the gallery walk. | Gallery Walk http://www.facinghistory.org/resources/strategies/gallery-walk-teaching-strateg See heading Gallery Walk Teaching Strategy |
| SKILLS CLUSTER 4: WRITING PROCESS | | | | |
| Day 10 | <u>1. Claim</u> <i>Ability to craft a claim in an opening paragraph.</i> | 1. Students will compile their notes and choose a side, either positive or negative effects that addresses the question, “Is change positive or negative?” effectively. Students write a thesis statement. | 1. Meets expectations if students compile their notes and write a thesis statement. | 1. Mini lesson on thesis statement http://patrick-la8.cmswiki.wikispaces.net/Argumentative+Essay see section “Notes on well-written thesis statements” |
| | | 2. Students will complete graphic organizer for opening paragraph and write it. | 2. Meets expectations if students complete graphic organizer for opening paragraph and establishes focus. | 2. Mini lesson on opening paragraph – see page 1 (See materials, references & support below). |
| Day 11-13 | <u>2. Development 1</u> <i>Ability to construct an emerging draft with a coherent line of thought and structure.</i> | 1. Students will complete an argumentative essay graphic organizer in order to gain insight for their argumentative essay. (See materials, references & support below). | 1. Meets expectations if the organizer is complete. | 1. Teacher models use of graphic organizer. (See materials, references & support below). |

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| | | 2. Students will write an initial draft complete with opening, development, and closing. | 2. Expectations are met if students create an argumentative essay with a clear opening, development, and closing. | 2. Teacher shares a sample of the argumentative essay. |
| Day 11-13 | <u>3. Development 2</u> <i>L2 Ability to identify and rebut/refute competing arguments.</i> | Students will practice refuting claims verbally. **Can partner with another class virtually or in person to refute major points. Students will complete refuting claims graphic organizer (See materials, references & support below). | Expectations are met if students can refute a claim verbally with a partner. Expectations are met if students complete refuting claims graphic organizer. | Mini lesson on refutation and have student practice verbally with a partner http://www.tolerance.org/publication/civil-discourse-classroom/introduction-refutation |
| Day 11-13 | <u>4. Development 3</u> <i>Ability to reaffirm the claim and discuss/reflect on implications.</i> | Students will exchange refuting claims graphic organizer with a partner and evaluate if partner's refutation is sufficient. | Expectations are met if students can verbalize their evaluation. | Teacher models. |
| Day 11-13 | <u>4. Revision</u> <i>Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</i> | Refine argumentative essay by adding well-chosen details which reflect the outcomes of ambition. | Meets expectations if <ul style="list-style-type: none"> Provides complete draft with all parts. Improves earlier edition. | Teacher conferences with individual students to provide useful feedback that balances support for strengths and clarity about weaknesses. Assign students to provide each other with feedback on those issues. Use revision stations with short revision prompts at each station: introduction, claims, evidence, interpretation, conclusions. Use revision checklist on page 27 of unit plan. |

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| Day 13-14 | <u>5. Editing</u> <i>Ability to proofread and format a piece to make it more effective.</i> | <u>Editing</u> Ability to proofread and format a piece to make it more effective. | Revise draft to have strong command of Standard English usage and mechanics of writing Adjust formatting as needed to provide clear, appealing text. | Provide mini-lessons on selected skills based on student as evidenced by initial assessment of their drafts and teacher observations. Provide mini-lessons on selected skills based on student as evidenced by initial assessment of their drafts and teacher observations. Use http://noredink.com/teach/tour/personalized_learning to provide individualized practice. Have students create a list of their most common writing errors. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time. |
| Day 15 | <u>6. Completion</u> <i>Ability to submit final piece that meets expectations</i> | Turns in complete set of drafts, plus the final version of the piece. | Fits the "Meets Expectations" category in the rubric for the teaching task. | Teacher scores and provides feedback. |

TEACHING TASK RUBRIC (ARGUMENTATION)

| Scoring Elements | Not Yet | | Approaches Expectations | | Meets Expectations | | Advanced |
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| | 1 | 1.5 | 2 | 2.5 | 3 | 3.5 | 4 |
| Focus | Attempts to address prompt, but lacks focus or is off-task. | | Addresses prompt appropriately and establishes a position, but focus is uneven. | | Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position. | | Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position. |
| Controlling Idea | Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims. | | Establishes a claim. (L2) Makes note of counter claims. | | Establishes a credible claim. (L2) Develops claim and counter claims fairly. | | Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly. |
| Reading/ Research | Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt. | | Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. | | Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim. | | Accurately and effectively presents important details from reading materials to develop argument or claim. |
| Development | Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim. | | Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations | | Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. | | Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. |
| Organization | Attempts to organize ideas, but lacks control of structure. | | Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence. | | Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument. | | Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument. |
| Conventions | Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation. | | Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources. | | Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors. | | Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format. |
| Content Understanding | Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate. | | Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation. | | Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding. | | Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding. |

Feedback Sheet

Student _____ Date _____

| Element | Score | Notes |
|-----------------------|-------|---------------------------|
| Focus | | |
| Controlling Idea | | |
| Reading/ Research | | |
| Development | | |
| Organization | | |
| Conventions | | |
| Content Understanding | | |
| | | Total |
| | | Average |
| | | Overall Performance Level |

MATERIALS, REFERENCES AND SUPPORTS (ADD BELOW)

| FOR TEACHERS | FOR STUDENTS |
|---|--|
| <p>Shakespeare's Globe Theater Interactive Viewer - http://www.classbrain.com/artteensb/publish/interactive_globe_theater.shtml</p> <p>Newspaper Activity: http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/themes_macbeth.shtml</p> <p>Tableau Activity: http://www.folger.edu/edulesplandtl.cfm?lpid=619</p> <p>Glossary of Drama Terms - http://higher.ed.mcgraw-hill.com/sites/0072405228/student_view0/drama_glossary.html</p> <p>Close Readings - http://www.monarchknights.com/teacherwebpages/shartrand/documents/Act_III_Scene_IV_Handout_1.pdf http://www.awaytoteach.net/?q=node/86</p> <p>Activities www.humbleisd.net/cms/.../Macbeth%20envelope%20activity.docx http://www.webenglishteacher.com/macbeth.html http://www.cln.org/themes/macbeth.html http://www.folger.edu/eduLesPlanArch.cfm#44</p> <p>Sample Essays http://www.ncpublicschools.org/accountability/testing/writing/g10writingarchive</p> <p>SEE - The North Carolina Writing Assessment at Grade 10 Trainer Manual Documents on the North Carolina Writing Assessment scoring process Summer 2010: Grade 10 (pdf, 22mb) Summer 2009: Grade 10 (pdf, 6.5mb)</p> <p>Opening Paragraph Graphic Organizer – See page I http://www.robbinville.k12.nj.us/44317097143913/lib/44317097143913/Literary_Thesis_Essay_Graphic_Organizer.pdf</p> <p>Argumentative Essay Graphic Organizers http://valenciacollege.edu/wp/cssc/documents/GraphicOrganizerforArgumentCSSCTipSheet_Revised_.pdf wweis.k12.wv.us/teach21/cso/upload/UP3604WS2.doc http://patrick-la8.cmswiki.wikispaces.net/Argumentative+Essay</p> <p>Sample Argumentative Essay http://www.buowl.boun.edu.tr/students/types%20of%20essays/ARGUMENTATIVE%20ESSAY.htm #Refuting_opposing_arguments</p> <p>Macbeth rap - http://flocabulary.com/macbeth-summary/</p> | <p>Anticipation Guide</p> <p>Outcomes Graphic Organizer</p> <p>Tiers of Text-Dependent Questions</p> <p>Three Levels of Reading</p> <p>Close Reading Graphic Organizer</p> <p>Vocabulary Log</p> <p>Refuting Claims Graphic Organizer</p> <p>Revision Checklist</p> <p>Editing Checklist</p> |

Macbeth Anticipation Guide

| Agree | Statement | Disagree |
|--------------|---|-----------------|
| | Human will (choice) determines one's future. | |
| | Ambition can cause destruction. | |
| | A successful ruler is one who exercises complete power, even if it is oppressive (harsh or unfair). | |
| | Guilt causes people to stop doing wrong. | |
| | In a marriage, the influence of a wife to her husband is the strongest one. | |
| | A man is defined by his masculine/manly acts. | |
| | People are afraid of the unknown. | |
| | Witches really do exist and have supernatural powers. | |
| | Violence is accepted on the political front. | |
| | Sometimes violence is justified. | |

TEXT or CHAPTER: _____

NAME: _____ Block _____

Cite the positive & negative effects with text to support. You may have more or fewer than these boxes.

List **RESULTS** of the event
(Think: What was the **RESULT**?)

Evidence - indicate which
ones are events or
inferences & how you know.

Ambitious Act:

Effect: Positive or Negative (circle one)

Evidence:

Act/Scene/Page _____

Ambitious Act:

Effect: Positive or Negative (circle one)

Evidence:

Act/Scene/Page _____

Ambitious Act:

Effect: Positive or Negative (circle one)

Evidence:

Act/Scene/Page _____

Tiers of Text-Dependent Questions

• What does the text SAY?

- If you could only explain what this text is about in one sentence, what would you say? CCR1
- What is the central idea? CCR2
- What specific textual evidence is used to support the central idea? CCR1
- What are the most important ideas/events? CCR1, CCR2
- What are the ideas in order of importance or presentation? CCR1
- What ideas might the author be suggesting rather than directly stating? CCR1
- What can you infer from these hints or suggestions? CCR1

HOW does the text say it?

- What genre does the text represent? CCR5
- How does the piece open? CCR5
- Whose voice did the author choose as the narrator? CCR3
- From what point of view was this written? CCR3
- What are the sources of information or fact? Is there more than one source of information? CCR3
- What roles does dialogue play in the text? CCR3
- How is the information organized? CCR5
- What language is used (dialect, variant spellings, archaic words, etc)? CCR4
- What is the style/mood/tone? CCR4
- What word choice/imagery/figure of speech does the author use? CCR4
- What diction and sentence structure does the author use and how do the sections of the text relate to each other (from sentence and paragraph levels to the section and chapter levels)? CCR4

What does the text MEAN?

- What is the central idea/thesis/theme of the text? CCR2
- How does the author support the central idea of theme with ideas and details? CCR2
- What is the purpose of the passage? CCR2
- What is the author's stance/perspective toward the topic? CCR6
- How does the author use language (dialect, variant spellings, archaic words, formal/informal language) to shape the tone and meaning of a piece? CCR6

- How does the author use point of view, style, mood, tone, features, imagery, figures of speech to achieve purpose? CCR6
- Why does the author choose a certain method of presentation? CCR8
- What are the underlying assumptions that make the author's line of reasoning possible? What are the implications of this line of reasoning? CCR8
- What does the author want the reader to believe? CCR8
- What is the quality of the information collected, and are the sources sufficient, relevant, credible, and current? CCR8
- Who or what is not represented? CCR8

What does the text MEAN to ME?

So what?

- What does the text remind me of in my life? CCR7
- Compare details from the text to your life. CCR7
- What is similar and different from my life? CCR7
- How is this text similar or different from another text? CCR9
- How is this text similar or different from things that happen in the real world? CCR7
- How does this part relate to the world around me? CCR7

PRACTICING

Read the passages provided and write a question for each of the four categories. Push to write questions that allow for critical thinking and inferences supported with the text.

GUIDED HIGHLIGHTING

Give students a question from each category. Have them highlight answers in four different colors.

Three Levels of Reading

Three key questions to ask students after they have read something:

1. **What does it say? (Literal level)** A literal understanding is a prerequisite for uncovering deeper meaning in the text and is foundational to answering the second question “What does it mean?”

2. **What does it mean? (Interpretation level)** Students are asked to support their statements by returning to the text and providing strong textual evidence. Requires a higher-level interaction with the text.

3. **What does it matter? (Reflection)** The reflective level encourages students to move beyond the book (and self) and into deeper levels of reflective thinking.

Macbeth: Close Reading

| | |
|---|--|
| Title/Author (MLA) | |
| Argument and Support | |
| How would the author answer the question: Does ambition have a positive or negative outcome? | |
| What evidence in the text supports this position? | |
| Writer's Craft | |
| What attitude does the author have toward the subject matter (tone)? | |
| How does the author combine the features of writing to create a distinctive style? | |
| How do the author's word choices affect the text? | |
| What is the effect of the literary devices, including figurative language? | |

IDEA for Vocabulary Words

Unit: Date: Block/Core: Name:

| | I Illustrate | D Describe | E Elaborate | A Associate |
|-------|-----------------|---------------|----------------|----------------|
| Word: | | | | |
| Word: | | | | |
| Word: | | | | |

| | I Illustrate | D Describe | E Elaborate | A Associate |
|-------|-----------------|---------------|----------------|----------------|
| Word: | | | | |
| Word: | | | | |
| Word: | | | | |

Name: _____ Period/Core: _____

| Vocabulary Term | Definition (in own terms) | Visual |
|-----------------|---------------------------|--------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |

| Vocabulary Term | Definition (in own terms) | Visual |
|-----------------|---------------------------|--------|
| 11. | | |
| 12. | | |
| 13. | | |
| 14. | | |
| 15. | | |
| 16. | | |
| 17. | | |
| 18. | | |
| 19. | | |
| 20. | | |

Refuting Claims Graphic Organizer

Name _____ Block _____

Thesis:

Refutation

Counter Arguments

Positive or Negative Effects

#1

#2

#3

Revision Checklist

| Idea and Argument Development | |
|--|--|
| The writing stays on topic throughout the paper. All ideas fit within the topic. | |
| All ideas in each paragraph relate to one another. | |
| No stray ideas or arguments can be found within the paper. | |
| The arguments presented are strong and clear. | |
| Organization | |
| The introduction grabs the reader, sets up the argument, and clarifies what to expect. | |
| The supporting paragraphs each tackle one main argument and counter arguments. | |
| The conclusion is satisfying and strengthens the paper. | |
| Each paragraph has a clear topic sentence. | |
| Voice, Fluency, Word Choice | |
| Sentences flow from one to another. | |
| Sentence length varies throughout the paper. | |
| The voice of the paper sounds authoritative, without sounding argumentative. | |
| All words fit within the paper. | |
| | |

Editing Checklist

| Grammar, Language, Usage, and Mechanics | |
|---|--|
| All words are spelled correctly (including confusing words like affective and effective). | |
| Homonyms are spelled correctly (they're/their/there, your/you're, to/too/two). | |
| Commas are used correctly in each sentence (while reading, give a long pause to check). | |
| Each sentence ends with appropriate punctuation (avoid overuse of exclamation marks). | |
| Semi-Colons and Colons are used correctly. | |
| Overly used adjectives and adverbs are avoided (very, it) | |
| Each paragraph is indented. | |
| Sentences do not start with "it". | |
| | |
| | |
| | |
| | |
| | |