

English 10

Week of February 20-24

Monday, February 20, 2017

- ▶ Quiz over Act IV
- ▶ After the quiz, Begin reading Act V
 - ▶ Tragedy-
 - ▶ The main character is involved in a struggle that ends in disaster
 - ▶ The character is always a person of high rank who comes to ruin
 - ▶ Tragic flaw
 - ▶ Weakness in the main character's character
 - ▶ Examples- excessive pride, jealousy, ambition or some other human frailty
 - ▶ Tragic hero- the person effected by the tragedy- audience has a sense of pity or fear for the person- honorable character
 - ▶ Who is the tragic hero in this play?
- ▶ As we read look for the chain of causes and effects which lead to the tragic outcome.
- ▶ Objective- Students will read and understand a Shakespearean drama.

Tuesday, February 21, 2017

- ▶ Finish Act V
 - ▶ How are Brutus, Cassius, and Antony characterized at this point?
 - ▶ What is surprising about the ending?
- ▶ Objective- Students will read and understand *The Tragedy of Julius Caesar.*

Wednesday, February 22, 2017

- ▶ With a partner, analyze how the events in of a drama contribute to the over all theme. Cut options and paste next to the correct statement. Accuracy counts so have Mrs. Allen check your work before you glue.
- ▶ Once you have finished your chart, pick-up the cause and effect chart. Fill in the flow chart completing the relationships. Once again accuracy counts so have me check your work before you glue.
- ▶ Objective: Students will learn to connect events of a play with the theme and establish relationships between events.

Thursday, February 23, 2017

- ▶ Quiz over Act V
- ▶ Create a found poem using the words and phrases found in the text.
 - ▶ Poem must illustrate a theme from the text
 - ▶ Play with the words- mix words and phrases to capture the meaning you want.
 - ▶ Don't try to make perfect sentences.
- ▶ Objective- Students will compose a poem which supports a theme from *The Tragedy of Julius Caesar*.

Friday, February 24, 2017

- ▶ Finish and share poems with the class.
- ▶ Objective- Students will compose a poem which supports a theme from *The Tragedy of Julius Caesar*.

Standards

- ▶ **CCSS.ELA-Literacy.RL.9-10.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- ▶ **CCSS.ELA-Literacy.RL.9-10.2** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- ▶ **CCSS.ELA-Literacy.RL.9-10.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- ▶ **CCSS.ELA-Literacy.L.9-10.4a** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase
- ▶ **CCSS.ELA-Literacy.L.11-12.3** 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 or listening