

STAGE 1 – DESIRED RESULTS

Unit Title: IT’S ALL ABOUT PRIDE AND PREJUDICE

Established Goals:

Students will understand the story of Pride and Prejudice.

Students will understand the use of status and the portrayal of status in scenes.

Students will understand how status affects character relationships.

Understandings: *Students will understand that...*

- Status affects character relationships
 - Pride and Prejudice is an important work in classic American literature
 - Social class affects status
 - Status comes with stereotypes

Essential Questions:

- What is Pride and Prejudice?
- What is status?
- How is status portrayed in characters physically?
- Who has higher status in Pride and Prejudice?
- How do social class and status go hand in hand?
- What are the stereotypes of status?

Students will know that:

- Status can be portrayed through physicality and vocal performance
- The characters in Pride and Prejudice each have status
- Those with a higher social class stereotypically have a higher status

Students will be able to:

- Interpret status from physical poses
- Make meaning of status from the story
- Demonstrate changes in status at various points in the story
- Create situations that depict status
- Draw connections between drama and contemporary social status

STAGE 2 – ASSESSMENT EVIDENCE

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Create tableaux • Perform tableaux • Independently research 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Discuss and Reflect • Analyze and Interpret
<p>Key Criteria:</p> <ol style="list-style-type: none"> 1. Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding 2. Convey meaning through the presentation of artistic work. 3. Generate and conceptualize artistic ideas and work. 	

STAGE 3 – LEARNING PLAN
<p>Warmup:</p> <p>Body:</p> <ul style="list-style-type: none"> • Students will recap the story of Pride and Prejudice • Students (in groups) will create tableaux depicting 3 fictional events using the characters from the novel • Students will use the character’s status in the novel in the tableau. The status of each character will change in each tableau. • Students will then perform the tableaux • Students will interpret the status of characters from other tableaux <p>Closing:</p> <ul style="list-style-type: none"> • Students will draw connections to modern day situations involving status

STAGE 1 – DESIRED RESULTS

Unit Title: IT’S ALL ABOUT ROMEO AND JULIET

Established Goals:

Students will understand the story of Romeo and Juliet.

Students will understand iambic pentameter.

Students will understand the structure complex of the Romeo and Juliet star-crossed-lover storyline in modern media.

Students will relate the story of classism in Romeo and Juliet to classism injustices in modern society.

Understandings: *Students will understand that...*

- The story of Romeo and Juliet is the premise behind many modern stories
 - Romeo and Juliet is one of the most well known pieces of classical literature.

Essential Questions:

- What is the story of Romeo and Juliet?
- What is iambic pentameter?
- What is classism?

Students will know that:

- Romeo and Juliet were banned from being together as a result of societal class inequality
- Romeo and Juliet is a Shakespearean classic
- Shakespeare wrote in iambic pentameter

Students will be able to:

- Identify major plot points in Romeo and Juliet
- Make meaning of Shakespearean language
- Demonstrate writing abilities
- Create situations and characterizations in various time periods/settings
- Draw connections between drama and modern day issues

STAGE 2 – ASSESSMENT EVIDENCE

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Create scenes • Perform scenes • Read play • Independently research 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Discuss and Reflect • Analyze and Interpret
<p>Key Criteria:</p> <ol style="list-style-type: none"> 1. Convey meaning through the presentation of artistic work. 2. Generate and conceptualize artistic ideas and work. 	

STAGE 3 – LEARNING PLAN
<p>Warm up:</p> <p>Body:</p> <ul style="list-style-type: none"> • Students will read through the balcony scene of Romeo and Juliet • Students (in groups) will write their own versions of the balcony scene in a different setting/time period • Language should correspond to the chosen time period/setting • Students will perform scenes for each other <p>Closing:</p> <ul style="list-style-type: none"> • Students will make connections to issues of class in modern society • Students will identify modern barriers that keep people apart

STAGE 1 – DESIRED RESULTS

Unit Title: IT’S ALL ABOUT OEDIPUS

Established Goals:

Students will understand the story of Oedipus Rex.

Students will understand the order of events in a story.

Students will understand how to extract and recreate main plot points of a story.

Understandings: *Students will understand that...*

- Oedipus Rex is a story told in backwards chronological order
 - Oedipus Rex is an instrumental story in Greek literature

Essential Questions:

- Who is Oedipus?
- What is the story of Oedipus Rex?
- What are the main ideas of the story?
- What is Greek literature?

Students will know that:

- Oedipus Rex is a story about a prophecy
- Oedipus has influenced history
- Understanding Greek literature is important in order to understand basic story structures

Students will be able to:

- Identify main plot points in a story
- Make meaning of the order of events
- Demonstrate ability to interpret
- Create situations, characterizations and tableaux depicting major plot points
- Draw connections between drama and literature

STAGE 2 – ASSESSMENT EVIDENCE

<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Perform tableaux • Develop timeline • Independently research 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Discuss and Reflect • Analyze and Interpret
<p>Key Criteria:</p> <ol style="list-style-type: none"> 1. Develop and refine artistic techniques and work for presentation. 2. Organize and develop artistic ideas and work. 	

STAGE 3 – LEARNING PLAN

Warm-up: One word story will a ball toss

Body:

- Students will recap the story of Oedipus
- Students will be given slips of paper, each depicting one major plot point from the list they have created
- Students will put themselves in a timeline based on their slip of paper
 - Students can be paired up on plot points, for numbers
- Students (in groups) will create a tableaux for each plot point (or narrow down to even more important points)
- Students will add one line of dialogue (or caption) to their tableau
- Tableaux will be performed as a fast-paced Sparknotes version of the story

Closing:

- Discussion of what we can take away from the structure of the story
- What are some modern comparisons to this story?

Main plot points for reference:

-Oedipus is born and given up to a messenger to be killed because his parents are trying to avoid a prophecy coming true. The Messenger does not kill the baby and instead gives him to loving parents to adopt.

-When Oedipus grows up, a prophet tells him that he is destined to kill his own father and marry his own mother. Oedipus does not believe this prophecy.

-Oedipus kills a man at the crossroads. King Laius is murdered at a crossroads.

-Oedipus leaves his home of Corinth, arrives in Thebes, marries Jocasta the Queen, has 4 children, and takes the throne as King.

-The plague hits the city of Thebes. The people are uproaring, and they look to the King for a solution.

-Oedipus sends his brother Creon to seek advice from a God. The God tells Creon that the curse on Thebes will be lifted once King Laius' murderer is brought to justice. Oedipus dedicates his life to avenging King Laius and finding his killer.

-Teiresias, the blind prophet, informs Oedipus that Oedipus *himself* killed Laius. This news really bothers Oedipus, but his wife Jocasta tells him not to believe in prophets—they've been wrong before.

-The Messenger arrives and reveals to Jocasta that Oedipus was the one who killed King Laius and that he is the child that the prophecy is about.

-Jocasta takes her own life. Oedipus stabs his own eyes out.

-This is a play about how the Greeks believed that our fate was predetermined and that nothing we do in life could change it.