

12.2.2

Lesson 21

Introduction

In this lesson, the first part of the End-of-Unit Assessment, students perform dramatic readings of scenes from William Shakespeare's *Julius Caesar*. After meeting in their small groups for a final rehearsal, students perform their dramatic readings for the whole class. Students then debrief their performances with their groups and complete group assessments.

For homework, students review *Julius Caesar*, as well as their notes and annotations, to gather evidence in preparation for Part 2 of the End-of-Unit Assessment.

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Standards

Assessed Standard(s)	
RL.11-12.4	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. (Include Shakespeare as well as other authors.)
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Addressed Standard(s)	
None.	

Assessment

Assessment(s)
<p>Student learning in this lesson is assessed via student participation in the following task:</p> <ul style="list-style-type: none"> Perform a dramatic reading of one scene from <i>Julius Caesar</i>, demonstrating comprehension through the use of affect, diction, and movement. Student performances are assessed using the 12.2.2 Part 1 End-of-Unit Assessment Checklist.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Demonstrate comprehension and fluency through the use of appropriate affect, diction, and movement.

Vocabulary

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Vocabulary to provide directly (will not include extended instruction)
• None.*
Vocabulary to teach (may include direct word work and/or questions)
• None.*
Additional vocabulary to support English Language Learners (to provide directly)
• None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1e of this document: http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RL.11-12.4, SL.11-12.6, L.11-12.1 Text: <i>Julius Caesar</i> by William Shakespeare 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Group Rehearsals Dramatic Readings Group Assessments Closing 	<ol style="list-style-type: none"> 5% 10% 20% 45% 15% 5%

Materials

- Digital cameras or other recording devices for groups, if necessary
- Student copies of the 12.2.2 Part 1 End-of-Unit Assessment Checklist (refer to 12.2.2 Lesson 16)
- Copies of the 12.2.2 Part 2 End-of-Unit Text Analysis Rubric and Checklist for each student

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Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standards for this lesson: RL.11-12.4, SL.11-12.6, and L.11-12.1. In this lesson, students complete a final rehearsal of their dramatic readings before performing for the whole class. Students debrief with their groups before completing group assessments.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Review the search you carried out for homework in 12.2.2 Lesson 17 into the life of Octavius and write a brief, one-paragraph response to the following question: How do the achievements of the historical figure of Octavius add meaning to the play's ending?) Instruct students to form pairs to share their responses to the homework assignment.

- Octavius was Caesar's adopted great-nephew, so after Caesar was killed and Brutus's rebellion conquered, he rose to power. After a series of political and military clashes, Octavius became Augustus and ruled Rome as a tyrant, though his rule ushered in the Pax Romana, known to be the greatest and most peaceful era of Rome. Everything Brutus hoped to avoid by killing Caesar, including tyranny and the downfall of the

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republic, came to pass under Octavius's rule, which extended and stabilized the Roman Empire. In light of this knowledge, it becomes clear that Brutus's betrayal of Caesar and the consequent civil war and bloodshed were all in vain.

Lead a brief whole-class discussion of student responses.

Activity 3: Group Rehearsals

20%

Instruct students to meet in their small groups with their texts and the 12.2.2 Part 1 End-of-Unit Assessment Checklist. Instruct students to review and discuss the criteria on the checklist before answering the following question.

What criteria contribute to an effective dramatic reading?

- Student responses may include:
 - Speakers should use affect to communicate the meaning behind the words of the play and emotionally engage the audience.
 - Speakers should use proper diction to ensure audience understanding and make the performance appear polished and practiced.
 - Speakers should use movement to help the audience understand what is going on between the actors and to make the dramatic reading come to life by putting actions behind the words.

Instruct student groups to rehearse their dramatic readings, keeping in mind the criteria on the checklist.

- Students rehearse their dramatic readings.

Activity 4: Dramatic Readings

45%

Instruct student groups to perform their scenes in the order in which they appear in the play.

- If time does not allow for whole-class performances, consider having students perform for other peer groups who are reading different scenes.
- Consider filming or asking students to film each group's performance for use in assessment, particularly if students present in small groups, or to create a visual record of students' work. Instruct each group to choose one student to film the next group. The first group should be filmed by a student from the group scheduled to perform last. Remind

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students to record the whole group, not individual students. If needed, give students time to review the necessary technology for the digital recordings.

- Students select one member of each group to review technology as needed and record performances.

Instruct student groups to perform their dramatic readings.

- Students perform their dramatic readings.

Activity 5: Group Assessments

15%

Instruct students to remain in their performance groups and discuss the following questions before completing a group assessment:

What was best about your group's performance?

What was best about another group's performance?

Based on what you observed in other groups' performances, what would you change about your performance?

What did you learn by participating in a dramatic reading of *Julius Caesar*?

Lead a brief whole-class discussion of student responses.

Instruct students to briefly self-assess their performances as a group. Students should use the 12.2.2 Part 1 End-of-Unit Assessment Checklist to assess their work.

- Each group assesses their own performance using the 12.2.2 Part 1 End-of-Unit Assessment Checklist.

Collect student responses for accountability of self-assessment.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to review *Julius Caesar*, along with all notes and annotations, to gather evidence in preparation for Part 2 of the End-of-Unit Assessment. Inform students that the evidence they gather will support their responses to the End-of-Unit Assessment prompt:

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Explain how the title, *The Tragedy of Julius Caesar* is appropriate for the play, or propose a new title and explain why it is more appropriate.

Distribute the 12.2.2 Part 2 End-of-Unit Text Analysis Rubric and Checklist. Instruct students to review the 12.2.2 Part 2 End-of-Unit Text Analysis Rubric and Checklist to prepare for the in-class End-of-Unit Assessment in the following lesson.

- Students follow along.

Homework

Review *Julius Caesar*, along with all notes and annotations, to gather evidence in preparation for Part 2 of the End-of-Unit Assessment. The evidence you gather will support the End-of-Unit Assessment prompt:

Explain how the title, *The Tragedy of Julius Caesar* is appropriate for the play, or propose a new title and explain why it is more appropriate.

Also, review the 12.2.2 Part 2 End-of-Unit Text Analysis Rubric and Checklist to prepare for the in-class End-of-Unit Assessment in the following lesson.

12.2.2 Part 2 End-of-Unit Text Analysis Rubric

____ / ____ (Total points)

Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
Content and Analysis The extent to which the response analyzes the impact of the author's choices regarding how to develop and relate elements of a story. 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).	Skillfully analyze the impact of the author's choices regarding how to develop and relate elements of a story.	Accurately analyze the impact of the author's choices regarding how to develop and relate elements of a story.	With partial accuracy, analyze the impact of the author's choices regarding how to develop and relate elements of a story.	Inaccurately analyze the impact of the author's choices regarding how to develop and relate elements of a story.

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<p>Command of Evidence and Reasoning</p> <p>The extent to which the response thoroughly develops the topic through the effective selection and analysis of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CCSS.ELA-Literacy.W.11-12.2</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.W.11-12.2.b</p> <p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>Thoroughly and skillfully develop the topic with the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Develop the topic with significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Partially develop the topic with weak facts, extended definitions, details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>	<p>Minimally develop the topic, providing few or irrelevant facts, extended definitions, details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)</p>

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
<p>Coherence, Organization, and Style</p> <p>The extent to which the response introduces a topic and organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful to aiding comprehension, includes formatting, graphics, and multimedia.</p> <p>CCSS.ELA-Literacy.W.11-12.2</p> <p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.W.11-12.2.a</p> <p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>Skillfully introduce a topic; effectively organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful to aiding comprehension, skillfully include formatting, graphics, and multimedia. (W.11-12.2.a)</p> <p>Skillfully use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Skillfully use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Skillfully establish and maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W.11-12.2.f)</p>	<p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful to aiding comprehension, include formatting, graphics, and multimedia. (W.11-12.2.a)</p> <p>Effectively use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f)</p>	<p>Ineffectively introduce a topic; organize complex ideas, concepts, and information so that each new element partially builds on that which precedes it to create a loosely unified whole; when useful to aiding comprehension, somewhat effectively include formatting, graphics, and multimedia. (W.11-12.2.a)</p> <p>Somewhat effectively use transitions or use unvaried transitions and syntax to link the major sections of the text, creating limited cohesion or clarity in the relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Inconsistently use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Establish but fail to maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that loosely follows from and so ineffectively supports the information or explanation presented. (W.11-12.2.f)</p>	<p>Lack a clear topic; illogically arrange ideas, concepts, and information, failing to create a unified whole; when useful to aiding comprehension, ineffectively include formatting, graphics, and multimedia. (W.11-12.2.a)</p> <p>Ineffectively use transitions and syntax to link the major sections of the text, creating incoherent or unclear relationships among complex ideas and concepts. (W.11-12.2.c)</p> <p>Rarely or inaccurately use precise language, domain-specific vocabulary, or any techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d)</p> <p>Lack a formal style and objective tone that adheres to the norms and conventions of the discipline. (W.11-12.2.e)</p> <p>Provide a concluding statement or section that does not follow from or support the information or explanation presented. (W.11-12.2.f)</p>

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
Control of Conventions The extent to which the response observes hyphenation conventions. CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-Literacy.L.11-12.2.a Observe hyphenation conventions.	Observe hyphenation conventions with no errors. (L.11-12.2.a)	Often observe hyphenation conventions with occasional errors that do not hinder comprehension. (L.11-12.2.a)	Occasionally observe hyphenation conventions with several errors that hinder comprehension. (L.11-12.2.a)	Rarely observe hyphenation conventions with frequent errors that make comprehension difficult. (L.11-12.2.a)
Control of Conventions The extent to which the response is spelled correctly. CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-Literacy.L.11-12.2.b Spell correctly.	Spell correctly with no errors. (L.11-12.2.b)	Often spell correctly with occasional errors that do not hinder comprehension. (L.11-12.2.b)	Occasionally spell correctly with several errors that hinder comprehension. (L.11-12.2.b)	Rarely spell correctly with frequent errors that make comprehension difficult. (L.11-12.2.b)

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Criteria	4 - Responses at this Level:	3 - Responses at this Level:	2 - Responses at this Level:	1 - Responses at this Level:
Control of Conventions The extent to which the response demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. CCSS.ELA-Literacy.L.11-12.1 CCSS.ELA-Literacy.L.11-12.2 Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing or speaking.	Demonstrate skillful command of conventions with no grammar, usage, capitalization, punctuation, or spelling errors.	Demonstrate command of conventions with occasional grammar, usage, capitalization, punctuation, or spelling errors that do not hinder comprehension.	Demonstrate partial command of conventions with several grammar, usage, capitalization, punctuation, or spelling errors that hinder comprehension.	Demonstrate insufficient command of conventions with frequent grammar, usage, capitalization, punctuation, or spelling errors that make comprehension difficult.

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

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12.2.2 Part 2 End-of-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my response...	✓
Content and Analysis	Analyze the impact of the author's choices regarding how to develop and relate the elements of a story or drama? (RL.11-12.3)	<input type="checkbox"/>
Command of Evidence and Reasoning	Develop the topic with the most significant and relevant textual evidence? (W.11-12.2.b)	<input type="checkbox"/>
Coherence, Organization, and Style	Introduce a topic? (W.11-12.2.a)	<input type="checkbox"/>
	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole? (W.11-12.2.a)	<input type="checkbox"/>
	When useful to aiding comprehension, include formatting, graphics, and multimedia? (W.11-12.2.a)	<input type="checkbox"/>
	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts? (W.11-12.2.c)	<input type="checkbox"/>
	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic? (W.11-12.2.d)	<input type="checkbox"/>
	Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline? (W.11-12.2.e)	<input type="checkbox"/>
	Provide a concluding statement or section that follows from and supports the explanation or analysis? (W.11-12.2.f)	<input type="checkbox"/>
Control of Conventions	Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? (L.11-12.1, L.11-12.2)	<input type="checkbox"/>
	Demonstrate command of hyphenation conventions? (L.11-12.2.a)	<input type="checkbox"/>
	Demonstrate accurate spelling? (L.11-12.2.b)	<input type="checkbox"/>

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