

**CLASS/DATE(S):** English 10/10 Honors, November 17-December 9

**CHAPTER/TOPIC:** Drama-the earliest teachers

**Content Standards:** RL 10.1, 10.2, 10.3, 10.5, 10.9

**Goals/Objectives:**

- I can draw inferences from literary text to make and support an analysis that goes beyond the obvious by using strong and thorough evidence gathered from reading.
- I can support my conclusions with explicit and implicit textual evidence.
- I can synthesize evidence collected from the text to best support my conclusions.
- I know an author's use of motif (i.e. central idea) can help illuminate the theme of a particular text.
- I can analyze how the interrelationships of literary elements influence the development of plot and subplots, complex characters, and themes in text.
- I can analyze how a theme or central idea develops over the course of the text (e.g., motif), including evidence from the text as support.
- I can explain how specific details from the text refine or create subtle distinctions that shape the theme.
- I can use a range of textual evidence to support summaries and interpretations of texts (e.g., purpose, plot/subplot, central idea, or theme).
- I can provide an objective summary.
- I can analyze characters (e.g., flat, round, static, dynamic, stock, archetype, antihero, etc.) and their traits.
- I can differentiate character motivation and analyze how those motivations influence theme or story.
- I can recognize how complex characters develop and change over the course of a text.
- I can analyze how character interactions can advance the plot and theme of a text.
- I understand sequence of events, structure, and time are used to create and manipulate effects in literature (e.g., mystery, tension, or surprise).
- I can examine how the structure of text creates an emotional response within the reader.
- I can identify allusions in literature.

- I can analyze the purpose an allusion serves in a text.

### **WHAT ARE WE LEARNING TODAY?**

Besides religious writings and philosophical discussions, ancient civilizations used Dramas to teach lessons to mass audiences. The earliest dramas were short morality plays meant to highlight a specific lesson. We will look at Oedipus and Antigone to see what lessons were being taught. Overtime, Dramas became satirical in nature, which in turn lead to them becoming more entertaining. By Shakespeare's day, dramas were entertainment, and as such were constructed very differently. We will look at Julius Caesar to determine these changes in presentation/purpose.

### **WHY ARE WE LEARNING THIS?**

Classical literature contains vital models of how authors get their meaning out to their audience. These models are still used today by modern authors/playwrights/filmmakers.

### **WHAT ARE WE GOING TO DO TODAY TO LEARN ABOUT THIS TOPIC?**

We will be reading one of three different dramas. We will also be discussing our readings for understanding and analysis.

### **HOW WILL WE KNOW WE LEARNED THIS?**

Formative: Students discuss in groups what each drama's main lesson or message is.

Evaluative: Students will take quizzes based on their readings.