



**Literacy Design
Collaborative**

Using Character to Develop Theme

★ TASK ★ LADDER

by Debbie R. Hall

MACBETH is one of Shakespeare's most famous plays, but students may not be familiar with Macbeth the man. This module will lead them to a better understanding of the author's craft through analysis of how the playwright uses character to develop a theme.

GRADES

11 - 12

DISCIPLINE

 **ELA**

COURSE

 **College-
Prep Senior
English**

PACING

 **N/A**

Section 1: What Task?

Teaching Task

Task Template A9 - Argumentation

After reading *MACBETH* and teacher-selected texts, write an argumentative essay in which you discuss how Shakespeare used characters to develop theme in the play and evaluate which character most clearly exhibits the characteristics that the playwright believes a real man possesses. Support your position with evidence from the text/s.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

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).

W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

English Language Arts Common Core Georgia Performance Standards

CCRR1

Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCRR2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Texts

MACBETH, William Shakespeare

Students may read any unadapted, full-length printing of *MACBETH*. Many Senior English textbooks contain the play.

[How To Develop Theme Through Characters](#)

[Macbeth and Issues of Gender](#)

[Gender Roles in *MACBETH*: What It Means To Be A Man](#)

[Theme Me Up: How to Develop Your Them](#)

[Plagiarism](#)

Student Work Rubric - Argumentation Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Makes a general claim with an unclear focus.	Establishes a clear claim that addresses the prompt , with an uneven focus .	Establishes and maintains a clear, specific, and credible claim that addresses all aspects of the prompt.	Establishes and maintains a precise, substantive claim that addresses all aspects of the prompt. Acknowledges limitations and/or the complexity of the issue or topic .
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the claim . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that support the claim and supporting ideas . Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that fully support the claim and supporting ideas. Consistently cites sources using appropriate format .
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material to support the argument , with some incomplete reasoning or explanations .	Accurately explains ideas and source material and how they support the argument.	Thoroughly and accurately explains ideas and source material, using logical reasoning to support and develop the argument.
Organization	Lacks an evident structure. Makes unclear connections among claims, reasons, and/or evidence.	Groups ideas and uses transitions to develop the argument, with some lapses in coherence or organization .	Groups and sequences ideas to develop a cohesive argument . Uses transitions to clarify the relationships among claim(s), reasons, and evidence .	Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise relationships among claim(s), reasons, and evidence.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .	Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or 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.

Background for Students

Throughout high school you have read a variety of short stories, novels and plays. Regardless of the genre, these literary creations have certain elements in common; among them are characters and themes. As we were reading *MACBETH*, we discussed all of the major characters but looked at only a few of the play's themes: ambition, equivocation, fantasy versus reality. To further understand the author's craft, we are going to look at Shakespeare's theme of manhood in *MACBETH* and how the characters he creates illustrate what it means to act like a man.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt.

TASK AND RUBRIC ANALYSIS > READING OF THE RUBRIC: Ability to demonstrate understanding of the Meets Expectations descriptions in the rubric

Reading Process

PRE-READING > INSPECTIONAL READING: Ability to determine a reason for reading/rereading

ANNOTATION: Ability to annotate text

POST-READING > GATHERING EVIDENCE: The ability to reread text to locate/identify specific information

ENHANCING COMPREHENSION: Ability to understand the author's craft

ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

Transition to Writing

BRIDGING CONVERSATION > PREPARING FOR WRITING: Ability to begin linking reading results to writing task.

Writing Process

INITIATION OF TASK > RECONSIDERING THE PROMPT: Ability to determine requirements and restrictions of a writing prompt

INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA: Ability to establish a claim and consolidate information relevant to task.

PLANNING > OUTLINING THE WRITING: Ability to plan the writing from opening paragraph to conclusion

DEVELOPMENT > BODY PARAGRAPHS: Ability to develop body paragraphs aligned to the task and controlling idea

REVISION, EDITING, AND COMPLETION > PEER EDITING: Ability to provide effective feedback to a peer

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
30 mins	<p>BRIDGING CONVERSATION > TASK ENGAGEMENT:</p> <p>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>THINK/PAIR/SHARE</p> <ol style="list-style-type: none"> Follow the directions on the Think/Pair/Share handout to think about your idea of the characteristics possessed by a "real man." You might think about characters we have read about in class, heroes in movies about the old West, soldiers, or just everyday men who were ethical and moral individuals. Turn in your paper before you leave class. When I return it to you, make it the first item in your Writer's Notebook. 	<p>completed Think/Pair/Share</p>	<ol style="list-style-type: none"> Give students a copy of the Think/Pair/Share handout and let them have a minute to read and consider the question. Offer some ideas about the kinds of fictional characters they might consider. Monitor as students work individually to write their responses. Pair students to discuss their answers and develop a common list of characteristics. Ask each pair to reveal the characters they chose and the common characteristics they share. On chart paper, create a list of the characteristics the students agree are common to "real men." Explain that the list will serve to guide them as they look at the characters in MACBETH. Collect the papers for formative assessment and return them to students to put in their Writer's Notebook.
<p>Additional Attachments:</p> <p> What_is_a_man20150313-3-jb20wc.docx</p>				
30 mins	<p>TASK AND RUBRIC ANALYSIS > TASK ANALYSIS:</p> <p>Ability to understand and explain the task's prompt.</p>	<p>BREAKING DOWN A PROMPT</p> <p>Carefully read the prompt, then complete your graphic organizer. In the first column, identify any words or terms that you need to know to be able to understand what the prompt is asking you to do. In the second column, list the actions you need to take to be able to complete the prompt. In the third column, list the things you need to make sure you discuss as you complete the prompt.</p>	<p>First Column - any term that is essential to understanding is identified.</p> <p>Second Column - the verbs that appear in all template tasks (read, write, support) are identified.</p> <p>Third Column - all questions or tasks present in the prompt are</p>	<p>Remind students that in order to Meet Expectations when completing a writing prompt they need to understand exactly what those expectations are. Direct them to the writing prompt that will be the second item in the Writer's Notebook and ask them to follow the directions printed there.</p>

			identified	
	Additional Attachments:			
	 Breaking Down A Prompt			
1 hr	TASK AND RUBRIC ANALYSIS > READING OF THE RUBRIC: Ability to demonstrate understanding of the Meets Expectations descriptions in the rubric	BUMPER STICKER RUBRIC--ARGUMENTATION <ul style="list-style-type: none"> With your partner(s) look carefully at the section of the Argumentative Rubric assigned to you. Determine what that description says and determine what it really means. Paraphrase the description in a "bumper sticker" and write your paraphrase on chart paper. Post your bumper sticker and be ready to explain it to the class. 	Paraphrased "bumper sticker" of assigned rubric section	<ul style="list-style-type: none"> Explain to students that once they know what the prompt asks them to do, they must know how their work will be assessed. Remind them of the informational rubric they we have used to score their informational/explanatory writing and tell them that we also have a slightly different rubric for scoring argumentative writing. Give students a copy of the Argumentative Rubric and explain its construction. Point out the Meets Expectations column and assign a section of that column to each pair or group of students (seven pairs or groups depending on size of class). Ask students to put their assigned section of the rubric in their own words and turn it into a "bumper sticker" for future reference. Provide assistance as needed. Facilitate as students share their work. Keep the bumper sticker posted throughout the module.
	Additional Attachments:			
	 Argumentation Student Work Rubric 6-12 v 3.0.docx			
Reading Process				
15 mins	PRE-READING > INSPECTIONAL READING: Ability to determine a reason for reading/rereading	BRIEF CONSTRUCTED RESPONSE <ul style="list-style-type: none"> You have read MACBETH. Think about why I am asking you to read it again. I'll put your answers on the board as you respond. Reread the writing prompt that is posted in the classroom and in your Writer's Notebook, then read "How to Develop Theme Through Character" that is also in your Writer's Notebook. Write a brief response to the question at the 	Completion of brief constructed response (part of Writer's Notebook) Participation in class discussion	Ask students why they think you want them to reread MACBETH. Record their answers so everyone can see them. Do not make judgments about their answers. To get further information, ask "What makes you say that?" to probe for deeper thinking.

- bottom of the article.
- Share your response with a partner and be ready to contribute to class discussion

Ask them to read "Developing a Theme Through Characters" in their Writer's Notebook and answer the question at the bottom of the article.

After they have written a response and shared it with a partner, ask them once again why they think you want them to read the play again. Through questioning and using their own responses, lead them toward the idea that they have a different reason for reading the play the second time. ANSWER: The first time they read MACBETH, they did not concentrate on how characters develop theme. To write an argumentative essay about Shakespeare's use of characters to develop the theme of manhood, they will need to reread to identify the characters who exhibit stereotypical masculine and feminine characteristics and determine which one Shakespeare thinks is the best example of a real man.

Note: The grade level of this passage is 9.8 and should be accessible to all students.

Additional Attachments:

 **Developing a Theme Through Characters**

45 mins

PRE-READING > INSPECTIONAL READING: Ability to determine a reason for reading/rereading

TRAIT IDENTIFICATION: ACT I

- Follow along as I demonstrate how to scan a document I have already read to identify and record specific information: characters, examples/mention of masculinity, examples/mention of femininity.
- Continue scanning Act I of MACBETH to identify and record specific examples of the traits in question.
- You may work with a partner.

Student submits to the teacher a completed copy of Trait Identification: Act I

- Using a white board, SmartBoard, document camera or other available technology, do a Read Aloud of the first two scenes of Act I with the students. Model the thought process you use to identify and record characters (part of the text structure of a play) and their traits (adjectives used to describe them, things they are doing or saying, etc.).
- Also show students how to log where you found the information so that you can locate it again and include it in citations within the writing assignment.
- Answer questions/clarify instructions before giving students time to continue the

				<p>process independently or with a partner to finish trait identification for Act I.</p> <ul style="list-style-type: none"> ● Collect student work at the end of the period to check for completeness and understanding. <p>Note: Include the blank Trait Identification: Act I document in the Writer's Notebook but provide an electronic copy if students have access to a computer and document storage.</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> ■ Writer's Notebook: Trait Identification: Act I ■ Teacher's Trait Identification: Act I 				
<p>40 mins</p>	<p>ANNOTATION: Ability to annotate text</p>	<p>INITIAL ANNOTATIONS You've reread Act I and identified masculine and feminine characteristics among the characters. Now we are going to look at a process for annotating what you read that will help you to focus your thinking and take better notes as you reread the rest of the play. In this process you read the passage through three times. The first time, just get a feel for what the passage says. The second time, circle or underline terms you need to learn more about. The third time, write notes to yourself in the margin about how you can use this information to better complete the teaching task. I'll model the process for you.</p>	<p>Student work meets expectations if annotations indicate thoughtful interaction with text.</p>	<p>One thought for starting this work: students should be learning that important texts normally require multiple readings. If they struggle and try several approaches, that means they're doing it right. That point is worth making before and during their work on this task.</p> <p>Model all three steps on the first few paragraphs:</p> <ol style="list-style-type: none"> 1. Read aloud the text without pausing. 2. Read aloud the text, pausing to underline (<i>and explain why you are underlining</i>) important terms. You might say something like: <ul style="list-style-type: none"> ● <i>I'm going to underline <u>essay prompt</u> because my purpose for reading is to show how characters in the play contribute to its theme of manhood.</i> ● <i>I'm going to underline <u>pick a work of literature</u> because <i>MACBETH</i> is the play in question.</i> ● <i>I'm going to underline "<u>How do the major characters express or relate to the theme</u>" because that is basically the subject of the essay I have been assigned.</i> 3. Read aloud the text, pausing to write questions or comments in the margin. You might say something like:

				<ul style="list-style-type: none"> ● The essay prompt asks me to evaluate who Shakespeare thinks is the most manly character in MACBETH. ● I need to look for the "meaning behind a character's story and decisions." <p>4. Ask students to work in pairs to go through the remainder of the article and annotate the information they think will help them annotate the text as they reread Act II of the play.</p> <p>5. Monitor students as they work to determine if their annotations indicate thoughtful interaction with the text.</p>
<p>Additional Attachments:</p> <p> 20160223_114120_resized (00000003).jpg</p> <p> How do authors use characters.docx</p>				
1 hr	<p>POST-READING > GATHERING EVIDENCE: The ability to reread text to locate/identify specific information</p>	<p>TRAIT IDENTIFICATION AND ANNOTATION Work alone to reread Acts II and III of MACBETH to identify, annotate and record specific examples of masculinity and femininity as they relate to the argument you are writing.</p>	<p>completed Act II and III trait sheets</p>	<ul style="list-style-type: none"> ● Remind students of the process they used earlier to gather information on masculinity and femininity in Act I. Instruct them to follow the same process as they gather information from Acts II-V but also annotate the text as they reread. These annotations will help them later if they need more information to support the claim in their writing. ● Tell them that you will be walking around the room to check on their progress and answer their questions. <p>Note: Include the blanks for Trait Identification: Act II-III documents in the Writer's Notebook but provide an electronic copy if students have access to a computer and document storage.</p>
<p>Additional Attachments:</p> <p> Trait Identification Act III.docx</p> <p> Trait Identification Act II.docx</p>				
1 hr	<p>ENHANCING COMPREHENSION: Ability to understand</p>	<p>GENDER ARTICLES EXIT SLIP After reading and annotating the abridged version of "Macbeth and Issues of Gender" and "Gender Roles</p>	<p>completed exit slip</p>	<p>Give students the two articles and ask them to read and annotate them with the intent of</p>

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	<p>the author's craft</p>	<p>in <i>Macbeth</i>," complete the trait documents for Acts IV and V and add any information from the articles that contributes to or strengthens your notes.</p> <p>Keep in mind that you are selecting information that will help you address the writing prompt:</p> <ul style="list-style-type: none"> • Does this article fill any gaps in your information? • Does this article contradict anything in your notes? Is this a reliable source? What makes it so? • What other information do you need to complete your research before you begin writing? <p>Create an exit slip in which you identify two things that helped you better understand how character and theme are related. Give me the exit slip as you leave class.</p>		<p>learning more about how character and theme are related.</p> <p>Ask students to skim/reread the last two acts of the play to complete their trait identification notes and fill in any gaps in their notes.</p> <p>Collect exit slips.</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none">  Gender Roles in MACBETH  Gender Roles in Macbeth and What It Means to be a Man.docx  Macbeth and Issues of Gender.docx  MACBETH and Gender Issues  Trait Identification Act V.docx  Trait Identification Act IV.docx 				
<p>1 hr</p>	<p>ENHANCING COMPREHENSION: Ability to understand the author's craft</p>	<p>SEE, WONDER, THINK After reading "Theme Me Up," complete the handout in which you identify something important you saw in the passage, something that made you wonder, and something you think will help you write your essay.</p>	<p>completed handout</p>	<p>Give students a copy of or link to "Theme Me Up," and ask them to read it silently and complete the handout. They should add the handout to their Writer's Notebook after sharing their answers with a partner.</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none">  SeeWonderThinkWorksheet.docx  Theme Me Up 				
<p>40 mins</p>	<p>ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.</p>	<p>PLAGIARISM ANTICIPATION GUIDE We have discussed proper documentation in class before, but now is a good time to review. We are going to follow an Anticipation Guide to determine how much you know/remember about plagiarism and citing sources.</p> <p>Follow the directions on the screen as I reveal them to you.</p>	<p>Completed anticipation guide</p> <p>Participation in group and class discussion</p>	<p>Put these directions on a PowerPoint slide and reveal them one at a time as students carry out the process. In #3 be sure not to tell them the correct answer but ask them to support their opinions on both sides of the issue. They will find the answers in the next step.</p> <ol style="list-style-type: none"> 1. Read the statements on the anticipation guide and put a check in the blank in the Before Reading column if you think the statement is accurate. Don't think about it too much. Go with your first reaction.

2. When the teacher tells you to do so, share your work with a partner or table team and come to consensus on the accurate statements. Use your best debating skills to convince those with opposing opinions that you are correct.
3. After a brief class discussion on the items on which people could not come to consensus, read the article at the link I give you and put a check in the After Reading column if the statement is accurate *according to the article*.
4. Discuss your responses with your partner or table team and be able to provide evidence from the document to support your response.
5. Share with the group to reach class consensus.

Additional Attachments:

 [Plagiarism](#)

 [Plagiarism Anticipation Guide](#)

Transition to Writing

1 hr

BRIDGING CONVERSATION > PREPARING FOR WRITING: Ability to begin linking reading results to writing task.

ELEVATOR SPEECH

- In the top left corner of a large notecard, write the name of the character you believe Shakespeare thinks is a "real man."
- Hold up your card as you walk around the room and find someone who has identified the same person.
- Work with your partner to write a one minute elevator speech that explains why Shakespeare thinks the character you chose is the most manly person in MACBETH.
- Write your elevator speech on your card. Use both sides if necessary.
- You will have 30 minutes to work together, and you may use all your notes.
- Deliver your speech to three people before giving your card to me. Be sure your name is on the card.

Speech givers identify Shakespeare's manliest character in MACBETH and offer valid support for their argument.

Explain to students that an elevator speech/pitch is a brief summary that makes a claim and supports it. (Coca-Cola is the best soft drink because of its long history of successful sales across the globe. . .)

The name comes from the idea that this summary should be delivered in the time span of a typical elevator ride. In your speech:

- Make your claim: Who does Shakespeare consider to be a real man in MACBETH?
- Support your claim: What makes this person manly?
- Support your claim: What evidence is there that Shakespeare considered him the manliest?

When students have had sufficient time to write and practice their speeches, arrange them in two circles--one within the other--with partners facing each other. Have the people in

				<p>the outer circle move one person to the right so that they are facing someone other than their partner. Give the outer student one minute to deliver his speech. Then give the inner student the same amount of time to deliver his speech. Give them one more minute to debrief or comment on what they heard.</p> <p>If time allows, ask students to move to the right one more time (or as many times as possible depending on the length of the class) and repeat the procedure.</p> <p><i>Alternatives</i></p> <ol style="list-style-type: none"> 1. After students have prepared their speeches, draw five or six names from a hat, have those students give their speeches, and have the other students take notes on what else their peers could have included. 2. If you can recruit several volunteer adults, each can listen to speeches in a different corner of the room, giving every student an audience.
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Writing Process

10 mins	<p>INITIATION OF TASK > RECONSIDERING THE PROMPT:</p> <p>Ability to determine requirements and restrictions of a writing prompt</p>	<p>PROMPT REVIEW</p> <p>Take out the Breaking Down the Prompt document that you created when we started our study of character and theme.</p> <p>Review the prompt to be sure that you know what you need to include in your essay.</p> <p>Make necessary additions or deletions on your summary.</p>	No score	Remind students that during this entire module they have been working toward answering the prompt they were given on the first day of the module. Ask them to do a brief reflection of their original response to the prompt and make any changes they thing would strengthen their essay.
25 mins	<p>INITIATION OF TASK > ESTABLISHING THE CONTROLLING IDEA:</p> <p>Ability to establish a claim and consolidate information relevant to task.</p>	<p>WRITING A CLAIM</p> <p>Look at your elevator speech card and identify your claim: Which character did Shakespeare create to be the best illustration of his theme of manhood? Restate that claim in the form of a thesis statement.</p> <p>Create a bulleted list of the supports you provided for your claim and rely on your notes to add as many more as you think necessary to thoroughly convince a classmate that your claim is valid.</p> <p>Expand your claim and bulleted list into the opening paragraph of your essay. Refer to your copy of the rubric and our rubric bumper stickers to keep you on task and assure that your essay will meet expectations.</p>	<p>First draft of opening paragraph:</p> <p>well-written claim</p> <p>at least three substantive arguments supporting the claim</p>	<p>Return elevator speech cards to the students and ask them to use the speeches to identify their claims and bulleted list of supporting details.</p> <p>Monitor students as they begin to craft the first paragraph of their essay. Since this is a senior class of college prep students, they should not need instruction on how to write an opening paragraph or make a claim for an argumentative essay. (In classrooms where students have</p>

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				not done this kind of writing in the past, it will be necessary for the teacher to provide that instruction.)
25 mins	<p>PLANNING > OUTLINING THE WRITING: Ability to plan the writing from opening paragraph to conclusion</p>	<p>ESSAY SKETCH Writing your claim and first paragraph has given you a plan of action. Now visualize how it will look in its finished form. Sketch that vision using the method that works best for you. One option is to use the Planning For Writing Template in your Writer's Notebook.</p>	<p>Sketch/outline of essay with an opening paragraph, minimum of three body paragraphs and a conclusion</p>	<p>After students have finished the draft of their opening paragraph, ask them to review it to identify the ideas that will be the topics of each body paragraph.</p> <p>Provide students with several reminders or examples of ways they have developed essay outlines in the past and ask them to determine which one provided them with the most successful plan for their writing. (One possibility is attached here in the Teacher Resources.)</p> <p>Monitor students as they plan their essays, conferencing with each one to provide support and directions.</p>
<p>Additional Attachments:</p> <p> Planning for Writing Template.docx</p>				
1 hr	<p>DEVELOPMENT > BODY PARAGRAPHS: Ability to develop body paragraphs aligned to the task and controlling idea</p>	<p>CHUNKED QUOTATIONS In your paragraph sketches you may have identified quotations that you want to include in the development of a paragraph. There is a process you can use to develop those quotes into cohesive paragraphs that are aligned to the controlling idea of the writing task. Follow the directions on the screen and use the template in your Writer's Notebook to "chunk" a quotation in at least one of your body paragraphs.</p>	<p>At least one "chunked" quote paragraph aligned to classroom instructions</p>	<p>Remind students that most of the evidence they have collected in regard to theme and character has been in the form of quotations in their Trait Identification documents. Show them the appropriate slides from the Chunking PowerPoint and direct them to the template in their notes.</p> <p>Be sure to pay special attention to the examples in the PowerPoint and give students an opportunity to practice one "chunk" and share it with a partner. Visit each set of students and provide guidance and suggestions.</p> <p>Continue to monitor and confer with students as they develop chunked paragraphs.</p>
<p>Additional Attachments:</p> <p> Chunked Paragraphs.docx</p> <p> Chunking PowerPoint.ppt</p>				
1 hr	<p>REVISION, EDITING, AND</p>	<p>PEER REVIEW: ARGUMENT Using the Peer Review: Argument handout, provide</p>	<p>Meets expectation:</p>	<p>Arrange the class in groups of three students. Point out that</p>

<p>COMPLETION > PEER EDITING: Ability to provide effective feedback to a peer</p>	<p>a review for the work of at least two of your fellow classmates. The directions for the review are at the top of the handout. At the end of the peer review session, you will have approximately five minutes to meet with the writer of the essays you reviewed to provide clarifying information. Use the feedback from you review</p>	<ul style="list-style-type: none"> ● completed Peer Review: Argument sheet for two papers <ul style="list-style-type: none"> ○ includes purposeful feedback ○ indicates issues with the paper and ways to correct ○ includes any grammar or spelling corrections 	<p>there are two copies of the peer review in each Writer's Notebook. Have extra copies for students who have time to review more than two papers. Ask them to read through the document silently and then given them an opportunity to ask clarifying questions about the document.</p> <p>Allow time for each person in the group to read and review his group members' essays. When all reviews are complete, give the group an opportunity to discuss the essays. Then individuals should annotate their review sheets to indicate what they will do with their peers' suggestion and give their review sheets to the teacher for further review.</p> <p>Scan the reviews to determine where students may need more instruction: avoiding plagiarism, punctuating quotations, chunking quotes, etc. Design a mini-task/review on those problem areas to teach during the next class.</p>
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Additional Attachments:

 **Argument Peer Review.docx**

<p>1 hr</p>	<p>REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>REVISION CONFERENCES Take the rough draft of your essay and the peer review sheets I will return to you. Use those materials and the writing task and rubric from your Writer's Notebook to continue to revise and edit your essay. Bring those materials with you when I call you forward for a revision conference.</p> <p>Remember to consult Purdue Owl (https://owl.english.purdue.edu/owl/resource/747/13/) to refresh your memory on how to write a properly formatted MLA style paper.</p>	<p>participation in review conference</p>	<p>Return peer reviews to students and give them time to read through your comments about their annotations.</p> <p>Ask students to use the draft, review, task, rubric and information on the Purdue Owl website (which they have used in the past) to begin writing the edited and revised draft of their essay.</p> <p>While the classes works silently, meet individually with each student to discuss progress, concerns and questions. If the student identified areas in the peer review that need clarification, call the reviewer forward to offer that clarification.</p> <p>Note: I have found that the revision conferences take a lot of time. I have allowed one class period for these conferences,</p>
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				<p>knowing that it may take longer. It is best to start with those you consider to be the weakest writers because they generally need the most support. More capable writers need very little time for conferencing.</p>
<p>Additional Attachments:</p> <p>🔗 Purdue Owl website on MLA style</p>				
10 mins	<p>REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.</p>	<p>COMPLETED ESSAY Turn in your Writer's Notebook, complete set of drafts and the final version of your essay.</p>	<ul style="list-style-type: none"> Fits the "Meets Expectations" category in the rubric for the teaching task. 	<p>Collect the Writer's Notebook, drafts and final essays from each student.</p>

Instructional Resources

Student Handout

 [Writer.docx](#)

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

- 🔗 **How To Develop Theme Through Characters** : <https://s.ldc.org/u/1gjtxh6wfdaarun68tbpnw8yx>
- 🔗 **Macbeth and Issues of Gender** : <https://s.ldc.org/u/8bcfhymjlrp9q5d8aihjgwb8>
- 🔗 **Gender Roles in MACBETH: What It Means To Be A Man** :
<https://s.ldc.org/u/bzy7xgf3hvhvrvd6g9coxgtx0>
- 🔗 **Theme Me Up: How to Develop Your Them** : <https://s.ldc.org/u/20056892bcis24z70pqcvsik>
- 🔗 **Plagiarism** : <https://s.ldc.org/u/9lbbrg6nbj25iv0rvc67b83fe>
- 📎 **Writer.docx** : <https://s.ldc.org/u/8pvvyl50mrsnlskdvj10p4srr>