

## The Renaissance

### LITERACY DESIGN COLLABORATIVE-- INFORMATIONAL/EXPLANATORY MODULE



## Information Sheet

<b>Module Title:</b>	<b>The Renaissance</b>
<b>Module Description (For the Teacher):</b>	The Renaissance Period, 1300-1600, was more than a period of 'rebirth'; it was a period of growth. Many presumed that the periods prior to the Renaissance were periods of "dark" ages lead by barbaric ideals and visions. An alternative way to perceive the Renaissance is to think of it as a period of freedom and a period of maturation of deep-seated ideas. It is then with the sense of renewed freedom, the freedom to carve one's identity, unshackled, and nurture new ideas, unbound, that sets the course for this literary unit.

<b>Task19 Informational or Explanatory/ Synthesis</b>	<b>Task 19 Template</b> [Insert optional question] After reading _____ (literature or informational texts), write a/an _____ (essay or substitute) in which you explain _____ (content). Support your discussion with evidence from your research. <b>(Informational or Explanatory/Synthesis)</b>
<b>Teaching Tasks:</b>	
<b>Task19 ELA Informational or Explanatory/Synthesis</b>	<b><u>How do an individual's actions affect those people living in his/her society?</u></b> After reading <i>Romeo and Juliet</i> , write an <u>essay</u> in which you explain <u>how relationships among characters create conflict in a story</u> . Support your discussion with evidence from your research. <b>(Informational or Explanatory/Synthesis)</b>
<b>Task19 SS Informational or Explanatory/Synthesis</b>	<b><u>How did culture evolve during the Renaissance?</u></b> After <u>reading primary sources and secondary sources</u> , write an <u>essay</u> in which you explain <u>the cultural changes during the Renaissance</u> . Support your discussion with evidence from your research. <b>(Informational or Explanatory/Synthesis)</b>
<b>Grade(s)/Level:</b>	<b>9</b>
<b>Discipline:</b>	English Language Arts and Social Studies
<b>Course:</b>	English 9 and World History

## Section 1: What Task?

### What task sets clear, measurable goals for learning?

Teaching Tasks:	
<p>Teaching Tasks:</p> <p style="text-align: center;"><b>Task19</b>  <b>ELA Informational or Explanatory/Synthesis</b></p> <p style="text-align: center;"><b>Task19</b>  <b>SS Informational or Explanatory/Synthesis</b></p>	<p><b><u>How do an individual’s actions affect those people living in his/her society?</u></b> After reading <u>Romeo and Juliet</u>, write an <u>essay</u> in which you explain <u>how relationships among characters create conflict in a story</u>. Support your discussion with evidence from your research. <b>(Informational or Explanatory/Synthesis)</b></p> <p><b><u>How did culture evolve during the Renaissance?</u></b> After <u>reading primary sources and secondary sources</u>, write an <u>essay</u> in which you explain <u>the cultural changes during the Renaissance</u>. Support your discussion with evidence from your research. <b>(Informational or Explanatory/Synthesis)</b></p>
<p><b>Reading Texts and Multimedia:</b></p>	<p><b><i>Language of Literature text</i></b>            Romeo and Juliet...William Shakespeare...drama            Parents, Adolescents, and the nature of conflict...Carl Pickhardt, Ph.D...article  <a href="http://www.psychologytoday.com/blog/surviving-your-childs-adolescence/201110/parents-adolescents-and-the-nature-conflict">http://www.psychologytoday.com/blog/surviving-your-childs-adolescence/201110/parents-adolescents-and-the-nature-conflict</a>            How to Fight Right... Dr. Jamie Turndorf...article  <a href="http://www.psychologytoday.com/blog/we-can-work-it-out/201103/how-fight-right">http://www.psychologytoday.com/blog/we-can-work-it-out/201103/how-fight-right</a></p> <p><b>**Interactive Reader</b>            Grade 9 (326)  <i>The Tragedy of Romeo &amp; Juliet</i></p> <p>**Audio Version            **Movie 1956</p> <p><b><i>American Vision text</i></b></p> <ul style="list-style-type: none"> <li>• Chapter 5,Sec 1-3: The Renaissance and Reformation 1350-1600</li> <li>• Da Vinci on Painting...Leonardo DaVinci...essay(170)</li> </ul> <p><b>**Pacemaker World History text</b>            Ch13 New Ideas: The Renaissance (all)</p>
<p><b>Background to share with students:</b></p>	<p>The Renaissance Period, 1300-1600, was more than a period of ‘rebirth’; it was a period of growth. Many presumed that the periods prior to the Renaissance were periods of “dark” ages lead by barbaric ideals and visions. An alternative way to perceive the Renaissance is to think of it as a period of freedom and a period of maturation of deep-seated ideas. It is then with the sense of renewed freedom, the freedom to carve one’s identity, unshackled, and nurture new ideas, unbound, that sets the course for this literary unit.</p>

**Standards:** The CCR Anchor Standards from the common core standards are already identified by the Literacy

Design Collaborative for all tasks.	
Number	CC Reading Standards for Informational or Explanatory Template Tasks
1	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 text.
2	Determine central ideas or themes of text and analyze their development; summarize the key supporting details and ideas.
4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6	Assess how point of view or purpose shapes the content and style of a text.
7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well in words.
10	Read and comprehend complex literary and informational texts independently and proficiently.
Number	CC Writing Standards for Informational or Explanatory Template Tasks
2	Write informational/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5	Develop and strengthen writing as needed by planning, revision, editing, rewriting, or trying a new approach.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
10	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audience.

<b>Transfer Goals--Students will be able to independently use their learning to:</b>
Write as a process that documents and perfects thought using purpose, topic and audience.
Consider historical context as essential to interpreting cause and effect.
Analyze the influence of social, cultural, and political contexts and how these prepare one for participation as active, critical citizens in a democratic society.

<b>LDC informational/Explanatory Rubric for Teaching Task</b>	
<b>ADVANCED</b>	
Focus	Addresses all aspects of the prompt (teaching task) appropriately and maintains a strongly developed focus.
Controlling Idea	Establishes a strong controlling Idea with a clear purpose maintained throughout the response.
Reading/Research	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from the reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.
Development	Presents thorough and detailed Information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences.
Organization	Maintains an organizational structure that intentionally and effectively enhances the presentation of Information as required by the specific prompt.
Conventions	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to audience, purpose and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.
<b>MEETS EXPECTATIONS</b>	

Focus	Addresses prompt appropriately and maintains a clear, steady focus.
Controlling Idea	Establishes a controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.
Development	Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.
Organization	Maintains an appropriate organizational structure to address the specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.
Content Understanding	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.
<b>NOT YET</b>	
Focus	Attempts to address prompt, but lacks focus or is off-task.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.
Organization	Attempts to organize ideas, but lacks control of structure.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.

### **Scoring Rubric for Informational or Explanatory Template Tasks**

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced	
	1	1.5	2	2.5	3	3.5	4	
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus.	
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.	
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.	

	prompted.					
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.		Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.		Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.	Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure		Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, 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.

## Section 2: What Skills?

### *What skills do students need to succeed on the teaching task?*

<b>Skills Set 1: Preparing for the Task</b>	
1. Bridging conversation	Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.
2. Task and rubric analysis	Ability to understand and explain the teaching task and rubric.
<b>Skills Set 2: Reading Process</b>	
1. Pre-reading	Ability to select appropriate texts and understand reading strategies needed for the task.
2. Active reading	Ability to understand reading strategies needed for the task and develop an understanding of a text by locating words and phrases that identify key concepts, facts, or information.
3. Note Making	Ability to read purposefully and select relevant information, and to summarize and/or paraphrase.
4. Organizing notes	Ability to prioritize and focus notes and other information.
<b>Skills Set 3: Transition to Writing</b>	
1. Bridging conversation	Ability to transition from reading or researching phase to the writing phase.
<b>Skills Set 4: Writing Process</b>	
1. Initiation of task	Ability to establish a thesis and consolidate information relevant to the task.
2. Development	Ability to write an initial draft with an emerging line of thought and structure.
3. Editing and Revision	Ability to apply revision strategies to define development of an essay, including line of thought, language, tone, and presentation.

## Section 3: What Instruction?

### *How will teachers teach students to succeed on the teaching task?*

#### **Skills Set 1: Preparing for the Task**

<b>1. Bridging conversation</b>	<i>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</i>		<i>Pacing:</i> 1-1.5 hours
<i>Mini-task</i>	<i>Teaching Task:</i> In a quick write response, what is your first reaction to the teaching task? What strategies did you use to interpret this teaching task?		<i>Product:</i> short response
<i>Mini-task scoring</i>	Teacher Discretion		
<i>Instructional strategies/ notes</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Students will take the Romeo and Juliet Survey and the Social Offenses Quiz in order to spark discussion and gain a deeper understanding of the social norms during the Renaissance.</p> <p>Students complete the quick write and share responses with peers.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Ask the students to select a piece of art from the chapter 5 (156, 158, 161, 163, 166-170, 172-173). Have them use the primary source photograph analysis document to review.</p> <p><a href="http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf">http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf</a></p> <p>**PM Ch 13 (186, 194)</p> <p>Students complete the quick write and share responses with peers.</p>	
<i>Teacher Preparation</i>	<p>Identify appropriate reading and writing strategies for the module.</p> <p>Review the rubric requirements.</p> <p>Draft an exemplar to ensure understanding of the demands and cognitive processes involved in the teaching task.</p>	<p>Identify appropriate reading and writing strategies for the module.</p> <p>Review the rubric requirements.</p> <p>Draft an exemplar to ensure understanding of the demands and cognitive processes involved in the teaching task.</p>	

<b>2. Task and Rubric analysis</b>	<i>Ability to understand and explain the teaching task and rubric.</i>		<i>Pacing:</i> 1-1.5 hours
<i>Mini-task</i>	<i>Teaching Task:</i> In your own words, write a brief explanation of what the task is asking you to do.		<i>Product:</i> Short response
	<i>Rubric:</i> Students will translate the rubric in their own words.		
<i>Mini-task scoring</i>	Teacher Discretion		
<i>Instructional strategies/ notes</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Students will independently complete the <u>Task Analysis Template</u> and will share out their interpretations.</p> <p>Divide class into groups. Each group will reword the rubric criteria into student friendly language, relating to the Teaching Task, using the <u>Rubric Translation Template</u>. Groups will be asked to share out one criterion per group.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Students will independently complete the <u>Task Analysis Template</u> and will share out their interpretations.</p> <p>Divide class into groups. Each group will reword the rubric criteria into student friendly language, relating to the Teaching Task, using the <u>Rubric Translation Template</u>. Groups will be asked to share out one criterion per group.</p>	
<i>Teacher</i>	<u>ELA</u>	<u>SS</u>	

<i>Preparation</i>	Collaboratively plan the task: e.g. How much time to teach each step? How much time to score? How to conduct scoring? Do we need any training on specific aspects of the task? Who has the expertise?	Collaboratively plan the task: e.g. How much time to teach each step? How much time to score? How to conduct scoring? Do we need any training on specific aspects of the task? Who has the expertise?
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<b>Skills Set 2: Reading Process</b>			
<b>1. Pre-reading</b>	<i>Ability to select appropriate texts and understand reading strategies needed for the task.</i>		<i>Pacing:</i> 1 hour
<i>Mini-task</i>	<b>ELA Teaching Task:</b> <ul style="list-style-type: none"> <li>What are the characteristics of the text? Consider genre, structure, language, syntax, and graphics.</li> <li>What strategies can you use to overcome the difficulties of reading this text?</li> </ul>	<b>SS Teaching Task:</b> <ul style="list-style-type: none"> <li>What are the characteristics of this informational text? Consider whether this is a primary or secondary source as well as structure, language, and graphics.</li> <li>What strategies can you use to overcome the difficulties of reading this text?</li> </ul>	<i>Product:</i> List of characteristics and strategies
<i>Mini-task scoring guide</i>	<b>Meets:</b> <ul style="list-style-type: none"> <li>Lists the characteristics of the text.</li> <li>Lists reading strategies/text strategies.</li> </ul> <b>Not Yet:</b> <ul style="list-style-type: none"> <li>Attempts to meet the criteria for “meets.”</li> </ul>	<b>Meets:</b> <ul style="list-style-type: none"> <li>Lists the characteristics of the text.</li> <li>Lists reading strategies/text strategies.</li> </ul> <b>Not Yet:</b> <ul style="list-style-type: none"> <li>Attempts to meet the criteria for “meets.”</li> </ul>	
<i>Instructional strategies/ notes</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Using the resource on p 986-988, introduce the elements of a Shakespearean drama.</p> <p>Pre-reading strategies include K-W-L charts, think-pair-shares, and journal responses among others. Ideas for additional strategies can be found on the Additional Materials page of the Erie School District LDC website at <a href="https://sites.google.com/site/erieschooldistrictldc/home">https://sites.google.com/site/erieschooldistrictldc/home</a>.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Using “Da Vinci on Painting” students will read and discuss the guided reading questions in the document. An optional resource is the Library of Congress <a href="http://www.loc.gov/teachers/usingprimarysources/guides.html">http://www.loc.gov/teachers/usingprimarysources/guides.html</a></p> <p>Pre-reading strategies include K-W-L charts, think-pair-shares, and journal responses among others. Ideas for additional strategies can be found on the Additional Materials page of the Erie School District LDC website at <a href="https://sites.google.com/site/erieschooldistrictldc/home">https://sites.google.com/site/erieschooldistrictldc/home</a>.</p>	
<i>Teacher Preparation</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Before beginning to read all texts for this module, the teacher reviews reading strategies appropriate for the text genre.</p> <p>Review the requirements for source</p>	<p style="text-align: center;"><u>SS</u></p> <p>Before beginning to read all texts for this module, the teacher reviews reading strategies appropriate for the text genre.</p> <p>Review the requirements for source citation in MLA style.</p>	

	citation in MLA style.  Plan for students who need extra time, resources or assistance.	Plan for students who need extra time, resources or assistance.
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<b>2. Active reading</b>	<i>Ability to understand reading strategies needed for the task and develop an understanding of a text by locating words and phrases that identify key concepts, facts, or information</i>		<i>Pacing:</i> 4-8 hours
<i>Mini-task</i>	<p><i>ELA Teaching Task:</i></p> <ul style="list-style-type: none"> <li>• Use annotation techniques to identify key concepts, facts, or information.</li> <li>• Use the <u>Essential Vocabulary Template</u> to identify key vocabulary.</li> </ul>	<p><i>SS Teaching Task:</i></p> <ul style="list-style-type: none"> <li>• Use annotation techniques to identify key concepts, facts, or information.</li> <li>• Use the <u>Note Making Template</u> to identify key terms.</li> </ul>	<i>Product:</i> Completed annotations and templates
<i>Mini-task scoring guide</i>	<p>Meets:</p> <ul style="list-style-type: none"> <li>• Annotated or “actively read” documents will have a variety of marks (circles, underlining, stars, highlights, etc.). Annotations are the text based support for the teaching task.</li> <li>• Students define and understand vocabulary and terms in the texts.</li> <li>• Citations are correct.</li> </ul> <p>Not yet:</p> <ul style="list-style-type: none"> <li>• Attempts to meet the criteria for “meets.”</li> </ul>	<p>Meets:</p> <ul style="list-style-type: none"> <li>• Annotated or “actively read” documents will have a variety of marks (circles, underlining, stars, highlights, etc.). Annotations are the text based support for the teaching task.</li> <li>• Students define and understand vocabulary and terms in the texts.</li> <li>• Citations are correct.</li> </ul> <p>Not yet:</p> <ul style="list-style-type: none"> <li>• Attempts to meet the criteria for “meets.”</li> </ul>	
<i>Instructional strategies/ notes</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Students now read all texts in the module. As students read, they focus on looking for textual evidence they will use for the module task, using appropriate <i>reading strategies</i> and <i>vocabulary comprehension strategies</i>.</p> <p>Instruction should be very explicit and include group/partner work and teacher modeling.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Students now read all texts in the module. As students read, they focus on looking for textual evidence they will use for the module task, using appropriate <i>reading strategies</i> and <i>vocabulary comprehension strategies</i>.</p> <p>Instruction should be very explicit and include group/partner work and teacher modeling.</p>	
<i>Teacher Preparation</i>	<p>Choose the appropriate note making organizer for each text.</p> <p>Review and discuss note making strategies that pertain to specific types of texts and to the task.</p> <p>Select resources to support MLA format.</p> <p>Plan for students who need extra</p>	<p>Choose the appropriate note making organizer for each text.</p> <p>Review and discuss note making strategies that pertain to specific types of texts and to the task.</p> <p>Select resources to support MLA format.</p> <p>Plan for students who need extra time, resources, or assistance.</p>	

	time, resources, or assistance.	
<b>3. Note Making</b>	Ability to read purposefully and select relevant information, and to summarize and/or paraphrase.	
	<i>Pacing:</i> 2-6 hours	
<i>Mini-task</i>	<p><i>ELA Teaching Task:</i></p> <ul style="list-style-type: none"> <li>Review the Teaching Task</li> <li>Use the appropriate note making organizer</li> </ul>	<p><i>SS Teaching Task:</i></p> <ul style="list-style-type: none"> <li>Review the Teaching Task</li> <li>Use the <u>Note Making Template</u> to identify relevant information</li> </ul>
	<i>Product:</i> Notes, short responses, source citations	
<i>Mini-task scoring guide</i>	<p>Meets:</p> <ul style="list-style-type: none"> <li>Students effectively paraphrase the Teaching Task.</li> <li>Students create notes that will provide textual evidence for the Teaching Task.</li> <li>Citations are correct.</li> </ul> <p>Not yet:</p> <ul style="list-style-type: none"> <li>Attempts to meet the criteria for “meets.”</li> </ul>	<p>Meets:</p> <ul style="list-style-type: none"> <li>Students effectively paraphrase the Teaching Task.</li> <li>Students create notes that will provide textual evidence for the Teaching Task.</li> <li>Citations are correct.</li> </ul> <p>Not yet:</p> <p>Attempts to meet the criteria for “meets.”</p>
<i>Instructional strategies/ notes:</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Students now read all texts in the module. As students read, they focus on looking for textual evidence they will use for the module task, using note making organizers, such as evidence charts, note making guides, and two-column/dialectical journals, among others.</p> <p><u>Character and Conflict Graphic Organizer or Evidence Chart.</u></p>	<p style="text-align: center;"><u>SS</u></p> <p>Students now read all texts in the module. As students read, they focus on looking for textual evidence they will use for the module task, using <i>note making organizers</i>, such as evidence charts, note making guides, and two-column/dialectical journals, among others.</p> <p><u>Renaissance Culture Graphic Organizer and/or Note Making Template</u></p>
<i>Teacher Preparation:</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Strategies for note making.</p> <p>Plan for students who need extra time, resources, or assistance.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Strategies for note making.</p> <p>Plan for students who need extra time, resources, or assistance.</p>

<b>4. Organizing Notes</b>	Ability to prioritize and focus notes and other information.	
	<i>Pacing:</i> 1 hour	
<i>Mini-task</i>	<p><i>ELA Teaching Task:</i></p> <ul style="list-style-type: none"> <li>Guide students through a deconstruction of the Teaching Task.</li> <li>Prioritize students' notes relevant for the Teaching Task using an essay template.</li> </ul>	<p><i>SS Teaching Task:</i></p> <ul style="list-style-type: none"> <li>Guide students through a deconstruction of the Teaching Task.</li> <li>Prioritize students' notes relevant for</li> </ul>
	<i>Product:</i> Completed essay templates	

		the Teaching Task using an essay template.
<i>Mini-task scoring guide</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Meets:</p> <ul style="list-style-type: none"> <li>Completes essay template with textual evidence focused on the Teaching Task.</li> </ul> <p>Not yet:</p> <p>Attempts to meet the criteria for “meets.”</p>	<p style="text-align: center;"><u>SS</u></p> <p>Meets:</p> <ul style="list-style-type: none"> <li>Completes essay template with textual evidence focused on the Teaching Task.</li> </ul> <p>Not yet:</p> <ul style="list-style-type: none"> <li>Attempts to meet the criteria for “meets.”</li> </ul>
<i>Instructional strategies/ notes:</i>	After students have read and taken notes on all texts in the module, they use the essay template to organize their notes and identify the textual evidence they will use when completing the Teaching Task.	After students have read and taken notes on all texts in the module, they use the essay template to organize their notes and identify the textual evidence they will use when completing the Teaching Task.
<i>Teacher Preparation</i>	Strategies for prioritizing ideas, supporting evidence.	Strategies for prioritizing ideas and supporting evidence.

<b>Skills Set 3: Transition to Writing</b>			
<b>1. Bridging conversation</b>	<i>Ability to transition from reading or researching phase to the writing/development phase.</i>		<i>Pacing:</i> 1 hour
<i>Mini-task</i>	<p><b>ELA Teaching Task:</b> In a quick write, give a brief overview of your essay. How will it be constructed, and what is your thesis?</p>	<p><b>SS Teaching Task:</b> In a quick write, give a brief overview of your essay. How will it be constructed, and what is your thesis?</p>	<i>Product:</i> Short response
<i>Mini-task scoring</i>	Teacher Discretion		
<i>Instructional strategies/ notes:</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Review a sample informational essay in Appendix C at <a href="http://www.corestandards.org/assets/Appendix_C.pdf">http://www.corestandards.org/assets/Appendix_C.pdf</a></p> <p>Students will deconstruct and evaluate the essay based on the informational/explanatory rubric.</p> <ul style="list-style-type: none"> <li>Evaluate the thesis statement.</li> <li>Analyze patterns of development. <ul style="list-style-type: none"> <li>Evaluate the sample essay's effectiveness – Does it provide the necessary information and explanation? How?</li> </ul> </li> </ul>	<p style="text-align: center;"><u>SS</u></p> <p>Review a sample informational essay in Appendix C at <a href="http://www.corestandards.org/assets/Appendix_C.pdf">http://www.corestandards.org/assets/Appendix_C.pdf</a></p> <p>Students will deconstruct and evaluate the essay based on the informational/explanatory rubric.</p> <ul style="list-style-type: none"> <li>Evaluate the thesis statement.</li> <li>Analyze patterns of development.</li> <li>Evaluate the sample essay's effectiveness – Does it provide the necessary information and explanation? How?</li> </ul>	
<i>Teacher Preparation</i>	Choose an essay sample to use in the transition from note making to writing.	Choose an essay sample to use in the transition from note making to writing.	

<b>Skills Set 4: Writing Process</b>			
<b>1. Initiation of task</b>	<i>Ability to establish a thesis and consolidate information relevant to the task.</i>		<i>Pacing:</i> 1 hour
<i>Mini-task</i>	<p><b>ELA Teaching Task:</b></p> <ul style="list-style-type: none"> <li>Write a formal thesis using your quick writes, notes, and texts to ensure a strong, controlling idea.</li> <li>Write a draft introduction that will set the context for your position.</li> </ul>	<p><b>ELA Teaching Task:</b></p> <ul style="list-style-type: none"> <li>Write a formal thesis using your quick writes, notes, and texts to ensure a strong, controlling idea.</li> <li>Write a draft introduction that will set the context for your position.</li> </ul>	<i>Product:</i> Thesis statement and introductory paragraph
<i>Mini-task scoring guide</i>	<p>Meets: Writes a thesis that establishes a controlling idea and identifies key points that support development. Writes a draft introduction that establishes the context.</p> <p>Not yet: Attempts to meet the criteria for “meets.”</p>	<p>Meets: Writes a thesis that establishes a controlling idea and identifies key points that support development. Writes a draft introduction that establishes the context.</p> <p>Not yet: Attempts to meet the criteria for “meets.”</p>	
<i>Instructional strategies/ notes:</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Review qualities of a strong thesis as a class: takes a clear position in response to the Teaching Task and identifies sub-topics that will be developed.</p> <p>In pairs, students will edit sample thesis statements provided by the teacher or from the link below. As a class, go over each thesis statement, asking for volunteers to identify the strong and weak characteristics of each statement. <a href="http://writing2.richmond.edu/writing/wweb/theb/thesisexerciseprint.html">http://writing2.richmond.edu/writing/wweb/theb/thesisexerciseprint.html</a></p> <p>In pairs, students share their thesis statements. Student volunteers share their thesis with the class for critique.</p> <p>Students can be given sentence frames to help write the thesis. <a href="http://writing2.richmond.edu/writing/wweb/b/thesisexercise.html">http://writing2.richmond.edu/writing/wweb/b/thesisexercise.html</a></p>	<p style="text-align: center;"><u>SS</u></p> <p>Review qualities of a strong thesis as a class: takes a clear position in response to the Teaching Task and identifies sub-topics that will be developed.</p> <p>In pairs, students will edit sample thesis statements provided by the teacher or from the link below. As a class, go over each thesis statement, asking for volunteers to identify the strong and weak characteristics of each statement. <a href="http://writing2.richmond.edu/writing/wweb/the sisexerciseprint.html">http://writing2.richmond.edu/writing/wweb/the sisexerciseprint.html</a></p> <p>In pairs, students share their thesis statements. Student volunteers share their thesis with the class for critique.</p> <p>Students can be given sentence frames to help write the thesis. <a href="http://writing2.richmond.edu/writing/wweb/the sisexercise.html">http://writing2.richmond.edu/writing/wweb/the sisexercise.html</a></p>	
<i>Teacher Preparation</i>	Review the rubric for focus and controlling idea. What strategies or methods can help students write a strong thesis?	Review the rubric for focus and controlling idea. What strategies or methods can help students write a strong thesis?	

	Choose sample thesis statements, strong and weak, to use in editing or use samples from Common Core Appendix C.	Choose sample thesis statements, strong and weak, to use in editing or use samples from Common Core Appendix C.
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<b>2. Development</b>	<i>Ability to write an initial draft with an emerging line of thought and structure.</i>		<i>Pacing:</i> 1 hour
<i>Mini-task</i>	<i>ELA Teaching Task:</i> Use your formal thesis and supporting details to review and complete the selected writing template.	<i>SS Teaching Task:</i> Use your formal thesis and supporting details to review and complete the selected writing template.	<i>Product:</i> Completed initial draft
<i>Mini-task scoring guide</i>	Meets: Initial draft is constructed and reflects the template and teaching task. Includes development and organization of main points connected to the thesis. Not yet: Attempts to meet the criteria for “meets.”	Meets: Initial draft is constructed and reflects the template and teaching task. Includes development and organization of main points connected to the thesis. Not yet: Attempts to meet the criteria for “meets.”	
<i>Instructional strategies/ notes:</i>	<u>ELA</u> Students will write a multi-paragraph essay including an introduction, body paragraphs, and conclusion.	<u>SS</u> Students will write a multi-paragraph essay including an introduction, body paragraphs, and conclusion.	
<i>Teacher Preparation</i>	Review the rubric for focus and controlling idea. What strategies or methods can help students write a well developed essay? Choose sample essays, strong and weak, to use in editing or use samples from Common Core Appendix C.	Review the rubric for focus and controlling idea. What strategies or methods can help students write a well developed essay? Choose sample essays, strong and weak, to use in editing or use samples from Common Core Appendix C.	

<b>3. Editing and Revision</b>	<i>Ability to apply revision strategies to define development of an essay, including line of thought, language, tone, and presentation.</i>		<i>Pacing:</i> 1 hour
<i>Mini-task</i>	<i>ELA Teaching Task:</i> Apply revision strategies for clarity, logic, language, cohesion, appearance, and conventions.	<i>SS Teaching Task:</i> Apply revision strategies for clarity, logic, language, cohesion, appearance, and conventions.	<i>Product:</i> Revised and Final Draft
<i>Mini-task scoring guide</i>	<u>ELA</u> Meets: <ul style="list-style-type: none"> <li>Completed proofreading and editing checklist.</li> <li>Review to make sure all elements of the Teaching Task are addressed in an essay with an introduction, body paragraphs, and conclusion.</li> </ul> Not yet: Attempts to meet the criteria for “meets.”	<u>SS</u> Meets: <ul style="list-style-type: none"> <li>Completed proofreading and editing checklist.</li> <li>Review to make sure all elements of the Teaching Task are addressed in an essay with an introduction, body paragraphs, and conclusion.</li> </ul> Not yet: Attempts to meet the criteria for “meets.”	

<i>Instructional strategies/ notes</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Use the proofreading and editing checklist to revise the essay. Hold editing conferences with teacher and/or peers as needed.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Use the proofreading and editing checklist to revise the essay. Hold editing conferences with teacher and/or peers as needed.</p>
<i>Teacher Preparation</i>	Editing and revision strategies Teacher and peer conferencing	Editing and revision strategies Teacher and peer conferencing

**Section 4 will be completed during common scoring sessions next year...**

## **Section 4: What Results?**

### **How good is good enough?**

- A. **Student work samples:** Collect/include examples of student work to represent each performance level on the teaching task.

## **Teacher Work Section**

### **What now, what next?**

- A. **Teacher thoughts:** Provide thoughts and ideas after teaching the module to different students in different classes

- B. **Possible variations:** Add ideas for spin-offs or extensions to the module.

## Romeo and Juliet Survey

Directions: Write true or false for the first ten statements. Then, briefly describe your feelings in response to #11 and #12.

1. Boyfriends or girlfriends are more important than family. \_\_\_\_\_
2. You should keep secrets from your parents. \_\_\_\_\_
3. You should know someone for a year before marrying them. \_\_\_\_\_
4. You should marry for love only. \_\_\_\_\_
5. Teenagers don't know what true love really feels like. \_\_\_\_\_
6. A boyfriend or girlfriend is worth killing yourself over. \_\_\_\_\_
7. Family feuds lead to stronger relationships. \_\_\_\_\_
8. Your parents should approve of the people you date. \_\_\_\_\_
9. Arranged marriages make life easier. \_\_\_\_\_
10. Children should trust their parents in making choices for them. \_\_\_\_\_
  
11. How would you feel if your parents arranged a marriage for you without asking you \_\_\_\_\_
12. Would you date someone that your parents really disliked? Why or why not? \_\_\_\_\_

### Social Offenses Pre-reading

Consider the following social offenses. Rank each offense between 1 and 4 in the degree of seriousness, **1 being the most serious** and **4 being the least serious**.

- |       |  |
|-------|--|
| _____ | Planning to trick/deceive someone                          |
| _____ | Lying to your parents                                      |
| _____ | Killing someone for revenge                                |
| _____ | Advising someone to marry for money                        |
| _____ | Marrying someone for money                                 |
| _____ | Continuing a feud that your family has had for generations |
| _____ | Selling drugs  |
| _____ | Killing someone by mistake while fighting with that person |
| _____ | Suicide  |
| _____ | Crashing a party   |
| _____ | Marrying against parents' wishes                           |
| _____ | Giving the finger or another vulgar gesture                |
| _____ | Picking a fight  |
| _____ | Letting someone of the opposite sex sneak into your house  |

## Social Offenses – Post Reading

- \_\_\_\_\_ Friar Laurence deceiving everyone with Juliet's "death"
- \_\_\_\_\_ Juliet lying to her parents
- \_\_\_\_\_ Romeo killing Tybalt
- \_\_\_\_\_ Nurse advising Juliet to marry Paris
- \_\_\_\_\_ Capulets and Montagues feuding
- \_\_\_\_\_ Apothecary selling poison
- \_\_\_\_\_ Tybalt killing Mercutio
- \_\_\_\_\_ Romeo and Juliet killing themselves
- \_\_\_\_\_ Romeo crashing Capulet's party
- \_\_\_\_\_ Romeo and Juliet marrying against their parents' wishes
- \_\_\_\_\_ Tybalt picking a fight with Romeo
- \_\_\_\_\_ Lord Capulet calling Juliet awful names

## **Romeo and Juliet** : Content Resource Links

1. Extensive guide for everything Romeo and Juliet from review questions to sample power points and various essay templates from a fellow English teacher.  
<http://www.dukeofdefinition.com/romeojuliet.htm>
2. Quick reference guide to most of the lines in Romeo and Juliet.  
<http://www.shakespeare-navigators.com/romeo/BrookeIndex.html>
3. Sample lessons from Folgers in conjunction with PBS.  
<http://www.pbs.org/shakespeare/educators/>
4. Extensive archive of lessons and articles for everything *Romeo and Juliet* created by other teachers.  
<http://www.webenglishteacher.com/romeoandjuliet.html>
5. Illustrations of Romeo and Juliet throughout the century.  
[http://shakespeare.emory.edu/illustrated\\_playdisplay.cfm?playid=26](http://shakespeare.emory.edu/illustrated_playdisplay.cfm?playid=26)
6. Text and guide for the play.  
<http://www.shakespeare-online.com/plays/romeoscenes.html>
7. Shakespeare's Sonnet explained through Hip Hop  
<http://artsedge.kennedy-center.org/content/3656/>
8. BBC website filled with lessons and other ideas for teaching the unit.  
[http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/themes\\_romeojuliet.shtml](http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/themes_romeojuliet.shtml)