**Introductory Information**

**Teacher:** Miss Bert

**Class:** English

**Date:** 2/14

**Grade Level:** 12

**Room Number:** 202

**Period:** 1, 5

**Unit:** Love, Betrayal, and Revenge: Hamlet

**Lesson Number:** 13 of 22

**Topic:** Quotes and themes from Hamlet

**Context:** Students have been reading and watching the play Hamlet.

**Objectives:**

***Short-range learning objective:***

1. Students will be able to analyze and pull out textual evidence to support themes in Hamlet.
2. Students will be able to analyze and interpret important quotes.
3. Students will be able to collaborate with peers.
4. Students will be able to present their findings to the class.

***Long-range learning objective:***

1. **Students will be able to understand that Hamlet is a timeless work.**
2. **Students will be able to analyze themes and their significance.**
3. Students will be able to identify characteristics about the Globe theatre.
4. **Students will be able to examine symbols and their significance.**
5. **Students will be able to identify how diction influences tone.**
6. Students will be able to understand the concept of revenge.
7. Students will be able to distinguish a tragic play.
8. **Students will be able to examine the character traits of the main characters.**
9. Students will be able to locate dramatic irony throughout the play.
10. Students will be able to define irony.
11. **Students will be able to understand the plot.**
12. Students will be able to outline and analyze nonfiction articles.
13. Students will be able to define and understand monologue and soliloquy.

**Rationale:**

1. ***Administrators:*** It is very important that students are grasping the themes and quotes in Hamlet. This is information that can be transferred to life long learning.

***2) Students:*** Hamlet has timeless themes and sayings and it is crucial that you understand them. By working together, you will be able to collaborate your ideas and grasp the concepts better.

1. ***Critical Pedagogues:*** Collaboration is a wonderful thing to exercise in the classroom. It helps students build on their knowledge by sharing their ideas amongst their peers. It also helps them build partnerships with those around them and aids in a positive classroom environment.

**Background Knowledge and Skills:** Students have been reading Hamlet and we have been stopping to go over important parts.

**Standards:**

1. 12.RL.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. 12.RL.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. 12.RL.4: Determine the meaning of words and phrases as they are used in the text…
4. 12.RL.7: Analyze multiple interpretations of a story, drama, or poem…
5. 12.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
6. 12.SL.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal/informal tasks.
7. 12.SL.1: Initiate and participate effectively in a range of collaborative discussions…

**Summary:** Students will walk in and do the do now on the board. After sharing what they wrote, I will break students up into groups and assign them their tasks. Some will have to analyze quotes, while others will have to support themes. I will give them about 25-30 minutes (depending on how long it takes), and as soon as they are finished, students will present. Students will present their analysis on big sticky paper.

**Procedure:**

***1) Anticipatory Set: 5-7 minutes***

* Do now: Pretend Ophelia was behind the curtain instead of Polonius and was killed by Hamlet – how would the story be different?
* Go over do now
* Remind about extra help
* Hand out valentines & essay assignment
* Go over essay

***2) Direct Instruction: 30-35 minutes***

* Break students into groups and assign their tasks.
* Students may use dictionaries if needed. Books must be out.

***3) Guided Practice: minutes***

* When students are finishing up, start presentations. To be graded out of 15 points.
* While students present, students must be filling in the information in their packets.

***4) Closure: minutes***

1. ***Independent Practice:***
* Essay due 2/22

**Materials and Resources Needed:** Big sticky paper, books, dictionaries

**Accommodations for Students with Special Needs (Differentiated Instruction):** Students with IEP’s are noted and monitored.

**Assessment of Student Learning:**

a) Formative or Summative: Summative

b) Informal or Formal: Formal

**Reflection of lesson/ways to improve for next class:**

Period 1:

* Justin, Brittany, Jean & Fabiana – Quotes 1 & 2 Theme 1
* Austin, Tito, Phil & Ciara – Quotes 3, 4, 5 Theme 3
* Atheena, Greg, Kenan & Tricia – Quotes 7 & 8 Theme 1
* Kassie, Alexa, Julie & Sam – Quotes 6, 9, 10, 11 Theme 6
* Kaitlyn, Jaleesa, Nathalie & Rabab – Quotes 14 & 15 Theme 4
* Karina, Chris, Eledia, Frank – Quotes 17 & 18 – Theme 7
* Breana, Nicole S. & Miguel – Quotes 16 & 19 Theme 5
* Caitlyn, Vanguie, Courtney – Quote 12, Themes 4, 5

Period 2:

* Frank, Nicole, Daniel, Jaclyn – Quotes 1 & 2 Theme 1
* Melanie, Samantha, Anthony, Yoselin – Quotes 3, 4, 5 Theme 3
* Naja, Olivier, Erika, Sheila – Quotes 7 & 8 Theme 1
* Nick, Eduargo, Jamie, Jenna – Quotes 6, 9, 10, 11 Theme 6
* Jazz, Dina, Janice, Michael– Quotes 14 & 15 Theme 4
* Kat, Bryan, Ayana, Lizbeth – Quotes 17 & 18 – Theme 7
* Edward, James, Amanda – Quotes 16 & 19 Theme 5
* Vanessa, Luciano, David – Quote 12, Themes 4, 5

Group work reminders:

* Books out.
* Analyze EVERYTHING – I want definitions, analyses, signs that everyone is working this will be graded.