**Introductory Information**

**Teacher:** Miss Bert

**Class:** English

**Date:** 2/7

**Grade Level:** 12

**Room Number:** 202

**Period:** 1, 5

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

**Lesson Number:** 8 of 22

**Topic:** Annotating

**Context:** We have been reading Hamlet and made it up to Act 3. We have also gone over the definition of revenge, but with a few readings/visuals, we will deepen their understanding.

**Objectives:**

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

1. Students will be able to use annotation skills.
2. Students will be able to recall and state characteristics of revenge.
3. Students will be able to summarize the article, “Payback Time: Why Revenge Tastes so Sweet”.
4. Students will be able to use textual support for their responses.
5. Students will be able to analyze and interpret different media.

***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:*** Nonfiction and technology are very important to include in our classroom instruction. We have been working with just the text and now I want to bring in different media to support what we have been learning.

***2) Students:*** It is very important that you are engrossed in all different types of learning and know how to use all different kinds of information to your advantage. Today, we will go over how to interpret information and pull out main ideas, all while reinforcing what we have been learning about Hamlet.

1. ***Critical Pedagogues:*** According to the CCS, nonfiction is very important in a classroom as well as technology. After reading a scholarly article, it is important to back it up with something more “fun” for students- such as a youtube video. This way, the students do not completely zone out and for those who do not learn well by reading, they can hopefully receive the information through the video.

**Background Knowledge and Skills:** Students have been reading Hamlet and are also familiar with the concept of revenge.

**Standards:**

1. 12.RL.1: Reading Literature: Cite strong and thorough textual evidence to support analysis of what the tex says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. 12.RL.2: Reading Literature: 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.10: Reading Literature: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems…
4. 12.RIT.1: Reading Informational Text: 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.
5. 12.RIT.2: Determine two or more 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 provide a complex analysis; provide an objective summary of the text.
6. 12.RIT.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings…
7. 12.RIT.6: Determine an author’s POV or purpose in a text…
8. 12.W.10: Writing: 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.
9. 12.SL.1: Speaking & Listening: Initiate and participate effectively in a range of collaborative discussions…
10. 12.SL.5: Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Summary:** As students walk in, their do now will be on the board. After giving them about 3-4 minutes for their do now, we will go over it together. After going over their do now, I will give them about 10 minutes to read their article and use the skills we just discussed from the do now to annotate their article and answer the two questions. We will go over the article together and fill out the handout. Right from the article, I will play the youtube video “Revenge”. We will discuss together what elements of revenge are in that video. After that, we will go to “Hamlet” Act 1 Scene 1 or 5 to pull out textual evidence to support the theme of revenge. After going over that, I will ask them to relate the quote on the bottom of the handout to any of the 3 things we discussed today.

**Procedure**

***1) Anticipatory Set: 4 minutes***

* Do now: When you are annotating (pulling information out of a text), how do you do it? What strategies do you use?

***2) Direct Instruction: 5 minutes***

* Go over their strategies.
* Suggest these if not already listed: make a system. For example I underline or highlight important information and I box words I do not know. Do not be afraid to write in the margins- in fact, you should! Summarize certain paragraphs, make predictions, write opinions, note any connections, write questions, etc.

***3) Guided Practice: 30 minutes***

* Give students 10 minutes to analyze the nonfiction article and answer the two questions.
* Go over the article and fill in the handout.
* Play the youtube video (2 minutes long- start at 40 seconds) and discuss elements of revenge- talk about the details in that video that show us that this is about revenge (write these on handout).
* On their own, have them go back to “Hamlet” and choose 2 quotes (or more) that support the theme of revenge and write them on the handout. Go over.

***4) Closure: 3 minutes***

* Before they leave, on the post it write down your definition of revenge and relate the quote on the bottom of the handout to either of the three we discussed today (the article, the video, or Hamlet).

***5) Independent Practice:***

**Materials and Resources Needed:** The article, the handout, and the books.

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

**Assessment of Student Learning**

a) Formative or Summative: formative

b) Informal or Formal: both.

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