

Grade 5 Advanced/Gifted and Talented (GT) English Language Arts

Unit Title: The Search for Authenticity

Unit Overview

Unit Description: 15- 20 days

This unit uses the overarching concept of *authenticity* to analyze and evaluate the historical novel *The Shakespeare Stealer*. Students begin by exploring the concept of authenticity through discussion and writing. While reading the novel, students will research historical information on the setting, Elizabethan England, evaluating elements of the novel for their historicity. Students will participate in a variety of collaborative learning strategies such as Shared Inquiry, Carousel Brainstorming, and Socratic Seminar to discuss the concept of authenticity as it is developed in the novel. Students will use the archetype of the Hero's Journey to understand how an author creates a story that is timeless and authentic. Lessons that focus on the use of language in Shakespeare's monologues and soliloquies will aid in understanding the unit concept as students close read and perform lines from a variety of plays. In the Unit Closure, students will analyze, evaluate, and synthesize the overarching concept of authenticity by putting the author "on trial" for creation of an historically accurate text and by creating an authentic character and scene to insert into the novel.

Essential Question

How do we determine *authenticity*?
What does it mean to be an *authentic* person?

Unit Standards

Reading Literature

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

RL.5.2 Determine a theme of a story, drama, or poem from details from the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects on a topic

RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history

RL.6.10 By the end of the year read and comprehend literature, including stories, dramas and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the topic knowledgeably

RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range

W.6.1 Write arguments to support claims with clear reasons and relevant evidence (a-e)

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence (a-e)

W.6.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 5)



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W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources

W.5.10 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 discipline-specific tasks, purposes and audiences.

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts and issues, building on others' ideas and expressing their own clearly. (a-e)

SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence

SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent matter with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume, and clear pronunciation

SL.6.5 Include multimedia components (graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation (see grade 5 Language Standards 1 and 3)

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (a-e)

L.5.2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing (a-e)

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening (a-b)

L.6.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings)

a. Interpret figurative language including similes and metaphors, in context

b. Recognize and explain the meaning of common idioms, adages, and proverbs

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words

L.6.6 Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension of expression

Student Outcomes

- Students will create a Found Poem to demonstrate understanding of the concept "authenticity."
- Students will conduct short research on the Elizabethan time period.
- Students will participate in a wide range of collaborative learning activities.
- Students will use the archetype of the Hero's Journey to analyze the plot of the novel.
- Students will create and pose higher-level questions.
- Students will analyze artwork based on Shakespeare's plays.
- Students will read and perform a monologue or soliloquy.
- Students will evaluate the historical accuracy of the novel by conducting a mock trial.
- Students will create an authentic character and a mini-scene for *The Shakespeare Stealer*.



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Suggested Texts
<p><i>The Shakespeare Stealer</i> by Gary Blackwood</p> <p>Variety of online informational texts about the Globe Theater: http://tonyaanna.tripod.com/id5.html http://www.enotes.com/william-shakespeare/shakespeares-globe-theater http://shakespearean.org.uk/elizthea1.htm</p> <p>Monologues and Soliloquies from a variety of Shakespeare's plays</p>
Assessments
<ul style="list-style-type: none"> • Pre-Assessment: Carousel Brainstorming on unit essential questions as a way of activating prior knowledge • Formative: Found Poem, creation of research questions to confirm or refute a statement, analysis assessing the effectiveness of language, narrative text on hero's journey, Analysis of essential question, Performance of a monologue or soliloquy, Letter to an artist • Summative: Unit Closure Performance Tasks <ol style="list-style-type: none"> 1. Students will evaluate the historical accuracy of the novel by conducting a mock trial of the author. 2. Students will create an authentic character for <i>The Shakespeare Stealer</i>. Using the text as inspiration, students will select an event from the novel to which they will add their authentic character into the story through the creation of a mini-script.
Lesson Seeds
<ol style="list-style-type: none"> 1. The Concept of Authenticity 2. Short Research on the Elizabethan Time Period 3. Authenticity Shared Inquiry Discussion 4. The Hero's Journey Archetype 5. Close Reading of Polonius' Monologue 6. Performing a Shakespearean Monologue or Soliloquy 7. Analyzing an Artist's Interpretation of Shakespeare's Work 8. Unit Closure: Creating Authenticity
Additional Resources
<p>http://www.wingclips.com/movie-clips/cloudy-with-a-chance-of-meatballs/real-you (Motivator Clip)</p> <p>http://its.guilford.k12.nc.us/act/strategies/carousel_brainstorming.htm (Carousel Brainstorming)</p> <p>http://www.cleanvideosearch.com/media/action/yt/watch?v=SgcdYOljEM0 (Polonius' Monologue)</p> <p>http://www.shakespeareswords.com/Glossary.aspx (Glossary of Shakespeare's Terms)</p> <p>Research on Elizabethan Time Period</p> <ol style="list-style-type: none"> a) http://www.folger.edu/Content/Discover-Shakespeare/Shakespeares-Works/ b) http://www.folger.edu/template.cfm?cid=1256 c) http://www.folger.edu/documents/Hamlet%20Characters2.pdf d) http://www.folger.edu/Content/Discover-Shakespeare/Shakespeares-Theater/ e) http://www.folger.edu/Content/Teach-and-Learn/Shakespeare-for-Kids/Discover-Our-Collection/Open-City/ f) http://shakespeare.palomar.edu/theatre.htm g) http://shakespeare.palomar.edu/timeline/timeline.htm h) http://www.bcps.org/offices/lis/models/meetmrs/studentresources.html i) http://www.laits.utexas.edu/shakespearekids/winedale/globe.html

