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**Individuality v. Sense of Community:
A 7th Grade English / Language Arts Unit**

Unit Rationale:

One prominent, clearly-articulated goal of International Baccalaureate's Middle Years Programme (MYP) is to "[enable] students to understand and manage the complexities of our world, and [provide] them with the skills and attitudes they need in order to take responsible actions for the future" ("The IB Middle Years Programme," 2013). To this end, my unit is designed to inspire students to take a critical look at the world around them, to analyze the manner in which its components – the good, the bad, and the ugly – interact to make an imperfect whole, and to begin thinking about how they can impact and change it for the better. I believe that an in-class study of the canonical text *The Taming of the Shrew*, continual reflection upon the young adult text *The Giver* and accompanying short stories, and pursuit of this unit's goals provides students with a foundation of knowledge and critical thinking skills to effectively engage with these complex topics.

Civic Awareness

Before students begin the process of deconstructing and examining the complex world in which they live, they must start by inspecting themselves and the roles they can play in their respective communities. Additionally, developing an awareness of communal roles and responsibilities – and acting on those roles – has proven to have numerous benefits for students. According to a research summary by the National Youth Leadership Council, "students who are more civically engaged perform better in reading, mathematics, history, and science, and are

more apt to complete high school” (“Service-Learning and Academic Achievement Research Summary,” 2010). Furthermore, an overwhelming majority of high school dropouts report that they would have been more likely to stay in school had they been exposed to real-world learning opportunities (“Service-Learning and Academic Achievement Research Summary,” 2010).

Throughout the course of this instructional unit, students will be approaching the concept of civic awareness and responsibility in part by reading and responding to Lois Lowry’s *The Giver*. In the novel, the main character, Jonas, wrestles with the issue of being assigned a job that places a great deal of responsibility upon him. Jonas’s designated job is that of Receiver of Memory, which will in time make him in charge of keeping alive all of the crucial knowledge and understandings that his society values, but that not all of its members have the capacity to fully appreciate and understand. After being selected as Receiver of Memory, Jonas begins the process of learning more about the functioning of his society – in particular its more frightening aspects – and his obligation to it, and he must ultimately decide whether he wants to remain a part of his community.

Although seventh grade students are rarely charged with the responsibility of upholding the records and memories of their local communities, and they do not typically have enough autonomy to decide whether they will be a part of their societies, *The Giver* provides students the opportunity to reflect upon their place in the community. The novel discusses in depth the jobs held by members of Jonas’s community and the roles and responsibilities those jobs play in a functioning society. Regardless of how one feels regarding the appropriate age at which young people should begin exploring and deciding upon a future field of employment, career education is a large component of schools’ advisory programs. Students are expected to consider their interests and motivations in beginning to research a variety of jobs and career fields.

Furthermore, middle school students are at a point in their lives when they are able to consider the inherent value of occupations, such as personal fulfillment and benefit to the entire community.

In addition, school advisory and positive behavior programs focus on the role of individuals in making the school setting hospitable and beneficial to all students. Though seventh grade students develop a sense of empathy and obligation at vastly different rates, reading and reflecting upon a novel that investigates the concept of societal obligation will enable them to more adequately judge the impact of their actions on their communities. In *Literature as Exploration*, Louise Rosenblatt (1995) argues that exposing students to literary settings that are vastly different from their own is an effective way of enabling them to return back to their own lives and perform this type of introspection. Rosenblatt (1995) explains that “out lives may be so monotonous, so limited in scope, so concentrated on practical survival that the experience of profound and varied emotions, the contact with warm, subtle personalities, the understanding of the wide range of human capacities and human problems may be denied us except through the medium of literature” (Rosenblatt, 1995, p. 39).

Although the argument can certainly be made that *The Giver* is not an appropriately challenging text for seventh grade students in terms of reading difficulty, the ease at which the text can be read by many seventh graders factors largely into its inclusion in this unit. Firstly, students are expected to read the novel on their own, completely outside the classroom. Therefore, they will be expected to break down and decipher the meaning of unfamiliar vocabulary and concepts independently. Secondly, the emphasis of the study of the novel will be more on the content and students’ abilities to reflect on the themes within the text. The selection of a more rigorous text would require more scaffolding for students to be able to complete this

level of investigation and reflection. Thirdly, because a more rigorous text, *The Taming of the Shrew*, is included in this unit for in-class study, it is vital to contain a more approachable piece of literature. Rosenblatt (1995) emphasizes the inclusion of such a text by explaining that “like the beginning reader, the adolescent needs to encounter literature for which he possesses the intellectual, emotional, and experiential equipment” (p. 25). Because *The Giver* features a society that is vastly different from the one in which students live, it is crucial that the readability of the text enables students to focus on examining the fictional community and the ways in which it relates to their own.

Literary Significance

In addition to gaining an understanding of their roles in the community around them, students need to understand that individuals have been questioning their responsibilities to their communities – and society at large – for centuries. To achieve this understanding, students will be reading and discussing William Shakespeare’s play *The Taming of the Shrew* in a group setting, with scaffolding and explicit teaching of vocabulary and concepts in the classroom setting. It is undeniable that Shakespeare is one of the most celebrated writers of all time, but the play’s inclusion in this instructional unit is more due to the universal issues and themes that it addresses.

Because this unit is designed specifically for students living in the city of Athens, Georgia – one of the most impoverished cities in the nation – the inclusion of *The Taming of the Shrew* is appropriate because it highlights the relationship between wealth and the amount of power and happiness one has in a community. Although the character Petruchio provides a comic example of the lengths that some people are willing to go to in order to augment their

fortunes, the other suitors in the play – who are all willing to pay a large price for the opportunity to wed the fair Bianca – are sadly disappointed in the end when they discover that money really *can't* buy happiness. Additionally, though Petruchio can be said to represent greed, he also illustrates the fact that the attainment of happiness requires an investment of time and hard work, as his “wooing” of Katherine is at best an exercise in patience and at worst – at least seemingly – an exercise in futility.

Another universal understanding that can be attained through a careful study of *The Taming of the Shrew* is that happiness can be had if you make the best of your situation. Obviously, the character Katherine can be labeled a conformist at the end of the play because of the manner in which she apparently gives in to the demands of her husband and community that she act like a subservient wife. She illustrates, however, that when we have the benefit of being part of a community, we must be willing to weather adversity, compromise, and ultimately make the best of bad situations. At the beginning of the play, her sister Bianca seems much more willing to end up a happy member of the Padua community because of her mild disposition, but Katherine is better able to make the transition to married life and is therefore happier in the end. Middle school students often struggle with the demand placed upon them that they be obedient citizens in their homes and schools despite the fact that they often feel these relationships are unfair. Because they benefit greatly from these relationships, however, they can learn from Katherine's willingness to follow the structure of her society in order to ultimately achieve happiness.

Although one might conclude that *The Taming of the Shrew* is irrelevant to today's student because it was written hundreds of years ago and focuses on an antiquated ideal of marriage, the text is actually included in this unit because of these elements. As Carol Jago

(2004) points out in *Classics in the Classroom*, students need to engage with books that act as windows into other worlds. As Jago (2004) illustrates, “these stories offer readers access to other worlds, other times, other cultures” (p. 5). Of course, Jago (2004) also points out that such texts require a great deal of scaffolding by teachers; it is my belief, however, that students can learn much from one another when working in a group and struggling through a complex text together. Therefore, a majority of the class time during this unit is dedicated to students reading *The Taming of the Shrew* together, with some modeling by the teacher, and discussing the relationship between its content and their own world. I believe that students can learn a great deal from the process of discussing today’s issues and concerns and comparing them to those of a distant time and culture.

Alignment with Standards

Despite the fact that we are in an era dominated by multiple choice competency testing and a focus on informational writing, the Common Core standards make it clear that students should still be discussing ideas presented in literature and using narrative writing as a method for making meaning of it. These two seemingly forgotten areas of the English curriculum – Speaking & Listening and Narrative Writing standards – are addressed (and assessed) throughout this instructional unit. For example, standard ELACC7SL1 dictates that students “engage effectively in a range of collaborative discussions” (“7th Grade ELA CCGPS,” 2012). This area of the curriculum is addressed through students’ in-class readings and discussions of *The Taming of the Shrew*, as well as groups’ maintenance of a blog in which they post the results of their discussions. In addition, standard ELACC7W3 dictates that students “write narratives to develop real or imagined experiences or events” (“7th Grade ELA CCGPS,” 2012). This standard is addressed through students’ journal entries written from the perspective of characters in both *The*

Giver and *The Taming of the Shrew*. Through these journal entries, students relate the experiences of characters from the texts to topics or themes from the reading selections.

In conclusion, through their interaction with – and reflection upon – ideas presented in the primary texts in this unit, students will continue to develop their abilities to think critically about the world around them and how they can change it for the better. Furthermore, in creating an initial plan for what they view as the “Perfect Society,” students will reason through and apply the controversial ideas presented in *The Taming of the Shrew*, *The Giver*, and the accompanying short stories. Such analysis of the interactions between individuals and the expectations set by their communities promotes the kind of critical thinking and problem solving that will benefit students and their own communities.

Works Cited

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Overarching Goals / Rubrics:

Goal #1 – Group Blog

As part of your daily group readings of William Shakespeare’s *The Taming of the Shrew*, you and your group mates will be responsible for maintaining a blog. The goal of this assignment is twofold: first, it ensures that you are focused on completing each week’s assigned readings in a timely manner; second, it guarantees that you are taking the time to discuss both the text and your thoughts in the context of the unit’s overarching themes and ideas. Your group will be responsible for answering each week’s Essential Question in the form of one (1) **detailed** blog entry. Although all group members are expected to participate actively in the writing of each blog entry, the final post for each week should be a focused, cohesive piece of writing.

Group Blog Entry Rubric

Assessment Domains	1 / Does Not Meet	2 / Meets	3 / Exceeds
Focus on the Assigned Question	Little or no link can be made between the content of the blog entry and the assigned question or prompt.	The assigned question or prompt is answered through the blog entry; specific reference to it may or may not be present.	The assigned question or prompt is answered through the blog entry; the entry’s discussion takes discussion “a step further” by facilitating related class discussion.
Use of Details	Few or no specific details from the text(s) are used to support claims.	Specific details from the text(s) are used to support most or all claims.	Specific details from the text(s) are used to support most or all claims. MLA Parenthetical Citation is used to attribute details.
Cohesion	Ideas are not organized into one collaborative writing piece; the writing may lack a clear focus.	One collaborative writing piece is submitted; the entry’s organization ties together multiple ideas to answer the assigned question.	One collaborative writing piece is submitted; the entry’s organization ties together multiple ideas to answer the assigned question. The entry includes a discussion of how each group member contributed.

A	7 – 9 Points
B	4 – 6 Points
C	1 – 3 Points
F	0 Points (Not submitted)

Goal #2 – Societal Commentary Journal

To encourage you to make connections between the literature that we read inside and outside of class, you will be maintaining a “Societal Commentary Journal.” Each week, you will use your knowledge and understanding of our in-class readings of *The Taming of the Shrew* and the assigned (homework) chapters of *The Giver*, as well as any assigned short stories, to add entries to your journal. Journals are due each Friday at the beginning of class, and they should include **two, (separate but parallel in terms of discussion) one-page** entries per week. One entry should be written from the perspective of a character from *The Taming of the Shrew*, and the other should be written from the perspective of a character from *The Giver* or an assigned short story. Although weekly entries should be separated based on the character(s) writing them, they should explore a similar topic or theme from the weekly readings that you find interesting. Additionally, you might choose to write on a topic that will help you focus your thinking on your assigned area of the group “Perfect Society” assignment. For example, how might Katherine respond in a journal entry to being treated like a possession? How might Jonas feel about all possessions ultimately belonging to the community at large?

Societal Commentary Journal Rubric

Assessment Domains	1 / Does Not Meet	2 / Meets	3 / Exceeds
Central Theme or Question	Journal entries are not connected by a clear central theme or question, OR the central theme or question is not relevant to the assigned readings.	Journal entries are connected by a clear central theme or question that is relevant to the assigned readings.	Journal entries are connected by a clear central theme or question that is relevant to the assigned readings. Entries explore questions and emotions of characters that have not been discussed in class and guide future discussion.
Use of Details	Few or no specific details from the text(s) are used to explore the central theme or question of the journal entries.	Specific details from the text(s) are used to explore the central theme or question of the journal entries.	Specific details from the text(s) are used to explore the central theme or question of the journal entries. Entries “dig deeper” by making significant inferences about the characters’ emotions and opinions.
Style & Voice	No stylistic choices were made based upon the characters’ individual personalities; Vocabulary of the entries does not match that found in the texts.	Stylistic choices frequently reflect characters’ individual personalities; vocabulary of the entries frequently matches that found in the texts.	Stylistic choices consistently reflect characters’ individual personalities; vocabulary of the entries consistently matches that found in the texts.

A	7 – 9 Points
B	4 – 6 Points
C	1 – 3 Points
F	0 Points (Not submitted)

Goal #3 – The Perfect Society

As part of its Displaced Persons Relocation Program, the United States Government has invited your team of expert community planners to submit plans for a new society to be inhabited by a group of one hundred political refugees. In designing this community, you would do well to keep in mind both the positive aspects of the societies we have studied throughout the course of this unit, as well as the pitfalls of these supposedly “perfect” societies.

In your plans for the new society, you will need to address four key elements. Conveniently enough, your group has four members, so each of you will plan one aspect of your society. The manner in which each member presents his/her aspect of the society is completely a matter of personal choice; however, your plans should be written down in the form of a formal informative / explanatory essay and presented clearly. In addition, each informative / explanatory essay should include clear explanations for decisions made and links to the literature we have read in class, citing specific examples from *The Taming of the Shrew*, *The Giver*, and/or the short stories we have read during this unit. At the end of the unit, you will present your plans to your fellow classmates.

- 1) **Jobs** – Your task will be to include the fewest number of occupations possible while ensuring that the citizens who will perform these roles will not be overburdened by too many responsibilities; additionally, all of the basic needs of your society must be met. Briefly describe the responsibilities of each occupation and include the number of citizens (out of 100) who will hold each occupation. You should also consider which groups (gender, age) will be allowed – or made – to work.
- 2) **Laws** – You will create the body of rules and regulations that will govern your society, keeping in mind that more rules is not necessarily a good thing. Your goal should be to have the fewest number of laws possible, while making sure that order is maintained. You will need to coordinate with the group members in charge of Jobs, Possessions, and Education to ensure that each area is properly regulated.
- 3) **Possessions** – Create a system to ensure that all citizens of your society have what they need to survive. Here, you should consider the basic needs of each member of the society, such as food, clothing, and shelter. Additionally, you should specify how – or whether – citizens will be compensated for their work (will your society have a currency? If so, you should design it and anticipate how it might be used; if not, how will transactions – if allowed – be carried out?).
- 4) **Education** – Design the structure of the society’s education system by describing the overall goals of the system, as well as how students will operate and progress within the system. You should coordinate with the group member in charge of Laws to determine who will be required – or even allowed – to attend school, as well as various other school policies, such as modes of discipline.

The Perfect Society Grading Rubric

Criteria	1 / Does Not Meet	2 / Meets	3 / Exceeds
Thoroughness of Ideas	<ul style="list-style-type: none"> • Number of elements included is insufficient for the operations of a living, functioning society. • Number of extraneous elements takes away from the overall effectiveness of society. • Lacks evidence of thorough planning. 	<ul style="list-style-type: none"> • Adequate number of elements is included. The society will function, but may eventually fail because of apparent weaknesses. • Some extraneous or unnecessary elements included; some elements lack a clear purpose. 	<ul style="list-style-type: none"> • Sufficient number of elements is included, ensuring the society will function at a high level. No apparent weaknesses. • No extraneous or unnecessary elements included; every element has a clear purpose.
Clarity of Ideas	Ideas are difficult to decipher and must be inferred because of insufficient explanation or detail.	Ideas are expressed in written form and can be inferred, but more clarification is needed.	Ideas are clearly expressed in written form, leaving no questions about the overall plan.
Reasoning for Design	Explanation is underdeveloped and needs more; no links to the literature.	Includes a full explanation for the elements chosen, but lacks needed links to the literature.	Includes a full explanation for the elements chosen and draws several clear links to the literature.
Participation in Group Work & Presentation	<ul style="list-style-type: none"> • Student slowed the group down because he/she had to be constantly redirected by the teacher and/or group members. • Presence was lacking or somewhat lacking during group presentation. 	<ul style="list-style-type: none"> • Student pulled his/her weight, but had to be redirected at times to stay on task. • Participated in the group presentation, but did not clearly explain his/her ideas. 	<ul style="list-style-type: none"> • Student pulled his/her weight in the group and used time wisely. • Helped encourage others to stay on task during group work. • Participated fully in the group presentation.
Organization & Conventions	Lacks organizational structure, and mechanics lead to a message that is unclear to the reader.	Organization and mechanics of work lead to a message that is communicated with only minor errors.	Organization and mechanics of work leads to a clear message received by the audience.

A	11 – 15 Points
B	6 – 10 Points
C	1 – 5 Points
F	0 Points (Not submitted)

Materials:

- Daily access to one-to-one technology (netbooks, Chromebooks / laptops) for students
- Copies of William Shakespeare's *The Taming of the Shrew*, "No Fear Shakespeare" edition (one copy per student)
- Copies of Lois Lowry's *The Giver* (one copy per student)
- Composition Books / "Interactive Notebooks" (one per student)
- Class copies of "Proof That Shakespeare Did Not Write Shakespeare" by Sam Sloan
- Class copies of "Harrison Bergeron" by Kurt Vonnegut, Jr.
- Class copies of "The Lottery" by Shirley Jackson

Daily Lesson Plans:

The following lesson plans are designed for an Advanced 7th Grade English / Language Arts classroom composed of 24 students. Class periods are 55 minutes in length.

Week One**Week One, Day One:**

The following opinionnaire is designed to get students thinking about issues we will be reading about and discussing throughout the instructional unit. The goal of this activity is to elicit students' thoughts and emotions in regard to divisive issues; additionally, it will serve to help the teacher create groups of students with diverse opinions for the "Perfect Society" assignment.

- **Before Class:** Arrange student desks in groups of four (4) to facilitate small-group discussion. Assign students to groups for today's activity (these are not necessarily the groups for the "Perfect Society" assignment).
- **5 Minutes (Starter):** Take attendance / Students write down this week's five vocabulary context sentences in the back of their interactive notebooks.

- **5 Minutes (Opening):** Students complete a vocabulary sorting activity in which they draw three columns, title those columns whatever they choose (this could be based on knowledge of the words, common characteristics of the words, parts of speech, etc.), and place this week's words (**beseech, betwixt, bombard, bruit, cozen**) into one of those three columns. Remind students that for homework, they are to develop a predicted definition for each word and write it in the back of their interactive notebooks.
- **5 Minutes (Mini-Lesson):** Pass out a copy of today's Opinionnaire (**see Appendix A**) to each student. Read the directions for the activity, have students preview the activity, and answer any questions. Instruct students to begin circling the appropriate Likert descriptor for each statement. Emphasize to students that they should complete this activity without talking or looking at anyone else's responses.
- **10 Minutes (Work Session, Part I):** Students read each statement and circle the appropriate Likert descriptor for each, based on their individual opinions.
- **20 Minutes (Work Session, Part II):** In their groups of four (4), one student reads each statement and then facilitates a group discussion of that statement. After the discussion of each statement, the discussion leader position should rotate. Prior to students beginning small group discussion, emphasize to them that discussions about differences of opinion should be positive; they should refrain from attacking or criticizing the opinions of others. Circulate while groups discuss the Opinionnaire items; write down items that seem to generate the most discussion.
- **10 Minutes (Closing):** Facilitate whole-class discussion of the items observed to have generated the most discussion. Ask students about items that they might be re-considering following discussion. Dismiss class by desk groups.

Week One, Day Two:

- **5 Minutes (Starter):** Take attendance / Students write down this week's Daily Grammar Practice sentence (sample for week one: "the induction of the taming of the shrew is humorous and it sets the stage for the play") in the front of their interactive notebooks. Then, students label the sentence's parts including complete and simple subjects, complete and simple predicates (verbs), direct objects, prepositional phrases, etc.
- **2 Minutes (Opening):** In pairs, students share and discuss their predictions for the meanings of this week's five vocabulary words. Circulate and listen to students' discussions; clarify misconceptions / obvious flaws in students' predictions. Remind

students that their homework is to research the definition(s) and part(s) of speech for each word and record them in the back of their interactive notebooks.

- **10 Minutes (Mini-Lesson):** Inform students that over the course of the next six weeks, the majority of their class time will be dedicated to reading and interacting with William Shakespeare’s *The Taming of the Shrew* in a group setting. Explain that the group in which they are currently sitting is not the group with which they will work over the course of the unit; however, they will be working in their current group this week to preview activities and expectations for the instructional unit.
 - Distribute a copy of the prompt for “Goal #1 – Group Blog” to each student. Review the expectations for the weekly blog assignment, and let students know that they will be setting up their group blogs next week, before they are expected to post.
 - Distribute a copy of “Proof that Shakespeare did not write Shakespeare” (see **Appendix B**) to each student. Tell students that in their groups, they will be reading the article and responding to the Essential Question printed at the bottom of the page. This activity is designed to give them experience with developing a cohesive group response to a question related to a reading selection. Inform students that tomorrow, another group will be reviewing and “scoring” their response according to the rubric.
- **35 Minutes (Work Session):** In their groups, students read (aloud) “Proof that Shakespeare did not write Shakespeare” and compose (on paper or on a word processor accessed through a net book or laptop) a brief response to the Essential Question printed at the bottom of the article. The teacher circulates and highlights elements of the rubric that groups need to make sure they address in the context of their response.
- **3 Minutes (Closing):** Distribute a note card or “sticky note” to each student. Students write a reflection on today’s group writing assignment, focusing on what they feel they brought to their group in completing this task. Let students know that their responses will be used to help form long-term groups of students with diverse strengths. Students should give the teacher their note cards and group response papers on their way out of class.

Week One, Day Three:

- **5 Minutes (Starter):** Take attendance / Students write down this week’s Daily Grammar Practice sentence (“the induction of the taming of the shrew is humorous and it sets the stage for the play”) in the front of their interactive notebooks. Then, students label the

sentence's clauses (independent, adjective dependent, adverb dependent), sentence type (simple, compound, complex, compound-complex), and sentence purpose (declarative, interrogative, exclamatory, imperative).

- **3 Minutes (Opening):** In pairs, students share and discuss their definition(s) and part(s) of speech for this week's five vocabulary words. Circulate and listen to students' discussions; clarify misconceptions / obvious flaws in students' definitions (for example, if definitions do not match the context of the word(s) in the sentence(s)). Remind students that their homework is to research two synonyms and two antonyms for each word and record them in the back of their interactive notebooks.
- **5 Minutes (Mini-Lesson – Part I):** Review yesterday's group writing assignment. Tell students that during the first part of today's work period, they will be reading and evaluating another group's response paper using the "Goal #1 – Group Blog" rubric. Review the rubric with students, answer questions, and clarify misunderstandings.
- **20 Minutes (Work Session – Part I):** Each group of students reads and reviews another group's response paper using the "Goal #1 – Group Blog" rubric. Ask that one or more groups share a response paper that they believe to be exemplary. Conduct a class discussion about the response paper and its relationship to descriptors under each Assessment Domain. Ask that group response papers be returned to their "owners" for review of feedback.
- **5 Minutes (Mini-Lesson – Part II):** Tell students that in addition to reading and responding inside of class with their groups, they will also be reading and responding to a text – Lois Lowry's *The Giver* – outside class. Distribute a copy of the prompt for "Goal #2 – Societal Commentary Journal." Read through the prompt for this weekly assignment and review the scoring rubric with students.
 - Direct students to begin drafting two one-page journal entries in response to yesterday's reading selection. One response should be written from the perspective of either a scholar who believes that Shakespeare actually did write everything attributed to his name or from the perspective of William Shakespeare himself; the other should be written from the perspective of either the author, Sam Sloan, or another scholar who doubts that Shakespeare truly wrote everything for which he is given credit.
 - Inform students that their journal entries will be reviewed by each of their group members during tomorrow's work session, and that they will review the work of others during this time. It is therefore important that they pay attention to the rubric for the assignment and have a working knowledge of it.

- **17 Minutes (Work Session Part II / Closing):** Students take the remainder of the period to draft their one-page journal entries. Instruct students to finish for homework if the assignment is not completed before they leave. Ask that – on their way out – students hand in their group response papers for your review.

Week One, Day Four:

- **Before Class:** Review groups' response papers; provide written feedback using the language of the rubric. As students enter the classroom, give reviewed response papers to one member from each group; ask that he/she review all comments during "Starter" time and pass along the document to his/her group members to ensure everyone has this opportunity.
- **5 Minutes (Starter):** Take attendance / Students write down this week's Daily Grammar Practice sentence ("the induction of the taming of the shrew is humorous and it sets the stage for the play") in the front of their interactive notebooks. Then, students add correct capitalization and punctuation to the sentence.
- **5 Minutes (Opening):** In pairs, students complete a set of analogies (in the back of their interactive notebooks) that have them apply the synonyms and antonyms for each of their vocabulary words. Remind students that their homework is to illustrate each vocabulary word in the back of their interactive notebooks. An illustration can be a picture, a description of a personal experience with the word, a quote, or any other association that helps students make meaning of the words.
- **5 Minutes (Mini-Lesson):** Review yesterday's writing task and the "Goal #2 – Societal Commentary Journal" rubric. Distribute three additional copies of the rubric to each student and have students write one of their group member's names at the top of each rubric. Answer any questions about the rubric and clarify misunderstandings. Tell students that they will be using the rubric to assess each of their group members' journal entries.
 - Prior to beginning the exercise, assess students' comfort levels with using the rubric to determine whether additional modeling is necessary. If additional modeling is necessary, ask for a student to volunteer his / her journal entries for whole-class review or (if you have taught the unit before) use a journal entry from a previous class.

- **30 Minutes (Work Session):** Students spend approximately 10 minutes assessing each of their group members' journal entries. Circulate and answer questions; work one-on-one with students who need more support.
- **10 Minutes (Closing):** Conduct a class discussion of common elements observed by students for Journal entries labeled "Does Not Meet," "Meets," and "Exceeds" in each individual Assessment Domain of the rubric. If time permits, and one or more groups have an exemplary / "Exceeds" journal entry, read those journal entries aloud. Ask that students hand in their journal entries on their way out of class.

Week One, Day Five:

- **Before Class:** Review students' journal entries and provide feedback using the language of the assessment rubric. Redistribute journal entries to students on their way into the classroom so that they can review feedback.
- **5 Minutes (Starter):** Take attendance / Students write a three- to five-sentence synthesis of their work with this week's Daily Grammar Practice sentence in the front of their interactive notebooks. Writing should focus on the relationship between the placement of phrases and clauses in the sentence, the structure of the sentence, and the need for specific capitalization and punctuation in the sentence.
- **5 Minutes (Opening):** Display five illustrations (or pictures) on an interactive board (if the classroom does not have an interactive board, print and post pictures in a prominent location). Have students number one through five in the back of their interactive notebooks and match one of the images on the board with a vocabulary word from the week. Review students' responses and discuss why they associate certain words with one or more of the images.
- **5 Minutes (Mini-Lesson):** Distribute one copy of the "No Fear Shakespeare" edition of *The Taming of the Shrew* to each student. Introduce the graphic features of the text (side-by-side Shakespearean English and the modern translation). Let students know that they are expected to read aloud the Shakespearean version in class, but that they should frequently check for understanding using the modern translation.
 - Write the name of each character from the Induction on the dry-erase board. Assign one student per group who will be in charge of distributing roles for the day.
 - Write the following question on the board: Why is *The Taming of the Shrew* a "play within a play?"

- **35 Minutes (Work Session):** The assigned group member distributes reading roles. Groups read the play's Induction and work together to develop their response to the question on the board.
- **5 Minutes (Closing):** Discuss why *The Taming of the Shrew* is considered a “play within a play.” Let students know that if they have not already, they should finish reading the Induction over the weekend. Inform them that they will be working with their long-term / permanent group beginning Monday.

Week Two

Essential Question: To what extent do customs benefit the interests of all individuals?

Week Two, Day One:

- **Before Class:** Place students into permanent reading and “Perfect Society” groups. Project group assignments onto an interactive board or write them on a dry-erase board (depending on classroom technology).
- **5 Minutes (Starter):** Take attendance / Students write down this week's five vocabulary context sentences in the back of their interactive notebooks.
- **5 Minutes (Opening):** Students complete a vocabulary sorting activity in which they draw three columns, title those columns whatever they choose (this could be based on knowledge of the words, common characteristics of the words, parts of speech, etc.), and place this week's words (**importune, dowry, satiety, rebused, stoics**) into one of those three columns. Remind students that for homework, they are to develop a predicted definition for each word and write it in the back of their interactive notebooks.
- **10 Minutes (Mini-Lesson, Part I):** Tell students that their current groups are the groups with which they will complete the culminating task of the unit, the planning of a “Perfect Society.” Distribute copies of the prompt for the task. Read through the description and scoring rubric with students and field questions.
- **5 Minutes (Mini-Lesson, Part II):** Inform students that although they will have the last week of the unit to work independently and with their groups on their “Perfect Society,” they should begin taking notes on ideas presented in both in-class and at-home readings for this week. Distribute copies of “The Perfect Society: Double-Column Notes Organizer” (see **Appendix C**). Review with students the appropriate

materials to write in each box (this unit assumes students have already learned double-column note taking; if this is the first time students have been exposed to this method, more direct teaching will be required). Tell students that although they do not need to begin assigning “Perfect Society” planning roles right now, it will help them take more focused notes on their reading if they do so soon. Although these notes pages will not be assigned a grade, students would do well to take detailed notes on each week’s readings as it will lighten their workload during the last week of the unit. Tell students that for the first week, they are assigned Act I of *The Taming of the Shrew* and Chapters 1 – 6 of *The Giver*; students will not read a short story this week.

- Distribute copies of Lois Lowry’s *The Giver* while you field questions on the notes organizer; tell students that the essential question for this week’s “Societal Commentary Journal” will be introduced next.
- **5 Minutes (Mini-Lesson, Part III):** Tell students that this week, through their group blog, they will be answering the following question with their group mates: **To what extent do customs benefit the interests of all individuals?** Today, we will view several images of customs / rituals from around the world and discuss this question in the context of these images. While we view these images, students should study them and write down any inferences they might have for: 1) What the customs say about the community, 2) What the customs say about the individuals in the community, and 3) What the customs say about the interests or rights of individuals in the community.
- **15 Minutes (Work Session):** Display images in the slide show on an interactive board, or send the link to students and have them view via a net book or Chrome book.
<https://docs.google.com/presentation/d/1d20B0QtbrlobM7nPDs0vt9HbVKBdISDTnui0-gRGU4Y/edit?usp=sharing>. Students take note of their responses / inferences to each image in each of the three contexts discussed during the Mini Lesson.
- **10 Minutes (Closing):** Class discussion of responses. Remind students that they should begin reading *The Giver* and working on Societal Commentary Journals. Field questions regarding either of these assignments.

Week Two, Day Two:

- **Before Class:** Set up groups on a secure blogging web site (for example, Edublogs.org); ensure that students in each group will be able to access and edit the group blog through which they will respond to the week’s *Taming of the Shrew* readings.

- **5 Minutes (Starter):** Take attendance / Students write down this week’s Daily Grammar Practice sentence in the front of their interactive notebooks. Then, students label the sentence’s parts including complete and simple subjects, complete and simple predicates (verbs), direct objects, prepositional phrases, etc.
- **2 Minutes (Opening):** In pairs, students share and discuss their predictions for the meanings of this week’s five vocabulary words. Circulate and listen to students’ discussions; clarify misconceptions / obvious flaws in students’ predictions. Remind students that their homework is to research the definition(s) and part(s) of speech for each word and record them in the back of their interactive notebooks.
- **10 Minutes (Mini-Lesson, Part I):** Direct students to the selected blogging web site. Ask that they sign up for a secure account and join their group’s designated pre-created group. Give students the opportunity to “play” with the web site, and troubleshoot any issues they might have.
- **3 Minutes (Mini-Lesson, Part II):** Write this week’s essential question (**To what extent do customs benefit the interests of all individuals?**) on the board. Tell students that they should read Act I of *The Taming of the Shrew* in their groups (the same student from last week will be responsible for assigning roles). Suggest that students take notes on both their blog and notes organizer while they read, and that they work on answering the essential question as they read rather than waiting until the end of the week. Inform students that they will have much of the remainder of the week to accomplish these tasks. Field any whole-class questions.
 - To help groups assign roles more efficiently, write the names of characters in Act I on the board.
- **30 Minutes (Work Session):** Monitor and interact with student groups as they read Act I and discuss the reading in the context of this week’s essential question. When necessary, remind groups that they should read from the “Shakespearean” column of the “No Fear Shakespeare” text and use the “Modern English” column as a reference.
- **5 Minutes (Closing):** Direct students to begin recording their initial thoughts on their group blog; circulate and answer questions / help troubleshoot more initial issues with the blogging web site.
 - If necessary, assign an official “recorder of the day” for groups; however, each group should be encouraged to rotate the position each day without being prompted to do so.

Week Two, Day Three:

- **5 Minutes (Starter):** Take attendance / Students write down this week’s Daily Grammar Practice sentence in the front of their interactive notebooks. Then, students label the sentence’s clauses, sentence type, and sentence purpose.
- **3 Minutes (Opening):** In pairs, students share and discuss their definition(s) and part(s) of speech for this week’s five vocabulary words. Circulate and listen to students’ discussions; clarify misconceptions / obvious flaws in students’ definitions (for example, if definitions do not match the context of the word(s) in the sentence(s)). Remind students that their homework is to research two synonyms and two antonyms for each word and record them in the back of their interactive notebooks.
- **5 Minutes (Mini-Lesson):** Check on the status of the class. Ask students for whole-class questions relevant to the reading and/or weekly blog entry assignment. Work with students who were absent yesterday to get them caught up to speed on signing up for a blog account and accessing the group blog.
- **37 Minutes (Work Session):** Groups continue reading Act I of *The Taming of the Shrew* and discussing this week’s essential question in the context of the reading. Monitor groups and clarify questions about the reading.
- **5 Minutes (Closing):** Direct students to record their thoughts on their group blog; remind students that Chapters 1 – 6 of *The Giver* – and their first “Societal Commentary Journals” are due at the end of the week.

Week Two, Day Four:

- **5 Minutes (Starter):** Take attendance / Students write down this week’s Daily Grammar Practice sentence in the front of their interactive notebooks. Then, students add correct capitalization and punctuation to the sentence.
- **5 Minutes (Opening):** In pairs, students complete a set of analogies (in the back of their interactive notebooks) that have them apply the synonyms and antonyms for each of their vocabulary words. Remind students that their homework is to illustrate each vocabulary word in the back of their interactive notebooks. An illustration can be a picture, a description of a personal experience with the word, a quote, or any other association that helps students make meaning of the words.
- **5 Minutes (Mini-Lesson):** Check on the status of the class. Ask students for whole-class questions relevant to the reading and/or weekly blog entry assignment. Let

students know that as they finish reading Act I, they should direct their efforts to crafting their group response to the week's essential question.

- **35 Minutes (Work Session):** Groups continue reading Act I of *The Taming of the Shrew* and discussing / posting on this week's essential question in the context of the reading. Monitor groups and clarify questions about the reading.
- **5 Minutes (Closing):** Direct students to record their thoughts on their group blog; remind students that Chapters 1 – 6 of *The Giver* – and their first “Societal Commentary Journals” are due at the beginning of class tomorrow.

Week Two, Day Five:

- **Before Class:** Set up a “wall” on www.padlet.com with “Customs & Individuals” in the center of the wall. Ensure that the wall is public and that posting is enabled.
- **As Students Enter:** Collect “Societal Commentary Journal” entries for the week.
- **5 Minutes (Starter):** Take attendance / Students write a three- to five-sentence synthesis of their work with this week's Daily Grammar Practice sentence in the front of their interactive notebooks. Writing should focus on the relationship between the placement of phrases and clauses in the sentence, the structure of the sentence, and the need for specific capitalization and punctuation in the sentence.
- **5 Minutes (Opening):** Display five illustrations (or pictures). Have students number one through five in the back of their interactive notebooks and match one of the images on the board with a vocabulary word from the week. Review students' responses and discuss why they associate certain words with one or more of the images.
- **5 Minutes (Mini-Lesson):** Check on the status of the class. Ask students for whole-class questions relevant to the reading and/or weekly blog entry assignment. Remind students that their group blog entries are due at the end of the class period. Encourage students to reference the blog entry rubric as they finish posting responses.
- **25 Minutes (Work Session):** Students finish reading Act I and posting group responses to their blogs. Monitor groups and clarify questions about the readings.
- **10 Minutes (Closing, Part I):** Direct groups that are finished posting to www.padlet.com (if this resource has not been used previously, a tutorial may be necessary). Ask that students review other groups' blog entries in search of commonalities between responses.

Students should post brief synopses of common elements that they find to the “wall” on www.padlet.com.

- **5 Minutes (Closing, Part II):** Discuss as many common elements as possible. Frame the conversation in terms of what students learned this week about customs and the interests of individuals.

Week Three

Essential Question: To what extent should members of a community be viewed as equal?

Week Three, Day One

- **Before Class:** Review, assess, and make comments on students’ Societal Commentary Journals and groups’ blog entries. Select two exemplary journal entries, obtain student consent for sharing with the class, and make copies to facilitate discussion on Day Two of this week. Select one or two exemplary blog entries to discuss in class on Day Three of this week; obtain group consent for sharing / discussion with the class. Create two polls (one to pre-assess and one to post-assess) on www.polleverywhere.com (Agree or Disagree? All members of a community should be viewed as equal.).
- **As Students Enter:** Greet students; return Societal Commentary Journal entries.
- **5 Minutes (Starter):** Take attendance / Students write down this week’s five vocabulary context sentences in the back of their interactive notebooks.
- **5 Minutes (Opening, Part I):** Students complete a vocabulary sorting activity in which they draw three columns, title those columns whatever they choose (this could be based on knowledge of the words, common characteristics of the words, parts of speech, etc.), and place this week’s words (**insolence, flouts, peremptory, jointure, apace**) into one of those three columns. Remind students that for homework, they are to develop a predicted definition for each word and write it in the back of their interactive notebooks.
- **2 Minutes (Opening, Part II):** Write the URL for the pre-assessment version of today’s poll. Ask students to log on to www.polleverywhere.com and vote on the class poll (Agree or Disagree? All members of a community should be viewed as equal). Instruct students to keep their votes secret.
- **5 Minutes (Mini-Lesson):** Tell students that this week, through their group blog, they will be answering the following question with their group mates: **To what**

extent should members of a community be viewed as equal? To kick off our exploration of this question, we will be reading Kurt Vonnegut, Jr.'s "Harrison Bergeron."

- Distribute a copy of Vonnegut's "Harrison Bergeron" to each student.
 - Distribute a new copy of "The Perfect Society: Double-Column Notes Organizer" to each student. Inform students that this week, they will read Act II of *The Taming of the Shrew*, Chapters 7 – 11 of *The Giver*, and Vonnegut's "Harrison Bergeron." Encourage students to add notes on each of these three texts for their reference during the final week of the unit.
- **25 Minutes (Work Session):** In their small groups, students read and discuss the ideas presented in "Harrison Bergeron." Teacher should circulate around the room and enter group discussions when necessary / appropriate. Encourage students to note aspects of this supposedly perfect society on their double-entry notes page.
 - **8 Minutes (Closing, Part I):** Write the URL for the post-assessment version of today's poll. Ask students to log on to www.polleverywhere.com and vote on the class poll (Agree or Disagree? All members of a community should be viewed as equal). Instruct students to again keep their votes secret for now.
 - Once all students have submitted a response, display the pre- and post-assessment / poll results. Ask students to discuss the results in their four-person groups.
 - **5 Minutes (Closing, Part II):** Whole-class discussion: Why did the polling results change / not change? What were controversial or interesting ideas about equality presented in "Harrison Bergeron?" What are the implications of having a society full of "equals"?

Week Three, Day Two

- **5 Minutes (Starter):** Take attendance / Students write down this week's Daily Grammar Practice sentence in the front of their interactive notebooks. Then, students label the sentence's parts including complete and simple subjects, complete and simple predicates (verbs), direct objects, prepositional phrases, etc.
- **2 Minutes (Opening):** In pairs, students share and discuss their predictions for the meanings of this week's five vocabulary words. Circulate and listen to students' discussions; clarify misconceptions / obvious flaws in students' predictions. Remind students that their homework is to research the definition(s) and part(s) of speech for each word and record them in the back of their interactive notebooks.

- **15 Minutes (Mini-Lesson, Part I):** Distribute copies of the previously selected exemplary Societal Commentary Journal entries. In each group of four students, two students should receive Exemplar #1, and two should receive Exemplar #2. Ask that students read through the entry they were given, trade papers with another student in the group, and then discuss elements of the entries they thought were particularly strong. Elicit whole-group responses to the journal entries, and remind students that their Chapters 7 – 11 entries are due at the end of the week.
- **5 Minutes (Mini-Lesson, Part II):** Write the week’s essential question (**To what extent should members of a community be viewed as equal?**) on the board. Remind students that this week, they will be reading Act II of *The Taming of the Shrew* and responding to the essential question through their second blog entry. Designate one member of each group to assign reading roles.
 - To help speed up the role assignment process, write the names of Act II roles on the board.
- **23 Minutes (Work Session):** Students begin reading Act II and discussing / responding to this week’s essential question via their group blog.
- **5 Minutes (Closing):** Direct students to begin recording their initial thoughts on their group blog. Monitor groups and assist with any technical difficulties associated with creating a new post.

Week Three, Day Three:

- **5 Minutes (Starter):** Take attendance / Students write down this week’s Daily Grammar Practice sentence in the front of their interactive notebooks. Then, students label the sentence’s clauses, sentence type, and sentence purpose.
- **3 Minutes (Opening):** In pairs, students share and discuss their definition(s) and part(s) of speech for this week’s five vocabulary words. Circulate and listen to students’ discussions; clarify misconceptions / obvious flaws in students’ definitions (for example, if definitions do not match the context of the word(s) in the sentence(s)). Remind students that their homework is to research two synonyms and two antonyms for each word and record them in the back of their interactive notebooks.
- **10 Minutes (Mini-Lesson, Part I):** Direct students to the group blog entry identified earlier in the week as exemplary. Ask students to read through the blog entry in depth and note elements of the entry they believe are particularly strong. Discuss these

elements in the context of this week’s entries, which will discuss the extent to which members of a community should be viewed as equal.

- **5 Minutes (Mini-Lesson, Part II):** Check on the status of the class. Ask students for whole-class questions relevant to the reading and/or weekly blog entry assignment.
- **27 Minutes (Work Session):** Groups continue reading Act II of *The Taming of the Shrew* and discussing this week’s essential question in the context of the reading. Monitor groups and clarify questions about the reading.
- **5 Minutes (Closing):** Direct students to record their thoughts on their group blog; remind students that Chapters 7 – 11 of *The Giver* – and their second “Societal Commentary Journals” are due at the end of the week.

Week Three, Day Four:

- **5 Minutes (Starter):** Take attendance / Students write down this week’s Daily Grammar Practice sentence in the front of their interactive notebooks. Then, students add correct capitalization and punctuation to the sentence.
- **5 Minutes (Opening):** In pairs, students complete a set of analogies (in the back of their interactive notebooks) that have them apply the synonyms and antonyms for each of their vocabulary words. Remind students that their homework is to illustrate each vocabulary word in the back of their interactive notebooks. An illustration can be a picture, a description of a personal experience with the word, a quote, or any other association that helps students make meaning of the words.
- **5 Minutes (Mini-Lesson):** Check on the status of the class. Ask students for whole-class questions relevant to the reading and/or weekly blog entry assignment. Let students know that as they finish reading Act II, they should direct their efforts to crafting their group response to the week’s essential question.
- **35 Minutes (Work Session):** Groups continue reading Act II of *The Taming of the Shrew* and discussing / posting on this week’s essential question in the context of the reading. Monitor groups and clarify questions about the reading.
- **5 Minutes (Closing):** Direct students to record their thoughts on their group blog; remind students that Chapters 7 – 11 of *The Giver* – and their second “Societal Commentary Journals” are due at the beginning of class tomorrow.

Week Three, Day Five:

- **Before Class:** Set up a “room” on www.todaysmeet.com to facilitate discussion during today’s Closing activity.
- **As Students Enter:** Collect “Societal Commentary Journal” entries for the week.
- **5 Minutes (Starter):** Take attendance / Students write a three- to five-sentence synthesis of their work with this week’s Daily Grammar Practice sentence in the front of their interactive notebooks. Writing should focus on the relationship between the placement of phrases and clauses in the sentence, the structure of the sentence, and the need for specific capitalization and punctuation in the sentence.
- **5 Minutes (Opening):** Display five illustrations (or pictures). Have students number one through five in the back of their interactive notebooks and match one of the images on the board with a vocabulary word from the week. Review students’ responses and discuss why they associate certain words with one or more of the images.
- **5 Minutes (Mini-Lesson):** Check on the status of the class. Ask students for whole-class questions relevant to the reading for Act II and/or weekly blog entry assignment. Remind students that their group blog entries are due at the end of the class period. Encourage students to reference the blog entry rubric as they finish posting responses.
- **30 Minutes (Work Session):** Students finish reading Act I and posting group responses to their blogs. Monitor groups and clarify questions about the readings.
- **3 Minutes (Closing, Part I):** Direct students to join the “room” on www.todaysmeet.com by writing its URL on the board. Prompt students to post a one-sentence summary of their understanding of the essential question for the week.
- **7 Minutes (Closing, Part II):** Ask students to review the responses of others; facilitate whole-class discussion of student responses to the week’s essential question.

Week Four

Essential Question: To what extent does personal choice make for a better community?

Week Four, Day One

- **Before Class:** Review, assess, and make comments on students’ Societal Commentary Journals and groups’ blog entries. Create two polls (one to pre-assess

- and one to post-assess) on www.polleverywhere.com (Agree or Disagree? Complete participation in community events makes for a better society).
- **As Students Enter:** Greet students; return Societal Commentary Journal entries.
 - **5 Minutes (Starter):** Take attendance / Students write down this week’s five vocabulary context sentences in the back of their interactive notebooks.
 - **5 Minutes (Opening, Part I):** Students complete a vocabulary sorting activity in which they draw three columns, title those columns whatever they choose (this could be based on knowledge of the words, common characteristics of the words, parts of speech, etc.), and place this week’s words (**clamorous, construe, entreat, preposterous, prerogative**) into one of those three columns. Remind students that for homework, they are to develop a predicted definition for each word and write it in the back of their interactive notebooks.
 - **2 Minutes (Opening, Part II):** Write the URL for the pre-assessment version of today’s poll. Ask students to log on to www.polleverywhere.com and vote on the class poll (Agree or Disagree? Complete participation in community events makes for a better society). Instruct students to keep their votes secret.
 - **5 Minutes (Mini-Lesson):** Tell students that this week, through their group blog, they will be answering the following question with their group mates: **To what extent does personal choice make for a better community?** To begin our study of this question, we will be reading Shirley Jackson’s “The Lottery.”
 - Distribute a copy of Jackson’s “The Lottery” to each student.
 - Distribute a new copy of “The Perfect Society: Double-Column Notes Organizer” to each student. Inform students that this week, they will read Act III of *The Taming of the Shrew*, Chapters 12 – 16 of *The Giver*, and Jackson’s “The Lottery.” Encourage students to add notes on each of these three texts for their reference during the final week of the unit.
 - Let students know that this week, while they are reading and working on their blog entries in class, you will be conferencing with groups about their collection of ideas from the texts. Groups 1 & 2 should have their completed notes organizers in class tomorrow; groups 3 & 4 should have their organizers in class the day after tomorrow; groups 5 & 6 should have their notes organizers in class the following day.
 - **25 Minutes (Work Session):** In their small groups, students read and discuss the ideas presented in “The Lottery.” Teacher should circulate around the room and enter

group discussions when necessary / appropriate. Encourage students to note aspects of the community on their double-entry notes page.

- **5 Minutes (Closing, Part I):** Write the URL for the post-assessment version of today's poll. Ask students to log on to www.polleverywhere.com and vote on the class poll (Agree or Disagree? Complete participation in community events makes for a better society). Instruct students to again keep their votes secret for now.
 - Once all students have submitted a response, display the pre- and post-assessment / poll results. Ask students to discuss the results in their four-person groups.
- **8 Minutes (Closing, Part II):** Whole-class discussion: Why did the polling results change / not change? What were controversial or interesting ideas about community participation presented in the short story? Are there aspects of a society in which **all** citizens should be required to participate?

Week Four, Day Two

- **5 Minutes (Starter):** Take attendance / Students write down this week's Daily Grammar Practice sentence in the front of their interactive notebooks. Then, students label the sentence's parts including complete and simple subjects, complete and simple predicates (verbs), direct objects, prepositional phrases, etc.
- **2 Minutes (Opening):** In pairs, students share and discuss their predictions for the meanings of this week's five vocabulary words. Circulate and listen to students' discussions; clarify misconceptions / obvious flaws in students' predictions. Remind students that their homework is to research the definition(s) and part(s) of speech for each word and record them in the back of their interactive notebooks.
- **5 Minutes (Mini-Lesson):** Check on the status of the class. Ensure that all groups are able to start a new blog entry for the week. Remind groups 1 & 2 that during today's work session, you will be conferencing with them on their collection of ideas. Groups 3 & 4 should bring their notes organizers to class tomorrow.
 - Designate one member of each group to be responsible for assigning roles; write the name of each character in Act III on the board to facilitate this process.
- **38 Minutes (Work Session):** Students begin reading Act III and discussing / responding to this week's essential question via their group blog.
 - While groups work on reading and blogging, conference with groups 1 & 2 on their (hopefully) completed organizers for the first two weeks of class readings.

These approximately 15-minute conferences should focus on helping groups answer three questions: (1) Do we all have a different focus (jobs, laws, possessions, education) that will ultimately help us in planning our “Perfect Society”? (2) Are we all finding ideas from the texts that relate to our individual focus? (3) Are we analyzing / taking a stand on these ideas to determine whether they would fit with our ideals of a “Perfect Society?”

- **5 Minutes (Closing):** Direct students to begin recording their initial thoughts on their group blog.

Week Four, Day Three:

- **5 Minutes (Starter):** Take attendance / Students write down this week’s Daily Grammar Practice sentence in the front of their interactive notebooks. Then, students label the sentence’s clauses, sentence type, and sentence purpose.
- **3 Minutes (Opening):** In pairs, students share and discuss their definition(s) and part(s) of speech for this week’s five vocabulary words. Circulate and listen to students’ discussions; clarify misconceptions / obvious flaws in students’ definitions (for example, if definitions do not match the context of the word(s) in the sentence(s)). Remind students that their homework is to research two synonyms and two antonyms for each word and record them in the back of their interactive notebooks.
- **5 Minutes (Mini-Lesson):** Check on the status of the class. Answer any questions regarding the in-class or out-of-class reading. Remind groups 3 & 4 that during today’s work session, you will be conferencing with them on their collection of ideas. Groups 5 & 6 should bring their notes organizers to class tomorrow.
 - Remind students that their third set of Societal Commentary Journal entries are due in two days.
 - Let students know that because Act III is a bit shorter than previous Acts, they should aim to have blog entries completed by the end of class tomorrow. The last day of this week, students will take part in a whole-class discussion activity.
- **37 Minutes (Work Session):** Students continue reading Act III and discussing / responding to this week’s essential question via their group blog.
 - While groups work on reading and blogging, conference with groups 3 & 4 on their (hopefully) completed organizers for the first two weeks of class readings (see Day Two of this week for guidelines on conferencing).
- **5 Minutes (Closing):** Direct students to record their thoughts on their group blog.

Week Four, Day Four:

- **5 Minutes (Starter):** Take attendance / Students write down this week’s Daily Grammar Practice sentence in the front of their interactive notebooks. Then, students add correct capitalization and punctuation to the sentence.
- **5 Minutes (Opening):** In pairs, students complete a set of analogies (in the back of their interactive notebooks) that have them apply the synonyms and antonyms for each of their vocabulary words. Remind students that their homework is to illustrate each vocabulary word in the back of their interactive notebooks. An illustration can be a picture, a description of a personal experience with the word, a quote, or any other association that helps students make meaning of the words.
- **5 Minutes (Mini-Lesson):** Check on the status of the class. Ask students for whole-class questions relevant to the reading and/or weekly blog entry assignment. Let students know that as they finish reading Act III, they should direct their efforts to crafting their group response to the week’s essential question. Remind groups 5 & 6 that you will be conferencing with them today.
 - Remind students that they should aim to finish blog entries by the end of class today, and that their Societal Commentary Journal entries are due at the beginning of class tomorrow.
- **35 Minutes (Work Session):** Groups finish reading Act III of *The Taming of the Shrew* and discussing / posting on this week’s essential question.
 - While groups work on reading and blogging, conference with groups 5 & 6 on their (hopefully) completed organizers for the first two weeks of class readings (see Day Two of this week for guidelines on conferencing).
- **5 Minutes (Closing):** Direct students to finalize their third group blog entries.

Week Four, Day Five:

- **Before Class:** Make copies (one per group) of the “discussion wheel” (see **Appendix D**) to facilitate today’s discussion.
- **As Students Enter:** Collect “Societal Commentary Journal” entries for the week.
- **5 Minutes (Starter):** Take attendance / Students write a three- to five-sentence synthesis of their work with this week’s Daily Grammar Practice sentence in the front of their interactive notebooks. Writing should focus on the relationship between the placement of

phrases and clauses in the sentence, the structure of the sentence, and the need for specific capitalization and punctuation in the sentence.

- **5 Minutes (Opening):** Display five illustrations (or pictures). Have students number one through five in the back of their interactive notebooks and match one of the images on the board with a vocabulary word from the week. Review students' responses and discuss why they associate certain words with one or more of the images.
- **5 Minutes (Mini-Lesson, Part I):** Distribute one copy of the “discussion wheel” (see **Appendix D**) to each group. Let groups know that they will have approximately five minutes to have an initial small-group “discussion” of the concept of obligation to one's community (if needed, remind students of this week's essential question and its relation to the word “obligation”). During these five minutes, however, students **may not talk**. Instead, one group member writes his or her thoughts on the topic in the form of a word, phrase, or sentence (this may be a quote or reference to a part of one of the texts we have read) and then passes the paper to the group member on his or her right side. This process continues for five minutes or until the “discussion wheel” is filled, whichever comes first.
- **5 Minutes (Work Session, Part I):** Students (silently) complete the “discussion wheel” activity.
- **5 Minutes (Mini-Lesson, Part II):** Write “Obligation to Community” on the board and draw a circle around it. Tell students that their next task is to discuss the ideas written on their “discussion wheel” and determine the **most** thought- and discussion-provoking idea present. After students have completed this task, one representative from each group should come to the board, draw a line extending from the “Obligation to Community” circle, and connect their idea to it (like a bubble-style brainstorm).
- **5 Minutes (Work Session, Part II):** Students discuss their individual group's ideas and decide upon one idea to present for whole-class discussion.
- **20 Minutes (Work Session, Part III / Closing):** After all groups have added one idea to the brainstorm, call on one group at a time to discuss their idea and facilitate class discussion of its relationship to this week's essential question, **To what extent does personal choice make for a better community?**

Week Five

Essential Question: At what point do individuals decide to accept or reject the authority figures of a community?

Week Five, Day One

- **Before Class:** Review, assess, and make comments on students' Societal Commentary Journals and groups' blog entries.
- **As Students Enter:** Greet students; return Societal Commentary Journal entries.
- **5 Minutes (Starter):** Take attendance / Students write down this week's five vocabulary context sentences in the back of their interactive notebooks.
- **5 Minutes (Opening):** Students complete a vocabulary sorting activity in which they draw three columns, title those columns whatever they choose (this could be based on knowledge of the words, common characteristics of the words, parts of speech, etc.), and place this week's words (**credulous, choleric, engender, feign, esteem**) into one of those three columns. Remind students that for homework, they are to develop a predicted definition for each word and write it in the back of their interactive notebooks.
- **5 Minutes (Mini-Lesson):** Tell students that this week, we will be exploring the following question: **At what point do individuals decide to accept or reject the authority figures of a community?** As an introductory activity, students will use an image projected on the board (or that they will pull up on their net books or Chrome books) as inspiration for a creative (narrative) writing assignment. Groups should create a new blog entry to house each individual member's narrative.
 - Once new entries are created, display the following image:
http://images53.fotki.com/v1457/photos/2/20834/36939/1537924_shocked_people_ap_300-vi.jpg.
 - Instruct students to infer what is so shocking to the people in the image. Ask students to frame their thinking around something that occurs or a dramatic revelation about the community in which the people live.
- **15 Minutes (Work Session, Part I):** Students write / type their brief narratives on the group blog entry.
 - While students are writing, distribute a new copy of "The Perfect Society: Double-Column Notes Organizer" to each student. Inform students that this week, they will read Act IV of *The Taming of the Shrew* and Chapters 17 – 23

of *The Giver*. Encourage students to add notes on each of these three texts for their reference during the final week of the unit.

- **15 Minutes (Work Session, Part II):** Direct groups to read / review their narratives posted on the blog. Then, as a group, they should discuss and record 2-3 words and/or phrases that they would use to describe each narrative.
- **5 Minutes (Closing, Part I):** Log on to www.tagxedo.com; create a new “Tagxedo” and call on each group to share the words and/or phrases they recorded. Enter each word or phrase on www.tagxedo.com. Each time a word or phrase is used, record it (multiple inputs of a word will help guide closing discussion). Once all groups have shared, create and display the “word cloud” Tagxedo (either on an interactive board or through sharing the link with students).
- **5 Minutes (Closing, Part II):** For closing (whole-class) discussion, ask students why certain words or phrases occur more frequently than others (words and phrases entered multiple times will appear larger on the “word cloud”). Ask students to discuss how these entries relate to the events in the communities from the readings

Week Five, Day Two

- **5 Minutes (Starter):** Take attendance / Students write down this week’s Daily Grammar Practice sentence in the front of their interactive notebooks. Then, students label the sentence’s parts including complete and simple subjects, complete and simple predicates (verbs), direct objects, prepositional phrases, etc.
- **2 Minutes (Opening):** In pairs, students share and discuss their predictions for the meanings of this week’s five vocabulary words. Circulate and listen to students’ discussions; clarify misconceptions / obvious flaws in students’ predictions. Remind students that their homework is to research the definition(s) and part(s) of speech for each word and record them in the back of their interactive notebooks.
- **5 Minutes (Mini-Lesson):** Check on the status of the class. Ensure that all groups are able to start a new blog entry for the week. Tell students that because Act IV is quite lengthy, they will have the remainder of the week in class to read and respond to it. If groups find that they are not on pace to finish by the end of the week, it would be wise for them to read outside of class as well.
 - Designate one member of each group to be responsible for assigning roles; write the name of each character in Act IV on the board to facilitate this process.

- **38 Minutes (Work Session):** Students begin reading Act IV and discussing / responding to this week's essential question via their group blog.
- **5 Minutes (Closing):** Direct students to begin recording their initial thoughts on their group blog.

Week Five, Day Three:

- **5 Minutes (Starter):** Take attendance / Students write down this week's Daily Grammar Practice sentence in the front of their interactive notebooks. Then, students label the sentence's clauses, sentence type, and sentence purpose.
- **3 Minutes (Opening):** In pairs, students share and discuss their definition(s) and part(s) of speech for this week's five vocabulary words. Circulate and listen to students' discussions; clarify misconceptions / obvious flaws in students' definitions (for example, if definitions do not match the context of the word(s) in the sentence(s)). Remind students that their homework is to research two synonyms and two antonyms for each word and record them in the back of their interactive notebooks.
- **5 Minutes (Mini-Lesson):** Check on the status of the class. Answer any questions regarding the in-class or out-of-class reading.
 - Remind students that their fourth (and final) set of Societal Commentary Journal entries is due in two days.
- **37 Minutes (Work Session):** Students continue reading Act IV and discussing / responding to this week's essential question via their group blog.
- **5 Minutes (Closing):** Direct students to record their thoughts on their group blog.

Week Five, Day Four:

- **5 Minutes (Starter):** Take attendance / Students write down this week's Daily Grammar Practice sentence in the front of their interactive notebooks. Then, students add correct capitalization and punctuation to the sentence.
- **5 Minutes (Opening):** In pairs, students complete a set of analogies (in the back of their interactive notebooks) that have them apply the synonyms and antonyms for each of their vocabulary words. Remind students that their homework is to illustrate each vocabulary word in the back of their interactive notebooks. An illustration can

be a picture, a description of a personal experience with the word, a quote, or any other association that helps students make meaning of the words.

- **5 Minutes (Mini-Lesson):** Check on the status of the class. Ask students for whole-class questions relevant to the reading and/or weekly blog entry assignment.
 - Remind students that they must finish blog entries by the end of the work session tomorrow, and that their Societal Commentary Journal entries are due at the beginning of class tomorrow.
- **35 Minutes (Work Session):** Groups continue reading Act IV of *The Taming of the Shrew* and discussing / posting on this week’s essential question.
- **5 Minutes (Closing):** Direct students to continue adding to their fourth group blog entries. Tell students that at the end of class tomorrow, they will have time to touch base with members of other groups regarding their ideas on planning the “Perfect Society.” Encourage students to bring their double-column notes organizers so that they can compare notes with others.

Week Five, Day Five:

- **As Students Enter:** Collect “Societal Commentary Journal” entries for the week.
- **5 Minutes (Starter):** Take attendance / Students write a three- to five-sentence synthesis of their work with this week’s Daily Grammar Practice sentence in the front of their interactive notebooks. Writing should focus on the relationship between the placement of phrases and clauses in the sentence, the structure of the sentence, and the need for specific capitalization and punctuation in the sentence.
- **5 Minutes (Opening):** Display five illustrations (or pictures). Have students number one through five in the back of their interactive notebooks and match one of the images on the board with a vocabulary word from the week. Review students’ responses and discuss why they associate certain words with one or more of the images.
- **5 Minutes (Mini-Lesson):** Check on the status of the class. Ask for whole-class questions regarding reading and posts for this week. Inform groups that posts are due by 10 minutes before the end of class today.
- **30 Minutes (Work Session):** Students finish reading and posting (in response to this week’s essential question) on *Taming of the Shrew*, Act IV.

- **10 Minutes (Closing):** Inform students that they will have the last few minutes of class to work / discuss in groups based on their “Perfect Society” planning roles (students planning Laws will work with the other students planning Laws, students planning Jobs will work with others planning Jobs, etc.). Designate a location of the room for each group; encourage students to compare double-column notes organizers, in addition to any ideas or difficulties they are having in anticipation of next week’s work. Circulate and touch base with each group during this period of time.
 - Before students leave, remind them that they should bring each of their completed notes organizers to class next week, as they will be using the ideas recorded on them to craft their informative / explanatory essays.

Week Six

Essential Question: How do individual elements interact to form a “perfect” society?

Week Six, Day One

- **Before Class:** Review, assess, and make comments on students’ Societal Commentary Journals and groups’ blog entries.
- **As Students Enter:** Greet students; return Societal Commentary Journal entries.
- **5 Minutes (Starter):** Take attendance / Students write down this week’s five vocabulary context sentences in the back of their interactive notebooks.
- **5 Minutes (Opening):** Students complete a vocabulary sorting activity in which they draw three columns, title those columns whatever they choose (this could be based on knowledge of the words, common characteristics of the words, parts of speech, etc.), and place this week’s words (**amiable, bereft, confound, contend, knavery**) into one of those three columns. Remind students that for homework, they are to develop a predicted definition for each word and write it in the back of their interactive notebooks.
- **5 Minutes (Mini-Lesson, Part I):** Tell students that today, in advance of planning and writing their informative / explanatory essays, we will spend the bulk of the period reviewing the incorporation of both quotations and paraphrasing of text (as concrete details) and commentary into body paragraphs. Remind students that as part of their essays, they will need to express their ideas regarding their individual elements of the society, but that they will also need to support their ideas with details from the text (concrete details) and explain how that evidence relates to or reinforces their ideas (commentary).

- Draw students' attention to Criteria 1 – 3 of the “Perfect Society” assessment rubric; these criteria refer to the need to not only incorporation of a sufficient number of ideas, but also to explain these ideas in terms of their purpose in the society and relation to the texts we have read in this unit.
- **10 Minutes (Mini-Lesson, Part II):** Distribute a copy of the “Textual Evidence & Commentary” (see **Appendix E**) activity to students. Read through and clarify initial directions for Part I of the activity. Check with students before having them proceed with the activity. If additional explanation is required, ask for a student to share an idea (preferably a quote) from a completed “Double-Column Notes Organizer.” Write the quote on the board, ask for students to help generate a piece of commentary, and discuss which of the S.P.I.E.S. purposes the commentary is achieving.
- **5 Minutes (Work Session, Part I):** Students complete Part I of the “Textual Evidence & Commentary” activity. Discuss as a class (one or more examples could accomplish more than one S.P.I.E.S. purpose).
- **20 Minutes (Work Session, Part II):** Direct students to complete Part II of the “Textual Evidence & Commentary” activity. Encourage students to think about each quote in the context of the society in which Jonas lives. In adding commentary to each selection, students should focus on how it could relate to one or more areas of their “Perfect Society” planning.
- **5 Minutes (Closing):** Students trade activity papers with a peer and critique one another's use of commentary to achieve one or more of the S.P.I.E.S. purposes. Remind students to bring their notes organizers and “Societal Commentary Journals” to class tomorrow to serve as resources.
 - While students are evaluating one another's activities, pass out new copies of the “Double-Column Notes Organizer.” Inform students that their reading homework for the week is to read Act V of *The Taming of the Shrew*, and that completing the organizer for this section can only benefit them; there are no Societal Commentary Journal entries due this week.

Week Six, Day Two

- **5 Minutes (Starter):** Take attendance / Students write down this week's Daily Grammar Practice sentence in the front of their interactive notebooks. Then, students label the sentence's parts including complete and simple subjects, complete and simple predicates (verbs), direct objects, prepositional phrases, etc.

- **2 Minutes (Opening):** In pairs, students share and discuss their predictions for the meanings of this week’s five vocabulary words. Circulate and listen to students’ discussions; clarify misconceptions / obvious flaws in students’ predictions. Remind students that their homework is to research the definition(s) and part(s) of speech for each word and record them in the back of their interactive notebooks.
- **5 Minutes (Mini-Lesson):** Introduce the outline for the “Perfect Society” essay. Emphasize to students that although organization and conventions are part of the assessment rubric for the assignment, the primary area of focus is their ideas. Therefore, most of their time spent on the assignment over the next three days should focus on the development of their assigned aspect and its relation to the texts we have read in class. Field questions from students, and let them know they will have the rest of the class period to work on their essays.
- **40 Minutes (Work Session):** Students work in groups and individually on their essays. Monitor and interact with students frequently to provide guidance. Encourage students to use the work they have already done with their notes organizers and “Societal Commentary Journals” to help them complete the task.
- **3 Minutes (Closing):** Have students discuss the status of their writing with one of their group mates.

Week Six, Day Three

- **5 Minutes (Starter):** Take attendance / Students write down this week’s Daily Grammar Practice sentence in the front of their interactive notebooks. Then, students label the sentence’s clauses, sentence type, and sentence purpose.
- **3 Minutes (Opening):** In pairs, students share and discuss their definition(s) and part(s) of speech for this week’s five vocabulary words. Circulate and listen to students’ discussions; clarify misconceptions / obvious flaws in students’ definitions (for example, if definitions do not match the context of the word(s) in the sentence(s)). Remind students that their homework is to research two synonyms and two antonyms for each word and record them in the back of their interactive notebooks.
- **5 Minutes (Mini-Lesson):** Review the outline for the “Perfect Society” essay. Field whole-class questions from students.

- **40 Minutes (Work Session):** Students work in groups and individually on their essays. Monitor and interact with students frequently to provide guidance. Encourage students to use the work they have already done with their notes organizers and “Societal Commentary Journals” to help them complete the task.
 - Conference with each group to ensure that ideas mesh and there are no glaring issues with plans thus far.
- **2 Minutes (Closing):** Have students discuss the status of their writing with one of their group mates. Let students know that they need to have a finished rough draft by about mid-way through tomorrow’s class period.

Week Six, Day Four:

- **5 Minutes (Starter):** Take attendance / Students write down this week’s Daily Grammar Practice sentence in the front of their interactive notebooks. Then, students add correct capitalization and punctuation to the sentence.
- **5 Minutes (Opening):** In pairs, students complete a set of analogies (in the back of their interactive notebooks) that have them apply the synonyms and antonyms for each of their vocabulary words. Remind students that their homework is to illustrate each vocabulary word in the back of their interactive notebooks. An illustration can be a picture, a description of a personal experience with the word, a quote, or any other association that helps students make meaning of the words.
 - Inform students that because presentations are taking place tomorrow, we will not complete our traditional Starter and Opening activities during tomorrow’s class period.
- **5 Minutes (Mini-Lesson):** Check on the status of the class. Informally poll students to determine whether the date of presentations needs to be pushed back a day (this unit does not plan for this, but if need be presentations may take place on Week Seven, Day One).
- **20 Minutes (Work Session):** Students complete “rough” drafts of their “Perfect Society” essays.
- **20 Minutes (Closing):** Students in each group pass their “rough” drafts to the right for review. For ten minutes, first reviewers should read (and write comments) ONLY for whether ideas presented are supported by details from the texts. After the first ten minutes, students pass papers to the right again; for the final ten minutes of class,

second reviewers should read (and write comments) ONLY for whether details from the text are related back to ideas presented by commentary.

- Before students leave, tell them that they should have a “final” draft of their essays in class tomorrow. Each group will have approximately 8 minutes to present, so students should be ready to summarize (not read) their essays.

Week Six, Day Five

- **2 Minutes (Starter):** Ask students to get their materials together and have any last-minute discussions about their presentations. Take attendance.
- **5 Minutes (Mini-Lesson):** Explain to students how to conduct a “Fish Bowl” type of discussion. In today’s “Fish Bowl,” three groups (groups 4 – 6) will rotate between each of the other three groups (groups 1 – 3) to listen to their presentations. After three rounds of presentations, groups 1 – 3 will rotate between groups 4 – 6 to listen to their presentations. If time permits at the end of class, we will discuss elements of individual presentations / plans that stood out as exemplary.
- **48 Minutes (Work Session):** Groups 4, 5, and 6 rotate every eight minutes to listen to the presentations of Groups 1, 2, and 3. After the first 24 minutes of class, these three groups switch roles.

Appendix A

Opinionnaire on Individuals & Their Communities

Name _____

Directions: Respond to each of the following statements by circling the appropriate Likert description.

1) Individuals benefit from being members of a community.

Strongly Agree Agree Neutral Disagree Strongly Disagree

2) The structure of a community should reflect the needs of its individuals.

Strongly Agree Agree Neutral Disagree Strongly Disagree

3) Individuals should be willing to give up freedoms to be part of a community.

Strongly Agree Agree Neutral Disagree Strongly Disagree

4) Every member of a community should be viewed as equally important.

Strongly Agree Agree Neutral Disagree Strongly Disagree

5) The laws governing a community should be applied the same for every individual.

Strongly Agree Agree Neutral Disagree Strongly Disagree

6) Every member of a community should be offered the same level of education.

Strongly Agree Agree Neutral Disagree Strongly Disagree

7) Individual possessions are necessary to a functioning community.

Strongly Agree Agree Neutral Disagree Strongly Disagree

8) Individuals should have complete freedom to decide the course of their lives

Strongly Agree Agree Neutral Disagree Strongly Disagree

Proof That Shakespeare Did Not Write Shakespeare

By Sam Sloan

On one point everybody agrees: The works of William Shakespeare are the greatest works ever written in the history of the English language. They are so great, in fact, that they shaped the language itself. Before Shakespeare, English was spoken in hundreds of dialects often not mutually intelligible. Because of Shakespeare, the writing system became uniform.

However, a controversy which has existed and apparently even existed in his lifetime is: Who wrote Shakespeare? Some, mainly Americans, believe that there was no such person. A woman from New England named Delia Bacon, who taught Shakespeare in school, went to England in 1853 to try to dig him up to prove that there was no body in his grave, just a bag of rocks. She went to his grave at night with shovel in hand, but the British authorities, in furtherance of the scheme or conspiracy to hide the fact that there was no Shakespeare, stopped her from digging him up.

One reason why she felt so strongly that there were no bones in the grave was that, by all accounts, Shakespeare only went to a few years of grammar school. As a school teacher herself, she felt that school was important and that it was impossible that the greatest writer in the history of the English language almost never went to school.

An additional factor was that the tombstone of Shakespeare specifically states that under no circumstances should this grave be dug up. His tombstone reads: "Good friend for Jesus sake forebeare, To digg the dust enclosed heare. Blesse be ye man that spares the stones, And curst be he that moves my bones." Why would a gravestone possibly contain such an injunction? The answer must be that, in reality, there are no bones in the grave.

Further evidence that Shakespeare did not write Shakespeare: The exact date of his birth is unknown. Few documents or verifiable sources of Shakespeare's life exist, much fewer than would be expected of such a prominent figure. Originals of none of his manuscripts have survived. Not one document exists giving evidence of anyone ever seeing him. Not even his own family ever referred to him as a famous playwright.

Finally, there was a good reason for the real author of the works of Shakespeare to keep his identity a secret. The plays of Shakespeare are highly political. Many of them are veiled attacks on the monarchy and the king. Had King James known who the author was, he would have lost his head. Indeed, one person who is thought of as having possibly been the author of Shakespeare's works is Sir Walter Raleigh, who died that way.

Scholars in England do not claim that Shakespeare wrote Shakespeare. Rather, what they say is: What difference does it make? The works exist. Somebody must have written them. The important thing is that we have them today and can read and enjoy them. Still, there is the question: If Shakespeare did not write Shakespeare, who did? I have a thought on this. Although this question has been hotly debated for more than 200 years, all of the proposed authors of Shakespeare have been men. About 80 candidates, all men, have been suggested, and one by one they have each been eliminated.

I believe that the true author of Shakespeare was a woman. In general, women make better writers than men. This is a proven generic fact. It arises because communication is much more important for the

Appendix B (continued)

survival of a woman than it is for a man. Additionally, there are many known historical cases of famous authors whose works were actually written by their wives or daughters.

One reason why most male candidates for being the author of Shakespeare can be eliminated is that they either died too soon or died too late. However, if we consider women, there are an almost unlimited number of possible candidates, because in those times so little was known about them, and so many lived a life span which would have given them time to write all of Shakespeare.

A good place to start would be Elizabeth Vere. It so happens that she was the daughter of Edward de Vere (17th Earl of Oxford), who is considered to be a possible author of Shakespeare, and she was also the wife of William Stanley (Sixth Earl of Derby), who is another leading candidate for being the author of Shakespeare. Why has not Elizabeth Vere herself been considered as the possible author of all of Shakespeare?

Essential Question: What is the most compelling argument against the long-held belief that William Shakespeare actually wrote all of the works attributed to his name?

Borrowed from: <http://www.anusha.com/shakespe.htm>

The Perfect Society: Double-Column Notes Organizer

Name: _____

Week of: _____

Perfect Society Role: _____

This Week's Assigned Readings

Taming of the Shrew: Act _____ *The Giver*: Chapters _____ - _____ Short Story: _____

Interesting Ideas from Readings (Citation: Author's Last Name + Page #)	My Commentary (why these ideas are interesting, how they fit into a perfect society, how I feel about them)



Obligation to
Community

Textual Evidence & Commentary

Adding commentary to explain textual evidence is difficult for many writers. One acronym that you will find useful for remembering your options for commentary is **S.P.I.E.S.:** **S**ignificance, **P**urpose, **I**mportance, **E**ffect, and **S**uggestion. In Part I of this activity, you will practice identifying which of these options a writer is employing in his or her (**bolded**) commentary. Write the **S.P.I.E.S.** word in the blank underneath each quote and commentary set.

Part I

- 1) "For a contributing citizen to be released from the community was a final decision, a terrible punishment, an overwhelming statement of failure" (Lowry 2). **This implies that citizens of the community remain members until they either die or are kicked out. Leaving willingly is never an option.**
-

- 2) "What if *others-adults*-had, upon becoming Twelves, received in *their* instructions the same terrifying sentence? What if they had all been instructed: *You may lie?*" (Lowry 71). **Reading these instructions clearly causes Jonas to question everything he thought he knew about the Ceremony of Twelve. From this point forward, Jonas is not the same.**
-

- 3) "He liked the feeling of safety here in this warm and quiet room; he liked the expression of trust on the woman's face as she lay in the water unprotected, exposed, and free" (Lowry 30). **This glimpse into Jonas's thinking serves as a bit of irony later in the novel, after he discovers what happens to the woman.**
-

- 4) "He found that he was often angry...that they were satisfied with their lives which had none of the vibrance his own was taking on. And he was angry at himself, that he could not change that for them" (Lowry 99). **The change in Jonas's thoughts on his fellow citizens highlights the change in his mindset about the community in which he lives. No longer does he submit to the authority of community leaders; instead, he seems to have had an awakening of personal opinion as a result of his experiences.**
-

Appendix E (continued)

In Part II of this activity, you will practice adding commentary that explains the **Significance, Purpose, Importance, Effect, or Suggestion** of each quotation from *The Giver*.

Part II

- 1) "Jonas felt a ripping sensation inside himself, the feeling of terrible pain clawing its way forward to emerge in a cry" (Lowry 151). _____

- 2) "It's the way they live. It's the life that was created for them. It's the same life that you would have, if you had not been chosen as my successor" (Lowry 153). _____

- 3) "It was not a grasping of thin and burdensome recollection; this was different. This was something that he could keep. It was a memory of his own" (Lowry 178). _____

- 4) "How could someone not fit in? The community was so meticulously ordered, the choices so carefully made" (Lowry 48). _____

- 5) "But when he looked out across the crowd, the sea of faces, the thing happened again. The thing that had happened with the apple. They *changed*" (Lowry 64). _____
