Megan Woltmann

EDTL 7100

Unit Development- Sequencing Rationale

*Sequencing Rationale:*

 This Integrated Language Arts unit is sequenced according to the learner-related pattern of difficulty. While several sequencing patterns could have been used, this pattern makes the most sense for this unit of study in a ninth grade classroom. Building from the easiest parts of the lesson to the hardest parts allows students to see the connections between all of the subunits and allows them to apply prior knowledge to later concepts. Freshmen year is the first year students are exposed to the literary techniques of Shakespeare and his plays. Therefore, the pattern of difficulty will most effectively facilitate learning without overwhelming the students.

 The first subunit to be studied is the author himself. This is the easiest and most appropriate starting point for an entire unit over this person. Most students have heard the name Shakespeare from previous grade levels. They know he is an author and that he writes plays and poetry, but they do not know much else about him or his life. During this subunit, students will watch a movie and participte in a Shakespearean Scavenger Hunt. Learning about the author and his background in playwriting and theatre will help students make sense of the play they read later in the unit.

 The second subunit to be covered is the culture of Elizabethan England. This unit is slightly more difficult than the first because it is broader, more complex, and students have little understanding of this culture. Many things will be examined, such as political customs, the Black Plague, the treatment of women and servants, and clothing and social pasttimes. Students can apply what they know about Shakespeare’s life to this unit for a greater understanding. This subunit is also necessary for understanding the main unit (the play) because students will encounter several examples of Elizabethan culture and societal values. Knowing how the culture operated will make character actions and interactions easier to understand.

 The third subunit that will be studied is the language. Shakespearean language is very different from the English students speak today. Often, the language is the hardest and most challenging part of learning Shakespeare for many students. Students will need to have a firm grasp on the language in order to understand the play. Several language activities will be completed, as well as translation practice to allow students an opportunity to use words such as thou and thee in sentences. Additionally, studying Shakespearean English can help students realize grammar mistakes they make in modern English. Verb placement and sentence structure are very important in both types of languages and students will hone their grammar skills in this subunit.

 The fourth and final subunit to be studied is the actual play itself. This is the hardest, most comprehensive, and most complex of the subunits and therefore, is studied last. The prior subunits blend together and the knowledge gained in those units contributes to the understanding of the entire play. Knowing about the author, the time period, and the language aide students and help the play come alive for them. These subunits, arranged and sequenced according to difficulty, build upon one another and conclude with the hardest and most challenging segment of the unit.