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EDTL 7100

Unit Development- Outcomes

*Intended Unit Outcomes:*

 Within this large curricular unit there are four smaller subunits. Each subunit has individual goals and outcomes. The following list is an overview of each subunit with the goals and outcomes that are intended for each.

*Subunit One: Study of William Shakespeare as an Author:*

* Students will use their iPads to complete a Shakespeare Scavenger Hunt and will be able to:
	+ Identify Stratford-Upon-Avon on a map.
	+ List five important facts about Shakespeare in writing.
	+ Understand the complexities of the Renaissance time period and be able to explain the issues in a short writing response.
	+ Understand the polictics of the time by completing a compare/contrast chart with the politics of today.

*\*All of these outcomes fall into the knowledge and comprehension levels of Bloom’s Taxonomy \**

* Using information gathered from research, students will be able to explain the King’s Men and the Globe Threatre through a verbal group presentation accompanied by a PowerPoint *(Application).*

*Subunit Two: Study of Elizabethan Culture:*

* Students will be able to apply knowledge gained from a movie and from research to create a travel brochure for Elizabethan England. The brochure will include location on a map, main points of interest, Shakespeare’s house, and bulletted information about the Plague and social customs *(Application, Synthesis).*
* Students will be able to compare and contrast the Black Plague with current diseases by creating a chart with a written explanation *(Application/Analysis).*
* Students will be able to compare and contrast the treatment of women between the time periods through a written assignment *(Application/Analysis).*

*Subunit Three- The Study of Shakespearean Language:*

* Students will be able to identify iambic pentameter by selecting the right options on a multiple choice quiz *(Knowledge/Comprehension).*
* Students will be able to analyze various phrases for iambic pentameter and will be able to scan them by placing the correct scansion marks on each syllable/word *(Comprehension/Application/Analysis).*
* Students will be able to use the forms of “thee” correctly in sentences by placing the correct form of the word in the blank *(Comprehension/Application).*
* Students will be able to use a Shakespearean glossary to re-word various phrases and be correct 7 out of 10 times *(Application, Analysis, Synthesis).*

*Subunit Four- The Play:*

* Students will be able to identify with the characters by examining and discussing their actions through an online writing blog. Students will be able to answer questions based on the play by relating their life experiences and explaining how they would handle certain situations *(Spans all levels- questions will be varied and different for each act).*
* Students will be able to write a resume for a particular character using proper grammar, spelling, format, and punctuation *(Application, Analysis).*
* Students will be able to evaluate character actions and come up with alternate solutions to their problems by writing a friendly letter to a character giving them advice using proper spelling, grammar, format, and puncuation *(Application, Analysis, Synthesis, Evaluation).*
* Students will be able to find examples of figurative language within the play and be able to evaluate their effectivness *(Analysis/Evaluation).*
* Students will be able to effectively summarize each act as they write/create/draw a comic strip for each of the five acts *(Application, Synthesis).*
* Students will be able to analyze character behavior by examining speeches and actions. Students will then compare Shakespeare’s characters to modern characters/people of today’s world as they complete an observation activity of people in current society *(Analysis, Application, Synthesis, Evaluation).*
* Students will be able to answer a variety of questions over each scene to aid in understanding *(Primarily Knowledge and Comprehension, although other levels may appear).*
* With a group, students will be able to translate a scene into modern day English and act it out in front of the class *(Application, Analysis, Synthesis, Evaluation).*
* Using a current newspaper as a guide, students will be able to create a newspaper entitled “Verona Views” as a review over the play. *(Synthesis).*
* Students will be able to understand and explain themes present in the story through discussion and will be able to find examples of those themes in modern books, TV shows, and movies *(Analysis, Evaluation).*
* Students will be able to synthesize the knowledge gained from the play to create/write a prequel to the play *(Synthesis).*
* Students will be able to evaluate Shakespeare’s play as they critically examine the ending and come up with an alternate ending to the story *(Evaluation).*