



EXPEDITIONARY
LEARNING

Grade 10: Module 2B: Unit 1: Lesson 3

Analyzing the Author's Perspective: "The Shakespeare Shakedown"



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

CCSS.ELA-LITERACY.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCSS.ELA-LITERACY.RI.9-10.5

Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Supporting Learning Targets

- I can analyze Simon Schama's perspective in "The Shakespeare Shakedown."
- I can analyze how Simon Schama acknowledges and responds to conflicting viewpoints.

Ongoing Assessment

- QuickWrite 1 (from homework)
- Highlighting in student copies of "The Shakespeare Shakedown"
- "The Shakespeare Shakedown": Lesson 3 text-dependent questions

Agenda

Opening

- Introducing Discussion Appointments (8 minutes)
- Reviewing Learning Targets (3 minutes)

Work Time

- Chalk Talk: Questioning Texts, Perspective (15 minutes)
- Close Reading: Analyzing Conflicting Viewpoints (15 minutes)

Closing and Assessment

- Revisiting Learning Targets and Reflecting on Close

Teaching Notes

- In this lesson, students set up "Discussion Appointments" with five peers; these appointments will be used for peer conversation throughout the module. This new routine builds on students' work in their "numbered heads" group in Module 1, gradually encouraging them to work with more and more of their classmates. These discussion structures support students' mastery of SL.8.1.
- In advance: Prepare chart paper for the Chalk Talk. Write one of these questions on each paper and post around the classroom:
 - "What does Simon Schama think and say about who wrote the works attributed to Shakespeare?"
 - "Who is the intended audience of the speech?"

If you have a big class, consider posting two of each question around the classroom so students can easily see them.
- Review: Chalk Talk protocol (see Appendix).



Reading (4 minutes)

Homework

- A. Take your copy of "The Shakespeare Shakedown" home with you and complete the vocabulary task.



Lesson Vocabulary	Materials
perspective, conflicting viewpoints; counterclaims	<ul style="list-style-type: none">• Instructions for Discussion Appointments (for teacher reference)• Discussion Appointments handout (one per student)• Timer• "The Shakespeare Shakedown": Lesson 3 Close Reading Guide (for teacher reference)• "The Shakespeare Shakedown" (from Lesson 2; one per student)• "The Shakespeare Shakedown": Lesson 3 Text-Dependent Questions (one per student)• Chart paper for Chalk Talk with questions prepared (two, four, or six pieces of chart paper, depending on the size of your class)• Markers (one per student)• Reading Closely: Guiding Questions handout (from Lesson 2; one per student)• Lesson 3 Homework: Vocabulary in "The Shakespeare Shakedown" (one per student)



Opening	Meeting Students' Needs
<p>A. Introducing Discussion Appointments (8 minutes)</p> <ul style="list-style-type: none">• In advance, review the Instructions for Discussion Appointments. Tell students you are going to explain the new protocol for meeting with peers during Module 2. Distribute the Discussion Appointments handout. Tell students that this is a way for them to have partner discussions with several of their classmates. Being able to talk to a lot of classmates will give them more ideas for discussing and writing about the texts during this module. Reinforce that discussion is one strong way to deepen their understanding of a text.• Give the following directions for making Discussion Appointments:<ol style="list-style-type: none">1. You will sign up for five appointments with five different partners.2. For each location on the map, you may have only one appointment.3. If someone asks you for an appointment and that location is available, you need to accept the appointment.4. In the blank next to each location, write the name of your appointment partner.5. Once you have made all five appointments, return to your seat.• Give students 3 minutes to make their Discussion Appointments. Consider setting a timer to help them stay focused and do this task quickly. Circulate to support or clarify as needed.• About halfway through this sign-up process, check with the class to see who needs appointments in various locations. You can do this by asking, for example:<ul style="list-style-type: none">* "Raise your hand if you need an appointment in Rochester."• As students raise their hands, match them up.• Once they have their sheets filled out, ask students to return to their seats. Tell them that they will work with these Discussion Appointment partners regularly.• Remind them that if their partner is absent on a given day or they do not have a partner for a particular location, they should report to you at the front of the room and you will tell them with whom to meet.	<ul style="list-style-type: none">• Discussion Appointments are a way for students to work with different classmates, leading to mixed-ability groupings. Mixed-ability groupings of students for regular discussion and close reading exercises provide a collaborative and supportive structure for reading complex texts.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (3 minutes)</p> <ul style="list-style-type: none">Read the first learning target aloud:<ul style="list-style-type: none">"I can analyze Simon Schama's perspective in 'The Shakespeare Shakedown.'"Invite students to talk to their partner about what <i>perspective</i> means. After a minute, refocus the class and cold call one pair. Listen for them to say: "Perspective means point of view." Clarify if necessary, ensuring that students understand that <i>perspective</i> and <i>point of view</i> mean the same thing.Read the second learning target aloud:<ul style="list-style-type: none">"I can analyze how Simon Schama acknowledges and responds to conflicting viewpoints."Ask students to turn to their partner and compare the two learning targets: What do they have in common? Cold call one or two pairs. Listen for: "Both learning targets are about viewpoints." Clarify if necessary.Explain that today, the class will reread "The Shakespeare Shakedown" and analyzing the different perspectives in it.	
Work Time	Meeting Students' Needs
<p>A. Chalk Talk: Questioning Texts, Perspective (15 minutes)</p> <ul style="list-style-type: none">Invite students to sit with their Buffalo Discussion Appointment partner.Cold call students to share what they wrote for the homework QuickWrite. Listen for them to identify that Schama uses evidence about Shakespeare's family history, education, and knowledge of kings and queens to support his argument.Use the "The Shakespeare Shakedown": Lesson 3 Close Reading Guide (for teacher reference) to guide students through a Chalk Talk. They will need their text "The Shakespeare Shakedown" plus the "The Shakespeare Shakedown": Lesson 3 Text-Dependent Questions handout and their chart paper and markers before they begin the Chalk Talk.	<ul style="list-style-type: none">Chalk Talk provides a whole-group space for all students to share their thoughts, ask questions, and respond. It supports students who need more time to process information, as well as students who are less likely to participate in whole-group discussions.
<p>B. Close Reading: Analyzing Conflicting Viewpoints (15 minutes)</p> <ul style="list-style-type: none">Continue to use the Lesson 3 Close Reading Guide to guide students through the analysis of perspective in the text.	



Closing and Assessment	Meeting Students' Needs
<p>A. Revisiting Learning Targets and Reflecting on Close Reading (4 minutes)</p> <ul style="list-style-type: none">• Reread the learning targets aloud or ask student volunteers to do so:<ul style="list-style-type: none">* "I can analyze Simon Schama's perspective in "The Shakespeare Shakedown."* "I can analyze how Simon Schama acknowledges and responds to conflicting viewpoints."• Give students specific positive praise for strong thinking you noticed as they worked with the article (in this lesson, as well as based on your observational data from the previous lesson).• Invite students to pull out their Reading Closely: Guiding Questions handout from Module 1 (or distribute a fresh handout). Remind them that they worked with this resource during Module 1. Invite students to read over it and place a star next to questions they have worked on in this lesson and the previous lesson with Schama's article. Model briefly if needed.• Watch for students to place stars by these questions:<ul style="list-style-type: none">– "Who is the author?"– "What is the title?"– "What type of text is it?"– "What words or phrases are critical for my understanding of the text?"– "What is the author thinking and saying about the topic or theme?"– "Who is the intended audience of the text?" <p>Remind students that in the case of this text, the author's thinking can also be called the author's <i>position</i>.</p> <ul style="list-style-type: none">• Emphasize that this resource is something they can continue using throughout the year as a form of coaching for themselves on the many questions close readers ask themselves as they work with complex text.• As time permits, probe with students about which of these questions felt particularly helpful as they dug into analyzing Schama's article, and why.• Distribute the Lesson 3 Homework: Vocabulary in "The Shakespeare Shakedown" and preview as needed.	<ul style="list-style-type: none">• Checking in with learning targets helps students self-assess their learning. This research-based strategy supports struggling learners most.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">Take your copy of "The Shakespeare Shakedown" home with you and complete Lesson 3 Homework: Vocabulary in "The Shakespeare Shakedown."	



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Grade 10: Module 2B: Unit 1: Lesson 3 Supporting Materials



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Instructions for Discussion Appointments
(for Teacher Reference)

1. Create a Discussion Appointment sheet with two to five appointments on it. Be sure that you use a visual that is related to the important content you are teaching at the time. For example, an elementary teacher could use a calendar or colored geometric shapes. Determine the number of appointments by how long you want to use the same sheet and how experienced your students are in moving and working together
2. Give students the sheet and tell them they will have a set amount of time to sign up with one person per appointment. Tell them to write their appointment's name on their sheets in the correct place.
3. Also ask them to come to you if they cannot find an appointment for one of their slots. If you have an uneven number of students, one student at each appointment will not be able to get a partner. That will be OK, because as you use these appointments over time, some students will be absent, others will have lost their sheets, and some will come into class having missed the sign-up time. When students don't have a partner, if they come to you, you can match them with others who do not have a partner or you can assign them to join another pair and form a committee of three. This process is usually very efficient, and students can begin work with their appointments quickly.



Discussion Appointments

Make one appointment at each location.



In Albany: _____

In Buffalo: _____

In New York City: _____

In Rochester: _____

In Syracuse: _____



“The Shakespeare Shakedown”: Lesson 3 Close Reading Guide
(For Teacher Reference)

Time: 35 minutes total

Work Time Part A: Chalk Talk (18 minutes)	Teacher Guide
(Students participate in Chalk Talk)	<p>Explain that students will engage in a Chalk Talk.</p> <p>Set expectations that they should do this silently; the goal of silence is for everyone to have a chance to think and contribute to the “discussion.” Let students know that they will have a chance to talk afterward.</p> <p>Point out the chart paper for Chalk Talk and let students know that they will have 10 minutes for this activity.</p> <p>Pass out markers and invite students to get started.</p> <p>As students are writing, circulate. Feel free to guide them by writing questions on the chart paper for them to consider, especially:</p> <ul style="list-style-type: none">• “How do you know?”• “Why does it matter?”

The Shakespeare Shakedown”: Lesson 3 Close Reading Guide
(For Teacher Reference)

Time: 35 minutes total

<p>1. What is Simon Schama thinking and saying about who wrote the works attributed to Shakespeare?</p> <p>2. Who is the intended audience of the article?</p>	<p>Ask students to sit down, still with their Buffalo Discussion Appointment partner.</p> <p>Distribute “The Shakespeare Shakedown”: Lesson 3 Text-Dependent Questions.</p> <p>Point out that the two questions from the Chalk Talk are also on the handout. Tell students that they will begin the debrief from the Chalk Talk as a class by first discussing each question with their partner and jotting down notes on their handout. Give students 5 minutes for this partner debrief. They will be able to add to their notes during the whole-class discussion.</p> <p>Lead a debrief with the class. Continue to push students by asking:</p> <ul style="list-style-type: none"> • “How do you know?” • “Why does it matter?” <p>Listen for students to say things like:</p> <ul style="list-style-type: none"> – “Schama’s perspective on the question of whether Shakespeare is the true author of all the works attributed to him is that Shakespeare is the true author.” – “Schama believes Shakespeare could have written and did write all of the works attributed to him.” – “The intended audience is readers of <i>Newsweek</i> magazine and those who may have seen the film <i>Anonymous</i>.” – “Schama believes that those who deny Shakespeare’s authorship lack imagination and are not looking at the facts.” <p>Be sure students understand that the author’s position they are describing is the author’s central claim.</p>
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The Shakespeare Shakedown”: Lesson 3 Close Reading Guide
(For Teacher Reference)

Time: 35 minutes total

Work Time Part B: Text-Dependent Questions (17 minutes)	Teacher Guide
<p>3. Reread the article. Where does Schama acknowledge other viewpoints?</p>	<p>Invite students to read the next question on their text-dependent questions handout. Explain that Schama acknowledges <i>counterclaims</i>, or viewpoints that oppose his own.</p> <p>Then have them reread the article with their partner by paired reading and take notes on their thinking as they work on answering the question.</p> <p>As students are working, circulate and check for understanding. Make sure they are referring often to their texts.</p> <p>Refocus the class and cold call pairs to share their answers. Encourage students to revise their notes as others share.</p> <p><i>Answer: Schama acknowledges two other viewpoints: “Roland Emmerich’s ... new movie ... purports to announce to the world that the words we deluded souls imagine to have been written by one William Shakespeare were actually penned by Edward de Vere, the 17th earl of Oxford.” (Paragraph A) Shakespeare lacked the family history, education, and knowledge of kings and queens to have written the works attributed to him. (Paragraph A)</i></p>

The Shakespeare Shakedown”: Lesson 3 Close Reading Guide
(For Teacher Reference)

Time: 35 minutes total

<p>4. How does Schama respond to these counterclaims or other viewpoints?</p>	<ol style="list-style-type: none"> 1. Invite students to read the next question on their text-dependent questions handout. 2. Then have them reread the article as they work on answering the question. 3. As students are working, circulate and check for understanding. Make sure they are referring often to their texts. 4. Refocus the class and cold call pairs to share their answers. Encourage students to revise their notes as others share. <p>Answers:</p> <ul style="list-style-type: none"> • “Roland Emmerich’s ... new movie ... purports to announce to the world that the words we deluded souls imagine to have been written by one William Shakespeare were actually penned by Edward de Vere, the 17th earl of Oxford.” (Paragraph A) <ul style="list-style-type: none"> – Schama responds to this by citing other men who naysayers believe could have been the true author to show that there are many theories out there. He also uses critical language to discredit these other men. For example, he calls the Earl of Oxford a “courtier-poet of middling talent.” • Shakespeare lacked the family history, education, and knowledge of kings and queens to have written the works attributed to him. (Paragraph A) <ul style="list-style-type: none"> – Schama takes on each of these three reasons to deny Shakespeare his authorship and combats each one with reasons they are not true: • <i>Shakespeare may have been from a poor family, but he was not illiterate.</i> • <i>Shakespeare’s country education was actually quite rigorous.</i> • <i>Shakespeare knew all about kings and queens because he wrote and performed for them close to 100 times.</i>
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The Shakespeare Shakedown”: Lesson 3 Close Reading Guide
(For Teacher Reference)

Time: 35 minutes total

5. Why does Schama identify counterclaims?	<p>Repeat the numbered steps from above.</p> <p><i>Answer: By acknowledging the other viewpoints, Schama strengthens his claim because he uses evidence to show why those who disagree with him are wrong.</i></p>
6. What is the author’s purpose in this article?	<p><i>The author’s purpose is to defend the authorship of Shakespeare.</i></p>



“The Shakespeare Shakedown”: Lesson 3 Text-Dependent Questions

Name: _____

Date: _____

Chalk Talk Questions	Notes
1. What is Simon Schama thinking and saying about who wrote the works attributed to Shakespeare?	
2. Who is the intended audience of the speech?	
Additional Text Dependent Questions	
3. Reread the article. Where does Schama acknowledge other viewpoints?	
4. How does Schama respond to these counterclaims or other viewpoints?	
5. Why does Schama identify counterclaims?	
6. What is the author’s purpose in this article?	



Lesson 3 Homework: Vocabulary in “The Shakespeare Shakedown”

Name: _____

Date: _____

Directions: In the chart below, write the words you circled in “The Shakespeare Shakedown.” Do your best to infer the meaning of the word from the context and write it in the right hand column.

Word	Paragraph Letter	Inferred Meaning