



EXPEDITIONARY  
LEARNING

# **Grade 10: Module 2B: Unit 1: Lesson 5**

## **Analyzing Text Structure: “The Shakespeare Shakedown”**



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

CCSS.ELA-LITERACY.RI.9-10.3

Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Supporting Learning Targets

- I can analyze the structure of a specific paragraph in “The Shakespeare Shakedown,” including the role of a particular sentence in developing a supporting claim.
- I can analyze the development of the argument in “The Shakespeare Shakedown.”
- I can identify specific supporting claims that Simon Schama makes in “The Shakespeare Shakedown.”

Ongoing Assessment

- Summary Writing graphic organizer (from homework)
- Students’ annotated copies of “The Shakespeare Shakedown”
- Fist to Five

Agenda

Opening

- Engaging the Reader: Sharing Summaries (5 minutes)
- Reviewing Learning Targets (2 minutes)

Work Time

- Guided Practice: Analyzing Paragraph Structure (15 minutes)
- Practicing With a Partner: Analyzing Text Structure (18 minutes)

Closing and Assessment

- Debriefing Learning Targets (5 minutes)

Homework

Teaching Notes

- Students continue to work with Simon Schama’s article “The Shakespeare Shakedown.”
- In this lesson, they work together to analyze paragraph structure in the article. This is a complex text and a challenging task. Support students as needed through the guided practice of Work Time A. Students have an opportunity to practice with a partner using an easier paragraph in Work Time B.
- Review: Fist to Five in “Checking for Understanding Techniques” (see Appendix).
- Post: Learning targets.



A. None	
---------	--



Lesson Vocabulary	Materials
evaluate, objectively summarize	<ul style="list-style-type: none"><li>• “The Shakespeare Shakedown” (from Lesson 2; one per student and one to display)</li><li>• “The Shakespeare Shakedown”: Analyzing Text Structure note-catcher (one per student and one to display)</li><li>• Document camera</li><li>• “The Shakespeare Shakedown”: Lesson 5 Close Reading Guide (for teacher reference)</li></ul>

Opening	Meeting Students’ Needs
<b>A. Engaging the Reader: Sharing Summaries (5 minutes)</b> <ul style="list-style-type: none"><li>• Invite students to sit with their Albany Discussion Appointment partner to share the summary of the article each one wrote for homework.</li></ul>	
<b>B. Reviewing Learning Targets (2 minutes)</b> <ul style="list-style-type: none"><li>• Invite students to follow along while you read the learning targets aloud:<ul style="list-style-type: none"><li>* “I can analyze the structure of a specific paragraph in ‘The Shakespeare Shakedown,’ including the role of a particular sentence in developing a supporting claim.”</li><li>* “I can analyze the development of the argument in ‘The Shakespeare Shakedown.’”</li><li>* “I can identify specific supporting claims that Simon Schama makes in ‘The Shakespeare Shakedown.’”</li></ul></li><li>• Remind students that they have been analyzing Simon Schama’s article over several lessons. The author’s argument consists of the central claim, supporting claims, and reasons that the author uses to express his or her position.</li><li>• Today, students will continue to read the article closely, this time focusing on paragraph structure.</li></ul>	



Work Time	Meeting Students’ Needs
<p><b>A. Guided Practice: Analyzing Paragraph Structure (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to get out their copies of <b>“The Shakespeare Shakedown.”</b> Let them know that now they will analyze the structure of a paragraph and the purpose of particular sentences in Schama’s article.</li><li>• Distribute <b>“The Shakespeare Shakedown”: Analyzing Text Structure note-catcher</b> and display it on the <b>document camera.</b></li><li>• Tell students that the note-catcher will lead them through an analysis of the structure of Paragraph F in “The Shakespeare Shakedown.” Ask them to work together on this with their Albany Discussion Appointment partner.</li><li>• Refer to the <b>“The Shakespeare Shakedown”: Lesson 5 Close Reading Guide (for teacher reference)</b> for guidance on how to support students in this portion of the lesson.</li><li>• As pairs are working, circulate to ensure that they understand the analysis of the paragraph structure.</li><li>• Once students are done, refocus the class. Cold call pairs to share their analyses of paragraph structure. Invite students to refine their note-catchers based on the class discussion.</li></ul>	<ul style="list-style-type: none"><li>• Analyzing text structure supports students who struggle with reading and writing, particularly ELLs, because it gives them an explicit way to see how sentences build on one another to make meaning.</li><li>• Talking as a whole class after a small group activity gives the teacher as well as students a chance to check understanding and correct any misconceptions.</li></ul>
<p><b>B. Practicing With a Partner: Analyzing Text Structure (18 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that now that they have analyzed the structure of a paragraph with your support, they will turn their attention to practicing analyzing another paragraph’s structure. This time they will use the second side of the Analyzing Text Structure note-catcher as they take a closer look at Paragraph E.</li><li>• Refer to side 2 of the Close Reading Guide to support students in this portion of the lesson.</li><li>• Have students continue to work with their Albany partner. Circulate to ensure that they understand the analysis of the paragraph structure.</li><li>• Once students are done, refocus the class. Cold call pairs to share their analyses of paragraph structure. Invite students to refine their note-catchers based on the class discussion.</li></ul>	



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debriefing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Read the learning targets one a time for the class. Ask students to rate themselves using the Fist to Five Checking for Understanding technique on how confident they are that they have mastered each learning target:<ul style="list-style-type: none"><li>* “I can analyze the structure of a specific paragraph in ‘The Shakespeare Shakedown,’ including the role of a particular sentence in developing a supporting claim.”</li><li>* “I can analyze the development of an argument in “The Shakespeare Shakedown.””</li><li>* “I can identify specific supporting claims that Simon Schama makes in “The Shakespeare Shakedown.””</li></ul></li></ul>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• None.</li></ul> <p><i>Note: Students will show what they know about analyzing an author’s argument, including the author’s central claim and supporting claims, as well as summarizing an informational text, in the next lesson, which is the Mid-Unit 1 Assessment.</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 10: Module 2B: Unit 1: Lesson 5

## Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



“The Shakespeare Shakedown”: Analyzing Text Structure Note-catcher (Side 1)

Name:

Date:

Questions	Notes
Reread Paragraph F and answer these questions: 1. Read the paragraph aloud with your partner. Try paraphrasing the first sentence. What job is this sentence doing in the paragraph?	
2. How is the second sentence related to this topic sentence? What job is it doing in the paragraph?	





“The Shakespeare Shakedown”: Analyzing Text Structure Note-catcher (Side 1)

Questions	Notes
3. In the next three sentences, Schama gives some more details related to the last sentence. What job are these three sentences doing in the paragraph?	
4. With your partner, paraphrase the last sentence. How does this sentence relate to the first sentence of the paragraph? Why do you think the author ends the paragraph this way?	



“The Shakespeare Shakedown”: Analyzing Text Structure Note-catcher (Side 2)

Questions	Notes
Reread Paragraph E and answer these questions: 1. Read the paragraph aloud with your partner. Try paraphrasing the first sentence. What job is this sentence doing in the paragraph?	
2. How is the second sentence related to this topic sentence? What job is it doing in the paragraph?	
3. In the next sentence, why might it be important that Shakespeare’s plays were published in 1598 and his name was on the publication? What job is this sentence doing in the paragraph?	
4. With your partner, paraphrase the last sentence. How does this sentence relate to the first sentence of the paragraph? Why do you think the author ends the paragraph this way?	



**“The Shakespeare Shakedown”: Lesson 5 Close Reading Guide, Side 1**  
(for Teacher Reference)

**Time:** 15 minutes

Questions	Notes
<p>Reread Paragraph F and answer these questions:</p> <p>1. Read the paragraph aloud with your partner. Try paraphrasing the first sentence. What job is this sentence doing in the paragraph?</p>	<p><b>The first sentence in this paragraph, “The real problem is not all this idiotic misunderstanding of history and the world of the theater but a fatal lack of imagination on the subject of the imagination,” is Schama’s final claim to support his argument that Shakespeare really did write his own works. He is saying that the naysayers are wrong because they lack imagination.</b></p> <p><b>This first sentence is the topic sentence on which the rest of the paragraph is based.</b></p>
<p>2. How is the second sentence related to this topic sentence? What job is it doing in the paragraph?</p>	<p><b>The second sentence, “The greatness of Shakespeare is precisely that he did not conform to social type—that he was, in the words of the critic William Hazlitt, ‘no one and everyone,’” is related to the topic sentence because it begins to develop the claim by saying Shakespeare had such a masterful imagination that it makes it hard to define him. He did not mold himself to the expectations of society at that time.</b></p> <p><b>In this paragraph, this sentence offers the first piece of evidence proving the author’s fourth claim in his argument.</b></p>



**“The Shakespeare Shakedown”: Lesson 5 Close Reading Guide, Side 1**  
(for Teacher Reference)

**Time:** 15 minutes

Questions	Notes
3. In the next three sentences, Schama gives some more details related to the last sentence. What job are these three sentences doing in the paragraph?	<p><b>These sentences are important because they give examples of Shakespeare’s imagination.</b></p> <p><b>After learning about Rome in school, his imagination was able to take him back to Rome when he wrote, for example.</b></p> <p><b>He was able to reach all levels of society and reach beyond his own social status to use his imagination to write in the speech of both the commoners and the royals.</b></p> <p><b>Explain that quicksilver and protean refer to something that is fluid, easily changed or adjusted. So, Schama is saying that it is Shakespeare’s ability to shift and adjust so easily that makes it difficult for our literal and concrete culture to understand.</b></p> <p><b>The job of these three sentences is to provide examples and details that support the author’s claim in this paragraph.</b></p>
4. With your partner, paraphrase the last sentence. How does this sentence relate to the first sentence of the paragraph? Why do you think the author ends the paragraph this way?	<p><b>Through his writing, Shakespeare made himself like all classes of people combined. He was both a commoner and a king. He was nothing about himself, but molded himself to the characteristics of others.</b></p> <p><b>This sentence relates to the first sentence, in that it shows Shakespeare’s marvelous imagination, which is what the author writes about in the topic sentence.</b></p> <p><b>The author ends the paragraph (and the article) with a famous quote that is eloquent and expresses the claim Schama is making. It shows that other people have noticed Shakespeare’s brilliant imagination, too.</b></p>

**“The Shakespeare Shakedown”: Lesson 5 Close Reading Guide, Side 2**  
(for Teacher Reference)

**Time:** 18 minutes

Questions	Notes
<p>Reread Paragraph E and answer these questions:</p> <p>1. Read the paragraph aloud with your partner. Try paraphrasing the first sentence. What job is this sentence doing in the paragraph?</p>	<p><b>The first sentence in this paragraph, “How could Shakespeare have known all about kings and queens and courtiers?” addresses one of the arguments posed by those who believe Shakespeare could not possibly have written all the works attributed to him because he lacked knowledge of how the “upper crust” behaved.</b></p> <p><b>This first sentence is the topic sentence on which the rest of the paragraph is based.</b></p>
<p>2. How is the second sentence related to this topic sentence? What job is it doing in the paragraph?</p>	<p><b>The second sentence, “By writing for them and playing before them over and over again—nearly a hundred performances before Elizabeth and James, almost 20 times a year in the latter case,” is related to the topic sentence because it answers the question posed in the first sentence.</b></p> <p><b>In this paragraph, this sentence offers the first piece of evidence proving the author’s third claim in his argument.</b></p>



“The Shakespeare Shakedown”: Lesson 5 Close Reading Guide, Side 2  
(for Teacher Reference)

**Time:** 18 minutes

Questions	Notes
3. In the next sentence, why might it be important that Shakespeare’s plays were published in 1598 and his name was on the publication? What job is this sentence doing in the paragraph?	<p><b>This is important because it shows that Shakespeare’s plays were published during his lifetime and he was given the credit for all of the works.</b></p> <p><b>The job of this third sentence is to show one more piece of evidence to prove that Shakespeare was the true author and could not have fooled royalty in such a way, especially since he was alive when these works were published.</b></p>
4. With your partner, paraphrase the last sentence. How does this sentence relate to the first sentence of the paragraph? Why do you think the author ends the paragraph this way?	<p><b>This sentence relates to the first sentence in that it restates the opposing argument that was posed in the first sentence. The author restates and then dismisses the argument for an extra emphasis on how it is bogus, in his opinion.</b></p>