Solar Lesson Plan Format

Age Level: 9th Grade
Subject(s) Area: English (Writing Workshop)
Materials Needed: Chromebooks, *Julius Caesar*, PowerPoint

Standards:

      ELA.W. 9-10.6: Use technology37, including the Internet, to produce, publish, and update individual or shared writing products. Use technology's capacity to link to other information and to display information flexibly and effectively.

      ELA.RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., evoking a sense of time and place; setting a formal or informal tone; identifying bias in language).

Objectives:

      TLW understand dialect and how it is used.
      TLW determine the meaning of words and phrases as they are used in the text
      TLW translate them into a modern dialect.

      Cognitive Level of Lesson (Bloom's Taxonomy): Apply

Learning Activities:

1. **Welcome class, go over any housekeeping items.**
2. **Ask students about languages and if they speak any other languages.**
3. **Introduce dialect by asking students to make an inference on a half sheet of paper on what dialect means.**
   a. **Make sure students write their name at the top along with the class period number.**
   b. **Give students an opportunity to share their inferences.**
4. **Play video on dialect (21 Dialects)**
   a. **Ask students if their inference on dialect has changed or stayed the same**
   b. **Give students the true definition of dialect with multiple examples**
5. **Talk about the dialect and languages used in *Julius Caesar***
   a. **Introduce the quick history of language (Indo-European→Germanic→Old English→Middle English→Modern English)**
   b. **Remind students that throughout each stage in the history of English there have been different dialects.**
   c. **Shakespeare would have been writing about an ancient Greek/Roman story in a Middle English dialect, which is crazy to think about.**
6. **Talk about how dialect can inform the mood/theme of the story.**

    a. **Mulan, Parent Trap, Zootopia example**
7. **Assign the writer's workshop assignment to translate one scene from *Julius Caesar* to a modern dialect.**
8. **Give an example. (No fear Shakespeare)**
9. **Allow students the rest of the hour to work on projects.**
10. **Remind students that the Rough Draft is due on April 7.**
11. **Have students write an exit slip with the real definition of dialect and an example.**
12. **Dismiss students at the end of class.**

Technology:

- **21 Dialect Video**
- **Chromebooks for writing and reviewing**

Required Vocabulary:

- **Dialect: a particular form of a language that is peculiar to a specific region or social group**

Instructional Methods:

- **Guided Practice Strategies: examples of the *Julius Caesar* translation into modern English**
- **Independent Concrete Practice/Application: Students' work time**
- **Differentiation: dialect video**

*A*ssessment:

Formative: in-class discussion

   Individual Measurability: Entrance/Exit slip

Summative: Rubric, Entrance/Exit Slip

*R*eflection:

If I were to do this again, I would have students discuss dialect in small groups and come up with examples of dialect in movies or other books. I would also move around the classroom more as the students work to discourage distracted internet browsing as the students worked on their Chromebooks.

CATEGORY	4	3	2	1
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently.	There is 1-3 spelling or punctuation error in the final draft. Character and place names that the author invented are mostly spelled consistently.	There are 3-7 spelling and punctuation errors in the final draft. Character and place names that the author invented are not always consistently spelled.	The final draft has more than 7 spelling and punctuation errors. Character and place names that the author invented are never consistently spelled.
Voice	Writer engages reader and is strongly committed to the topic.	Writer shows some sense of audience. The purpose of writing is present but inconsistent.	Writer has a limited sense of audience. There is little commitment to the topic.	Writer lacks audience awareness. There is no purpose or commitment to the topic.
Sentence Fluency	Sentences are carefully crafted to enhance meaning.	Some sentence variety attempted but may be mechanical.	Sentences are monotonous, repetitive, incomplete or awkward.	Sentences are choppy, unnatural, confusing, or difficult to follow or read aloud.
Accuracy of Facts	All facts presented in the story are accurate.	Almost all facts presented in the story are accurate.	Most facts presented in the story are accurate (at least 70%).	There are several factual errors in the story.
Dialect	The dialect is different than the original work, but it still conveys the same theme or mood.	The dialect is different than the original work, but does not convey the same theme or mood.	The dialect is slightly different than the original work, but it does not convey the same theme or mood.	The dialect is not different, but it still conveys the same theme or mood.

Directions: Choose one scene from *Julius Caesar* and translate it to a different dialect. Remember that dialect is a particular form of a language that is peculiar to a specific region or social group. For example, there is American English and British English. There is also a slight difference between the ways people in cities speak as compared to people who live in the country. This purpose of the assignment is to take one scene and translate it into a different dialect while still keeping the original mood and meaning in order to understand the importance of word choices. Rough drafts will be due April 7.