

# Federico García Lorca's Blood Wedding — Fall 2020 — Updated

## Essential Questions

- How do external forces shape the individual?
- How do the characters of literature reflect the values of a culture or time?
- How have writers across cultures and time periods explored understandings and pursuits of justice?
- What are our loyalties, and what do we do when those loyalties conflict?
- What is surrealism? To what extent does Federico Garcia Lorca's work fit that movement?
- To what extent do we control our futures? Consider concepts of fate and free will.
- How can a writer use devices, such as symbolism, foreshadowing, tone, metaphor, motif, theme, mood, etc., to convey a message?

## Schedule:

Date	Synchronous Collaborative Work	Asynchronous Independent Work
Wed., Oct. 21	Unpack new unit. Address questions about writing project.	Read and TSIS Act 1
Mon., Oct. 26	Discuss Act 1	Read and TSIS Act 2 Scene 1
Wed., Oct. 28	Impromptu Distress Day	
Fri., Oct. 30	Writing project work period	Finish your final draft of the <u>Medea/A Doll's House</u> writing project — due to Turnitin by 11:59 pm tonight!
Mon., Nov. 2	Unpack IB assessment details and expectations.  Breakout Discussions: Talk about the 7 guiding concepts in IB Lit and how our readings so far include/connect with them.	Entries for Learner Portfolio: <ol style="list-style-type: none"> <li>1. Your favorite/best They Say/I Say for <u>Medea</u> and <u>A Doll's House</u></li> <li>2. PeerMark from your writing project draft</li> <li>3. Discussion map from your breakout group today</li> </ol>
Wed., Nov. 4	Discuss Act 2 Scene 1	Read and TSIS Act 2 Scene 2
Mon., Nov. 9	Discuss Act 2 Scene 2	Read and TSIS Act 3 Scene 1
Fri., Nov. 13	Discuss Act 3 Scene 1	Read and TSIS Act 3 Scene 2
Mon., Nov. 16	Discuss Act 3 Scene 2	Independent Reading Log
Wed., Nov. 18	Case outline work period	Finish your case outline — due by the start of next class.
Fri., Nov. 20	Record your FlipGrid to make your case to your peers.	Jury duty! Watch the 2 videos for your assigned case and vote for whoever is most

	persuasive. This work is due by 11:59 pm on Fri., Nov. 20.
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**They Say/I Say:** Select and cite 2 important quotes from each reading. Focus on character analysis (physical, emotional, social, intellectual, and moral details).

**Discussion Guidelines:** (just reminders! The only new information here is the last day to submit makeup participation)

- **Leaders:**
  - Each **INDIVIDUAL** discussion leader: Write 2 prompts/questions about the reading assignment. We will focus on the unit Essential Questions. All student-created prompts should link to those big ideas in some way. Post your prompts in the designated page in Collaboration Space on Class Notebook by the start of class so everyone can access them.
  - Discussion leader **TEAMS:** Y'all are in charge on your assigned date! Come off mute to share your prompts and questions. Call on classmates to determine whose turn it is to speak.
- **Everyone else:** Participate! Come to class ready to share ideas. That means you've read the assignment and completed your They Say/I Say notes. Raise your hand, come off mute, and share your ideas. Cite evidence from the assigned reading. **If you are absent or unable/unprepared to speak during class, you can make up discussion points by writing a response to at least one prompt and citing evidence by 11:59 pm on Fri., Nov. 20.**
  - **5 pts:** Speaks at least once, *advancing* the discussion (not repeating another answer – helping the discussion move forward by elaborating, disagreeing, etc.), saying something insightful and interesting that shows accurate understanding of the reading, and citing new evidence to support your interpretation/analysis.
  - **4 pts:** Speaks at least once but might say something less interesting/insightful than a level 5 answer. Cites evidence to support ideas.
  - **3.5 pts:** Speaks at least once but might not advance the discussion. Does not cite evidence to support ideas.
  - **2.5 pts:** Present for discussion, but does not speak.

**Summative Assessment — Literary Mock Trial:** Who is *most* at fault for the violent and tragic ending? You will be assigned a role (prosecution or defense) and one character to investigate. You will have one class period to look at the evidence (the play) about/against your assigned suspect, weighing their responsibility for the violent ending of this story. Each student will turn in a case outline and on trial day, have 3 minutes to address the jury and attempt to persuade them. A jury of your peers will vote to determine whether the prosecution or defense is most convincing in each case.

- **Case Outline — 50 point Summative Assessment.**
  - This will basically be a longer and more detailed They Say/I Say followed by a *short* (max. 250 words!) statement.
  - *Requirements:*

- At least **3 cited quotations from the play** accompanied by your analysis to show your assigned suspect's guilt or innocence
  - At least **1 cited reliable and relevant research source** that tells us more about the values and rules in this time and place (ex: religious beliefs, expectations for marriage, etc.) and your explanation of how that research applies to this case (ex: if we did this for *Medea*, I could find a source about Corinthian xenophobia and explain that the rampant anti-immigrant sentiment meant Medea probably suffered while living there)
  - Choose **1 rhetorical appeal** (ethos, logos, or pathos) and plan how to use it to persuade the jury (ex: for *A Doll's House*, maybe I chose logos and explain, well, there is a law against forging signatures on bank documents and so Nora is in the wrong and Torvald is legally in the right to be upset).
  - **Closing statement/summary:** In 250 words or less (strict limit!), express your opinion after gathering and analyzing the evidence. Why is this suspect guilty or innocent of causing the bloody and tragic ending of this play?
- **Presentation to jury — 20 point Summative Assessment**
    - This part is intended as a fun, low-pressure way to start practicing our presentation skills since we need those for the IB Lit Oral.
    - You will record your statement using FlipGrid. You are not required to turn the camera on if that makes you anxious or distracts you.
    - Imagine you are an attorney making a closing statement to a jury — this is your last chance to review the facts of the case and try to persuade the jury to vote in your favor.
    - Each statement to the jury should be 3-5 minutes long and include the most persuasive evidence and arguments from your case outline. It must include your relevant research on the values/laws associated with this time, place, and culture. Your goal is to persuade the jury to take your side.
  - **Jury duty — 10 point participation grade**
    - Everyone will serve on 1 jury, which means you will watch the FlipGrid videos for one case/suspect, weigh the evidence, and vote for whichever side persuades you. You will also share a glow (praise) and grow (opportunity/idea for improvement) about each presenter's work.
    - *There are no points attached to winning the votes!* It's intended as a way to have fun and hold everyone accountable for watching 2 of the videos so we learn from each other and give feedback.