

# ***Romeo and Juliet* Unit Plan**

English 9

Full Text

Useful Links:

Possible way to introduce the lesson: <http://www.teachersfirst.com/winners/romeo.cfm>

Excellent Lesson Plans:

[http://smago.coe.uga.edu/VirtualLibrary/Clemson/Clemson2011\\_romeoandjuliet.pdf.pdf](http://smago.coe.uga.edu/VirtualLibrary/Clemson/Clemson2011_romeoandjuliet.pdf.pdf)

Unit Plan: [http://smago.coe.uga.edu/VirtualLibrary/Berry\\_Donovan\\_Hummel.pdf](http://smago.coe.uga.edu/VirtualLibrary/Berry_Donovan_Hummel.pdf)

Another Unit Plan:

[http://users.manchester.edu/student/slmorris/ProfWeb/Romeo\\_and\\_Juliet\\_Unit\\_Plan.pdf](http://users.manchester.edu/student/slmorris/ProfWeb/Romeo_and_Juliet_Unit_Plan.pdf)

Another Unit Plan (probably more advanced, but some of it could be used):

[http://uri-englishlanguagearts.wikispaces.com/file/view/Lisi\\_Romeo%26Juliet.pdf](http://uri-englishlanguagearts.wikispaces.com/file/view/Lisi_Romeo%26Juliet.pdf)

This Unit Plan has a stations activity as well as a log keeper's sheet for absentees:

<http://discoverarchive.vanderbilt.edu/jspui/bitstream/1803/247/1/ClaytonCapstone.pdf>

Favorite Unit Plan from California-lots of great ideas to connect student's real world and *Romeo and Juliet*.

<http://www.calshakes.org/v4/educ/pdf/Romeo+JulietTeachersGuide.pdf>

Includes front loading activities, etc.: <http://pre.docdat.com/docs/index-34732.html>

Before/After Reading Sheet on Social Issues found in *Romeo and Juliet*:

<http://www.wolfcreek.ab.ca/documents/general/Romeo%20and%20Juliet%20PSLA9.pdf>

*Romeo and Juliet*-

<http://www.brighthubeducation.com/middle-school-english-lessons/7160-interactive-romeo-and-juliet-lesson-plan/>

Act I, Scene V Facebook lesson plan:

<http://www.sharemylesson.com/teaching-resource/Romeo-and-Juliet-on-Facebook-6134683/>

LINCS possible vocabulary-pun, dramatic irony, personification, foreshadowing, oxymoron, metaphor, simile, blank verse, alliteration, mood, sonnet

LINC's PDF found

here-[http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CC4QFjAB&url=http%3A%2F%2Fcolquitt.high.schooldesk.net%2FLinkClick.aspx%3Ffileticket%3DR9cxsXEbS3l%253D%26tabid%3D8715%26mid%3D21932&ei=e6GvUrXHKqLwyQG-gYGwBA&usg=AFQjCNFoVYOvTTMuNI4KcHLFb\\_C\\_ccu9fA&sig2=VfCLK4I0sHYW2Xp8yVL1Jw&bvm=bv.58187178.bs.1.d.aWc](http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CC4QFjAB&url=http%3A%2F%2Fcolquitt.high.schooldesk.net%2FLinkClick.aspx%3Ffileticket%3DR9cxsXEbS3l%253D%26tabid%3D8715%26mid%3D21932&ei=e6GvUrXHKqLwyQG-gYGwBA&usg=AFQjCNFoVYOvTTMuNI4KcHLFb_C_ccu9fA&sig2=VfCLK4I0sHYW2Xp8yVL1Jw&bvm=bv.58187178.bs.1.d.aWc)

Hip hop and Shakespeare talk-<http://www.youtube.com/watch?v=DSbtkLA3GrY>

Reading schedule for a two week unit plan:

The Prologue Introduction to the Play—emphasizes the power of fate

Act I, scene i Opening Scene—sets up the circumstances of the play

Act II, scene ii Juliet’s Balcony—Romeo and Juliet profess their love

Act III, scene i Verona Square—Mercutio & Tybalt die; Prince banishes Romeo

Act IV, scene i Friar Lawrence’s Cell—Friar offers Juliet a plan so that she can be with Romeo

Act V, scene iii Graveyard—Paris dies; Romeo dies; Juliet dies; the truth is revealed

## **Unit Agenda**

### **Thursday, January 2:**

- Work on Extended Performance Event
- Study for test

## **Common Core Standards:**

**CCSS.ELA-Literacy.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**CCSS.ELA-Literacy.W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**CCSS.ELA-Literacy.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

### **Friday, January 3:**

#### **Objectives:**

Students will read independently.

Students will respond to a statement through a Type 2 writing.

Students will discuss opinions and ideas with each other through class discussion.

#### **Agenda:**

- Welcome Back-Brief description of Ms. Hagger
- Test
- Reading
- Begin *Romeo & Juliet* Unit
- Opinionnaire:
- Students will complete social offenses work sheet, ranking from the most severe to the least severe (in their opinion).
- After completing questions one through ten, students will get into pairs to discuss their responses.
- Once students have discussed their responses in pairs, they will come together as a class to discuss their feelings on the given statements. (NCTE 4.4 Pedagogy: Promotes Respect for Diversity)
- Type 2 writing about the most serious social offense.
- Assessment-Students will turn this in.

**HW:**

### **Monday, January 6:**

SNOW DAY

### **Tuesday, January 7:**

SNOW DAY

**Wednesday, January 8:**

**CCSS:**

[CCSS.ELA-Literacy.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., how the language evokes a sense of time and place; how it sets a formal or informal tone).

[CCSS.ELA-Literacy.L.9-10.4a](#) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

[CCSS.ELA-Literacy.W.9-10.2d](#)-Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**Objectives:**

- Students will analyze *Romeo & Juliet's* prologue.
- Students will explain how rhythm affects the meaning of the prologue.
- Students will complete a Type 1 writing about a piece of music that would go along well with the prologue.

**Agenda:**

- Take Attendance
- 15 minutes of Independent Reading
- Assemble desks into circles-inner and outer circle and assign a student to hand out copies of the prologue.
- Read the prologue aloud in unison together. Have students circle words or phrases they do not understand.
- 2nd Reading: Go around the circle(s) and have each student read one word.
- 3rd Reading: Again, one word, but speed up.
- Discuss key phrases and ideas-why do you think Shakespeare is foreshadowing? What are the words/phrases that students are finding difficult?
- 4th Reading: Read in unison again, but add "Liebestod" piano music from *Tristan & Isolde* (found at <http://www.youtube.com/watch?v=fuq2oKB0o-k>). How does the song add to the prologue?
- Type 1 Writing: (Explain Name in upper left hand corner, Type 1 Writing underneath it, date on the right hand corner. X's or dots on every other line to help students double space) Write down a song you would use with the prologue if you were directing *Romeo and Juliet*. Why did you choose this song?
- If extra time-Watch Luhrmann's version of the prologue. How does his interpretation add to the prologue?

## Thursday, January 9:

### Common Core Standards:

**CCSS.ELA-Literacy.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., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**CCSS.ELA-Literacy.RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

### Objectives:

Students will analyze Romeo's speech and determine the underlying meaning.

Students will explain the meaning of an oxymoron and create their own examples.

- 15 minutes Reading-conferencing?
- Show full prologue scene of *Romeo and Juliet* (Luhmann version) (3ish minutes)
- Act I, Scene 1-Opening Scene
- <http://www.sharemylesson.com/teaching-resource/Romeo-and-Juliet-PPTs-Prologue-Act-1-6180090/-Interactive> powerpoint-Romeo's feelings for Rosaline (20 minutes)
- Oxymoron-students look for examples in prologue and Act I, scene 1. They will also create their own. (5 minutes)
- Exit Slip Assessment-An oxymoron is \_\_\_\_\_. An example of one is \_\_\_\_\_ . (2 minutes)

### HW:

## Friday, January 10:

### Common Core Standards:

**CCSS.ELA-Literacy.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., how the language evokes a sense of time and place; how it sets a formal or informal tone).

**CCSS.ELA-Literacy.SL.9-10.1d** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

## Objectives:

Students will explain similarities between Shakespeare and Hip Hop.  
Students will describe how Shakespeare uses insults.

## Assessment:

Teacher will go through the video with the students and the worksheet.  
Teacher will check for understanding through class discussion.

1st Hour-Lori and Chad coming in to schedule with students for next year.

2nd Hour-*Romeo and Juliet* extension activity

-Attendance/Announcements-->Hand back assignments and check on who needs to return books.

-15 minutes of independent reading

-Hand out "Shakespeare and TEDEd" worksheet.

-Play the first video for students and stop throughout to make sure students have enough time to write down the information and that they are getting the answers. The video is found at <http://ed.ted.com/lessons/insults-by-shakespeare> (10 minutes)

-Make sure students have down all the answers that they need. (1-2 minutes)

-Students should complete the second activity on the worksheet where they decide whether the line is Shakespeare or Hip Hop before watching the second video. Tell them to be prepared to write in the actual answer as they listen and watch the video. They should also complete the third activity as they watch the video. The video is found at

<http://tedxtalks.ted.com/video/TEDxAldeburgh-Akala-Hip-Hop-Sha>. (20 minutes)

-Complete the Elizabethan Insult activity-have them tell their insults to partners. (5-10 minutes)

## Monday, January 13:

### Common Core Standards:

**CCSS.ELA-Literacy.RL.9-10.7** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

**CCSS.ELA-Literacy.W.9-10.2e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**CCSS.ELA-Literacy.SL.9-10.1d** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

## Objectives:

-Students will determine similarities and differences between two film interpretations of the balcony scene from *Romeo and Juliet*.

-Students will write a brief comparison and contrast essay using the two film interpretations they have just viewed.

- Attendance/Announcements
- 15 minutes-Bethany's students' presentations
- 10 minutes of reading-Pass back tests
- Review from Thursday, explain that there is a party that the Capulets have and Romeo gets into it and lays eyes on Juliet for the first time. He forgets about Rosaline and now he and Juliet are madly in love with each other. Juliet discovers he is a Montague. Oh, also, she is engaged to Paris because her parents arranged their marriage. Romeo is going back to see her in secret. This scene is the one commonly quoted from when people talk of *Romeo and Juliet*.
- Act 2, Scene 2-Balcony scene (Comparison contrast between 1996 version and 1968 version)
- 1968 version-11 minutes; Zefirelli version
- 1996 version-10 minutes; Luhrmann's version
- Venn diagram-compare and contrast the two scenes, Type 3 writing (FCA's-1-At least 3 similarities and 3 differences-underline, specific details-circle, complete sentences-check mark)
- Type 3-Students read aloud to themselves before handing it in, skip lines, name on the left hand corner and FCA's in the upper right hand corner.--> Extend into Tuesday? (Danyelle can take several students down to 202 to work with them)

## Tuesday, January 14:

### Common Core Standards:

- [CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- [CCSS.ELA-Literacy.W.9-10.2b](#) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

### Objectives:

-Students will determine similarities and differences between two different interpretations of the balcony scene from *Romeo and Juliet*.

-Students will write a brief compare/contrast essay about the two interpretations that were viewed.

-Students will complete Type 3 writings.

-Students will read their writing aloud to themselves and make edits as needed.

### Agenda:

- Attendance/Announcements

- Bethany's students' book projects-15 minutes (2nd hour only)
- Reading-10 minutes
- Students will finish Type 3 writings and read aloud to themselves-turn in for 15 points (counts towards the 45%)-->Danyelle take the same students down to 202
- Assessment: Students will turn in their Type 3 writings Tuesday/Wednesday.

**HW:** If Type 3 is not finished, finish at home and turn in on Wednesday.

### Wednesday, January 15:

#### Common Core Standards:

[CCSS.ELA-Literacy.L.9-10.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### Objectives:

- Students will perform Act 3, Scene 1 of *Romeo and Juliet*.
- Students will discuss the ideas, characters, and themes found in *Romeo and Juliet*.

#### Agenda:

- Attendance/Announcements
- Bethany's students' presentations-15 minutes
- Fill in students on what has happened in *Romeo and Juliet* thus far, since the last scene (the balcony scene).
- Act III, Scene I-Drama Mama (cut out slips and give to each student)-->pp. 790-795 in the Lit. book.
- Discuss themes, ideas, characters, what's happening.

### Thursday, January 16:

#### Common Core Standards:

- [CCSS.ELA-Literacy.L.9-10.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- [CCSS.ELA-Literacy.W.9-10.3d](#) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

#### Objectives:

- Students will perform Act 4, Scene 1 of *Romeo and Juliet*.



- Students will discuss the ideas, characters, and themes found in *Romeo and Juliet*.
- Students will write a short piece using their knowledge from the scene.

**Agenda:**

- Attendance/Announcements
- Reading-15 minutes
- Review from previous day (Act 3, Scene 1)
- Drama Mama for Act IV, Scene 1
- Discuss
- Type 1 Writing: Write a diary entry from Juliet's perspective about their plan so that she can be with Romeo. Is she worried or scared? How would you feel if you were in her position?
- If time left, review how to do a 6 paragraph essay. Otherwise, save it for tomorrow.

**Friday, January 17:**

**Agenda:**

- ACT writing-6 paragraph essay-counts as part of their exam grade.

Writing prompt:

As cell phones become less expensive, more and more teenagers are enjoying the privileges of cell phone use and are bringing them to school. School boards are having to decide how to deal with the use of them in school. Some school boards, parents, and teachers favor banning the use of cell phones during school hours. They argue that the use of phones in a classroom causes disruption to the instruction. Instead of following along with the instruction, students will be surfing the internet, texting a friend, taking pictures, or listening to music. Some school boards, parents, and teachers don't think a no-cell-phone policy is the answer. They believe, instead, in having a technology courtesy policy, which requires students to learn when it is appropriate and inappropriate to use a cell phone in an instructional setting. In your opinion, should school boards ban students' use of cell phones in school?

In a six-paragraph essay, take a position on this question. You may write about either one of the two points of view given, or you may present a different point of view on this question. Use specific reasons and examples to support your position.

**Monday, January 20:**

[CCSS.ELA-Literacy.L.9-10.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Objectives:**

- Students will perform Act 5, Scene 3 of *Romeo and Juliet*.
- Students will respond to a writing prompt based off of what they have read so far and know of so far in *Romeo and Juliet*.
- Students will discuss the ideas, characters, and themes found in *Romeo and Juliet*.

-Attendance/Announcements

-Reading (15 minutes)

-Journal: *We're getting close to the end! What are your reactions to Romeo and Juliet? Do you like the play? Hate it? Do you like the characters Romeo and Juliet? Respond in at least five sentences.* (5 minutes)

-Act V, Scene III (p.839 in the textbook) Drama Mama-->Review the events of *Romeo and Juliet* so far.

## Tuesday, January 21:

### Common Core State Standards:

[CCSS.ELA-Literacy.L.9-10.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

[CCSS.ELA-Literacy.W.9-10.2b](#) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

[CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

### Objectives:

- Students will perform Act 5, Scene 3 of *Romeo and Juliet*.
- Students will analyze the ending of the Baz Luhrmann (1996) version of *Romeo & Juliet*.
- Students will write a letter to Baz Luhrmann telling him what they thought of his version of the ending.

### Agenda:

-Attendance/Announcements (1 minute)

-Independent Reading (15 minutes)

-Review from Monday, what has happened in Act 5, Scene 3 to refresh students' memories and to catch up those who were not in class. Finish Act 5, Scene 3-acting it out and reading (10-15 minutes)

-Students should take notes as they watch the ending of Baz Luhrmann's film version of *Romeo and Juliet*. (Start at -18:29 and end at -8:18.) (10 minutes)

-Read model letter for students and show on the screen. Review the parts of a letter. (5 -10 minutes)

-Students will work on their own letter for the remainder of the class . They will write to Baz

Luhrmann about whether they did or did not like his version of the ending in the film . They should use details from both the script and the movie. (10-15 minutes)

Assessment: Teacher will walk around the room to help students. Teacher will look over the letters to assess students' understanding of the text, film, and mini lesson on letter writing.

**HW: Study over words given to help you prepare for the reading exam.**

### **Wednesday, January 22: (Projector Needed)**

#### **1st Hour Exam: 8-10**

- Paired Reading Selection Test.
- Watch the rest of *Romeo and Juliet* for the rest of the hour.

### **Thursday, January 23: (Projector Needed)**

#### **2nd Hour Exam, 8-10**

- Paired Reading Selection Test.
- Watch the rest of *Romeo and Juliet* for the rest of the hour.

### **Friday, January 24:**

**NO SCHOOL FOR STUDENTS**

**PD DAY-GRADES DUE**