

Romeo and Juliet



Grade Level: High School Freshmen

Created By: Freshmen English Teachers at Richmond High School



A Message from the Team...

This project is designed to

- Help students read and appreciate drama as a form of communication and engage them in critical reading of Shakespeare's Romeo and Juliet.
- Aid students in recognizing the genre as a unique form of communication with specific, definable characteristics.

We are four English teachers and one special education teacher. In order to meet the needs of our diverse population, we desire to implement UDL strategies throughout our Romeo and Juliet unit.

For more information, please contact:

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Standards

IN_Academic_Standards - English/Language Arts (2006) - Grade 9

Reading

Standard 9.3 Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 9, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

Indicator 9.3.1 Explain the relationship between the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).

Indicator 9.3.3 Analyze interactions between characters in a literary text and explain the way those interactions affect the plot.

Indicator 9.3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).

Indicator 9.3.5 Compare works that express a universal theme and provide evidence to support the views expressed in each work.

Indicator 9.3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).

Indicator 9.3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.

Indicator 9.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies in a text.

Indicator 9.3.9 Explain how voice and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.

Indicator 9.3.10 Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.

9.3.10.a Dialogue: a conversation between two characters

9.3.10.b Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud

9.3.10.c Asides: words spoken by characters directly to the audience

9.3.10.d Character foils: characters who are used as contrasts to another character

9.3.10.e Stage designs: directions and drawings for the setting of a play

Category Literary Criticism

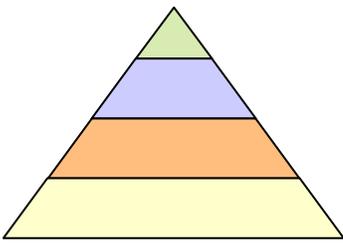
Indicator 9.3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.

Indicator 9.3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

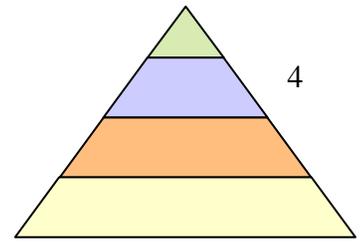
Indicator 9.3.13 Explain how voice, persona, and the choice of narrator affect the mood, tone, and meaning of text.

Resource Help

Indiana Learning Standards: <http://www.doe.state.in.us/standards/>



Planning Pyramid



This pyramid was based upon Indiana Academic Standards and Benchmarks

Some students will

- Express proper oral interpretation while reading out loud
- Explain detailed plot elements
- Infer implied meanings and causes
- Infer character motivation based on dialogue and stage directions
- Identify potential themes related to a given text
- Apply different themes to parodies or interpretations of a given text
- Relate themes to current issues
- Identify and interpret various dramatic structures
- Identify standard metrical patterns
- Apply standard dramatic structures to an original parody or interpretation
- Discuss the importance of Shakespeare and relation to the modern literary canon and the world at large
- Explain the significance of the Globe Theatre in relation to the development of drama
- Explore gender roles in relation to Elizabethan Theatre

Most students will

- Express proper oral interpretation while reading out loud
- Explain detailed plot elements
- Infer implied meanings and causes
- Infer character motivation based on dialogue and stage directions
- Identify potential themes related to a given text
- Apply different themes to parodies or interpretations of a given text
- Relate themes to current issues
- Apply standard dramatic structures to an original parody or interpretation
- Explore gender roles in relation to Elizabethan Theatre

All students will

- Explain plot elements
- Infer implied meanings and causes
- Apply different themes to parodies or interpretations of a given text
- Relate themes to current issues
- Apply standard dramatic structures to an original parody or interpretation

Teacher Library

1. Any student can access any part of the play auditorily on the computer using Read, Write, GOLD or they can check out a class MP3 player to listen.
2. The following website offers help in determining current themes and essential questions.
www.97.intel.com/my/ProjectDesign/UnitPlans/RomeandJuliet/
3. The following websites may help depending on what students choose in TIC TAC TOE .
<http://puzzlemaker.discoveryeducation.com/> (vocabulary)
www.makebeliefscomix.com (comprehension)
<http://www.papertoys.com/globe.htm> (globe theatre)
<http://www.cummingsstudyguides.net/xArchaisms.html> (archaic words)
4. **Movie Resources**
1968 Version
1994 Version

Learner Activities

Getting the students curious

1. Love Test using classroom response clickers (vote and then discuss as a class)
2. Ranking social offenses using an active slate (rank and then discuss as a class)

Literary Terms

Will use classroom response clickers and active slate to teach the following terms:

| | |
|--------------------------|-------------------------|
| Pun | Act |
| Allusion | Scene |
| Metaphor | Aside |
| Personification | Foil |
| Oxymoron | Chorus |
| Paradox | Stage Directions |
| Foreshadowing | Monologue |
| Soliloquy | Tragedy |
| Iambic Pentameter | |

Critical Reading of a Dramatic Text

1. Read and discuss as a class
2. Listen to sections on MP3 or using Read, Write, GOLD when needed
3. Periodic quizzes using classroom response clickers to check understanding
4. Students translate Act II, Scene 2 (Balcony scene) in texting language
5. Guided readings for Act II (work sheets with blanks to fill in)
6. Compare and Contrast interpretation of scenes movies and the play (via discussion and/or Venn Diagram)
7. Write and perform a parody of a selected scene

Tic-Tac-Toe (see next page)



Romeo and Juliet
Tic-Tac-Toe

Each student is responsible for completing three activities from the following choices. Your three activities must follow the rules of tic-tac-toe (i.e., three in a row).

| | | |
|--|--|--|
| <p>Using information from the text book or what you find online, build a model of the Globe theatre.</p> | <p>Go to http://puzzlemaker.discoverededucation.com/ and create a puzzle using vocabulary from the play.</p> | <p>Use the tune of a favorite song and write new lyrics to tell the R&J story. Perform it in a pod cast.</p> |
| <p>Go to www.makebeliefscomix.com and create two comic strips portraying two different scenes from the play.</p> | <p>Create your own family tree. The more detail you give, the better</p>  | <p>Create a review game of Romeo and Juliet</p> <ul style="list-style-type: none"> • Super Square • Jeopardy • Clicker • Hollywood Squares |
| <p>Video tape a “Jerry Springer” type show with cast members from the play. Along with the video, turn in a typed or written script.</p> | <p>Create a poster of archaic words and the words we use today. Use at least 10 words (Example – Alack! Old, Bummer! Today)</p> | <p>Create a graffiti wall for Verona.</p> |

Assessment

1. Several quizzes using classroom response clickers
2. Review after each act using written study guide, Jeopardy game, or Super Squares
3. Essay test
4. Tic Tac Toe project
5. Short response comprehension questions
6. Parody Play (students get in small groups and choose to rewrite either the balcony scene from Act II or the fight scene found in Act III. They then will act it out on our school stage)

Modifications: Planning for Academic Diversity

| LEARNING BARRIER | POSSIBLE SOLUTIONS | WEB RESOURCES |
|--|---|--|
| Student cannot read at grade level. | Play is downloaded on MP3 players in which the students can check out. Play is scanned in a public file on our school's NAS and they can access it using Read, Write, GOLD | |
| Student has difficulty comprehending the material. | Modify material using auto summarize Visual aids Same concept/varied comprehension level | www.inspiration.com www.sparknotes.com |
| Student has difficulty mastering the vocabulary of the unit. | Visual aids Dictionary/Thesaurus on Read, Write, GOLD Graphic Organizers Mnemonic Strategies | www.visualthesaurus.com www.webster.com www.dictionary.com |
| Student has difficulty with handwriting (speed or accuracy). | Option to type Use of Read, Write, GOLD | |
| Student has difficulty focusing on relevant information | Highlighting Guided Reading Sheets Student grouping Option of headphones to tune out excess noise | |
| Student needs the instructional material in a language other than English. | Language Translator on Read, Write, GOLD | www.babelfish.altavista.com |
| Student needs additional challenge. | Accelerated Webquest Make up an assessment using Jeopardy Template, Super Squares Template or Classroom Response Clickers | www.google.com (for enrichment activities) |