

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: English 9 **Unit Name:** Romeo and Juliet

Quality Core Objectives:

Unit 6 <i>Romeo and Juliet</i>	
A.2. Reading Strategies	e. Compare texts to previously read texts, past and present events, and/or content learned in other coursework
A.3. Knowledge of Literary and Nonliterary Forms	b. Compare works with similar themes or topics presented in different media or literary forms (e.g., the life of Helen Keller as presented in her autobiography <i>The Story of My Life</i> and in the play and movie <i>The Miracle Worker</i>)
	c. Read dramatic literature (e.g., <i>Our Town</i> , <i>Romeo and Juliet</i>) and analyze its conventions to identify how they express a writer's meaning
A.4. Influences on Texts	a. Relate a literary work to the important ideas of the time and place in which it is set or in which it was written (e.g., the Great Depression as represented in John Steinbeck's novel <i>Of Mice and Men</i> and Dorothea Lange's photographs)
A.6. Persuasive Language and Logic	c. Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources
A.7. Literary Criticism	a. Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the term <i>epiphany</i> or <i>symbolism</i> appropriately in a discussion of Toni Morrison's novel <i>The Bluest Eye</i>)
	b. Generate interpretations of increasingly challenging texts; support judgments by citing evidence from the text
A.8. Words and Their History	c. Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words
	f. Identify and interpret common idioms and literary, classical, and biblical allusions (e.g., Achilles' heel) in increasingly challenging texts
	g. Describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language
B.2. Modes of Writing for Different Purposes and Audiences	a. Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect
	c. Craft first and final drafts of persuasive papers that support arguments with detailed evidence, exclude irrelevant information, and correctly cite sources

B.3. Organization, Unity, and Coherence	a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
	b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence
	c. Add important information and delete irrelevant information to more clearly establish a central idea
	e. Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing
B.4. Sentence-Level Constructions	d. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice
B.5. Conventions of Usage	b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity
	c. Make subject and verb agree in number, even when there is some text between the subject and verb
	d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)
B.6. Conventions of Punctuation	a. Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)
	b. Use punctuation correctly within sentences and words
D.2. Application	c. Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes
	e. Write and deliver persuasive speeches that use logical, emotional, and ethical appeals; structured arguments; and relevant evidence from a variety of sources

Purpose of the Unit:

Students will become well versed and be able to analyze Shakespeare and the use of rhetorical devices in his writing. Students will develop skills and understandings that are closely intertwined; such connectedness helps students become discerning and thoughtful readers, writers, listeners, speakers, and viewers of texts both inside and outside of the classroom. They will also face reading that challenges students to approach texts with a questioning stance; writing that requires the synthesis of disparate pieces of information and the revision of multiple drafts; varied assessments that are used to inform instruction; student discourse about print and nonprint texts; relevant projects that require students to take ownership of their learning.

Prerequisites: Poetry Unit

Daily Lesson Guide

Day	Lesson Content and Daily Focus Questions	Tasks/Procedures		Engagement	Assessment and/or Accommodations
		Knowledge or Comprehension Activities	Critical Thinking (High Yield / Literacy /LTF/etc.)		
1	A.4.a, A.8.f-g, D.2.c What influence did living conditions and traditions have on Shakespeare? What influence did Shakespeare have on the Renaissance Era? What is the Globe Theater?	-Shakespeare/England PowerPoint -Visual imagery of living conditions -Debate over bathing in the river vs. staying dirty -Model of Globe Theater	-Debate -Students create a list of questions about the Globe Theater after seeing the model, but with no discussion as to why it looks the way it looks- questions engage the discussion.	-Debate -Notes -Discussion -Student-Led Questions	-Assessment is taken through teacher observation and student questioning. -PowerPoint will be given to students who need it with fill-in-the-blank accommodation
2	A.2.e, A.3.b-c, A.6.c,A.7.b, B.6.a-b Compare and Contrast an English Sonnet with a Modern Sonnet? How does the format of a sonnet influence its meaning?	-Compare/Contrast Sonnets -Find the pattern in a sonnet. -Articulate the meaning of the Act 1 Prologue. -Unscramble a Shakespeare sonnet.	-Using information about the strict pattern of a sonnet and rules of punctuation, unscramble a Shakespeare Sonnet -Justify how each quatrain in the prologue has unity	-Looking for patterns -Collaboratively unscramble a Shakespeare Sonnet	-Assessment is taken through Sonnet unscramble and prologue questions -Accommodations- Students will be given the lines of each quatrain, not the entire poem.
3	A.2.e, A.3.b-c, A.7.a-b -How does the history of the two families influence the play? -What is an example of a	-Read 1.1, watch 1.1 -Discuss the meaning of 1.1 -Introduce family hierarchs	-Students will have to use their knowledge of a pun and critical reading skills to decipher Shakespeare to find a pun -ACT Vocabulary Act 1	-Students have a “Dramatic Terms” sheet that they must keep up during reading in	-“Dramatic Terms” definitions, examples, and cite

	pun/what is a pun?	-Find examples of puns		which the place examples of terms	
4	A.3.b-c, A.6.c, A.7.a-b, A.8.g, B.2.a.c, B.3.a-e, B.5.b-d, B.6.a-b, D.2.e -What are the advantages and disadvantages to arranged marriages?	-Read 1.2 -Begin Character Chart -Write Opinion Paragraph on Age to get married	-Students will have to write an opinion paragraph on their thoughts on the appropriate age to get married. -Students must have a thesis and justification for their opinion	-Opinion -Relation to real-world connections	-Assessment is taken on paragraph
5	A.3.b-c, A.6.c, A.7.a-b, A.8.g -What is the importance of a quote? What does it tell us about a character?	-Read/Watch 1.3 -Add the nurse to character chart -Record important quotes that tell us about Juliet	-Students will have to write/cite important quotes from Juliet that help to justify what was used as her characterization.	-Collaboration	-Assessment is taken through teacher observation and student questioning.
6	A.2.e, A.3.b-c, A.6.c, A.7.a-b, A.8.c-g, B.2.a.c, B.3.a-e, B.5.b-d, B.6.a-b, D.2.c-e -Can you analyze and decipher Shakespeare on your own?	-Watch 1.4 -Close Reading-"Queen Mab" Speech -Draw or paraphrase the speech. -Respond to "Love at First Site" statement	-Students will have their choice of either drawing the speech or summarizing it. -The also will have to respond to their believes on "love at first site" in a debate type atmosphere. -LTF Lesson -Student Choice	-Student Choice -Paraphrase	-Assessment is taken with paraphrase or drawing
7	A.2.e, A.3.b-c, A.6.c, A.7.a-b, A.8.c-g, B.2.a.c, B.3.a-e, B.5.b-d, B.6.a-b, -How can you determine the main idea of a passage?	-Read 1.5 -Create Headlines for Act 1	-Students will read 1.5 in a play setting -Students will create headlines for all of the scenes in Act 1 to determine the main idea of each scene. -Students must justify their	-Collaboration -Create -Main Idea -ACT Vocabulary Quiz	-Assessment is taken with the Headline creations And ACT Vocabulary Quiz

			<p>headline.</p> <p>-Thoughtful Ed Real-World Connection</p>		
8	<p>A.2.e, A.3.b-c, A.6.c, A.7.a-b, A.8.c-g, B.2.a.c, B.3.a-e, B.5.b-d, B.6.a-b,</p> <p>How does the use a soliloquy and an aside add to characterization?</p>	<p>-Watch 2.1, Read/Watch 2.2</p> <p>-Add soliloquy and aside to dramatic terms</p>	<p>-Students will add more terms to their dramatic terms list</p> <p>-Thoughtful Ed making connections lesson</p> <p>-They will also add quotes that they believe are important to the overall theme and characterization to their charts</p> <p>-ACT Vocabulary Unit 2</p>	<p>-Students use context clues to discover the meaning of soliloquy and aside</p>	<p>-Assessment is taken through teacher observation and student questioning.</p>
9	<p>(Cont)</p>	<p>-Compare/Contrast the Characters of Romeo & Juliet</p> <p>-Write a comparison paragraph</p> <p>-Peer Edit</p>	<p>-Students will work collaboratively to create a compare/contrast of Romeo & Juliet</p> <p>-Students will independently write a comparison paragraph</p> <p>-LTF Lesson</p> <p>-Peer Edit</p>	<p>-Collaboration</p> <p>-Peer Edit</p>	<p>-Assessment is taken through teacher observation and student questioning.</p> <p>-Assessment is taken with the comparison paragraph</p>
10	<p>A.2.e, A.3.b-c, A.4.a, A.6.c, A.7.b, A.8.c-f, B.6.a-b</p> <p>-What is effective persuasion?</p>	<p>-Pair Read 2.3</p> <p>-Summarize, Clarify, Question Reading Charts</p>	<p>-Students will read 2.3 silently and then complete the pair read chart for this scene.</p> <p>-Students will discuss Friar Lawrence as a father figure and the power of persuasion the teens use over parents within their pair read groups.</p>	<p>-Reading Notes</p> <p>-Students have to participate in reading</p>	<p>-Assessment is taken through reading notes</p>
	<p>B.2.a.c, B.3.a-e, B.5.b-d, B.6.a-b</p> <p>-How can you rewrite</p>	<p>-Read 2.4-2.5 at home</p> <p>-Watch 2.3-2.5</p> <p>-Summarize Act 2 in Text</p>	<p>-Students will use the play to reference what they have watched.</p>	<p>-Connection to modern/real-world connections</p>	<p>-Assessment will be taken with the Text/Tweet summaries</p>

11	Shakespeare in modern terms?	of Tweet form	-Students will work in pairs to create Text or Tweets to summarize Act 2	-Summarize	-ACT Vocabulary Act 2 quiz
12	A.2.e, A.3.b-c, A.6.c, A.7.a-b, A.8.c-g How do dramatic terms and punctuation impact the tone of a play?	-Read 3.1 as a play -Students take reading notes while Act 3 is being read. -Students create questions on what they don't understand during reading.	-Students will have to create questions over what is read today over what they believe will happen in the future of the play -ACT Vocabulary Act 3 -Thoughtful Ed Pair Reading activity/prediction	-Questioning and response	-Assessment will be taken with their reading notes
13	A.2.e, A.3.b-c, A.6.c, A.7.a-b, A.8.c-g What is the impact of having a tragic hero as the protagonist? What is a tragic flaw?	-Read 3.2 silently -Complete 4 Square Questioning for Act 3.2 after reading	-Students will create questions using a Thoughtful Education format for connecting reading to self -Thoughtful Ed 4 Square Reading Questions	-Connect reading to self	-Assessment will be taken with the 4 Square Questions
14	A.2.e, A.3.b-c, A.6.c, A.7.a-b, A.8.c-g, B.2.a.c, B.3.a-e, B.5.b-d, B.6.a-b What rhetorical devices does Shakespeare use to persuade the reader/Romeo?	-Watch 3.3 Close Read Friar Lawrence speech to Romeo for Rhetorical Devices	-Students will analyze Friar Lawrence speech for rhetorical devices using a LTF lesson. -Students will write a paragraph discussing the effectiveness of persuasion with the use of the rhetorical devices.	-Paragraph writing -Persuasion and effect of rhetorical devices	-Assessment will be taken with the written paragraph
15	B.2.a.c, B.3.a-e, B.5.b-d, B.6.a-b, D.2.c What plan would you create if you found yourself in Romeo and Juliet's situation?	-Complete Act 3 -Students will compare/contrast two different ideas for plans/predictions of what Romeo & Juliet should do	-Compare/Contrast -Peer Edit -Antonetti	-Collaboration -Peer Edit -Compare/Contrast plans	-Assessment will be taken with the plan paragraphs

		-Write plan paragraphs -peer edit			
16	D.2.c-e Can you persuade your audience that your plan for Romeo & Juliet is the best plan or debate the theme of fate vs freewill?	-Students will use what they wrote for a debate over what should happen next for Romeo and Juliet or them may engage in a debate over fate vs freewill.	-Debate	-Debate	-Assessment is taken through teacher observation and student questioning.
17	A.2.e, A.3.b-c, A.6.c, A.7.a-b, A.8.c-g, B.2.a.c, B.3.a-e, B.5.b-d, B.6.a-b What is the effect of Juliet's soliloquy? How has Juliet changed throughout the play?	-Watch all of Act 4 -Close Reading of Juliet's Soliloquy -Write a point form list of Juliet's fears -Respond to statement stems -ACT Vocabulary-Act 4	-Point-Form list of Juliet's fears/close reading LTF Lesson -Thoughtful Ed Reflection Lesson	-Close Reading -Point form list -Statement Stems	-Assessment will be taken from the point form list and statements
18	A.2.e, A.3.b-c, A.6.c, A.7.a-b, A.8.c-g, B.2.a.c, B.3.a-e, B.5.b-d, B.6.a-b Who is Responsible?	-Read Act 5 -Spiderweb Characters that may be responsible for R&J's death	-LTF Essay Rubric -Required marker verbs in thesis statement	-Classroom Discussion -Essay	-Assessment will be taken with essay
19	Cont.	-As a pair, cite quotes that help to prove why your character is responsible for their death. -Write a brief essay on your character's responsibility.			
	B.2.a.c, B.3.a-e, B.5.b-d,	-Students will complete	-LTF Lesson	-Collaboration	-Assessment will be taken

20	B.6.a-b What were the characteristics of Romeo that made him a tragic hero?	"Post-mortem of a Protagonist" Lesson for Romeo -Students create a playlist for Romeo. One song for each act.		-Connection to modern music genre	with "Post Mortem" posters
21 22	A.3.b, B.2.a.c, B.3.a-e, B.5.b-d, B.6.a-b How does the new version of R&J compare to the traditional; how does the cinematography depict symbolism?	-Students will watch the modern version of R&J and compare it to the traditional -Students will write a persuasive essay on which version should be taught in schools.	-Antenetti Compare/Contrast -Students evaluate symbolism -Students use their compare/contrast to write a persuasive essay over the two versions. LTF Lesson	-Connection to modern symbolism	-Assessment is taken with the compare/contrast, class discussions, and essay
23	Review	-Students will play "Apples to Apples" making connections with vocabulary and characters to modern society.	-Connections to real world		-Assessment is taken through teacher observation and student questioning.
24	A.2.e, A.3.b-c, A.6.c, A.7.a-b, A.8.c-g, B.2.a.c, B.3.a-e, B.5.b-d, B.6.a-b Unit Final	-Students will answer Quality Core/ACT based questions over Romeo and Juliet -Students will write an essay in response to Romeo and Juliet and rhetorical devices	-Quality Core/ACT stem questions -Essay writing/thesis statements		-Assessment will be timed

