

Ninth Grade English

Ms. Smith

March 5-16, 2012

Shakespeare/Romeo and Juliet Unit

## **I. Standards and Anchors:**

- **1.1.9.A:** Apply appropriate comprehension strategies to interpret and evaluate an author's implied or stated purpose using grade level text.
- **1.1.9.B:** Use context clues, knowledge of root words, and word origins as well as reference sources to decode and understand new words.
- **1.1.9.D:** Demonstrate comprehension of grade level text using before reading, during reading, and after reading strategies such as comparing and contrasting within and among texts, and evaluating an author's purpose and position.
- **1.2.9.D:** Analyze inferences, citing textual support, drawn from a variety of public documents and all academic content area texts.
- **1.3.9.C:** Analyze the use and effectiveness of literary elements used by one or more authors, including characterization, setting, plot, theme, point of view, tone, mood, and style
- **1.3.9.D:** Analyze the use and effectiveness of literary devices (e.g., personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery, foreshadowing, and flashback) used by one or more authors in a variety of genres.
- **1.5.9.F:** Use grade appropriate conventions of language when writing and editing.
  - o Spell all words correctly.

Use capital letters correctly

Punctuate correctly

Use correct grammar and sentence formation.

- **-1.6.9.A:** Listen critically and respond to others in small and large group situations.

Respond with grade level appropriate questions, ideas, information or opinions.

## **II. Rationale for Unit Plan:**

This unit is important because not only will it allow students to understand the profound influence that Shakespeare has had on the English language, it will also teach them to enjoy Shakespeare by having fun with his language. Students will learn Shakespearean insults to stage fake fights, use figurative language to change the meanings of lines, discuss differences between romance today and in Elizabethan times, experience the fun of balls through learning a dance, feel the mystery of masks by making their own, and learn how fun script reading can be by using different subtexts to express lines! Through all of these activities and the exploration of as many different areas of Shakespeare as possible, students will take away an appreciation of classical works and have fun doing it!

## **II. Goals**

1. For students to enjoy Shakespearean language by participating in interactive activities like making masks, writing insults, and using different subtexts to express themselves.
2. For students to understand the plotline of *Romeo and Juliet* by participating in class discussions and drawing major plot points
3. For students to appreciate the differences between plays and novels by learning about subtext and the work actors do.
4. For students to understand the difference between Elizabethan times and modern times by learning where the audience sat in the Globe, the Globe's structure, and the differences in dating and marriage customs.

#### **IV. Objectives:**

1. Students will be able to comprehend Shakespearean language by having class discussions about words they don't understand and by completing a project identifying poetic devices in Shakespeare's work.
2. Students will be able to explain relationships between characters in *Romeo and Juliet* by filling out a "Love Connection Worksheet".
3. Students will be able to interpret the consequences of actions in *Romeo and Juliet* by filling out a web to see who's most responsible for Juliet's death.
4. Students will be able to summarize the major plot points in *Romeo and Juliet* by drawing pictures on the board in sequential order and engaging in class discussions.
5. Students will be able to illustrate an understanding of class structure in Shakespeare's England by researching and filling out diagrams about the Globe Theatre and its audience seating.
6. Students will be able to compare Shakespearean society to modern times by simulating their own ball/masque and by discussing how their own love lives differ from those in Elizabethan England.
7. Students will be able to illustrate the poetry of Shakespeare by practicing reading it out loud with different emotions in mind.

## **V. Procedure**

### **A. Daily Topic Plan**

#### **Day 1: Shakespearean Society and the Globe**

Objectives: Students will be able to explain the hierarchical structure of society based off of the structure of the Globe Theatre

Materials: Globe Theatre fill-in-the-blank Worksheet

Homework: Find a story that you think could be suitable to be performed in the Globe Theatre's arrangement, and be ready to defend your choice in class.

#### **Day 2: Introduction to *Romeo and Juliet***

Objectives: Students will exhibit their knowledge of the Globe Theatre's structure by defending their choice of what story could be performed there.

- Students will be able to explain the basic plot premise and conflicts in *Romeo and Juliet*

Homework: Read the Prologue and Act I.I-III.

#### **Day 3: Shakespearean Language**

Objectives: Students will be able to list Shakespearean words that are still in use today.

- Students will be able to experience the playfulness in Shakespearean wordplay by creating their own Shakespearean insults.

Materials: Shakespearean Insult Worksheet

Homework: Read Act I. IV – Act II. I. and write down what you think about Romeo and Juliet's relationship. Think about the differences and similarities in dating today.

#### **Day 4: Love and Marriage**

Objectives: Students will be able to understand Romeo and Juliet's relationship by explaining the differences between dating today and in Shakespeare's time.

Materials: Love Connection Worksheet

Homework: Read Act II.II. –V.

*\*\*Extra Credit:* Learn the Pilgrim and Saints dance and be ready to teach it in class.

### **Day 5: Time to Have a Ball!**

Objectives: Students will be able to understand how balls operated by learning a dance and making masks

Materials: Pilgrim and Saints Dance Worksheet

- Glue, scissors, glitter, feathers, googly eyes, construction paper, string, markers

Homework: Finish masks over weekend if they're not finished

- Read Act II.VI. – Act III.II. and write down any place it seems like Shakespeare is using a word to mean something else besides its literal meaning.

### **Day 6: Shakespeare and Subtext**

Objectives: Students will show a comprehension of subtext and Shakespeare's usage of it by practicing reading Shakespeare's lines with different emotions.

Materials: Bowl full of different strips of paper with emotions written on them.

- SMARTboard
- Shakespeare's Language Tricks Worksheet

Homework: Read Act III.III-V.

- Fill out Shakespeare's Language Tricks Worksheet

### **Day 7: Shakespeare's Language**

Objectives: Students will show an understanding of poetic devices and subtext by picking passages out of the text that have meanings that would change without the devices.

Homework: Due Friday – Pick a passage from the play, mark the poetic devices used, label them, and write a response about how not using these devices could potentially change the meaning of the passage



- Read Act IV.I-IV.

**Day 8: I am Fortune's Fool**

Objectives: Students will be able to explain Shakespearean society's ideas of fate by analyzing where/how in the text fate is used.

Materials: Video – Baz Luhrmann's 1996 version, "I am Fortune's Fool" scene.

- Read Act. IV. V. – End of Play!!

Homework: Work on Final Project

**Day 9: Poor Juliet**

Objectives: Students will understand the plot surrounding Juliet's death and its consequences by analyzing and discussing who is most responsible for it.

Materials: Who is Responsible? Web Worksheet.

- SMARTboard

Homework: Work on Final Project

**Day 10: Let's Sum It Up**

Objectives: Students will be able to demonstrate an understanding of Shakespearean text by summarizing the plot with drawings on the board.

- Students will show an understanding for subtext and poetic language by reading their passages out loud with different inflections or emotions.

Materials: SMARTboard

- Bowl with emotion slips of paper

## **B. Materials**

### **I. Books:**

1. *Shakespeare Set Free: Teaching Romeo and Juliet* by Peggy O'Brien
2. *Romeo and Juliet (1996) DVD*
3. *Romeo and Juliet* by William Shakespeare

### **II. Classroom Materials:**

1. Globe Theatre Worksheet
2. Shakespearean Insult Worksheet
3. Love Connection Worksheet
4. Pilgrim and Saints Dance Worksheet
5. Shakespeare's Language Tricks Worksheet
6. Glue
7. Scissors,
8. Glitter
9. Feathers
10. Googly eyes
11. Construction paper
12. String
13. Markers
14. SMARTboard
15. TV/DVD player

### **III. Technological Enhancements:**

1. SMARTboard
2. TV and DVD Player

### Bibliography for Teachers:

Nolan, Paul T, and William Shakespeare. *Romeo and Juliet*. Denver, CO: Pioneer Drama Service, 1970. Print.

O'Brien, Peggy. *Shakespeare Set Free: Teaching Romeo and Juliet, Macbeth, A Midsummer Night's Dream*. New York: Washington Square, 1993. Print.

*William Shakespeare's Romeo + Juliet*. Dir. Baz Luhrmann. Released by Twentieth Century Fox Film Corp, 1996. DVD.

### Bibliography for Students:

Nolan, Paul T, and William Shakespeare. *Romeo and Juliet*. Denver, CO: Pioneer Drama Service, 1970. Print.

"Romeo and Juliet Resources." *Jefferson County Schools, TN*. Web. 27 Nov. 2011.  
<<http://jc-schools.net/tutorials/eng9/romeo.htm>>.

*William Shakespeare's Romeo + Juliet*. Dir. Baz Luhrmann. Released by Twentieth Century Fox Film Corp, 1996. DVD.