Unit 2: Shakespeare's Romeo and Juliet

Content Area: **Language Arts Literacy**
Course(s): **English 9 Honors**
Time Period: **Marking Period 1**
Length: **15 Blocks**
Status: **Published**

Course Description

Credits: 5

Prerequisite:Placement

Grade: 9

This course is designed for the student who has developed an exceptional proficiency in critical reading and thinking as well as advanced writing skills. Students are challenged with numerous fictional literary readings from several genres and related non-fiction. In addition, students complete many writing assignments and extensive outside readings. Students explore the modes of writing on a more sophisticated level; journal writing will address students' creative talents while other assignments will be analytical in nature. Students use MLA and The BIG6 information literacy model to conduct problem-based research projects.

Unit Description

Stage 1-- Desired Results

Unit Purpose: In Honors English 9, students will read global literature and encounter multiple perspectives through a yearlong endeavor in reading, writing, speaking, and listening. The purpose of this unit is to apply the NJSLS Reading Literature skills while also considering the act of growing up in this world (and previous "worlds") and the interplay of fate and freewill in our growing up. Students will read William Shakespeare's *The Tragedy of Romeo and Juliet* as a whole-class and perform higher-order thinking expressed through daily writing and speaking tasks. By the end of the unit, students will demonstrate application of the standards through a project and a final on-demand unit assessment.

Established Goals: New Jersey Student Learning Standards: English Language Arts Grades 9 and 10

Explicit:

RL.9-10.1.Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective

summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

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).

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 specific effects (e.g. mystery, tension, or surprise).

RL.9-10.9.Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A.Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

B.Analyze nuances in the meaning of words with similar denotations.

Implicit:

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

A.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.

B.Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

C.Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

D.Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Understandings:

Students will understand that…

A work that is 400 years old has found currency throughout history because of its themes and artful use of language.

Background knowledge and vocabulary acquisition is key to unlocking difficult texts.

Literary elements work together to advance character development and the plot.

Literary lenses enable readers to understand the human condition through literature.

The teenage struggle for identity and independence is an age-old struggle.

Essential Questions:

What does it mean to "grow up"?

Do you believe that things are fated no matter what, or do you believe your actions can change the course of your life?

What turning points determine our individual pathways to adulthood?

How can readers grapple with complex texts?

How do literary elements work together to develop characters and the plot?

To what extent do literary lenses reflect the human condition?

Students will know…

How to read a Shakespearian play.

How to cite textual evidence to support thinking.

Key literary elements that advance character and plot.

Literary lenses through which to read and analyze.

Academic Vocabulary-

allusion, dramatic conventions, iambic pentameter, stage directions, couplets, tragedy, comic relief, dramatic irony, aside, soliloquy, pun, monologue, blank verse, oxymoron, sonnet, prologue,foil, imagery

Poetic Devices: stanza, couplet, quatrain, paradox, onomatopoeia, imagery, rhythm, rhyme, meter, alliteration, lyric, tone, figurative language

Students will be able to…

Grapple with difficult texts with diminishing scaffolding.

Read closely to determine what the text says explicitly and inferentially, and where the text leaves matters uncertain.

Think critically about a text and express thoughts through annotations and extended writing, using textual evidence for support.

Analyze complex characters.

Determine and analyze diction and the impact of language.

Analyze how an author draws on source material.

Determine, analyze, and track the development of

central ideas and themes.

Analyze the impact of an author's structural choices.

Utlize literary lenses to perform higher-level analysis of text.

Stage 2 -- Assessment Evidence

Summative Assessments:

Reading On Demand Skills Unit Assessment

Student Choice Project

Formative Assessments:

Quizzes (3 "Minor" Assessments)- Demonstration of explicitly-taught skills through weekly Long Writes

Reader's Notebook (5 "Homework" student-selected entries/ Individual Conference Performance) - Five entries / collections of annotations over the course of the unit in which mini-lesson based reading skills are explored. Or, assessment based on individual conference rubric.

Stage 3 -- Learning Plan

Learning Activities:

- Introduce the standards, essential questions, assessment evidence and corresponding rubrics, and calendar of lessons to students.
- Establish each student's prior understanding of reading literature through a relatable hook (story, survey, posing question, debate etc.) and through individual conferences.
- Engage in whole-class reading of a novel and select appropriate text choices for self.
- Read Aloud from mentor texts.
- Think Alouds as part of mini-lessons in which teacher demonstrates the application of standards.
- Execute standards-based mini-lessons to develop skills and strategies.
- Identify and employ the key skills of reading novels at grade-level complexity.
- Engage in protected time for independent reading.
- Confer individually with teacher.
- Engage in small-group reading-skills-based instruction.
- Share and collaborate with assigned reading partners.
- Experience group activities where critical reading skills are discussed.
- Demonstrate understanding through various assessments.

Mini-Lessons

Grappling with difficult texts (Reading Shakespeare)

Historical background knowledge

Character foils

Diction

Allusions

Feminist & Gender Literary Theory

Psychoanalytic Literary Theory

Themes
Resources
Core Text

The Tragedy of Romeo and Juliet by William Shakespeare

Suggested Literary Text Pairings

“Pyramus and Thisbe”-Ovid

“New Directions”-Maya Angelou

“Fragile Self-Worth”- Tim Kasser

“My Possessions Myself”- Russell W. Belk

"The Myth of Phaethon

Saki's "The Interlopers"

Shakespeare's "Seven Ages of Man," *Pearson Literature* p. 398

Shakespeare's "Sonnet 30," *Pearson Literature* p. 410

Suggested Rhetorical Analysis/ Informational Text Pairings

Eliana Dockterman's “The Digital Parent Trap," *The Official SAT Study Guide*, p. 620 – 621

III.iv of *Romeo and Juliet* (http://www.glasgow.kyschools.us/userfiles/213/Classes/7243/Analyzing%20an%20ArgumentRomeo%20and%20Juliet-0.pdf)

David Dobbs' "Beautiful Brains"

Resources:

A Novel Approach by Kate Roberts

Book Love by Penny Kittle

180 Days by Penny Kittle & Kelly Gallagher

Readicide by Kelly Gallagher

The Common Core Companion by Jim Burke

No More Fake Reading by Berit Gordon

SAT Connection

Reading Rhetoric, The Official SAT Study Guide, p. 81

The SAT Essay, The Official SAT Study Guide, p. 173-221

Command of Evidence, The Official SAT Study Guide, p. 55

Words in Context, The Official SAT Study Guide, p. 61

Reading Information, The Official SAT Study Guide, p. 73

Reading Synthesis, The Official SAT Study Guide, p. 87

Writing & Language, The Official SAT Study Guide, p. 135-154

Vocabulary:

*Students self-select words, keeping a running vocabulary collection in their reader's/writer's notebook.

CONSIDERATIONS FOR DIVERSE LEARNERS

Accommodations and Modifications:

Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills

- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios
- Problem-based learning
- Interest-based research
- Authentic problem-solving

Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Personal vocabulary
- Text-to-speech
- Simplified instructions
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Strategies and Practices that Support At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Guided reading
- Introduce key vocabulary before the lesson

- Work in a small group
- The lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability
- Choice Boards
- Literature circles
- Project-based learning
- Graphic organizers
- Choice books
- Mini-Workshops to reteach or extend
- Jigsaw
- Goal-setting with students
- Use of a reading buddy
- Exploration based on interest

Strategies and Practices that Support Students with 504 Plans:

- Follow all the 504 plan modifications
- Text-to-speech/audio-recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high-frequency words and phonemic patterns

Standards

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.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).
LA.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 specific effects (e.g., mystery, tension, or surprise).
LA.RL.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
LA.RL.9-10.10a	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LA.L.9-10.4.A	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.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
LA.L.9-10.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Anchor Standards

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.K-12.NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.K-12.NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.K-12.NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Interdisciplinary Standards

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RST.9-10.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.9-10.2	Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
LA.RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Holocaust & Amistad Connections

Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Computer Science & Design Thinking (CS & DT):

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

8.1.8.D.4 - Assess the credibility and accuracy of digital content

LGBTQ & Persons With Disabilities

LGBTQ

Shakespeare's personal life

“Was Shakespeare Gay?”

“Was Shakespeare Gay, and does it matter?”

“Shakespeare and gender: the ‘woman’s part’”

12 Arguments to Prove Shakespeare was Gay or Bisexual

Purdue OWL "Literary Theory and Schools of Criticism" Allen Brizee, J. Case Tompkins, Libby Chernouski, Elizabeth Boyle, https://owl.english.purdue.edu/owl/resource/722/01/

https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/gender_studies_and_queer_theory.html