

# Honors Romeo and Juliet

Content Area: **English Language Arts**  
Course(s): **Language Arts Literacy I Honors**  
Time Period: **1 marking period**  
Length: **4-6 weeks**  
Status: **Published**

## Unit Overview

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Students will explore the elements of a Shakespearean tragedy through the in class reading of *Romeo and Juliet*. Students will examine themes of gender roles, love, family, and fate vs free will.

## Transfer

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Students will be able to independently use their knowledge to...

- \* Explain how Shakespeare uses elements of a tragedy to develop characters and advance a plot
- \* Explain how Shakespeare uses the elements of drama to shape and develop the plot
- \* Recreate a scene from the play
- \* Modernize the balcony scene
- \* Relate their relationship with their parents, friends, and boyfriends/girlfriends to those of Romeo and Juliet

## Essential Questions

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Students will consider:

- \* Do our differences define us?
- \* Is love at first sight possible?
- \* What is love?
- \* Do we control our fates, or are our fates predetermined?

## **Application of Knowledge and Skill**

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Students will know...

- \* The characteristics of a Shakespearean tragedy
- \* Various drama terms
- \* The events that lead to Romeo's and Juliet's deaths

Students will be skilled at...

- \* Identifying the use of elements of a Shakespearean tragedy
- \* Identifying the use of various drama terms
- \* Paraphrasing Shakespearean language

## **Academic Vocabulary**

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- \* Tragedy
- \* Tragic Flaw
- \* Tragic Hero
- \* Hubris
- \* Soliloquy
- \* Paradox
- \* Imagery
- \* Aside
- \* Pun
- \* Iambic Pentameter
- \* Couplet
- \* Free Verse
- \* Comic Relief

- \* Foil
- \* Foreshadowing
- \* Verbal Irony
- \* Situational Irony
- \* Dramatic Irony
- \* Prologue
- \* Allusion

### **Learning Goal 1**

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Students will be able to identify and analyze Shakespeare's use of elements of a tragedy to develop themes, characters, and plots.

### **Targets- Levels 1,2,3, and 4**

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SWBAT:

- \* List characteristics of a Shakespearean tragedy
- \* Identify characteristics of drama
- \* Explain how the characteristics of a tragedy and drama are used in the play

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| 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.9-10.9 | 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).

## **Learning Goal 2**

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Students will be able to identify and explain examples of various literary terms and drama elements from the play.

## **Targets- Levels 1,2,3, and 4**

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SWBAT:

- \* Define various literary terms
- \* Identify various literary terms when they're used in the play
- \* Use textual evidence to explain how they're used in the play

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| LA.L.9-10.5.A | Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  |
| 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. |

## **Learning Goal 3**

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Students will be able to use *Romeo and Juliet* as source material for their own original work.

## **Target 1- Level 4**

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SWBAT:

- \* Use knowledge of the balcony scene to modernize the balcony scene in writing to fit current societal conflicts and language

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| LA.W.9-10.3.A | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
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| LA.W.9-10.3.B | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |
| LA.W.9-10.3.C | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.   |
| LA.W.9-10.3.D | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.   |
| LA.W.9-10.3.E | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.                      |

## Target 2- Level 4

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### SWBAT:

\*Recreate a scene from *Romeo and Juliet*, paying attention to content, length, flow, cohesion, delivery, and props.

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| LA.SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. |
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## Summative Assessment

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\* *Romeo and Juliet* Unit Test

## 21st Century Life and Career Standards

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| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.   |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting  |

with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

## **Formative Assessment and Performance Opportunities**

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\* Scene Recreation

\* Act Quizzes

\* *Romeo and Juliet* Study Guide

\* Act Homework Assignments

## **Accommodations/Modifications**

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- Pre-teach historical context
- Pre-teach specific drama terms
- Provide adapted versions of the text
- Provide audio versions of text
- Provide graphic organizers
- Provide plot summaries of acts, as well as individual scenes
- Provide study guide to assist in preparing for assessments
- Watch movie versions of specific scenes

## **Interdisciplinary Connections**

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- Research and discuss architecture of the Globe Theatre
- Research and discuss marriage Laws
- Research and discuss Shakespeare's Life/History

- Research and discuss social class and structure
- Research and discuss the art of performing on stage

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| SOC.9-12.1.1.1   | Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.  |
| SOC.9-12.1.2.2   | Relate current events to the physical and human characteristics of places and regions.  |
| SOC.9-12.1.4.1   | Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format. |
| VPA.1.1.12.C.1   | Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.                              |
| VPA.1.1.12.C.CS1 | Theatre and the arts play a significant role in human history and culture.  |
| VPA.1.1.12.C.CS2 | Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.                                 |

## **Unit Resources**

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- \* *Romeo and Juliet* Study Guide
- \* Prentice Hall text
- \* *Romeo and Juliet* Anticipation Guide
- \* Act Homework Sheets
- \* Elizabethan marriage laws handout
- \* Various images of the balcony scene
- \* Franco Zeffereilli's version of *Romeo and Juliet* dvd
- \* *Romeo and Juliet* Jeopardy
- \* 3 Types of Irony PowerPoint
- \* Irony YouTube Clips
- \* Irony Detective Worksheet
- \* Also see resources listed under the *Romeo and Juliet* unit