

POR Romeo and Juliet

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

Unit Overview

Read and analyze Shakespeare's *Romeo & Juliet*. The students will explore elements of drama, Elizabethan culture, vocabulary, complex characters and relationships between characters, plot, themes, and setting through close reading and a variety of classroom activities.

Transfer

- Identify elements of play.
- Read, analyze, and interpret Shakespeare's language.
- Understand the historical context of the play and relate to other texts.
- Identify, understand, and relate major themes of love and violence to real world/current events and personal situations.

Meaning

Understandings

Students will understand

- The importance of how setting affect the motivations of characters and events in the story.
- Themes of love, hate, fate and free will, family, and marriage.
- Shakespeare's use of foreshadowing and conflict and their importance to the plot
- Shakespeare used particular techniques to develop characters and their relationships.
- Content specific vocabulary terms and their definitions.

Essential Questions

Students will consider

- How are the themes in literature relevant to today's society?

- How does reading enhance our perception and understanding of various cultures both past and present?
- In what ways do themes of love, hatred, and relationships affect the choices that one makes?
- Why is Shakespeare's *Romeo and Juliet* a tragedy?

Application of Knowledge and Skill

Students will know...

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- Historical context of play
- Plot details
- Character details & development
- Themes present in play
- Vocabulary terms and definitions
- Literary elements as they are identified in the story

Students will be skilled at...

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- Reading with fluency and comprehension.
- Identifying and examining literary elements: plot, characterization, setting, conflict, etc.
- Deciphering Shakespearean language.
- Connecting main events and characters in the play to the development of theme.
- Defining vocabulary words and improving their understanding of the play through vocabulary lessons.

Academic Vocabulary

-star-crossed lovers

-Elizabethan

-prologue

-act

-scene

-Globe theater

-selected vocabulary terms from text

Learning Goal 1

Students will be able to analyze Shakespeare's background Elizabethan culture in order understand the language and historical context of the play.

Objective 1--(Level 1)

SWBAT:

List facts about Shakespeare's life and discuss historical context of play and relate to text.

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.RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

Learning Goal 2

Students will identify and analyze literary elements in the play.

Objective 2--(Levels 1& 2)

SWBAT:

Identify and describe major characters, setting, conflict, plot development, and themes of play by reading, discussing, and answering comprehension questions.

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.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Learning Goal 3

Students will define unknown vocabulary words to apply to text.

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.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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).
LA.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Goal 4

Students will write grade-appropriate narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Summative Assessment

- Reading comprehension quizzes
- End of play test

- Project
- Essay
- Journal entries/free writes

21st Century Life and Careers

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

Formative Assessment and Performance Opportunities

- Class discussion
- Comprehension questions
- Journal entries/free writes
- Reading quizzes
- Teacher observation
- Vocabulary quizzes

Accommodations/Modifications

- Pre-teach historical context
- Pre-teach specific drama terms
- Provide adapted versions of the text
- Provide audio versions of the 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

- 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

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
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

- Background notes on Shakespeare
- Notes on dramatic elements
- Prentice Hall Literature textbook
- Romeo and Juliet movie (old & new versions)