Romeo and Juliet

Instructional Unit Resource Guide
Based on Principles of Universal Design and Differentiated Instruction

Romeo and Juliet
9th Grade
Focus: Literary elements in Drama
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Message to the Reader / Teacher

We are a group of teachers from a small, rural junior/senior high school using the UDL – Universal Design for Learning – theory to promote technology in the classroom. Our diverse background includes two Special Education teachers with math backgrounds, a math teacher, a social studies teacher, an English teacher, a Media Specialist, an IT specialist, and an Engineering/Print Management teacher. Our principal is a consultant for our team.

Our intent with this unit is to have freshman students read, view and interact with *Romeo and Juliet* through a variety of tools and activities. They will conclude the unit with a tic-tac-toe project that covers all learning styles.

This unit is designed for a 9th grade English class. It will take approximately six weeks to complete. Five weeks will be spent studying the play and the final week will be used to finish up and present unit-ending projects. In addition to reading the play aloud in class and discussing the setting, characters, literary elements, dramatic elements, and themes, etc., students will view a number of Promethean flipcharts with embedded notes, images, and web links. The teacher will also use the Promethean board to annotate over the play text as students read. Additionally, students will also complete self-paced internet activities, complete vocabulary exercises, work in teams to research and present information on Shakespeare, Elizabethan England and the play, take a comprehensive exam over the play, and create individual and group projects. Students have access to individual computers in the classroom with internet access, audio versions of the play, a text version of the play in their literature books, Flip video cameras and a Promethean board.

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Standards and Benchmarks

The following standards will be met in this unit

Indiana State Standards as approved by the US Government:

9.1.1 Identify and use the literal and figurative meanings of words and understand the origins of words.

9.1.2 Distinguish between what words mean literally and what they imply and interpret what the words imply.

9.2.3 Generate relevant questions about readings on issues that can researched.

9.3.1 Explain the relationships between the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).

9.3.3 Analyze interactions between characters in a literary text and explain the way those interactions affect the plot.

9.3.3 Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.

9.3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing or flashbacks.

9.3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism.

9.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies in a text.

9.3.10 Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.

9.3.1 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.

9.3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.

9.5.2 Write responses to literature that:
- Demonstrate a comprehensive grasp of the significant ideas of literary works.
- Support important ideas and viewpoints through accurate and detailed references to the text or the other works.
- Demonstrate awareness of the author's style and an appreciation of the effects created.
- Identify and assess the impact of ambiguities, nuances, and complexities with the text.

9.4.1 Discuss ideas for writing with classmates, teachers, and other writers and develop drafts alone and collaboratively.

9.4.2 Establish a coherent thesis that conveys a clear perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

9.4.3 Use precise language, action verbs, sensory details and appropriate modifiers.

9.4.7 Integrate quotations and citations into a written text while maintaining the flow of ideas.

9.4.10 Review, evaluate, and revise writing for meaning, clarity, content, and mechanics.

9.4.11 Edit and proofread one's own writing, as well as that of others, using an editing checklist with specific examples of correction for frequent errors.

9.4.12 Revise writing to improve the logic and coherence of the organization and perspective, the precision of word choice, and the tone bay taking into consideration the audience, purpose, and formality of the context.

For more information:
       Indiana Learning Standards: http://www.doe.state.in.us/standards
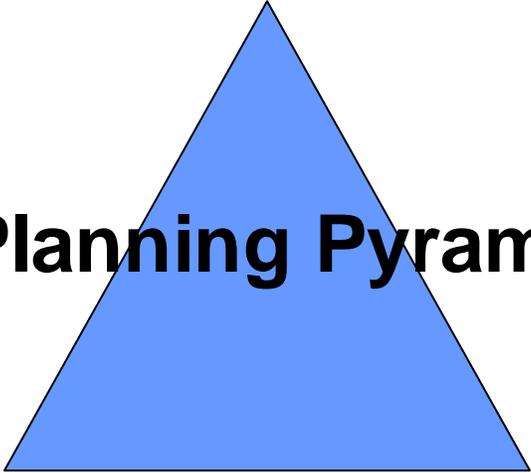
Planning Pyramid

Some Students Will Know:
- How to define each literary and dramatic element and their purpose in drama, as well as identify examples of each in the play.
- An understanding of Shakespeare's life and the Elizabethan time period and how those influence the play Romeo and Juliet.
- An analytical understanding of Shakespearean drama and tragedy.
- An understanding of poetic and prose writing in the play and how it affects characterization, plot and dramatic elements.
- A complex understanding of the characters, settings and plot of *Romeo and Juliet* and how the features work together to express the theme

Most Students Will Know:
- A general understanding of Shakespearean drama and tragedy.
- A definition and general understanding of literary and drama elements.
- An understanding of how *Romeo and Juliet* fulfills the typical five-act structure of the play and achieves the plot features of each act.
- A basic understanding of major characters, setting, and plot of *Romeo and Juliet*

All Students Will Know:
- The five-act structure of the play and the typical plot features of each act.
- a one-sentence definition of main literary and drama elements
- a basic plot of *Romeo and Juliet*

Teacher Library

The following materials and resources are useful in this unit:

Copy of play that can be used for annotation:
http://shakespeare.mit.edu/romeo_juliet/full.html

William Shakespeare		*Romeo and Juliet*
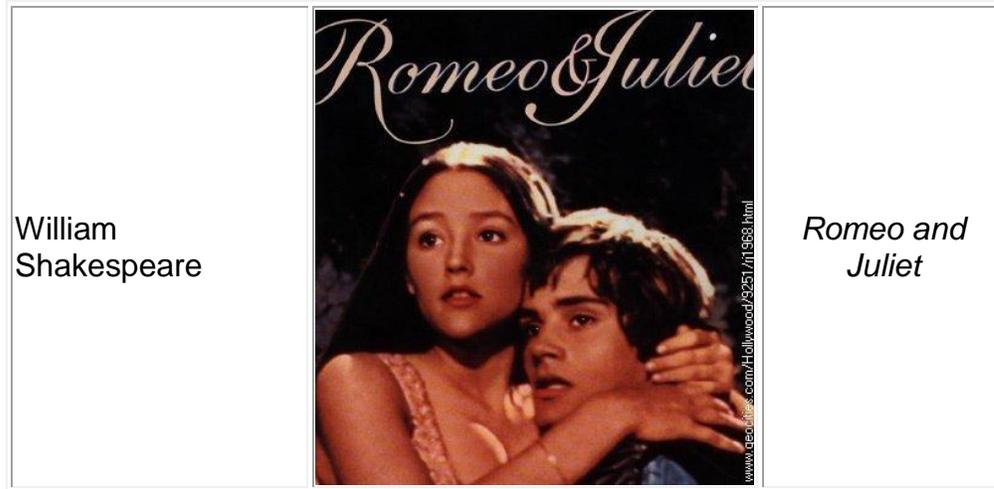
Possible resources for locating instructional materials:

Sparknotes: http://www.sparknotes.com/shakespeare/romeojuliet/canalysis.html

Folgers Shakespeare Library Lesson Plans:
http://www.folger.edu/edulesplandtl.cfm?lpid=602
http://www.folger.edu/edulesplandtl.cfm?lpid=615

Information on Introducing Drama and Literary Terms:
http://drb.lifestreamcenter.net/Lessons/Drama.htm

Globe Theater: http://shakespeare.palomar.edu/theatre.htm,

Idealized Woman Lesson Plan:
http://www.pbs.org/shakespeare/educators/language/casestudy3.html

BBC Sample of 60 Second Shakespeare News:
http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/themes_romeojuliet.shtml

Alternate Endings Lesson Plan: http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Language_Arts/Literature/LIT0209.html

Abridged versions of *Romeo and Juliet* for performance: http://sites.google.com/site/englishclassinperformance/home

Romeo and Juliet ThinkQuest: http://library.thinkquest.org/19539/randj.htm

Romeo and Juliet Reading Guides: http://www.*argo217.k12.il.us/departs/english/blettiere/romeojuliet.htm*

Literary Explorer: http://drb.lifestreamcenter.net/Lessons/RomJul/index.htm

Mixing It Up with *Romeo and Juliet* Lesson Plan: http://www.folger.edu/edulesplandtl.cfm?lpid=704

Romeo and Juliet video guide: http://mshogue.com/ce9/R_J/rj_video_guide.pdf

Promethean Planet:

http://www.prometheanplanet.com/server.php?ResourceSearch%5Bsearch_text%5D=Ro

meo+and+Juliet&ResourceSearch%5Bsubject%5D=00200n009002002001&ResourceSe

arch%5Bgrade%5D=00200n009002003004&display=006007001&ResourceSearch%5Ba

ction%5D=advanced&change=ResourceSearchResults&catMatchType=includeChildren&

searchType=basic&x=52&y=12

Learner Activities

What materials and resources will be useful for engaging students in meaningful learning activities?

http://mshogue.com/ce9/R_J/web_assign_rj.htm
        This is a *Romeo and Juliet* webquest and is an excellent computer lab activity. Students explore a variety of web locations in order to answer many questions about Shakespeare, the language and customs of the time period. This will require prior computer skills/knowledge in order for students to complete it.

*** Interactive Folio: *Romeo and Juliet*
http://www.canadianshakespeares.ca/folio/folio.html

Virtual Tour of Verona: http://www.virtourist.com/europe/verona/index.html

Globe Theater virtual tour:
http://virtual.clemson.edu/caah/shakespr/VRGLOBE/tourst.php

Assessment

The students will be assessed in a variety of ways starting with a pre test to determine what the students know about literary and drama elements, Shakespeare, and the Elizabethan time period. Then they will be introduced to Shakespeare, the Globe Theater, and Elizabethan England through viewing a flip chart, taking part in class discussions, and taking a virtual tour of Verona and the Globe Theater. During one class period, student will divide into groups and select a topic related to Shakespeare, the Globe Theater or Elizabethan England. They will then research the topic on their desk top computers and make a brief presentation to the class the next day. All students will then watch a biography on Shakespeare and answer questions. The instructor with preface the play by reviewing elements of literature and discussing elements of drama. The presentation will be made with assistance of a flip chart and online resources. The prologue and each act of the play will be read aloud as a class. The print version will be displayed on the Promethean board and annotated by the instructor as the class reads. Students will keep reading journals as they read the play, complete vocabulary exercises and take comprehension quizzes at the end of each act. When reviewing for the act quizzes, student will have access to the Interactive Folio: *Romeo and Juliet* http://www.canadianshakespeares.ca/folio/folio.html.

All students will write a short literary response to some aspect of the play (themes, use of imagery, irony, direct and indirect characterization, etc). Students will write a rough draft, take part in self-evaluation and proofreading and peer editing. Then students will complete a final draft. This writing will take place in the first three weeks. All writing will be completed on the students' computers.

During the last three weeks of the unit, students will complete projects while finishing the play. Students will be given a tic-tac-toe chart with a variety of options that represent all learning styles. In addition to turning in and presenting unit-ending projects, students will also take a comprehensive exam at the conclusion of the play. In order to review for the exam, students will complete the *Romeo and Juliet* webquest at http://mshogue.com/ce9/R_J/web_assign_rj.htm.

Possible resources for locating assessment materials:

Scoring Guide for Student Projects: http://www.ncrtec.org/tl/sgsp/index.html

RubiStar: http://rubistar.4teachers.org

Test Taking Software: http://www.quia.com

Quiz Star: http://quizstar.4teachers.org/

Accommodations
Planning for Academic Diversity

Learning Barriers	Possible Solutions	Web Resources
Student cannot read at grade level	Use Kurzweil and MP3 players to listen to and annotate text. Promethean board annotations by teacher and reading aloud by teacher and classmates.	http://www.readplease.com http://www.canadianshakespeares.ca/folio/folio.html.
Student has difficulty comprehending the quiz and reading discussion material	High Speed Scanner and OCR program eReader. MP3 players Kurzweil	http://www.sparknotes.com http://www.*argo217.k12.il.us/departs/englsh/blettiere/romeojuliet.htm* http://sites.google.com/site/englishclassinperformance/home
Student has difficulty mastering the vocabulary of the unit	Use dictionary websites with audio output	http://www.webster.com http://www.visualthesaurus.com http://www.visuwords.com
Student has difficulty with handwriting (speed or accuracy) and writing skills	Neos Desk top computers with Microsoft Word software Flip Video cameras	http://www.idictate.com http://www.kidspiration.com
Student needs help with conducting research	Promethean Board and LCD projectors	http://my.yahoo.com http://9.yahoo.com http://www.news2you.com
Student has difficulty staying on task and focused	Promethean boards Kurzweil	http://www.canadianshakespeares.ca/folio/folio.html. http://sites.google.com/site/englishclassinperformance/home
Student has difficulty organizing information	Timeline	http://www.readwritethink.org/materials/timeline