**Caitlyn Bindschadler**

**Unit:** Romeo and Juliet

**Unit Topic:** Tragic Love and Passionate Death in Shakespeare’s *Romeo and Juliet*

**Grade Level and Class:** 9th grade ELA

**Best time to teach:** Jan/Feb 2013

**Length:** 9 weeks

**Essential/Guiding Question:** Why has this story of these “star-crossed” lovers endured for so long, in so many different ways? How is it still relevant?

**Themes:**

Fate vs. Free Will

Love & Destruction

Individual vs. Society

Revenge & Violence

Family & Duty

**Supplemental Materials**

Powerpoints

Literary/Theatric terms

The Cast of Romeo and Juliet

The Different Faces of Romeo and Juliet

Staging Act 2, Scene 2: “The Balcony Scene”

Videos

Sparknotes plot summary video

Franco Zeferelli’s *Romeo and Juliet*

Baz Lurhmann’s *Romeo and Juliet*

Texts

*The Language of Literature* textbook

*Romeo and Juliet* Audio Tapes

Handouts

Shakespeare’s World notetaker

Prologue Matching Guide

Social Offenses Anticipation Guide

*Romeo and Juliet* Family Tree

Literary/Dramatic terms/theme graphic organizer

Perfect Mate

What is Love?

Did Shakespeare Plagiarize Greek Mythology?

Theme paper outline

Translate Shakespeare Assignment Sheet

Peer review guidelines

**Major Assignments Value Due Dates**

Anticipation Guide 10 pts. T 1/8

Shakespeare notetaker 10 pts. T 1/8

Prologue activity and interpretation 10 pts. F 1/11

What is Love? group activity 10 pts. F 1/18

Perfect Mate activity 10 pts. T 1/22-F 1/25

Literary/Theatrical terms graphic organizer 20 pts. F 2/1

Following Theme 20 pts. F 2/1

Snapshot Notecards 10 pts. W 2/13

Comprehension questions 50 pts. 1/17, 1/23, 1/25, 1/29, 1/31

Bellwork Notebooks 5 pts./week Th 2/14

**Assessments Value Due Dates**

**Translate Shakespeare PA 210 pts.**

Individual paper 60 pts. F 3/8

Individual role 50 pts. F 3/8

Script 15 pts. W 2/20

Cast/Plot list 5 pts. F 2/15

Final product 80 pts. F 3/8

Video audience participation 10 pts. F 3/8

Reading Test on *Romeo and Juliet* 50 pts. F 2/1

Theme Essay Prompt 50 pts. F 2/8

**Standards:**

9-10.RL.1-5, 7, 9

9-10 RI.1

9-10.W.1-6, 9

9-10.SL.1-2, 6

9-10.L.1-6

**Prior Knowledge:**

Students have had practice with writing 5-paragraph essays and reading and interpreting literature. They have learned about and practiced using literary devices (metaphor, simile, hyperbole, allusion, personification) in poetry and novels. They have completed two major research units, and have written both a research paper and presented a powerpoint to the class to prove their knowledge. They have had practice working in the computer lab, and have completed several artistic projects related to the readings in class. They have practiced using persuasive strategies and have studied advertising techniques. They have completed a small simulation unit involving a performance.

**Calendar:**

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| Week 1 | Mon 1/7 | Tues 1/8 | Wed 1/9 | Thurs 1/10 | Fri 1/11 |
| **Introduction to new semester**  -Introduction to Ms. Bindschadler  -Go over Expectancy Sheet: Rules and Expectations for the new semester  -New vocabulary procedures  -Expectancy Sheet Quiz | **Topic:** Intro to Shakespeare  **Bellwork:** Anticipation Guide: Social Offenses  **Activities:**  **-**Read Shakespeare’s world p. 983-985 orange text and complete notetaker  **Due:**  -Vocab  -Expectancy Sheet Quiz with Parent Signature  -Notetaker | **Topic:** Literary and theatric terms in Shakespeare  **Bellwork:** List as many literary devices as you can from memory.  **Activities:** Cornell notes on literary/theatrical terms (iambic pentameter, couplet, quatrain, blank verse, aside, soliloquy, monologue, comic relief) and use as a graphic organizer to keep track of devices. | **Topic:** Did Shakespeare plagiarize? The eternal story of forbidden love…  **Bellwork:** Is copying ever okay? If you wrote a whole book yourself, but you got the idea from someone else, is it still your book or did you “steal” it?  **Activities:**  **-**Did Shakespeare plagiarize R&J—Pyramus and Thisbe.  -Themes of the play (Fate vs. free will, love & destruction, individual vs. society). Choose theme and keep track of quotes and scenes where the theme appears. | **Topic:** How to read Shakespeare  **Bellwork:** Translate these lines of Shakespeare into your own words:  **Activities:**  -Overview of plot (*Sparknotes video)*  -Read prologue, matching activity—match modern day translation to Shakespeare’s language.  -Interpret prologue  **Due:** Bellwork and notes Packet |

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| Week 2 | Mon 1/14 | Tues 1/15 | Wed 1/16 | Thurs 1/17 | Fri 1/18 |
| **Career counselor visit**  -If time, literary devices charades  **Due:**  -Vocab  -Outside Reading Title | **Topic:** Who’s Who in Romeo and Juliet  **Bellwork:** How important is casting the right character for the success of a movie or play?  **Activities:**  -Character list & interpretations of characters powerpoint**.**  -*Romeo and Juliet* family tree | **Topic:** Act I  **Bellwork:**  **Activities:**  **-**Read Act I along with audio, pausing after each scene to review what has happened. Find examples of their theme  and literary devices as they read.  **36:25**  -Act 1 comprehension questions and discussion. | **Topic:** Act I  **Bellwork:** Why do you think these two families hate one another so much?  **Activities:**  **-**Watch Act I of R&J. Discuss differences between the play and the video.  -Venn diagram comparing and contrasting the two.  **Due:** Act I comprehension questions. | **Topic:** Personal concepts of love  **Bellwork:** What does love mean to you? What do you think of when you hear the word? Is love always a good thing, or can it destroy?  **Activities:**  **-**Perfect mate activity.  -What is Love group activity: Chalk Talk and group consensus of love  **Due:** Bellwork and notes Packet |

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| Week 3 | Mon 1/21 | Tues 1/22 | Wed 1/23 | Thurs 1/24 | Fri 1/25 |
| **Martin Luther King Day**  **NO SCHOOL** | **Topic:** Act II  **Bellwork:** Do you believe in love at first sight? Why or why not?  **Activities:**  - Read Act II along with audio, pausing after each scene to review what has happened. Find examples of their theme and literary devices as they read.  **34:37**  -Act II comprehension questions and discussion.  **Due:**  -Vocab | **Topic:** Act II  **Bellwork:** If your parents told you not to see your best friend anymore, would you listen to them? Why?  **Activities:**  -Watch Act II of modern day R&J. Compare and contrast modern day setting with historical setting Venn Diagram.  **Due:** Act II comprehension questions. | **Topic:** Act III  **Bellwork:** Have you ever fought with a friend? Why? For how long?  **Activities:**  - Read Act III along with audio, pausing after each scene to review what has happened. Find examples of their theme and literary devices as they read.  **41:53**  -Act III comprehension questions and discussion. | **Topic:** Act III  **Bellwork:** Should Romeo have tried harder not to fight Tybalt? Was it murder or self-defense?  **Activities:**  - Watch Act II of modern day R&J. Compare/contrast modern day setting with historical setting—Venn Diagram.  **Due:**  -Act III comprehension questions  -Perfect Mate activity  -Bellwork and notes Packet |

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| Week 4 | Mon 1/28 | Tues 1/29 | Wed 1/30 | Thurs 1/31 | Fri 2/1 |
| **Topic:** Act IV  **Bellwork:** Have you ever done something your parents told you not to do? What is the craziest plan you have ever come up with to get around your parents?  **Activities:**  - Read Act IV along with audio, pausing after each scene to review what has happened. Find examples of their theme and literary devices as they read.  **22:17**  -Act IV comprehension questions and discussion.  **Due:** Vocab | **Topic:** Act IV  **Bellwork:** What do you think of Romeo and Juliet’s plan?  **Activities:**  - Watch Act IV of modern day R&J. Compare and contrast modern day setting with historical setting—Venn Diagram.  **Due:** Act IV comprehension questions. | **Topic:** Act V  **Bellwork:** How do you think the play will end? If you already know, why do you think Shakespeare chose to end it that way?  **Activities:**  -In groups, assign parts and read Act V together.  –Act V comprehension questions and discussion. | **Topic:** Act V  **Bellwork:** Do you think the ending of this play is effective or not? Why?  **Activities:**  -Watch Act V of R&J, both film versions  -Discuss differences  **Due:** Act V comprehension questions | **Test on Romeo and Juliet**  Read quietly if finished early  **Due:** Bellwork and notes Packet |

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| Week 5 | Mon 2/4 | Tues 2/5 | Wed 2/6 | Thurs 2/7 | Fri 2/8 |
| **Work Day**  **Topic:** Themes of R&J  **Activities:**  -Go over writing assignment, fill out outline, thesis statement and quotes  **Due:** Vocab | **Work Day: Computer Lab**  **Topic:** Theme paper  **Activities:**  -Write paper, introduction and at least 2 body paragraphs | **Work Day: Computer Lab**  **Topic:** Theme paper  **Activities:**  -Finish body paragraphs and conclusion | **Work Day: Computer Lab**  **Topic:** Theme paper  **Activities:**  -Go over peer edit procedures  -Exchange papers, read and peer review, exchange until the end of the period | **Work Day: Computer Lab**  **Topic:** Theme paper  **Activities:**  -Write conclusion, write final draft in ink  **Due:**  -Final Draft  -Bellwork and notes Packet |

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| Week 6 | Mon 2/11 | Tues 2/12 | Wed 2/13 | Thurs 2/14 | Fri 2/15 |
| **Topic:**. Rewriting and Re-Interpreting old stories  **Bellwork:** Have you ever watched two versions of the same movie? (Ex. *Spiderman* with Tobey McGuire vs. *The Amazing Spiderman*). Which version did you like better? Why?  **Activities:**  -The different faces of R&J—from the serious to the ridiculous. | **Topic:** Staging Shakespeare  **Bellwork:** You are the new director of Romeo and Juliet. Describe how you are going to stage the fight scene.  **Activities:**  -Shakespearian Snapshots | **Topic:** Staging Shakespeare: Day 2  **Bellwork:** Based on the staging of the picture, what do you think is going on in this moment?  Activities:  -Shakespearian Snapshots: Presentations  **Due:** Snapshot Notecards | **Topic:** PA assignment  **Bellwork:** Can you think of any modern day versions of Shakespeare?  **Activities:**  **-**Go over PA  -Get into groups, choose act and brainstorm strategies  **Due:**  -Act and interpretation style  -Bellwork notebook | **Work Day**  **Topic:** R&J Performance Assessment  **Activities:**  -Cast and fill out plot of chosen act  **Due:**  -First page of PA handout  **-**Bellwork and notes Packet |

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| Week 7 | Mon 2/18 | Tues 2/19 | Wed 2/20 | Thurs 2/21 | Fri 2/22 |
| **Work Day**  **Topic:** R&J Performance Assessment  **Activities:**  -Start writing script/outline  **Due:** Vocab | **Work Day**  **Topic:** R&J Performance Assessment  **Activities:**  -Work on script/outline | **Work Day**  **Topic:** R&J Performance Assessment  **Activities:** -Work on script/outline  **Due:** Script/Outline at end of period | Rodeo Break  NO SCHOOL | Rodeo Break  NO SCHOOL |

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| Week 8 | Mon 2/25 | Tues 2/26 | Wed 2/27 | Thurs 2/28 | Fri 3/1 |
| **Work Day**  **Topic:** R&J performance assessment  **Activities:**  Edit script from comments, materials list (costumes, props, etc.)  **Due:**  -Vocab  -Prop list | **Work Day**  **Topic:** R&J performance assessment  **Activities:**  -Rehearse and plan filming of rewritten act | **Work Day**  **Topic:** R&J performance assessment  **Activities:**  -Film rewritten act | **Work Day**  **Topic:** R&J performance assessment  **Activities:**  -Film rewritten act | **Work Day**  **Topic:** R&J performance assessment  **Activities:**  -Finish filming if not done already, start editing. |

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| Week 9 | Mon 3/4 | Tues 3/5 | Wed 3/6 | Thurs 3/7 | Fri 3/8 |
| **Work Day**  **Topic:** Editingconsiderations  **Activities:**  Editing tutorial in the library  **Due:** Vocab | **Work Day**  **Topic:** R&J performance assessment  **Activities:**  -Editors in library, rest of group working on individual papers in class | **Work Day**  **Topic:** R&J performance assessment  **Activities:**  -Editors in library, rest of group working on individual parts in class  **Due:**  **-**All individual papers  **-*Final Cut of film saved on flash drive*** | **Work Day**  **Topic:** Viewing Day  **Activities:**  -View and critique rewritten scenes | **Work Day**  **Topic:** Viewing Day  **Activities:**  -View and critique rewritten scenes  -Finish filling out self-assessment if done early  **Due:**  -Audience rating sheet  -Individual paper and self-evaluation |