

# Romeo And Juliet Unit

**Level:** 8<sup>th</sup> - 12<sup>th</sup>

**Class Size:** 8 - 20

**Time Needed:** 3 weeks

**Focus:** Literary Analysis and Comprehension

**Classroom Composition:** General mainstreamed classroom. Modifications can be made to the length of written pieces and whether the version on the play read due to students' individual difficulties.

## **Stage 1: Identify Desired Results**

### **a. Enduring Understandings**

- **Goal:** The learners should be able to write an analytical piece dealing with foreshadowing, motifs, and themes in the play Romeo and Juliet.
- **Objectives:**
  - The learners will be able to explain where foreshadowing occurs in Shakespeare's Romeo and Juliet.
  - The learners will be able to explain the various themes found in Shakespeare's Romeo and Juliet.
  - The learners will be able to explain the motifs found in Shakespeare's Romeo and Juliet.
  - The learners will partake in group discussion and review of assigned sections of the play.
  - The learners will think in an analytical mind-set with regards to Shakespeare's Romeo and Juliet.
- **Connections to the Maine Learning Results**
  - **English/Language Arts MLRs for Grades 9 - Diploma**
    - 2. Literary Texts**
      - a. Analyze the difference between *first-* and *third-person narration* and the effect of *point of view* on a reader's interpretation of a text.
      - b. Evaluate the *theme* or *themes*, whether explicitly state or implied, in a literary text.
      - c. Identify and compare and analyze recurring themes across works.
      - d. Analyze external and internal *conflicts of characters*.
    - 3. Argument/Analysis Expository**
      - a. Explain and evaluate information from reading, listening or viewing.
      - b. Write thesis-driven essays that build a logical argument and

support assertions with examples and evidence that are accurate, credible, and relevant.

#### **D. Language**

##### **1. Grammar and Usage**

- a. Use appropriate *diction*, *syntax* and *figurative language* to suit purpose, context, and audience.

##### **2. Mechanics**

- a. Use appropriate punctuation, spelling, sentence and paragraph structure to suit purpose, *context*, and audience.

#### **b. Essential Questions**

- What are the themes in Shakespeare's Romeo and Juliet?
- What are the motifs in Shakespeare's Romeo and Juliet?
- What are examples of foreshadowing in Shakespeare's Romeo and Juliet?

#### **c. Knowledge and Skills**

- Students have previously been taught about themes, motifs, and foreshadowing.

### **Stage 2: Determine Acceptable Evidence**

#### **d. Performance Tasks**

- The learners will write a series (4) of one page analytical views regarding the play on a prompt that they choose.
- The learners will write a 3-5 page final analytical essay on a prompt of their choice.

#### **e. Quizzes, Tests, Prompts**

- One-pagers:
  - Act I, Scenes i-iii
    - \*Prompt: How understanding language effects a passage.
  - Act I, Scenes iv-v
    - \*Prompt: Where is foreshadowing shown in these scenes? What is it foreshadowing? How important is this?
  - Act II, Scenes i-ii
    - \*Prompt: Forcefulness of love on societal demands.
    - \*Prompt: The references of light vs. dark and the meaning within the play.
  - Act II, Scenes iii-iv
    - \*No specific prompts.
  - Act II, Scenes v-vi
    - \*Prompt: Where is foreshadowing shown in these scenes? What is it foreshadowing? How important is this?
  - Act III, Scenes i-iii
    - \*No specific prompts.
  - Act III, Scenes iv-v
    - \*Prompt: Forcefulness of love on societal demands.

\*Prompt: The references of light vs. dark and the meaning within the play.

\*Prompt: Where is foreshadowing shown in these scenes? What is it foreshadowing? How important is this?

- Act IV, Scenes i-iii

\*Prompt: Forcefulness of love on societal demands.

- Act IV, Scenes iv-v

\*No specific prompts.

- Act V, Scenes i-ii

\*Prompt: Where is foreshadowing shown in these scenes? What is it foreshadowing? How important is this?

- Final essay:

1. How does the prologue summarize the entirety of the play?

Make sure to use specific examples as to which lines parallel which sections of the play.

2. What are the various examples of foreshadowing in the text?

You should be able to find at least one example per act. Make sure to include evidence as to how this is foreshadowing and what event it is later connected to.

3. Throughout the play, there are many mentions of light vs. dark. How does this fit in the play and what implications does it have?

4. In the play we see how Romeo and Juliet ditches friends, family, and societal norms for love. Explain where we see this, how it leads to their demise, and whether or not our society sets this up to happen or if it's an individual's effect.

#### **f. Unprompted Evidence**

The teacher will keep track of who has spoken up in class discussion.

#### **g. Self Assessment**

- Students will have a chance to ask questions to check clarification.
- Students will edit their own written works and others.
- Students will be provided with a copy of the rubric so that they are alerted to what goals they need to meet.

### **Stage 3: Plan Learning Experiences and Instruction**

#### **h. Sequence of Learning Experience/Instruction**

- ▶ *Day 1*

- In Class: Prologue and R+J facts

- ~ This play is known to be a true story that took place over the passage of three months.

- ~ Shakespeare was supposedly aware of the current event and wrote the play not as a mockery, but a testimony for the lovers.

- ~ Back in the day marriage was arranged between parents. Teens had no say.

~ While we think of this as “back in the day,” there are some areas of the world where teens still have no say as to whom they’re going to marry.

~Keep in mind the prompts that you have to choose your final paper from:

1. How does the prologue summarize the entirety of the play?
2. What are the various examples of foreshadowing the text?
3. Throughout the play, there are many mentions of light vs. dark. How does this fit in the play and what implications does it have?
4. In the play we see how Romeo and Juliet ditches friends, family, and societal norms for love. Explain where we see this, how it leads to their demise, and whether or not our society sets this up to happen or if it’s an individual’s effect.

- HW: Act I, Scenes i-iii

▶ *Day 2*

- In Class: Review - Perverted puns/Noodle wars

~ Biting your thumb: flipping the bird

~Pages 2 and 3 - Perverted puns/Noodle wars

\*Prompt: How understanding language effects a passage.

- HW: Act I, Scenes iv-v

▶ *Day 3*

- In Class: Review - Foreshadowing

\*Prompt: Where is foreshadowing shown in these scenes? What is it foreshadowing? How important is this?

- HW: Act II, Scenes i-ii

▶ *Day 4*

- In Class: Review - “Forcefulness of love”- Light Vs. Dark

-!- One-pager #1 due.

\*Prompt: Forcefulness of love on societal demands.

\*Prompt: The references of light vs. dark and the meaning within the play.

- HW: Act II, Scenes iii-iv

▶ *Day 5*

- In Class: Review - Foreshadowing; Mock battle

- HW: Act II, Scenes v-vi

▶ *Day 6*

- In Class: Review

-!- One-pager #2 due.

\*Prompt: Where is foreshadowing shown in these scenes? What is it foreshadowing? How important is this?

- HW: Act III, Scenes i-iii

▶ *Day 7*

- In Class: Review - Foreshadowing;
- !- One-pager #3 due.
- HW: Act III, Scenes iv-v

▶ *Day 8*

- In Class: Review
- \*Prompt: Forcefulness of love on societal demands.
- \*Prompt: The references of light vs. dark and the meaning within the play.
- \*Prompt: Where is foreshadowing shown in these scenes? What is it foreshadowing? How important is this?
- HW: Act IV, Scenes i-iii

▶ *Day 9*

- In Class: Review - Juliet gets desperate.
- !- One-pager #4 due.
- \*Prompt: Forcefulness of love on societal demands.
- HW: Act IV, Scenes iv-v

▶ *Day 10*

- In Class: Review - Juliet's death
- HW: Act V, Scenes i-ii

▶ *Day 11*

- In Class: Review - Misinformation
- \*Prompt: Where is foreshadowing shown in these scenes? What is it foreshadowing? How important is this?
- HW: Act V, Scene ii

▶ *Day 12*

- Closing of R+J
- Talk about the over all effectiveness of the play. What does it make you think of? Current events? Your own life? What can we take from this?
- Would anyone like to share what they wrote about?

**i. Materials and Resource**

- Enough copies of Romeo and Juliet for the class.
- Copies of the rubric and 6+1 elements for both the final essay and the one-pagers.
- Visual cues for the prompts that could be done for the night's previous readings.