

Romeo and Juliet

Lesson Plans

Romeo and Juliet

an interactive approach

Name: Karen Ounpuu

Subject: English

Grade: 8

Lessons: 12 x 75 minutes

Time: 5 weeks

Global Rationale and Unit Objectives:

My main objective with this unit is to present Shakespeare as a provocative, insightful and relevant writer and shatter any preconceptions of Shakespeare's work as stale, difficult to understand or boring. I hope to accomplish this by employing engaging activities, audio / visual presentations and a lot of student participation and performance.

Through the study of Romeo & Juliet, students will be introduced to the language and world of Shakespeare, a genius playwright and master businessman of the theatre. This unit will draw focus to the play as it was meant to be - performed entertainment - and how this affected the writing. The major themes of Romeo and Juliet will be compared and contextualized with modern ideas using music, film and creative projects.

The unit will begin with an exploration of main excerpts from the first two acts, including a brief biography of Shakespeare, some background history on the play and a discussion of foreshadowing and dramatic irony. Interactive activities and video clips will be used to encourage student engagement. A central focus of the unit will be student performances of brief scenes from Acts 3 -5 (around 15 -20 lines per student) that enforce high production values (Incorporating sound, music, memorization, blocking). This will be introduced and modeled by a performance of older students (grade 9s), though any outside group would do the trick, during the first week. There will also be class time spent familiarizing students with basic acting techniques and time will be given for them to rehearse. This reinforces the idea that Shakespeare's intention was to entertain and his words were to be performed! As student audiences follow their peers' performances through the acts, there will be constant discussion times in which to comment on major issues and happenings.

Once the play has been covered, and concluding thoughts examined, the unit will finish with a look at the world of Shakespeare, his language and his characters. Students will analyze character roles and status in the play and have an opportunity to design prop and costume ideas for the characters of their choice, as well as perform some character role plays (Talk Show and Hot-Seating) if they choose. This will then lead to the major written assignment of a mini-essay on the character analysis of a supporting player (350-400 words, *defending a minor character's role in the development of plot and analyzing their relationship to the major characters*). As a finale, students will be able to view the film version of their choice.

PLOs:

It is expected that students will

- 1) Interact purposefully, confidently and respectfully in a variety of situations.
- 2) Identify and interpret the effect of literary techniques and figures of speech including foreshadowing, metaphor, alliteration, and simile.
- 3) Locate and interpret details in stories or non print media to response to a variety of tasks.
- 4) Organize details and info about material they have read, heard or viewed using a variety of written and graphic forms.
- 5) Interpret and report on information obtained from more than one source to inform others.
- 6) Describe the purpose of specific works of communication and explain how their key features aid understanding.
- 7) Explain the motivation of characters in works of communication, providing evidence from the text of each work.
- 8) Demonstrate a willingness to explore a variety of media and genres.
- 9) Explain their preferences for various genres or specific authors.
- 10) Make connections among different texts and media by comparing features, including themes, issues, styles and appeal.
- 11) Identify how the conventions of language have shifted over time as a result of exposure to other cultures.
- 12) Compose or create works of communication for specific audiences and purposes, including to entertain, persuade and inform.
- 13) Practice, assess and offer feedback on oral presentations, focusing on such features as the inclusion of appropriate introductions and conclusions, eye contact and pacing.
- 14) Create group presentations and informal dramatizations.
- 15) Demonstrate a willingness to experiment with language and enjoy the ways in which language is used in pop culture.
- 16) Explain how new info, language experiences and technology have shaped their ideas, knowledge, and beliefs.
- 17) Demonstrate confidence in using language in a variety of formal and informal contexts.

18) Evaluate group processes and their own contributions to them by using established criteria.

Resources:

video:

Romeo and Juliet. Dir. Franco Zeffirelli. Paramount Pictures, 1963. 138 min.

William Shakespeare's Romeo and Juliet. Dir. Baz Luhrman. Twentieth Century Fox, 1996.

Teaching Romeo and Juliet. Video Aided Instruction, Inc., 1991. 35 min.

Shakespeare In Love. By Marc Norman and Tom Stoppard. Dir. John Madden. With Gwyneth Paltrow and Joseph Fiennes. Miramax, 1998. 122 min.

audio:

Getting to know William Shakespeare - a dramatic life. Echo Peak Productions, 2001. 74 min.

William Shakespeare's Romeo and Juliet: Music from the Motion Picture. Capitol Records Inc., 1997. Vol 1 & 2.

internet:

www.folger.edu/education/lesson.cfm

www.teachers.net

www.cln.org (5 stars!)

www.discover.tased.edu.au/english/romeo.htm

www.shakespearehelp.com

www.romeoandjuliet.com

<http://ns2.d20.co.edu/kadets/shakepeare/>

books and articles:

Gibson, Rex, ed. Romeo and Juliet: Cambridge School Shakespeare. Cambridge University Press; UK. 1992.

Hayhoe, Mike. "Drama as Gaming: 'To Bestir and Busily Occupy'". English Journal, April 1989. 54-58.

Leach, Susan. Romeo and Juliet: Approaches and Activities. Oxford University Press, 1994.

Saliani, Don, Chris Ferguson and Dr. Tim Scott, eds. Introducing Shakespeare. International Thomson Publishing, 1997.

Teacher Preparation Required:

- 1) Prepare for brief lectures on Shakespeare's biography, Romeo and Juliet background and Elizabethan times
- 2) Solicit the help of past students or those from a drama class to perform a moderately well produced scene from act 2.
- 3) Prepare rubrics for the Group Scene presentation and the mini essay on Character Analysis.

Ideas for In Class Reading Strategies:

volunteers roleplay
volunteers roleplay and rotate
everyone reads 5 lines
teacher reads
guest reads

Unit Assessment

Group scene performance	30%
Mini Essay on Character	30%
Class Participation (activities, discussions, role plays, group work)	15%
Small Assignments (Letter from Verona, Comparative Paragraph, Scene Summaries, Banishment Questions, Obituaries, Group Fate/Chance Paragraph, Vocab scenes, Prop design, Costume Design)	25%

Overview of Lessons:

<p><i>I.1 The Feud</i></p> <p>4 corners game</p> <p>read prologue aloud in chorus (discuss foreshadowing and dramatic irony)</p> <p>Dramatize act I.i.1-73</p> <p>Video clips of prologue & scene 1</p> <p>Discuss The Feud</p> <p>Shakespearean insults</p> <p>HW: read scenes 3 & 5</p>	<p><i>I.3,5 The Meeting</i></p> <p>attitude check</p> <p>Shakespeare bio & RJ info</p> <p>scene 3 - reading and video clip</p> <p>scene 5 - reading and video clip</p> <p>Letter from Verona</p>	<p><i>II.2 Forbidden Love</i></p> <p>grade 9 presentation</p> <p>Read out prologue & discuss view both balcony scene clips</p> <p>Scene performance project explained HW: Paragraph comparing the 2 video clips</p>
<p><i>II.3,4 All's Well</i></p> <p>Discuss comparative paragraphs Read aloud - 2.3 and discuss</p> <p>2 volunteers stage read 2.5 & discuss</p> <p>Basic Acting Tools workshop</p> <p>HW: scene summaries, titles</p>	<p><i>Rehearsal Period</i></p> <p>drama warm-up</p> <p>group rehearsal time</p> <p>scene previews</p>	<p><i>III. Presentations I</i></p> <p>rehearsal time</p> <p>Presentations</p> <p>watch 3.1 Zef clip and discuss</p> <p>banishment questions quiz on act 3</p> <p>HW: read rest of 3.5</p>
<p><i>IV & V Presentations II</i></p> <p>rehearsal time</p> <p>Presentations</p> <p>watch finale video clip: zef or baz</p> <p>act 4 - 5 wrap up writing: obituaries</p>	<p><i>Wrap Up and Character Work</i></p> <p><i>Role of fate, chance, choice</i> define and discuss</p> <p>group written responses</p> <p>Character Status game</p> <p>assign mini-essay</p>	<p><i>Shakespeare's World & Language</i></p> <p>mini-lecture on Elizabethan London, the Globe, Acting</p> <p><i>Language:</i> intro vocab write scenes with vocab pictionary</p>
<p><i>Characters continued :</i></p> <p>team designed props</p> <p>Put Some Clothes On</p> <p>talk show role play and hot-seating with characters</p>	<p><i>Video-rama</i></p> <p>watch video of choice</p>	<p><i>Finale!</i></p> <p>Attitude check - post</p> <p>essays due</p> <p>finish video</p> <p>class debrief</p>

Group scenes:

Scene	lines	characters	# of players
3.1	34-88	Ben, Merc, Tybalt	3
3.1	93-118 or 127	Merc / Ben, Romeo	2
3.2	36-72	Juliet & Nurse	2
3.3	1-33	Romeo & Friar	2

3.3	79-122	Nurse, Friar, Romeo	3
3.5	65-96	Juliet and Lady Cap	2
4.1	1-7, 17-51	Friar, Paris, Juliet	3
4.5	12-32, 43-54, 59-64	Nurse, Cap, lady Cap	3

4.5	100-140	Peter, Musician(s)	2
5.1	12-36	Romeo, Balthazar	2
5.1	57 - 86	Romeo, Apothecary	2
5.2	1-29	2 friars	2
5.3	121-143	Friar, Balthazar	2
		Total students:	30

“The Feud”

I.i

Lesson Objectives:

Students will be able to compare different musical interpretations of a single text.
Students will be able to define literary terms such as foreshadowing and dramatic irony.
Students will be able to hypothesize on what Shakespeare is trying to tell us in regards to the feuding families.

PLOs: 1, 2, 8

Materials needed:

CD copy of *Romeo and Juliet*: fantasy overture
CD copy of *Romeo and Juliet: The Motion picture Soundtrack*, Volume I
teacher copy of 4 corners game and Shakespeare question sheet
4 poster boards: “Strongly Agree”, “Agree”, “Disagree”, “Strongly Disagree”, placed as far apart as possible around the classroom.
overhead - Definitions of Dramatic Irony and Foreshadowing
video, *cued to Prologue* - *William Shakespeare’s Romeo and Juliet*. Dir. Baz Luhrman.
Twentieth Century Fox, 1996.
handouts - “Shakespearean Insults”

Hook:

- 5 Have classical CD version of R & J playing as students enter. Once settled, ask them to compare it with the newer soundtrack from the Luhrman film.
Why are people still inspired to write music about this story? Why is it still relevant?

Activities:

- 15 1) Introduce the game “4 corners” (see appendix). Use the list of suggested statements to find out what students know and think about Shakespeare and *Romeo and Juliet*.
- 5 2) Read the prologue aloud in a choral fashion, breaking the class into groups and conducting.
- 5 3) Bring up the ideas of dramatic Irony and foreshadowing. Put up overhead.
Why are we told the whole story from the start? What would it have been like in Shakespeare’s day? How does Shakespeare use dramatic irony? How are we forewarned of doom?

- 10 4) Read aloud scene 1.1-73 with volunteers
- 5 5) Watch the video clip of the prologue and scene 1.
- 5 6) Discuss the Capulet / Montague feud.
Who are these families? Why are they at war? Give me three words to describe these families. What was Shakespeare trying to tell us by having 2 families at war? Was he implying ethnic or racial issues?
- 15 7) Hand out insult sheet and look through it, giving people a moment to try some out. Then get everyone on their feet, walking around as if those around them are all enemies. Each time they get eye contact, they must exchange insults.

Closure:

- 5 a) Introduce “Insult of the Day” and “Music Themes” (2 students assigned each day to make up a new Shakespearean insult to write on the board **OR** be responsible for bringing a piece of music that represents one of the themes in R & J).
- b) Assign scenes 3 and 5 to be read for next class during which time I will be asking volunteers to read parts.

Assessment:

marks for participation in the 4 corners game, reading the prologue in chorus, dramatizing scene 1, and using the insult sheets.

Extensions:

- read out more of scene 1.
- explore the insults further, creating scenarios, etc.

Adaptations:

- watch the prologue on video or listen to an audio version.
- write down your favorite insults rather than saying them out.

Lesson # 2

“The Meeting”

I.iii - iv

Lesson Objectives:

Students will be able to question their own assumptions on social offences.
Students will be able to dramatize scenes from the play.
Students will be able to compose a letter based on textual facts.

PLOs: 1,3,8

Materials needed:

overhead - “Attitude check”

CD - Getting to know William Shakespeare - a dramatic life. Echo Peak Productions, 2001. 74 min.

video, *cued to scene 3 - Romeo and Juliet*. Dir. Franco Zeffirelli. Paramount Pictures, 1963. 138 min.

OR

video, *cued to scene 5 - William Shakespeare’s Romeo and Juliet*. Dir. Baz Luhrman. Twentieth Century Fox, 1996.

Hook:

10 Ask students to look at the listing on the overhead (“Attitude Check”) and try to number them, in their notebooks, from greatest social offence to least. Once everyone has done it, share answers, discuss.

Activities:

15 1) Share basic biographical information on Shakespeare and some background info on the play. Incorporate the CD whenever you can.

20 2) Ask volunteers to read out scene 3. Follow this with the Zeffirelli clip and brief discussion.
How long has the Nurse known Juliet? What kind of woman is she? What does Lady Capulet think of her? What is Lady Capulet so excited about?

20) 3) Ask volunteers to read out scene 5 (line 15 on), and follow with discussion. If time, view the Luhrman clip.
Whose having the party? How does Romeo get in? Who recognizes him and how? What does Romeo do when he sees Juliet? Why does he use religious imagery? Do you feel he is now genuinely in love?

Closure & Assessment:

- 10 Act 1 Quiz: "Letter from Verona". Imagine you are a member of either the Montague or Capulet household. Write a letter to your cousins in Mantua describing everything that has happened so far. You have seen much of the events yourself, and have heard about the rest. Your cousins are eager for news and you don't want to disappoint! Fit as much information as you can in. Hand in before leaving.

Extensions:

- have students research further biographical data on Shakespeare and bring it to class
- write 2 letters to Mantua - one from a Capulet, the other from Montague. Have them differ in opinion and perspective of the events.

Adaptations:

- provide a handout with the details of Shakespeare's life instead of just giving oral notes based on an overhead outline.
- forgo the in class reading and just watch the video clips of the scenes and discuss
- make the assessment letter a take home assignment

Lesson # 3
“Forbidden Love”
II.ii

Lesson Objectives:

Students will be able to observe a scene performed by their peers.

Students will be able to compose a comparative paragraph on two media representations of the same scene.

PLOs: 4, 6, 9, 10

Materials needed:

4 or 5 small cards with the chorus questions written on them

video, *cued to act 2, scene 2 -Romeo and Juliet*. Dir. Franco Zeffirelli. Paramount Pictures, 1963. 138 min.

OR

video -*cued to act 2, scene 2 - William Shakespeare’s Romeo and Juliet*. Dir. Baz Luhrman. Twentieth Century Fox, 1996.

Handouts - group scene assignment

Hook:

15 Students will observe a performance of an act 2 scene (end of scene 3 or mid 4) by another group of students (from last year’s class, or a drama class, if possible - previously recruited). This scene will ideally model the high production value that their assigned scenes are to emulate.

Activities:

10 1) In groups of 5 - 7, have student read chorus aloud, each reading a line in turn. Give them a small question sheet and ask them to discuss:

*Often this chorus is left out. Debate whether it should stay or be cut.
Which line most appeals to the group?*

25 2) View both clips of the balcony scene. Discuss.

What are some famous lines from this scene? What is going on here? What would be a modern equivalent of this scene today?

20 3) Explain scene performance project, hand out teacher rubric, and create a group rubric for peer evaluation together in class.

Closure:

5 Assign a written paragraph for homework, comparing the 2 video clips viewed today.
Why one is more effective and why? Which one is more believable? Which one do you

prefer?

Assessment:

Participation marks for good audience behavior and discussion participation.

Extensions:

- read out balcony scene in class
- write a page comparing the scenes

Adaptations:

- provide students with an assigned group / peer rubric, or none at all
- only write one or two lines comparing the scenes rather than a paragraph

Lesson # 4
“All’s Well”
II.iii - iv

Lesson Objectives:

Students will be able to compare evaluative opinions
Students will be able to dramatize and discuss scenes from act 2
Students will be able to create characters for role playing

PLOs: 4, 7, 12,17

Materials needed:

none.

Activities:

- 10 1) Check for homework. Discuss answers.
Why one is more effective and why? Which one is more believable? Which one do you prefer?
- 10 2) Ask volunteers to read aloud 2.3. Discuss.
What is Friar Lawrence like? Why does Romeo go to see him? What is Romeo trying to tell him? Why does Romeo call Capulet ‘rich’(58)? What do you notice about the language in this scene? (Rhyming)
- 15 3) Ask 2 volunteers to dramatize scene 5 in front of the class. On the board, write the words “Angry”, “Tired”, “Impatient”, “Excited”, “Hopeful”, “Joyful”.
Ask the student actors to stand under the word they feel best represents the line’s emotion as they read.
How do their moods change? Why does she take so long to tell Juliet the news?
- 30 4) **Basic acting tools workshop!** Discuss and demonstrate basic performing tools such as blocking (facing out, 3/4), projection, eye contact with the audience, and physical movement. If you like, use some drama warm ups or exercises like “Character Cross”: one at a time students cross the “stage”, stop, do an action, then leave, all in role. You may choose to designate characters or have them explore the one they are playing for their scenes.

(For further drama ideas and resources, look at Viola Spolin’s Theatre Games for Rehearsal, Jonathan Neeland’s Structuring Drama Work or Booth and Lundy’s Improvisation.)

Closure:

- 5 Homework: Have students write a) a summary of their assigned scene

- b) a translation of their specific lines in their own words
- c) a suitable title for the scene

Assessment:

marks for class participation in discussions, games and role plays.

Extensions:

- write a journal entry by Juliet about the day's events
- write a meanwhile scene that would fit between 4 and 5, about the Nurse and what took her so long to get back

Adaptations:

- watch the scenes on video
- written responses

Lesson # 5

“Rehearsal Time”

Lesson Objectives:

Students will be able to experiment in creating dramatic scenes
Students will be able to work collaboratively with others
Students will be able to use body and voice in creating dramatic scenes

PLOs:12,14,17

Materials needed:

none - except possibly a CD player for student use

Hook:

12 Drama Warm Up: Students mill around open space and react individually (in body, gesture, facial expression & sound) - no talking with each other or clumping into groups!!
- to the words / phrases you call out:
freezing cold, upset, hungry, can't find your wallet, excited, have to go to the bathroom, so tired, just lost your job, just won the lottery, depressed, etc.

Activities:

- 45 1) Students rehearse scenes in groups. Consider bringing in older or past students as peer directors.
- 15 2) Scene Previews - 30 second clips of each scene, performed for the class.

Closure:

- 3 Students fill out a participation mark sheet for their group (one per group, based on consensus)

Assessment:

- scene previews
- group participation marks from sheet

Extensions:

- use more warm ups
- have students show entire scenes
- have students create extra props, costumes, or set ideas

Adaptations:

- provide more rehearsal time

Lesson # 6
“Presentations I”
III

Lesson Objectives:

Students will be able to dramatize an assigned scene
Students will be able to work collaboratively with others
Students will be able to use body and voice in creating dramatic scenes

PLOs: 12, 13, 14, 17, 18

Materials needed:

CD Player
video, cued to 3.1 (street battle) - video - Romeo and Juliet. Dir. Franco Zeffirelli. Paramount Pictures, 1963. 138 min.
handouts - Banishment Question Sheet

Hook:

2 play a track off the Lührman soundtrack to get them focused and inspired.

Activities:

- 15 1) Rehearsal Time
- 40 2) Presentations (all six scenes from act 3). Stop and discuss main issues after every scene.
Do girls mature faster than boys? How has Juliet matured in dealing with Tybalt's death and Romeo's exile? What events have affected R & J?
- 10 3) Watch the Zeffirelli clip of the street battle. Discuss.
*Why is Tybalt looking for Romeo? Why does Mercutio fight?
What does Romeo mean by calling himself, "Fortune's Fool"?*

Closure & Assessment :

8 Banishment Question Sheet - finish in class (written responses) or assign as take home

Extensions:

-discuss issues further

Adaptations:

- discuss banishment questions rather than write them down

Lesson # 7

“Presentations II”

IV & V

Lesson Objectives:

Students will be able to dramatize an assigned scene
Students will be able to work collaboratively with others
Students will be able to use body and voice in creating dramatic scenes

PLOs: 12, 13, 14, 17, 18

Materials needed:

CD player if needed

video, *cued to act 5, scene 3* (once Romeo has entered tomb) - Romeo and Juliet. Dir. Franco Zeffirelli. Paramount Pictures, 1963. 138 min.

OR

video, *cued to act 5, scene 3* (once Romeo has entered tomb)- William Shakespeare’s Romeo and Juliet. Dir. Baz Luhrman. Twentieth Century Fox, 1996.

Activities:

- 10 1) Rehearsal / final preparation time / set up
- 40 2) Presentations (all remaining six scenes from act acts 4 & 5). Stop and discuss main issues after every scene.

Act 4:

How do Juliet and Paris talk together? What do you think of the Friar’s plan? What are his motives? What do we learn about Capulet’s character? Why does he bump the wedding and how does this contribute to the tragedy? What are some examples of dramatic irony in 4.2? What is Juliet thinking as she drinks the poison? How do the different characters mourn for Juliet? What would be the effect on an audience of the mourning scene since they know she is still alive? Why is Romeo off stage throughout the entire act?

Act 5:

Is Balthazar a true friend by sharing the news of Juliet’s death so suddenly? By resolving to kill himself that night, is Romeo being brave or foolish? What are his alternatives? Why does the Apothecary sell the poison to Romeo? What is the point of scene 2? When dramatized, Paris’ visit to the tomb is often cut out - why? Why does Romeo lie to Balthazar (lines 28-30)? If you were Balthazar, would you stay and wait? Why does Friar Lawrence run off?

- 15 3) Final video clip of death bed scene - Zeffirelli or Luhrman
Why is Juliet's death speech shorter than Romeo's? Where should the play end? - compare the text, the video version and your own opinions.

Closure:

- 10 1) Write an obituary for the Verona Times, for Romeo or Juliet. Finish for homework.

Assessment:

- Group presentation - teacher and peer evaluated
- marks for completing obituary

Extensions:

- read the final scene aloud with the class
- create a Verona Times newspaper

Adaptations:

- give more rehearsal and performance time

Lesson # 8

“Wrap Up and Character Glimpse”

Lesson Objectives:

Students will be able to define fate, chance and choice
Students will be able to find textual support for opinions
Students will be able to use body and voice to explore character dimensions

PLOs: 2, 5, 7

Materials needed:

Character Status game - small pieces of paper each with a character name on it (enough for the class, double cast if necessary)
handout - essay assignment
CD - William Shakespeare's Romeo and Juliet movie soundtrack, Vol.2

Hook:

5 play tracks 22 & 24 from Volume 2 of William Shakespeare's Romeo and Juliet movie soundtrack.

Activities:

- 10 1) Define fate, chance, choice on overhead. Discuss their role in this tragedy. *What do you think happened? Why did they die?*
- 25 2) In groups, have students examine one each and find 4 -5 examples of textual support. Each group hands one piece of paper in.
- 20 3) Character status game. Hand out character names. Everyone gets up, and finds their place in a line which defines their status in Elizabethan society, according to their character. Introductions, mingling follows.

Closure:

- 10) 1) Assign mini-essay on character analysis. 350-400 words, using textual support.

Assessment:

Evaluate the group responses to fate and chance.

Extensions:

-create a class debate on why the two lovers died
-character status walks

Adaptations:

-provide fate question as a take home assignment
- create a character hierarchy on paper

“Shakespeare’s World and Language”

Lesson Objectives:

Students will be able to distinguish words that Shakespeare invented
Students will be able to create dialogue using Elizabethan English
Students will be able to identify characteristics of Elizabethan England

PLOs: 11, 15

Materials needed:

play books from The Globe
Picture books about The Globe, Shakespeare’s London, etc.
video - *cued to London scenes - Shakespeare In Love*. By Marc Norman and Tom Stoppard. Dir. John Madden. With Gwyneth Paltrow and Joseph Fiennes. Miramax, 1998. 122 min.
overhead or handout - Shakespearean vocab
a CD of Renaissance music

Hook:

3 Play Renaissance music as students enter.

Activities:

- 35 1) Share notes and visuals (playbills, pictures, video clips, CD excerpts) expanding upon the life and times of Shakespeare in Elizabethan London, including a look at theatres and the profession of acting during that time.
- 7 2) Introduce students to some Shakespearean vocabulary
- 15 3) In pairs, have students create scenes of dialogue incorporating as much vocab and as many phrases as possible.

Closure:

10 1) Have some students share their scenes

*if time is left, play a game of **pictionary** on the board, using the vocab*

Assessment:

Ask students to hand in written scenes.

Extensions:

- pictionary
- create another writing assignment using Shakespearean vocabulary (diary, article, story, etc)
- make a scale model Globe Theatre
- have students do a project on Renaissance England

Adaptations:

- just create scenes orally
- provide a handout on Elizabethan culture and theatre

Lesson # 10

“Character Work Continued”

Lesson Objectives:

Students will be able to demonstrate textual understanding through non print mediums
Students will be able to construct materials based on personal interpretations of text
Students will be able to role play characters based on textual characters

PLOs: 3, 17

Materials needed:

Team designed prop explanation sheet
Team designed costume explanation sheet : “Put Some Clothes On”
a multitude of fabric swatches
large, blank sheets of paper / poster boards
colored pens / pencils

Hook:

5 Enter wearing a wonderful Elizabethan costume and holding a corresponding prop.

Activities:

- 20 1) Individually or in small groups, have students design a stage property for a character (could be the one they played, wrote about or a new one). Hand out paper and colored pens. Also have them write some advice as to how the prop is to be used on stage.
- 20 2) “Put Some Clothes On”: In groups, have teams try sketching costume ideas for this same, or other, character. Have a big box full of fabric scraps students can pin onto their sheet as swatches if they so desire. Also have them write some advice as to how the costume is to be worn and used on stage.
- 5 3) Have groups present and display their creations.
- 20 4) Talk Show Role Play! Have volunteers join a panel in front of the class based on a pre-chosen or class-voted issue (‘Romeo didn’t really love Juliet’ or ‘Who Are these people that call themselves friends?’ or any other Jerry Springer-esque issue). You be the host or designate a smooth talking student.

Closure:

- 5 1) Put one character on the “hot seat” and let the students ask him or her questions relating to the play

Assessment:

prop and costume design products; participation in role plays

Extensions:

- make the role play an entire show - script it and bring on special guests
- do a number of hot seats and put volatile characters together
- design a whole show concept
- design a show poster

Adaptations:

- give projects as take home
- only design a prop or a costume
- work individually or in a pair
- let students write a talk show scene before presenting it

Lesson # 11

“Video-rama”

Lesson Objectives:

Students will be able to compare text to a video representation

PLOs: 8, 10

Materials needed:

video - Romeo and Juliet. Dir. Franco Zeffirelli. Paramount Pictures, 1963. 138 min.

OR

video - William Shakespeare’s Romeo and Juliet. Dir. Baz Luhrman. Twentieth Century Fox, 1996.

Activities:

70 1) Students will view the entire version of a Romeo and Juliet video of their choice

Closure:

5 Exit Slip: one statement on what they think of movie version, and one question they still have about the play.

Assessment:

exit slip

Extensions:

-write a comparison between the movie version and the play

Adaptations:

-listen to an audio version

-spend the period reviewing the play through discussion

Lesson # 12
“Finale!”

Lesson Objectives:

Students will be able to compare text to a video representation

Students will be able to relate personal views to the text

Students will be able to resolve any lasting misunderstandings

PLOs: 8, 10

Materials needed:

video - Romeo and Juliet. Dir. Franco Zeffirelli. Paramount Pictures, 1963. 138 min.

OR

video - William Shakespeare’s Romeo and Juliet. Dir. Baz Luhrman. Twentieth Century Fox, 1996.

Hook:

10 Attitude Check - on overhead. Students take a minute to look over these offences and rate them again, first individually, then sharing with group. Compare these ratings with ones given on second day of unit.

Activities:

5 1) Attendance and collect essays.

60 2) Finish viewing video of choice.

Closure:

Any last questions or thoughts? Why do you think this story survives?

Assessment:

attitude check

mark essay

Extensions:

- play a round of the 4 corners game

Adaptations:

- extend essay due date

- change essay to paragraph

Appendix:

Games, Activities and Teaching Aids

4 corners game with sample question sheet
Notes on Foreshadowing in the play
Shakespearean Insults
Attitude Check
Shakespeare Biography Notes
Romeo and Juliet Background Notes
Banishment Questions for Act 3 quiz
Notes on fate and chance
Character Status Game
Shakespearean Vocabulary (3 pages)
Character Prop design
“Put Some Clothes On” costume design project

Shakespeare: Biographical Notes

WILLIAM SHAKESPEARE was born on April 23, 1564 in the town of Stratford-upon-Avon, England to Mary Arden and John Shakespeare. His dad made some money in the glove business, eventually opened a general store and over the years bought some property.

Will was the third of eight children and received a free boyhood education because of his father's position as alderman. The Shakespeare's were comfortable, but not aristocrats by any means. By the time William was fifteen the family's fortunes were in decline and when Will came of age he had to work for a living.

When Will was eighteen he fell in love with Anne Hathaway and they were married. Aside from the birth of his children, little is known about Shakespeare between 1582 and 1592, except that he built a career as an actor and eventually became an established and popular member of the London theatre circuit.

Shakespeare's play writing success began with historical works. Between 1590 and 1593 he wrote "Henry VI, Parts 1, 2, and 3," "Richard III" and "A Comedy of Errors." "Romeo and Juliet" was written around 1594-1595.

As an actor, he was a member of a theatrical company known as the LORD CHAMBERLAIN'S MEN. During the reign of Queen Elizabeth and later King James, they had great success in two famous theatres, THE GLOBE and THE BLACKFRIARS. King James became a sponsor of Shakespeare's troupe called THE KINGS MEN Theatre of the time was enjoyed by commoners as well as the privileged. Often these audiences were completely illiterate. Public theatres like THE HOPE, THE FORTUNE, THE RED BULL and THE SWAN were "open air" so the players had to compete with the village noise.

Shakespeare was so popular that competitors used to send out speed writers, shorthand artists and bribe other actors in his plays to try to make their own bootlegged copies of his plays. The unauthorized "boots" were known as "The Bad Quartos."

As his fame and success grew Shakespeare was able to buy the second-largest house in Stratford, called New Place, a cottage and garden nearby, and 107 acres of soccer field.

In about 1611, Shakespeare retired permanently to Stratford, having earned the status of "gentleman." After writing many successful tragedies and comedies, he finished as he started, with a historical play, "Henry VIII."

In early 1616, he wrote his will, leaving his property to his daughter Susanna, who had married a prominent doctor, 300 English pounds to his other daughter, Judith, who was married scandalously at age 32 to a wine maker, and his second-best bed to Anne, because it was her favorite.

He died young -- on his 52nd birthday. William Shakespeare was buried at Trinity Church in Stratford as an honored citizen. On his tombstone is carved a rather wry inscription:

Good Friend, for Jesu's sake forbear
To dig the dust enclosed here.
Blest be the man that spares these stones,
And cursed be he who moves my bones.

Romeo and Juliet

One of Shakespeare's first plays, Romeo and Juliet was written between 1594 & 1595. And he wasn't the first to use it! It is said that Shakespeare borrowed the story from a long poem by Arthur Brooke entitled "The Tragical Historie of Romeus and Juliet". However, Brooke's poem was based on a French story by Pierre Boaistrou who based his on one by Italian Writer Matteo Bandellom, whose story was supposedly a true account from the 11th century. This story supposedly runs back to fourth century Greece

source:

www.romeoandjuliet.com