

Unit Goals:

1. Students will understand and identify poetic conventions such as: sonnet structure, dramatic irony, comedy, symbolism, and imagery.
2. Students will read and perform characters from *Rome and Juliet*.
3. Students will use graphic representation of events in the play.
4. Students will use critical analysis when discussing characters, motivations, and events in the play.
5. Students will demonstrate understanding of thematic and character relationships.
6. Students will demonstrate oral and visual presentation skills.
7. Students will demonstrate a willingness to consider alternate opinions.

Rationale

This unit has been designed to focus on thematic understanding of relationships between characters. A large portion of class time is devoted to class discussion about what students have read in the play and seen in the film. Most discussions will be student driven and the focus of these discussions will center on student questions or concerns. The questions I have posed in the lesson plans are either prompts or questions to guide the class discussion. Explanation of poetic devices and intentions will also find a place within class discussion, but I do not want to focus too much of these discussions on the mechanical or technical aspects of the play.

I have deliberately kept the number of worksheets minimal in an attempt to keep students interested in the play rather than boring them with factual recall. For the same reason, I have not designed any quizzes or tests for the play. I think through discussion and group projects, students will understand the plot and learn new perspectives on what they have seen and heard. I

have designed the unit project as a showcase for students to demonstrate their accumulated factual and critical knowledge of the themes and characters in the play.

Each class will be determined by how students have responded to presented activities. The class will read the text aloud in all classes (except one) and parts will be given either to those who volunteer, appointed “volunteers”, or names drawn from a list. All students will be required to participate in the reading and acting of the play.

I have chosen to teach the play in concert with Baz Lurhmann’s version of *Romeo and Juliet*. This modern version is very true to plot and textual events and will help students visualize what they have read. Many students may have already seen the film and be familiar with the characters and plots and will offer their knowledge to the class discussions and activities. Finally, I hope that by teaching the play with the film, the students will find learning Shakespeare an enjoyable experience.

I have chosen a variety of class and assessment activities which meet the English IRP requirements that: students learn to make generalizations supported by evidence, students use a variety of graphic forms to represent what they have seen, heard, or read, students identify connections between what they have seen, heard, or read, students consider more than one opinion, students will explain how media can influence emotional response.

Lesson 1

Title: Will's World

Lesson Objectives:

1. Students will learn about the Elizabethan world
2. Students will learn about William Shakespeare and his life.
3. Students will participate in introductory exercises to prepare them for *Romeo and Juliet*.

Body of the Lesson:

Introduction (15 mins.)

The teacher will begin the lesson by questioning the students about whether or not they have read the play or any other Shakespeare plays or works. The students will be invited to give their opinion about what they know or have read. They will also be asked to voice some of the difficulties they may have experienced, as well as aspects or works they have particularly enjoyed.

The teacher will give a brief lecture on the life and times of William Shakespeare and Elizabethan England. The teacher will also share some anecdotal information about William Shakespeare that will (hopefully) intrigue the students (such as discussing some of the myths around Shakespeare's true identity. Sir Francis Bacon?).

Activity 1: Social Offenses Worksheet (15 mins.)

- after students have completed the worksheet, the class will discuss their rankings and reasons for making such decisions.

Activity 2: (20 mins.)

The teacher will discuss the hallmarks of a sonnet with a few examples from Shakespeare.

- In groups of 4, students will be given the prologue, which has been cut up, and they will be asked to recreate the sonnet.

Activity 3: (25 mins.)

- after a volunteer (or the teacher) reads the sonnet aloud, the class will discuss how the prologue meets the structure of a sonnet.
- The class will also discuss the features of the prologue:
 - what does it tell us?
 - Why does it tell us the plot so soon?
 - What themes are discussed already?
 - Is there anything you do not understand?

Materials:

- worksheet
- overheads of Shakespeare
- overheads of movie cover shots of *Romeo and Juliet*
- overheads of Shakespeare sonnets: **PICK A FEW!!!**

- Enough copies of the prologue for 6-7 groups.
- Copies of *Romeo and Juliet*

Closure:

Students will be asked to complete the survey: Perfect Mate. There should be enough time left at the end of class for students to complete their portion of the survey- they will be asked to have their parents/guardians complete the second part. Also, students will be asked to bring their horoscopes from the newspaper, Internet, or magazine to next class.

Assessment:

Students will be formally assessed on:

- worksheet completion
- Prologue completion

Students will be informally assessed on:

- class discussion participation
- group collaboration during the prologue exercise

Social Offenses

Consider the following scenarios. Rank them in order of seriousness- **1** being the most serious offense.

- Planning to trick someone
- Lying to your parents
- Killing someone out of revenge
- Telling someone to marry for money
- Selling drugs
- Killing someone by mistake during a fight
- Swearing
- Killing someone in self-defense
- Suicide
- Crashing a party
- Marrying against your parents' wishes
- Picking a fight
- Lying to your boyfriend or girlfriend

Lesson 2

Title: Star Cross'd Lovers

Lesson Objectives:

1. Students will understand the significance of the theme of astrology in *Romeo and Juliet*.
2. Students will be introduced to sonnet structure.
3. Students will be introduced to the traditional structure of a Shakespearean tragedy.
4. Students will be introduced to the play and media representation of *Romeo and Juliet*.

Body of the Lesson:

Introduction: (5 mins.)

The class will go over the surveys and compare what the student has written with what their parents have written.

Activity 1: (10 mins.)

1. Volunteers will read their horoscopes to the class.
2. Students will be given astrological charts and be asked to determine who they are most compatible with according to astrology.
3. Class discussion about how much is true, if they believe in horoscopes, what is the relationship between horoscopes and fate, do you believe in fate?
4. The teacher will introduce astrology and fate as ONE of the many themes in the play.

Activity 2: (5 mins.)

1. Recap the prologue:
 - What form is the prologue written in? Explain
 - Where is the play set?
 - What is the relationship between the households?
 - What do we know about the lovers?

Activity 3: (10 mins.)

1. Introduce the elements of a Shakespearean Tragedy: traditionally divided into 5 acts and follow this sequence: Exposition, Exciting Force, Rising Action, Climax, Falling action, the Catastrophe.
2. Draw the diagram on the board/overhead and ask students to take notes and remember this structure when reading the play.
3. Distribute handout for students to use throughout the play.

Activity 4: (20 mins.)

1. Introduce the play by prefacing that the story takes place over only 5 days.
2. Begin reading Act I, choosing volunteers from the class.
3. Read Act I, scene I until line 101, "Once more, on pain of death, all men depart." (Prince)

Activity 5: (20 mins.)

1. Watch first 10 mins. of Baz Luhrman's version of *Romeo and Juliet*.

2. Debrief any questions or concerns about what they have scene or read.
3. Students will begin to fill out their handouts about the play's structure.

Materials:

- *Romeo and Juliet*
- Worksheet- Shakespearean Tragedy
- Compatibility handouts for horoscopes
- Baz Luhrman's *Romeo and Juliet*

Closure:

Students will be asked to make a list of songs, books, tv shows, and movies that they KNOW have references to Shakespeare or deal with the themes we will discuss in during the course of the play. The list will be ongoing throughout the unit and students will be expected to keep a list and contribute songs etc. to class discussions. Everyone will be expected to bring at least one example to class throughout the unit.

Assessment:

Students will be informally assessed on:

- participation in class discussion and activities
- contributions to class activities

Students will be formally assessed on:

- completion of compatibility surveys

Romeo and Juliet

Shakespearean Tragedy

A Shakespearean tragedy can be broken down into six distinct structural elements:

- | | |
|-------------------|-------------------|
| 1. Exposition | 4. Climax |
| 2. Exciting Force | 5. Falling Action |
| 3. Rising Action | 6. Catastrophe |

In *Romeo and Juliet* these elements occur as follows:

Act I Exposition, Exciting Force, Rising Action

Act II Rising Action

Act III Rising Action, Climax, Falling Action

Act IV Falling Action

Act V Falling Action, Catastrophe

As you read the play, note the key events or events as they occur. Make sure to note the Act and scene as well.

Structural Element	Main Event or Events
1. Exposition:	
2. Exciting Force	
3. Rising Action	
4. Climax	
5. Falling Action	

6. Catastrophe	

Lesson 3

Title: Who's Who

Lesson Objectives:

1. Students will identify main characters
2. Students will compare the text and the film
3. Students will become comfortable in group discussions.

Body of the Lesson:

Introduction: (10 mins.)

- the class will recap what has happened so far- both in the film and in the text. The class will discuss differences and similarities between the text and the film

Activity 1: (10 mins.)

1. Students will be given handout: Who's Who in Verona.
2. The teacher will explain how helpful it will be to identify each character and to whom they have loyalty.
3. Students will be asked to fill out the chart up to where we finished reading last class (Act I, scene I, line 101)

Activity 2: (25 mins.)

1. Return to the play- read from line 101 until the end of scene 1.
2. Debrief section:
 - What kind of emotional state is Romeo in?
 - Why is Romeo so upset?
 - Compare Romeo and Benvolio's conversation with the Prince's words. What is the tone of the scene?
 - Examine Romeo's use of oxymorons- what is the purpose?
3. Watch 5 minutes from the movie which depict this scene.
4. Compare the film with the text- address any questions/confusion

Activity 3: (15 mins.)

1. Read from Act I, scene II
 - what is happening between Paris and Capulet?
 - What is Capulet's attitude towards the proposal?
 - What does the servant give Benvolio and Romeo?
 - Explain Romeo's mood in this scene? Why does it change?

Activity 4: (15 mins.)

1. Handout: Possible Newspaper Headlines
2. Give students time to fill in their ongoing assignments: Who's Who and Headlines.

Materials:

- handouts: Who's Who, Headlines
- Movie
- Play

Closure:

Students will be invited to share any of their chosen songs, movies, or tv references to Shakespeare or the themes discussed thus far in the play.

Assessment:

Students will be informally assessed on participation in group discussions and effort on worksheets.

Romeo and Juliet

EXTRA! EXTRA!

There is so much drama going on in Verona! Pretend you are a newspaper gossip columnist in the society section. Your job is to write about all the scandalous behavior in Verona. For each scene in every act, come up with a possible headline. You might find this useful in remembering the chain of events throughout the course of the play (hint, hint!)

Act I

Scene 1

Scene 2

Scene 3

Scene 4

Scene 5

Act II

Scene 1

Scene 2

Scene 3

Scene 4

Scene 5

Scene 6

Act III

Scene 1

Scene 2

Scene 3

Scene 4

Scene 5

Act IV

Scene 1

Scene 2

Scene 3

Scene 4

Scene 5

Act V

Scene 1

Scene 2

Scene 3

Lesson 4

Title: Mab Gab

Lesson Objectives:

1. Students will use critical analysis when thinking about relationships between characters.
2. Students will use various methods to understand plot development.
3. Students will compare the film representation with the play itself.

Body of the Lesson:

Introduction: (5 mins.)

Have a brief class discussion: How has the play grabbed your attention? How has the film helped you envision the play? Is the film what you expected?

Activity 1: (20 mins.)

1. Read Act I scene III and watch the film (8 mins.)
How would you direct the nurse?
What arguments FOR marriage is Juliet faced with? How does she respond?
Now that you have met Juliet, do you think she and Romeo are a good match?

Activity 2: (20 mins.)

1. Read Act I scene IV and watch the film (8 mins.)
 - Examine Romeo's lines: "I have a soul of lead/ So stakes me to the ground I cannot move." What does he mean?
 - Why are Mercutio and Romeo friends? What traits do they have in common? How are the personalities similar? Different?
 - Who would you prefer as a friend?

Activity 2: (20 mins.)

1. Do you believe in love at first sight? Why is the concept so popular/romanticized?
2. Read Act I scene V and watch the film (15 mins.)
 - Explain Capulet and Tybalt's conversation (before watching the movie).
 - How do you account for Romeo and Juliet falling in love so quickly?
 - How important is physical attraction? Use examples.
 - Compare what Romeo says about Juliet with what Romeo says about Rosaline in scene I- has his focus changed?

Activity 3: (10 mins.)

1. Students will work on their 3 handouts: Shakespearean Tragedy, Who's Who, and Extra Extra.

Materials:

- *Romeo and Juliet* text and film

Closure:

For homework, students will be asked to write a "monologue" for one of the characters. They may consider Tybalt's inner monologue after being rebuked by Capulet or how Rosaline may feel after being forgotten so suddenly.

Assessment

Students will be informally assessed on:

- participation in class discussions and willingness to volunteer for parts
- Students will be formally assessed on:
- effort and completion of appropriate sections of the handouts.

Lesson 5

Title: Wherefore art thy exaggeration?

Lesson Objectives:

1. Students will consider alternate points of view.
2. Students will learn about courtly love and conceit and how these conventions work in *Romeo and Juliet*.
3. Students will use soliloquy to create sight poems.
4. Students will demonstrate presentation skills.

Body of the Lesson:

Introduction: (5 mins.)

Students will be invited to share their inner monologues. We will informally compare and contrast monologues from the same characters.

Activity 1: (20 mins.)

1. The teacher will read the prologue in Act II aloud to the class
 - What is Shakespeare doing in the prologue?
 - Point out the prologue in Act I was followed by violence
2. Read Act II scene ii
 - Who does Romeo love?
 - What are Mercutio and Benvolio's attitude towards Romeo?
3. Watch the film (8 mins.) and debrief both what they have seen and heard.

Activity 2: (25 mins.)

1. Read Act II scene II The Balcony scene and watch the film (15 mins).
 - What have they planned to do by the end of scene II?
 - What is Romeo doing during his first long soliloquy? What is Juliet revealing during her soliloquy?
 - Should Romeo have announced his presence sooner?
 - Who proposes to whom?

Activity 3: (15 mins.)

1. Students will use Romeo and Juliet's soliloquies and choose only a word or two from every line to convey the meaning of the soliloquy- they will create a found poem.
2. Volunteers will share these poems with the class, poems will also be handed in.

Activity 4: (10 mins.)

1. Students will be given the handout on Courtly Love and given direction for finding examples in the play thus far.

Materials:

- Courtly Love handout

- *Romeo and Juliet*- play and film

Closure:

Students will be given the handout on Courtly love and conceit for homework. Students must also keep up on their handouts: Extra Extra, Who's Who, and Shakespearean Tragedy. Students will submit these sheets next class for a homework check.

Assessment:

Students will be informally assessed on:

- participation in discussion and reading from the play

Students will be formally assessed on:

- effort and thoughtfulness on worksheets.
- Found poems.

Romeo and Juliet

Courtly Love Tradition

Read the following excerpts from *A Handbook to Literature* by Thrall and Hibbard:

Courtly Love: A philosophy of love and a code of love-making which flourished in chivalric times, first in France and later in other countries, especially England. According to the system, falling in love is accompanied by great emotional disturbances: the love is bewildered, helpless, tortured by mental and physical pain, and exhibits certain “symptoms,” such as trembling, paleness, loss of appetite, sleeplessness, sighing, weeping, etc. He agonizes over his condition and indulges in endless self-questioning and reflections on the nature of love and his own wretched state. His condition improves when he is accepted and he is inspired to great deeds.

Petrarchan Conceit: The kind of conceit used by the Italian poet Petrarch in his love sonnets and widely imitated by Renaissance English sonneteers. It rests upon elaborate and exaggerated comparisons expressing in extravagant terms the beauty, cruelty, and charm of the beloved and the suffering, sorrow, and despair of the forlorn lover. Oxymoron is common.

Find AT LEAST 3 examples of each from the play so far. Remember to cite Act and scene as well as line references.

Lesson 6

Title: The Catalysts

Lesson Objectives:

1. Students will understand courtly love.
2. Students will understand the relationship between Romeo and Friar Laurence and the Nurse and Juliet= *catalyst*.
3. Students will understand Romeo and Mercutio's friendship.

Body of the Lesson:

Introduction: (5 mins.)

Students will share their discoveries from their worksheets: Courtly Love Tradition. Students will also submit their worksheets for assessment.

Activity 1: (20 mins.)

2. Read Act II scene III- Friar Laurence
3. The teacher will read Friar Laurence's soliloquy at the beginning of act III.
 - what is your first impression of the Friar?
 - What are some contrasts in nature according to Friar Laurence?
4. Read from Romeo's entrance from line 31 in Act II scene III .
 - Who does the Friar think Romeo is talking about?
 - What does the Friar hope to accomplish by marrying Romeo and Juliet?
 - How is Friar Laurence a catalyst to tragedy? Who else is a catalyst?
5. Watch scene from movie (7 mins.)

Activity 2: (30 mins.)

1. Read Act II scene IV
 - How does Mercutio's description of Tybalt make you feel about Tybalt?
 - How do we know Romeo and Mercutio have a strong friendship?
 - Explain the relationship between Romeo and the Nurse.
 - Why do you think the Nurse has agreed to act as a liaison between Romeo and Juliet?
2. Read Act II scene V and VI.
 - what is so symbolic about their marriage?
 - Why is there a sense of foreboding around this union?

Activity 3: (15 mins.)

1. Watch film version of scenes IV, V, VI

Materials:

- *Romeo and Juliet*- text and film

Closure:

Students will be given a choice of lines from Friar Laurence, the Nurse, or Romeo, or Juliet in which they will paraphrase, in modern English, what is meant. This will be a homework assignment.

Assessment:

Students will be informally assessed on:

- participation in class discussions.

Lesson 7

Title: Hit me with your best shot

Lesson Objectives:

1. Students will be introduced to “Tableau.”
2. Students will use scene creation as a method for understanding textual meaning.
3. Students will demonstrate presentation skills.
4. Students will use paraphrase as a means to understanding the text.

Body of the Lesson:

Introduction: (5 mins.)

Students will read their paraphrased scenes aloud. The class will compare and contrast alike scenes and discuss individual scenes.

Activity 1: (25 mins.)

1. Rather than read Act III scene I aloud in the class, each group (tables of 4) will be asked to create a “Tableau” of a particular moment within the scene.
2. Each group will pick a moment and create “statues” to interpret what is happening in the scene.
3. The teacher or students may tap a volunteer on the shoulder and have the actor speak about what is going on in this character’s head.

Activity 2: (30 mins.)

1. Watch the scene from the film.
2. Discuss the film’s portrayal of the battle in terms of symbolism, violence, and setting.

Activity 3: (15 mins.)

1. Begin Act III scene II.
2. The teacher will read Juliet’s speech aloud and then volunteers will read the rest of the scene.
 - why does Juliet keep using the word “banished”?
 - Explain Juliet’s emotional state at this point?

Materials:

- *Romeo and Juliet*- text and film.

Closure:

Worksheets will be returned to students and homework assigned. Students will be asked to update the 3 worksheets.

Assessment:

Students will be informally assessed on:

- participation in class discussion.

Students will be formally assessed on:

- participation and contribution in group activities
- effort, creativity, and completion of paraphrased scenes.

Lesson 8

Title: Disobedient Wretch

Lesson Objectives:

1. Students will use drama as a means to understanding what they have read.
2. Students will practice public presentations.
3. Students will analyze the Capulet's family dynamics.

Body of the Lesson:

Introduction: (10 mins.)

Students will be invited to share examples they have found of Shakespeare in modern songs, tv shows, or films.

Activity 1: (25 mins.)

1. Volunteers will read Act III scene III aloud from the front of the class- as if in rehearsal for the play.
2. The "audience" may interrupt and suggest possible character positions or tone of voice.
 - Why do the Nurse and Friar Laurence want to help Romeo and Juliet? What is there stake in this?
 - Why does Romeo contemplate suicide?
 - Compare Romeo's state of mind in this scene to Juliet's in scene 2.

Activity 2: (10 mins.)

1. Begin Act III scene IV
 - What does Paris mean by "These times of woe afford no time to woo"?
 - Capulet thinks he knows his daughter very well. What characteristics does he see in her?

Activity 3: (30 mins.)

1. Read Act III scene V- read until Romeo's exit (line 59)
 - What has happened in this scene?
 - What does Juliet foresee?
2. Continue reading scene V until Capulet enters (line 126)
 - The conversation between Juliet and Lady Capulet is an example of misunderstanding. What factors contribute this conversation's failure?
3. Continue reading the scene until the end.
4. Watch the film (17 mins.)

Lesson 9

Title: What must be shall be

Lesson Objectives:

1. Students will understand and recognize dramatic irony.
2. Students will understand and recognize the relational conflicts among characters.
3. Students will work on collaboration skills.

Body of the Lesson:

Introduction: (5 mins)

Volunteers will read their letters to the class.

Activity 1: (20 mins.)

1. The teacher will introduce the concept of dramatic irony.
2. Read Act IV scene I
 - Give examples of dramatic irony in the exchange between Paris and Juliet.
 - Why is Paris in such a hurry to marry Juliet?
 - Why does the Friar not attempt to talk Friar out of marrying Juliet?

Activity 2: (25 mins.)

1. In groups, students will list characters and summarize the conflicts. (ie: Capulet with Juliet, Juliet with her parents, Paris)
2. The class will discuss these various relationships and how they are affecting each character.

Activity 3: (20 mins.)

1. Read Act IV scene II
 - Why has the wedding day been pushed ahead one day?
 - What are the Capulet's thinking compared to what Juliet is thinking and feeling?
2. Students will have their worksheets returned and asked to update them, taking note of the day change for the wedding.

Materials:

- *Romeo and Juliet* text

Closure:

Students will take their worksheets for homework if they have not been finished in class.

Students will submit their group work.

Assessment:

Students will be informally assessed on:

- participation in class discussions and activities.

Students will be formally assessed on:

- group work
- accuracy and effort on worksheets

Lesson 10

Title: Wedding cheer to a sad burial feast.

Lesson Objectives:

1. Students will understand use of imagery and tone.
2. Students will critically analyze the purpose and meaning of scenes and dialogue.
3. Students will develop a timeline to help understand relationships between time, setting, events, and characters.

Body of the Lesson:

Activity 1: (25 mins.)

1. Students will read Act IV scenes III and IV
 - What sort of images does Juliet speak about in scene 3? What do you think they mean?
 - what is the purpose of scene 4?
2. Read scene V
 - Explain the Friar's actions and words. Examine the tone of his speech.
 - What purpose does the musician's conversation serve in this scene?

Activity 2: (20 mins.)

1. Read Act V scenes I and II and watch clip from film (7 mins.)
 - what is Romeo's premonition?
 - What are his alternatives?
 - Does the Friar have any alternative courses of action?

Activity 3: (30 mins.)

1. The students will be asked to create a 3 dimensional timeline. One layer will be the course of the play- 5 days Sunday- Friday. The next layer will be the structural diagram (Exposition-catastrophe). The next layer will be the main events which occur along the time line and within the structure. The students will be able to use their worksheets for this assignment. The teacher will offer help and guidance.

Materials:

- *Romeo and Juliet* text and film
- 8.5 x 14 inch paper for the 3D timeline.

Closure:

Students will be assigned the 3 worksheets for homework, but not the timeline- more time will be given in class to complete the diagram.

Assessment:

Students will be informally assessed on:

- participation in class discussion
- effort on 3D timeline

Lesson 11

Title: Never was a story of more woe.

Lesson Objectives:

1. Students will interpret the text and film in dramatic form
2. Students will participate in group presentations

Body of the Lesson:

Introduction:

Watch the remaining 30 minutes of the film.

Activity 1: (30-40 mins.)

1. Read Act V scene III
2. In groups (according to number of characters in the scene), students will act out a set of lines.
 - Group 1: Paris, Romeo, and Balthasar
Read from line 1 – 73
 - Group 2: The Teacher or a volunteer
Read Romeo's long speech lines 74 – 120
 - Group 3: Friar Laurence and Balthasar
Read from lines 121 – 147
 - Group 3: Juliet, Friar Laurence, First Watch
Read from lines 148 – 170
 - Group 4: Page, First Watch, Second Watch, Third Watch
Read from lines 171 – 183
 - Group 5: Prince, Capulet, Lady Capulet, First Watch
Read from lines 188 – 207
 - Group 6: Prince, Montague, Friar Laurence
Read from lines 208 – 271
 - Group 7: Balthasar, Prince, Page
Read from lines 272 – 295
 - Group 8: Capulet, Montague, Prince
Read from lines 296 – 310

Closure:

If there is time at the end of the class, we will debrief on questions relating to the final scene. I do not anticipate there being any time, so I have scheduled the discussion for the next class. For next class, students will finish their 3 worksheets and submit them for assessment.

Materials:

- *Romeo and Juliet* text and film

Assessment:

Students will be informally assessed on:

- participation in group performances
- effort displayed in their personal performances.

Lesson 12

Title: What a tangled web we weave.

Lesson Objectives:

1. Students will demonstrate critical analysis of the characters when discussing complicity in the deaths of Romeo and Juliet.
2. Students will demonstrate presentation skills.
3. Students will identify the many different themes in *Romeo and Juliet*.
4. Students will apply factual knowledge to create media representations and interpretations of events and relationships in *Romeo and Juliet*.

Body of the Lesson:

Introduction: (10 mins.)

The class will have a discussion debriefing their experience acting out the final scene in the play. We will discuss elements of the scene which were particularly difficult to act or understand.

Activity 1: (30 mins.)

1. In groups, prepare a warrant for the arrest of the person your group feels is most responsible for the deaths of Romeo and Juliet. You may wish to draw a picture or some representation of this character.
2. Each group will post their warrant and the class will participate in a Gallery walk.

Activity 2: (15 mins.)

1. In the same groups, students will be asked to come up with possible themes of the play. For example: jealousy, teenage love, suicide, family feuds, astrology, destiny.
2. The class will discuss how each of these themes played out in the film and the text.

Activity 3: (20 mins.)

1. Students will be assigned their unit project for Romeo and Juliet.
2. Students will be asked to create sociograms about character relations in the play. They may choose to illustrate these connections through thematic connections.
3. Students may choose to use the remainder of the time completing their worksheets and 3D timelines, or brainstorming ideas for their sociograms.

Closure:

Students will be asked to complete all worksheets and the timeline for next class. A portion of next class will be devoted to designing and working on the sociograms.

Materials:

- flip chart paper for arrest warrants
- *Romeo and Juliet* text (and film, just in case.)

Assessment:

Students will be informally assessed on:

- participation in group activities and class discussions

Students will be formally assessed on:

- effort in group activities