

Romeo and Juliet

UNIT PLAN:
Love Never Dies

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Unit Plan Shakespeare's *Romeo and Juliet*: Love Never Dies

Grade Level: 10

Duration: 4 weeks. Twelve 75-minute lessons.

Global Rationale

My rationale in teaching this unit is for students to lose their automatic dislike, rejection, and fear of all things Shakespearean, as well as to learn a little more about themselves. Because of the era of his works and the evolution of the English language, Shakespeare has gone from being perceived as the voice of the every day person to the gatekeeper of a fortress of the elite. In my unit on *Romeo and Juliet*, I hope to dispel this misconception by teaching about the notion of cultural capital, by giving students tools for approaching the text, and by highlighting the relevancy of the play's themes to those of their own lives. The young protagonists are about the same age as the students I will study the play with; what teenager has not, on some level, experienced love, hate, or tragedy? I am teaching *Romeo and Juliet* because I want to make Shakespeare come alive for my students, as it has for so many people over the centuries, and because I want to help them explore their own thoughts, feelings, experiences, and creativity in a safe and exciting environment.

Applicable Prescribed Learning Outcomes (from IRPs)

Strategies and Skills

- describe how tone and mood affect the drama of a play
- locate and interpret examples of literary techniques

Comprehension

- interpret main ideas, events, or themes of a variety of...media
- generalize about (and support) key concepts, characters, themes in written...works
- use a variety of written/graphic forms to organize ideas

Engagement & Personal Response

- identify and explain connections between what they read, hear, view and personal ideas and beliefs
- develop imaginative/creative responses to share ideas

Critical Analysis

- demonstrate awareness of how artful use of language can affect and influence others
- evaluate how both genders and various cultures and socio-economic groups are portrayed in mass media (**in this case, Shakespeare and Zefferelli**)
- explain how the media can influence emotional responses
- analyze and assess the impact of specific techniques and designs used by the media

Knowledge of Language

- identify a variety of language errors and conventions that can strongly influence an audience...
- appraise communications forms critically, using accurate terminology and a knowledge of rules and conventions

Composing and Creating

- demonstrate an awareness of the characteristics, needs, and preferences of specific audiences.
- locate, access, and select appropriate info. from a variety of resources...
- organize ideas, and adjust style, form, and use of language to suit specific audiences and achieve specific purposes
- apply various strategies to generate and shape ideas

Improving Communications

- revise and edit communications to improve content, organization, and effect to suit specific audiences and purposes
- apply specific criteria to assess and revise communications

Presenting and Valuing

- demonstrate pride and satisfaction in using language to formulate and express personal positions.
- create communications for an increasing range of audiences & purposes.
- create a variety of academic, technical, and personal communications, including debates, research and technical reports, oral and multimedia presentations, poetry, and personal essays

Personal Awareness

- demonstrate confidence in using language in a variety of formal and informal contexts, both inside and outside the classroom
- explain the influence of others' ideas and contributions to the development of personal thoughts and feelings.

Working Together

- demonstrate commitment to collective goals
- show willingness to consider and elaborate on others' ideas or viewpoints
- make effective use of strategies for resolving conflicts, solving problems, and building consensus

Building Community

- interact purposefully, confidently, and respectfully in a variety of situations
- demonstrate respect for cultural differences
- demonstrate an awareness of the relationship of language to group and community membership

Teaching Options

Survey: conduct an informal poll of student opinions on some matter from the text.

Kaleidoscope: take detached lines from a play (8-10) and have group improv new scenes using only those lines. They choose setting.

Insults: students construct insults from a provided list of Shakespearean terms and practice flinging them at each other

Journal writing: provide guiding questions and allow students to explore thoughts, opinions,

feelings about the play

Reading: Aloud – Storytelling (teacher) Choral, Assembly Line (one sense unit, then pass it on to next person), Character (students take on a charac. for a few minutes/a scene); Silent (on occasion)

Character Relations chart: students map out biological relationships between the more important characters on a family-tree-like chart. Creative.

Freeze Frames: various styles. Tableaux, sequenced tableaux....see “Teaching Shakespeare” handout package for more

Parallel Scenes: students rewrite a selection of the text (about 20 lines) in a modern or other context which is more accessible, and perform.

Brainstorm: on overhead/board, it’s visual and good for review, asking deeper questions, etc.

Character Fishbowl: Students choose a character to become, write 1 question they want to ask any character in the play, and pool them. Character groups (eg. 6 Romeos) sit in the middle of circle and one by one are asked a question from the class. Must answer as realistically as possible (language, content, gestures)

Design a Costume: students design apparel for one character in the play, maybe different outfits for different scenes. Must also write 1 paragraph rationale as to why they chose what they did.

Gallery Walk: good way for everyone to see everyone else’s work. Hang up work and allow 10 min to walk around and look, ask questions, etc.

Alter Ego: Pairs take on a character role where one speaks the regular lines and then other reveals what the speaker truly means (baring all motives, feelings, etc.)

Analyze Literary Conventions: speaks for itself

Double Role: Pairs take on a character role where one speaks offstage and the other acts (mimes) onstage. Different interpretations are good.

Found Poem: Students take a section of text and select individual words or phrases with which they construct an original poem, without adding or deleting words from phrases. Any form.

Sociogram: Students/class draws a visual map of relationships between characters (events, feelings, objects they share). Can use pictures, words, or both.

Blocking: Students are given paper and markers and as directors, figure out how they would physically stage a scene in a given space (who stands/moves where, when).

Resources

Romeo and Juliet. Coles Total Study Edition. Great background info on Shakespeare and Globe Theatre, as well as word definitions, pictures, and plot summaries throughout.

Teaching Shakespeare – a BIG handout from LLED314 compiling various resources (*BCTELA Literary Teacher's Notes, Shakespeare Workshop Series, Teaching Shakespeare Today*, etc etc)

Ideas for Teaching Shakespeare – another BIG handout from LLED314 compiling various resources (*Fifty Nifty Ideas for Teaching Shakespeare, Shakespearean Insults*, etc etc)

The Friendly Shakespeare. Norrie Epstein. Great ideas on how to approach the material.

Michael Hayhoe. "Drama as Gaming: To Bestir and Busily Occupy." EJ 78 (1989).

Michaels, Hise, and Watson. "Chapter 1: Plots I Have Laid..." in *Shakespeare: A Teacher's Handbook*.

Jim Cope. "Beyond Voices of Readers: Students on School's Effects on Reading." EJ 86 (1997).

Unit plan on *Romeo and Juliet* by Jacqui Fenn and Drew Meikle, 2002. In LERC.

ONLINE:

www.shakespeare.polomar.edu/into.htm

www.folger.edu

www.jetlink.net/~massij/shakes

www.emory.edu/english/classes/Shakespeare_Illustrated/Shakespeare.html

Lesson	PLO's	Procedure	Assessment	Resources
1. Intro to Shakespeare	<p><i>Engagement & Personal Response</i></p> <ul style="list-style-type: none"> -identify and explain connections between what they read, hear, view and personal ideas and beliefs -develop imaginative/creative responses to share ideas <p><i>Knowledge of Language</i></p> <ul style="list-style-type: none"> -appraise communications forms critically, using accurate terminology and a knowledge of rules and conventions <p><i>Presenting and Valuing</i></p> <ul style="list-style-type: none"> -create communications for an increasing range of audiences & purposes. 	<p>Hook: Image of S. on overhead. Who is this?</p> <p>Discuss: What do you think of when you hear the name "Shakespeare?" What do you know/think about him?</p> <p>Cultural capital and language barrier.</p> <p>Kaleidoscope activity using lines from R & J</p> <p>Journal #1: What do you dislike most about Shakespeare?</p> <p>Hmwk: Finish journal</p>	<p>Participation</p> <p>Journal entry (collected at end of unit)</p>	<p>Overhead image of Shakespeare</p>
2. Shakespeare's World	<p><i>Engagement & Personal Response</i></p> <ul style="list-style-type: none"> -identify and explain connections between what they read, hear, view and personal ideas and beliefs <p><i>Knowledge of Language</i></p> <ul style="list-style-type: none"> -appraise communications forms critically, using accurate terminology and a knowledge of rules and conventions <p><i>Building Community</i></p> <ul style="list-style-type: none"> -demonstrate an awareness of the relationship of language to group and community membership 	<p>Hook: Shakespearean Insults activity</p> <p>Check homework</p> <p>Discuss: Elizabethan society, the Globe Theatre, brief bio. of the man.</p> <p><i>Shakespeare in Love</i> clip. Debrief.</p> <p>R&J is one of his most famous plays; does anyone know what it's about? Love. Discuss types of love.</p> <p>Journal #2: Do you believe in true love/love at first sight? Why/not? Are love and lust separate emotions?</p> <p>Hmwk: Finish journal</p>	<p>Participation</p> <p>Journal</p>	<p>Overheads for lecture (Globe, Stratford-on-Avon)</p> <p>Movie <i>Shakespeare in Love</i></p> <p>TV and VCR</p> <p>Insults handouts</p>
3 Drama is to be Dramatized	<p><i>Strategies and Skills</i></p> <ul style="list-style-type: none"> -describe how tone and mood affect the drama of a play -locate and interpret examples of literary techniques <p><i>Critical Analysis</i></p> <ul style="list-style-type: none"> -demonstrate awareness of how artful use of language can affect and influence others <p><i>Knowledge of Language</i></p>	<p>Hook: Share journal entries with partner, one/two with whole class. Survey? Check homework</p> <p>So what do you think we're going to do with R&J? Read? No – experience it as it was meant to be – thru performance!</p> <p>Hand out copies of R&J.</p>	<p>Participation</p> <p>Character Relations chart</p>	<p>R&J copies</p> <p>Dramatis Personae and Vocab handouts (both by Jacqui Fenn)</p>

	-appraise communications forms critically, using accurate terminology and a knowledge of rules and conventions	Choral reading of prologue. Discuss its purpose. Discuss where lines end, where pauses occur, word order, etc. Hand out Dramatis Personae and Vocab lists Hmwk: Character Relations chart		
Lesson	PLO's	Procedure	Assessment	Resources
4. Overview of Romeo and Juliet	<p><i>Comprehension</i> -interpret main ideas, events, or themes of a variety of...media</p> <p><i>Engagement and Personal Response</i> -develop imaginative/creative responses to share ideas</p> <p><i>Critical Analysis</i> -demonstrate awareness of how artful use of language can affect and influence others</p> <p><i>Presenting and Valuing</i> -create communications for an increasing range of audiences & purposes.</p>	<p>Collect homework.</p> <p>Hook: Zeffereilli's <i>Romeo and Juliet</i>, Prologue</p> <p>Short Freeze Frames overview (teacher as omniscient narrator of play's action in sequence, performed by volunteers)</p> <p>Discuss themes that might appear in R&J, based on Freeze Frames</p> <p>Zeffereilli 1.1-1.2</p> <p>Groups write Parallel Scenes in mod. English for ~15 lines from Act 1. Perform</p> <p>Journal #3: What's the purpose of the violence in 1.1? Why would S. use it?</p> <p>Hmwk: Finish journal</p>	<p>Participation</p> <p>Journal</p>	<p>Zeffereilli's <i>Romeo and Juliet</i></p> <p>TV and VCR</p> <p>Theme handouts (by J. Fenn)</p> <p>R&J</p>
5. Act 1: What Are They Thinking?	<p><i>Critical Analysis</i> -apply various strategies to generate and shape ideas</p> <p><i>Comprehension</i> -interpret main ideas, events, or themes of a variety of...media -generalize about (and support) key concepts, characters, themes in written...works</p> <p><i>Engagement and Personal Response</i> -develop imaginative/creative responses to share ideas</p> <p><i>Critical Analysis</i></p>	<p>Hook: What do we know so far? Mind-map on board.</p> <p>Read together 1.3-1.5 (Each student chooses a character to focus on.) Discuss briefly after each scene.</p> <p>Character Fishbowl activity</p> <p>Choral reading of Prologue 2</p>	<p>Participation</p> <p>Design a Costume assignment</p>	<p>R&J</p> <p>Slips of paper and hat for Character Fishbowl</p> <p>Design a Costume handouts</p>

	-demonstrate awareness of how artful use of language can affect and influence others	Hmwk: Design a Costume		
Lesson	PLO's	Procedure	Assessment	Resources
6. Act 2: "Addressing" the Play	<i>Comprehension</i> -interpret main ideas, events, or themes of a variety of...media -generalize about (and support) key concepts, characters, themes in written...works	Hook: Gallery walk of costume designs Zefferelli 1.3-Prologue 2 Read 2.1-2.3. Discuss briefly between scenes. Silent Reading 2.4 => Hmwk: Read 2.4-2.6 and study for Quiz next day	Participation	R&J Zefferelli's <i>Romeo and Juliet</i> TV and VCR
7. Shakespeare's Genius	<i>Strategies and Skills</i> -locate and interpret examples of literary techniques <i>Engagement and Personal Response</i> -develop imaginative/creative responses to share ideas <i>Critical Analysis</i> -demonstrate awareness of how artful use of language can affect and influence others <i>Knowledge of Language</i> -identify a variety of language errors and conventions that can strongly influence an audience... -appraise communications forms critically, using accurate terminology and a knowledge of rules and conventions <i>Presenting and Valuing</i> -create communications for an increasing range of audiences & purposes.	Quiz (Acts 1&2) Sequenced Freeze Frames activity where students step out and speak, and class guesses. Play Tchaikovsky as they prep. Perform them. Discuss functions of blank verse, prose, and soliloquy in the play, and connections to characters. Read 3.1 => Hand out Choice Assignment sheets, briefly explain Hmwk: Read up to 3.3	Quiz marks Participation	Quiz Tchaikovsky's <i>Romeo and Juliet</i> R&J Choice Assignment handouts
8. Act 3: What Do You Think?	<i>Strategies and Skills</i> -locate and interpret examples of literary techniques <i>Engagement & Personal Response</i> -identify and explain connections between what they read, hear, view and personal ideas and beliefs <i>Presenting and Valuing</i> -create communications for an increasing range of audiences & purposes.	Hook: Journal #4: Is love worth dying for? Zefferelli 2.1-2.6 Discuss 3.1-3.3 in light of last day's discussion, facts, and opinions (eg. of Nurse's actions). Look at symbolism. Double Role activity (prep for next class) Hmwk: Read to 3.5 and	Participation	Zefferelli's <i>Romeo and Juliet</i> TV and VCR R&J Found Poem handouts

Lesson	PLO's	Procedure	Assessment	Resources
		Found Poem on Juliet's speech (3.5 beginning)		
9. Interpretation: As You Like It	<p><i>Strategies and Skills</i> -describe how tone and mood affect the drama of a play</p> <p><i>Engagement & Personal Response</i> -identify and explain connections between what they read, hear, view and personal ideas and beliefs -develop imaginative/creative responses to share ideas</p> <p><i>Presenting and Valuing</i> -create communications for an increasing range of audiences & purposes.</p>	<p>Hook: Share Found poem with partner. Volunteers share a few with class.</p> <p>Collect poems.</p> <p>Perform Double Role activity</p> <p>Zefferelli 3.1-3.5</p> <p>Hmwk: Read 4.1</p>	<p>Found poems</p> <p>Participation</p>	<p>Zefferelli's <i>Romeo and Juliet</i></p> <p>TV and VCR</p> <p>R&J</p>
10. Act 4: What's Going On?	<p><i>Engagement and Personal Response</i> -develop imaginative/creative responses to share ideas</p> <p><i>Composing and Creating</i> -apply various strategies to generate and shape ideas</p>	<p>Hook: Brainstorm and discuss aspects of 3.4-4.1.</p> <p>Read 4.2-4.5 and discuss between scenes.</p> <p>Sociogram as a class. To be added to in future.</p> <p>Hmwk: Read 5.1-5.2</p>	Participation	R&J
11. Act 5: A Tragic End and a Spark of Hope	<p><i>Engagement & Personal Response</i> -identify and explain connections between what they read, hear, view and personal ideas and beliefs</p> <p><i>Personal Awareness</i> -explain the influence of others' ideas and contributions to the development of personal thoughts and feelings.</p>	<p>Hook: Zefferelli 4.1-5.2</p> <p>Read 5.3-end. Discuss.</p> <p>Journal #5: Is love worth dying for? or How do you feel about Shakespeare now?</p> <p>Hmwk: Finish journal and study for Quiz next class</p>	<p>Participation</p> <p>Journal</p>	<p>Zefferelli's <i>Romeo and Juliet</i></p> <p>TV and VCR</p> <p>R&J</p>
12. How Would You Do It?	<p><i>Comprehension</i> -use a variety of written/graphic forms to organize ideas</p> <p><i>Engagement & Personal Response</i> -identify and explain connections between what they read, hear, view and personal ideas and beliefs -develop imaginative/creative responses to share ideas</p> <p><i>Composing and Creating</i> -demonstrate an awareness of the characteristics, needs, and preferences of</p>	<p>Quiz (Act 3-5)</p> <p>Zefferelli 5.3-end. Discuss further.</p> <p>Groups: Blocking activity using Globe as model. Present.</p> <p>Closure for unit. Go over research, reliability, and citation expectations</p> <p>Hmwk: Choice Assignment due next class</p>	Quiz marks	<p>Quiz</p> <p>Butcher paper and markers for groups</p> <p>R&J</p>

	specific audiences. -locate, access, and select appropriate info. from a variety of resources...			
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Appendices
(beginning next page)

Name

/12

Block

Quiz - Acts 1 & 2

Answer the following questions in two-three sentences:

1. What is the purpose of the Prologues in *Romeo and Juliet*?

2. What kind of person do you think Benvolio is? Why?

3. Why do Benvolio and Romeo go to the Capulet's masquerade feast?

4. Why is Tybalt angry at the feast?

5. What does Romeo compare Juliet to during the balcony scene? Why?

6. What do Romeo and Juliet do at the end of Act 2? Who helps them to do it?

Name

/12

Block

Quiz - Acts 3 & 4

Answer the following questions in two-three sentences:

1. What happens in the fight scene in 3.1?
2. Who is banished from the city? Why?
3. What do Capulet and Paris agree to?
4. How does Juliet feel about all of these events?
5. What plan does Friar Lawrence suggest?
6. What purpose does the Nurse character serve in the play?

Put Some Clothes On!

For homework tonight, choose a character from one of the scenes that we have read so far, and design a costume for him or her. Because you are the designer, the style of costume is up to you; it can be Stone Age, futuristic, or anything in between. The design is **DUE NEXT CLASS**.

You may use any medium you wish (paint, pencil crayons, sequins, whatever...). The more interesting, the better!

Beside your design, please write a brief 1 paragraph rationale that describes why you think this design would be good for your chosen character.

I do not expect you to be Leonardo da Vinci, but I do expect to see **originality, effort**, and a strong **rationale**. Designs will be put on display for the class to peruse next class.

Happy designing!

Found Poem

Your task for today is to read to the end of Act 3, Scene 5. After you finish, take another look at Scene 5 – it's full of beautiful and interesting words.

"Found poetry" can be found anywhere, in a newspaper or dictionary, in a phone book, or even scratched into a bench. Although you did not write the original text, by selecting particular words or short phrases that you like from it, you can create your own original poem.

You can change the word order and manipulate the words to form a completely different meaning. The only rule is: you can't add new words that do not appear in the original text.

For next class, create a "Found Poem" from the words in 3.5. Be creative - the topic and title are up to you!

DUE NEXT CLASS.

CHOICE ASSIGNMENT

The end-of-unit assignment for *Romeo and Juliet* is full of options; you choose what you want to do from the list below. You may work individually or in pairs.

(If you have another idea for your project, TALK TO ME about it before starting!)

- * Make a NEWSPAPER or MAGAZINE of at least 10 articles that focuses on the events and characters from an Act of your choice. It should look realistic and include some art or images, advertisements, etc. Make sure you tell the story in the Act.
- * PERFORM A SCENE of at least 10 min. for the class either as you are or using finger puppets, Lego, or whatever you like. Interpretation – tone, setting, costuming, blocking, etc. – is all up to you. Should be memorized (no scripts, but someone can cue you).
- * MAKE A VIDEO of a scene for the class to watch. (See Perform a Scene above for more details)
- * Do an in-depth CHARACTER STUDY of one or more main characters from *Romeo and Juliet*. You may present this in a paper, or using a different medium (video, storyboard, cartoon...). Your analysis should be detailed and follow the character's progress from the beginning of the play to the end.
- * Create a WEBSITE about your personal ideas, opinions, and vision for *Romeo and Juliet*. This is not a plot summary; your site should take a critical look at the play and analyze the content (Is it a good play? Is it relevant to you? Why/why not? How would it be best staged?...) All sites should have at least a homepage with 2 other pages linked to it, and be interesting to visit.
- * Act out an INTERVIEW with a character from *R&J*, as a reporter, talk show host, psychiatrist, or whomever you like.
- * Create a DIARY of one of the characters from the play. Your diary should look realistic and follow the character's progress from the beginning of the play to the end. Have the character tell the diary what they were really feeling, all of their hopes and fears. Use your imagination to add in some details that were not given in the play itself.
- * GO TO A SHAKESPEAREAN PLAY and write a detailed report of what you saw. Evaluate all aspects of the play, from sets, staging, and music to actors and costumes. What did you like? What would you change? Did any the characters seem similar to any in *Romeo and Juliet*? (You may NOT watch a film for this option)

This assignment will be worth 25% of your mark for the unit and is due at the start of the next unit (in about 2 weeks).

Assessment

Unit /100

Participation	20%
Homework checks	5%
Character Relations chart	5%
Journals (5)	15%
Quiz #1	10%
Quiz #2	10%
Design a Costume	5%
Found Poem	5%
Choice Assignment	25%