Drama: Shakespeare’s *Romeo and Juliet*
Freshman English Level I
Fifth Unit

### Essential Questions

- Do our differences define us?
- What connections can you make between a character or idea in this play and your own life?
- How do we learn about the world through adult guidance?
- How do we learn to make sense of adults’ strengths and contradictions?
- How do we balance being true to ourselves as well as responsibility to others’ expectations? How do the choices characters make shape their identities?
- How does literature contribute to an understanding of self and others?

### Enduring Understandings

- Reading expands understanding of the world, people, and oneself; readers use strategies to construct meaning; readers develop a deeper understanding by reflecting upon the text; visual materials enhance understanding.
- Authors write with different purposes in mind.
- Literature can reflect the time, ideas, and cultures it depicts.
- Critical readers question the text and consider various perspectives in order to think, live, and act differently.
- Speaking, listening, and viewing are fundamental processes which people use to express, to explore, and learn.

### Content

Freshman English is primarily concerned with providing students with a fundamental understanding and appreciation of literature, improving their oral and written communication skills, and developing effective reading, research, analytical, listening, and study skills. Selections are taken from the *Prentice Hall Literature Book Common Core Edition* plays, teacher-provided materials, and *Romeo and Juliet*. Reading instruction and class-directed discussion assist student comprehension; speaking experiences may include speeches, presentations, and/or debates. Emphasis is placed on cultivating appropriate classroom behaviors, organizational and study skills, and transitioning from middle school to high school.

Instructional strategies vary and may include class discussion, small-group discussion, literature circles, independent reading, graphic organizers, KWL, pre-teaching key vocabulary, paired reading, Q.A.R., Chapter Tours, Think-Pair-Share, one-on-one conferences, teacher-guided independent research, jigsaws, webquests, as well as scaffolding.
21st Learning Expectations

Students:
- Read and write effectively for a variety of purposes
- Speak effectively with a variety of audiences in an accountable manner
- Use technology responsibly to create, research, synthesize, and communicate information fluently
- Take responsibility for their own learning and behavior
- Value human, cultural and natural diversity

21st Century Learning Skills

21st Learning skills in the Language Arts classroom include:

- Information and communication skills which include media literacy, information literacy and ICT literacy.
- Thinking and problem-solving skills which include critical thinking, problem identification formulation and solution, creativity and intellectual curiosity specific to the unit genre
- Interpersonal and self-directional skills which include both Flexibility and Adaptability with regard to cooperative groupings and pairings, and literature circles
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Connecticut State Standards

- Content Standard 1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.
- Content Standard 1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.
- Content Standard 2.1 Students recognize how literary devices and conventions engage the reader.
- Content Standard 2.2 Students explore multiple responses to literature.
- Content Standard 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.
# Objectives

Students will be able to:

- Analyze the techniques and conventions of drama.
- Recognize literary features including character, plot development, theme, and setting.
- Question characters’ motivations and make inferences about character.
- Compare and contrast characters, conflicts, and events in the play.
- Recognize and describe patterns ad relationships in the play.
- Validate understanding through textual references supporting multiple interpretations.
- Apply strategies for determining meaning of vocabulary in context.
- Explain personal/world connections to themes in literature.
- Evaluate literary effectiveness.
- Analyze research to make interdisciplinary connections using written, auditory, and visually based media.
- Evaluate validity of sources to authenticate research.

Students will also be able to:

- Demonstrate an understanding that a main clause is an independent clause that expresses a complete thought and can stand alone in a sentence.
- Demonstrate an understanding that a subordinate clause is a dependent clause and does not express a complete thought.
- Demonstrate an understanding of the rules for commas and semi-colons when dividing main and subordinate clauses.
- Evaluate the impact of language as related to audience and purpose.
Drama: Shakespeare’s *Romeo and Juliet*
Freshman English Level I
Fifth Unit

### Assessments

- Five quizzes/ three tests  
  - Rubric 1: Communication – Student reads and writes effectively for a variety of purposes
- Two group projects  
  - Rubric 6: Technology – Student uses technology responsibly to create, research, synthesize, and communicate information fluently
  - Rubric 8: Student Ownership – Student takes responsibility for own learning and behavior
- One oral presentation  
  - Rubric 2: Accountable Talk – Student speaks effectively with a variety of audiences in an accountable manner
- Other assessments include homework, teacher observation of group activity, class participation, skits, role play, improvisational exercises, Shakespeare Character Album  
  - Rubric 8: Student Ownership – Student takes responsibility for own learning and behavior
  - Rubric 9: Responsibility and Stewardship - Student values human, cultural and natural diversity
- The Learning Network posts *(New York Times)*

### Resources

- School-issued student laptops
- Selections from unit 5 of *Prentice Hall Literature Common Core Edition*
- [www.shmoop.com](http://www.shmoop.com)
- [www.grammarbook.com](http://www.grammarbook.com)
- Supplemental essays and articles
- Key literary terms this unit include: Antagonist, aside, catastrophe, catharsis, character, chorus, comedy, comic relief, complication, conflict, Deus ex machina, dramatic monologue, dramatis personae, fourth wall, irony, monologue, pathos, props, protagonist, recognition, soliloquy, stage direction, staging, subplot, theme, tragedy, tragic flaw, tragic hero, Unities.