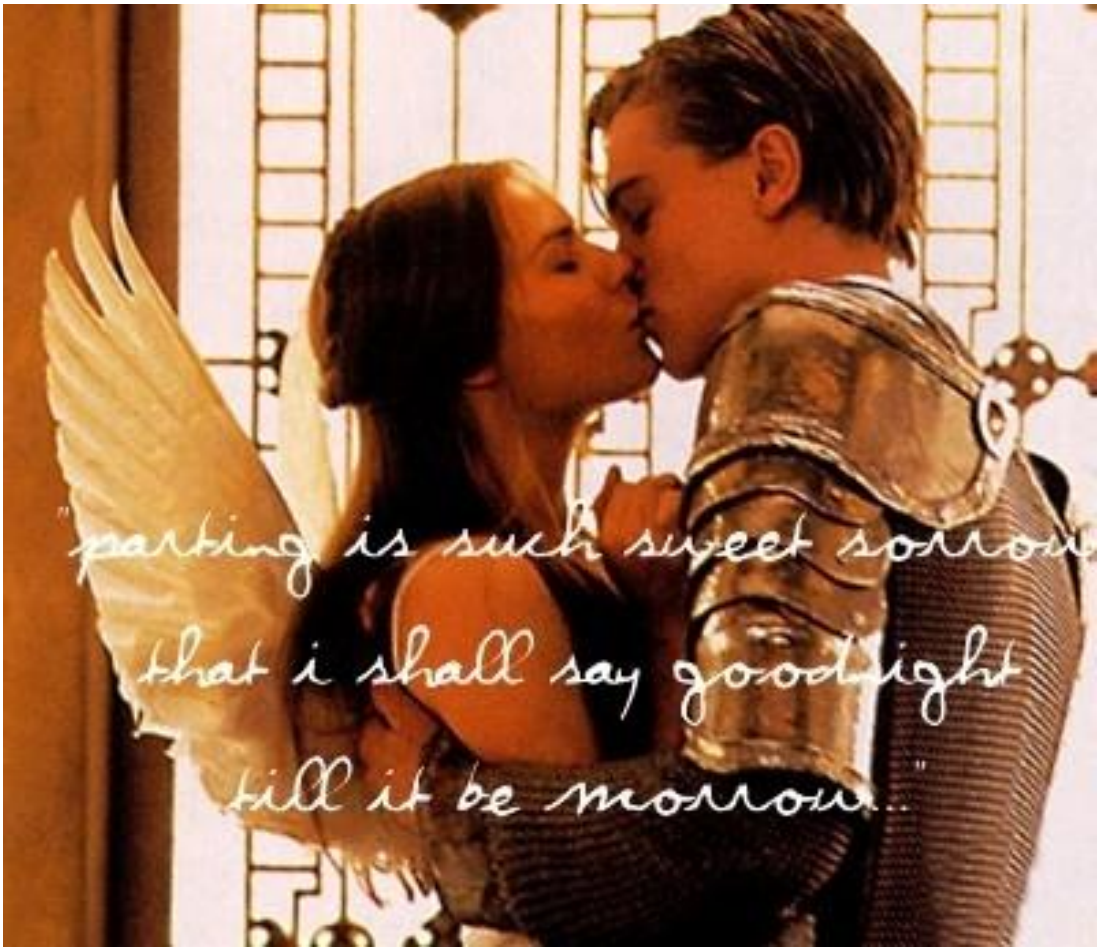
An Engaging Literary Enterprise for William Shakespeare's *Romeo and Juliet*: Modernizing the Renaissance: Feuds, Love, and Sorrow in *Romeo and Juliet* and the 2011 Classroom



Romeo and Juliet Unit
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Unit Overview

High school students dread reading Shakespeare because they see his writing as being above their skill level. They do not see its relevance and believe it to be outdated. My goal for my unit is for students to find ways to relate to the story and to see this Renaissance piece of literature as relevant and current. By teaching students how to get passed the language and see the bigger picture, students will be able to focus on themes that remain relevant. *Romeo and Juliet* is a fitting play to teach to high school students because once they see that it is a love story between two people whose parents want them apart, they will see just how relatable the story is. Students will relate to the romance, familial strife, and feuding that occurs in the story either through personal experience or through today's media. This prior knowledge merely needs to be activated. The themes and plot transcend time, and students will begin to realize how many modern films, stories, and songs are a byproduct of this canonical piece of literature.

The following unit on *Romeo and Juliet* is designed to be taught in the spring to 9th grade English I college prep classes in a rural high school. The goal of this unit is to introduce students to Shakespeare in an unintimidating way by presenting it from a modern perspective. Students will learn to relate to the text because of the enduring themes of love and sorrow. The lessons within this unit will get students comfortable reading Shakespeare's language and being able to uncover the themes and conflicts buried beneath the challenging language. The students will be comfortable enough to then take the themes, characters, and conflicts and apply them to modern productions of various media.

Unit Objectives

Objectives for Response to Literature

Students will be able to:

Analyze a character E1-1.4, E1-1.6

- Facebook Page
- Romeo vs. Tybalt Debate

Create literary responses to texts through a variety of methods E1-1.6

- Opinionnaire
- Facebook Page
- Play to film comparison
- Text Message project

English Course Standards Addressed:

E1-1.4 Analyze the relationship among character, plot, conflict, and theme in a given literary text.

E1-1.6 Create responses to literary texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
(NCTE 2.4 Attitudes: Designs Instruction That Helps Students Develop Habits of Critical Thinking, NCTE 3.2.3 Literacy Processes: Encourages Composing Processes in Various Forms)

Objectives for Response to Informational Texts

Students will be able to:

Generate responses to informational texts

- Shakespeare film worksheet
- Shakespeare biography notes
- Globe Theater handout

English Course Standards Addressed:

E1-2.2 Compare/contrast information within and across texts to draw conclusions and make inferences.

E1-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).
(NCTE 2.4 Attitudes: Designs Instruction That Helps Students Develop Habits of Critical Thinking, NCTE 3.2.3 Literacy Processes: Encourages Composing Processes in Various Forms)

Objectives for Writing (process and product)

Students will be able to:

Produce rationales with a thesis defending decisions

-Facebook Page

-Romeo vs. Tybalt debate

English Course Standards Addressed:

E1-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent thesis, and use support (for example, definitions and descriptions).
(NCTE 2.4 Attitudes: Designs Instruction That Helps Students Develop Habits of Critical Thinking, NCTE 3.2.3 Literacy Processes: Encourages Composing Processes in Various Forms)

Objectives for Communications

Students will be able to:

Generate sound arguments

-Facebook Page Rationale

-Romeo vs. Tybalt debate

English Course Standards Addressed:

E1-5.4 Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).
(NCTE 2.4 Attitudes: Designs Instruction That Helps Students Develop Habits of Critical Thinking, NCTE 3.1.3 English Language: Helps Students Understand Cultural Influence on Language, NCTE 3.2.3 Literacy Processes: Encourages Composing Processes in Various Forms)

Objectives for Word and Language Study

Students will be able to:

Interpret challenging vocabulary and archaic terms in order to understand a text

- Reader's Log vocabulary
- Hurling Insults – slang vocabulary

English Course Standards Addressed:

E1-3.1 Use context clues to determine the meaning of technical terms and other unfamiliar words.

E1-3.3 Interpret euphemisms and connotations of words to understand the meaning of a given text.
(NCTE 3.2.1 Literacy Practices: Helps Students Realize Impact of Language's Influence on Thinking, NCTE 3.1.5 English Language: Demonstrates Knowledge of & Skill Related to Teaching History of English Language)

Objectives for Research

Students will be able to:

Generate arguments that use direct quotations, paraphrasing, and summaries as support with citations

-Facebook Page

-Romeo vs. Tybalt debate

English Course Standards Addressed:

E1-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.

E1-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others. **(NCTE 2.4 Attitudes: Designs Instruction That Helps Students Develop Habits of Critical Thinking)**

Unit Rubric:

25 Points: Figurative Language Valentine

25 Points: Debate Paragraph

25 Points: Director Letter

25 Points: "Txt Msg Rmeo & Jlt" assignment

50 Points: Daily Assignments/Classwork/Participation

50 Points: Test Acts 1-3

50 Points: Test Acts 1-5

250 Points: Reader's Logs 1-5

100 Points: Facebook Page

____/600 Points: Total for Unit

(NCTE 2.4 Attitudes: Designs Instruction That Helps Students Develop Habits of Critical Thinking, NCTE 3.1.3 English Language: Helps Students Understand Cultural Influence on Language, NCTE 3.2.3 Literacy Processes: Encourages Composing Processes in Various Forms)

Unit Rationale

Rationale for Unit Design

Society is split on their views of William Shakespeare's work; half of the population sees his work as outdated and unnecessarily glorified, while the other half defends their right to glorify Shakespeare's work well into the twenty-first century. I am a part of the latter. I strongly believe that Shakespeare deserves a large place in the high school curriculum. Shakespeare had an immense impact on literature, theater, and the English language, and his works capture the themes and ideas impacting the lives of English people of the Renaissance. Shakespeare's influence does not end there as his themes and ideas transcend time and are still relevant today, particularly to the high school student. Shakespeare wrote thirty-seven plays, one hundred and fifty-two sonnets, and two long poems while adding over one thousand words and phrases to the English language. **(NCTE 3.1.3 English Language: Helps Students Understand Cultural Influence on Language)** Shakespeare's influence is too large to ignore. Shakespeare's works influenced countless authors and if those authors are taught in high schools, Shakespeare deserves to be taught as well.

I will be teaching William Shakespeare's play, *Romeo and Juliet* next semester for freshman English I, college-prep classes. All of the work the students complete will lead up to their final literary enterprise, The Facebook Page Project, where the students will pick a character from the play and make a Facebook page for that character. For every decision they make on the page they must include a rationale. This will force students to focus specifically on the characterization developed throughout the play and also to practice making inferences while they read. It will force students to think deeper about characters and how these characters would act outside of the context of the play. They will then apply this information by creating a Facebook page for the character where they use their imaginations to decide what songs they would listen to or what their "about me" section would say. **(NCTE 2.4 Attitudes: Designs Instruction That Helps Students Develop Habits of Critical Thinking)** This unit fulfills a number of Smagorinsky's justifications for teaching a unit. Despite skeptics' reasons against teaching this play, there are many valid justifications that prove its importance and relevance.

Literary Significance

All of Shakespeare's work clearly has literary significance worldwide. Smagorinsky identifies this specifically in *Teaching English by Design*: "The works of Shakespeare, for instance, have been performed for nearly four centuries across the world's stages. Therefore, you might mount a convincing argument that studying Shakespeare is central to understanding the themes of Western culture and the metaphors that are invoked to explain it" (142). Shakespeare has had such an enormous influence on today's language and literature that it is hard to escape his influence. By completing the assignments I have paired with the reading of *Romeo and Juliet*, students will be able to apply "the themes of Western culture and the metaphors that are invoked" to today's modern literature and theater.

Cultural Significance

I would also say that studying *Romeo and Juliet* has cultural significance because Shakespeare's plays have had such an impact on Western culture as a whole, not just within literature. Shakespeare can be studied from a variety of lenses and points of view. It has been

studied within queer theory, feminist theory, political criticism, psychological criticism and from many other angles. All of these areas have influenced today's culture in the United States. It is hard to avoid Shakespeare's influence in films, music, and television whether he has affected the language used, the themes examined, or the storylines imitated. **(NCTE 2.2 Attitudes: Help Students Appreciate Their Own & Other's Cultures)**

Fulfillment of Future Needs

Students need to learn about Shakespeare's work and study one of his plays in order to meet future needs whether they go to college or not. In order to be able to communicate in civic discourse, students need to be able to recognize allusions and references to Shakespeare's work. *Romeo and Juliet* is alluded to in countless pieces of popular culture from films to music to television shows and students will miss out on these references if they do not learn about Shakespeare in high school. Similarly, because Shakespeare has been studied by so many critics and professors, it is inevitably taught in college. Students cannot expect to make it through a college English course without a professor mentioning Shakespeare's name. This is even true in courses that cover a time period far past the Renaissance. Therefore, students need to be able to recognize Shakespeare's enormous contribution to the English language and literature. Even if students are reading a current magazine or newspaper article, they will probably encounter a word or phrase coined by William Shakespeare. **(NCTE 3.2.1 Literacy Practices: Helps Students Realize Impact of Language's Influence on Thinking, NCTE 3.1.5 English Language: Demonstrates Knowledge of & Skill Related to Teaching History of English Language)** By reading and comprehending Shakespeare's play *Romeo and Juliet*, students will feel confident they can read other challenging works whether they are by Shakespeare or not. Many high school students think that Shakespeare is above their ability level, but once they have proper modeling and scaffolding they will realize it is not above them and they will be better prepared to read challenging works in college.

Psychology and Human Development

Once students feel confident tackling this difficult text, they will begin to see how it closely parallels their own psychology and development. The characters in the play are going through many of the same issues students in high school are battling. Many students find themselves in arguments with other students over trivial things, and after reading this play, they will see what large outcomes minor quarrels can cause. Similarly, there are many students who have feelings of rebellion against their parents. They are having a difficult time separating themselves from their parents and they will witness the characters in the same situations. In fact, there may be students whose parents attempt to control when and who they date. If this is the case, the student will feel particularly connected to the play. Finally, it is very common for students to have their first love in high school. Love is such a dynamic, complicated idea in the play that many students, regardless of their own feelings, will be able to relate to it. Students will have to question ideas like whether love at first sight is possible, whether teenagers are old enough to really know what love is, whether love is a byproduct of fate or free choice, and whether love can overcome obstacles.

Relevance

While many students initially think that they cannot relate to Shakespeare's plays because they were written long ago, they will realize through these assignments that the themes and

storyline are still relevant to their lives. Students will realize how relevant the story of *Romeo and Juliet* really is from the first day the story is introduced by completing the introduction opinionnaire. This worksheet has a number of themes that are relevant in *Romeo and Juliet,* but the students will not yet realize this to be the case because they will complete the opinionnaire before opening the play. They will share their opinions on ideas like love at first sight, a parent's right to decide who their child dates, and suicide. Students will see how relevant these ideas still are today, and will then see how relevant *Romeo and Juliet* is. By creating the Facebook pages and modern movie adaptations, they will realize that *Romeo and Juliet* is merely a story about two young lovers whose parents disapprove of their relationship. **(NCTE 4.1 Pedagogy: Selects Appropriate Curricular Materials)**

Alignment with Standards

The students will be so engaged while doing these current, creative assignments that they will not realize that by completing these assignments they are also completing many of the state standards. By teaching Shakespeare you automatically enter into a word study. It is challenging to read, so by attempting, students must pay careful attention to characterization, plot, and themes, and because Shakespeare was such a talented writer, students must unwrap Shakespeare's beautiful metaphors, similes, and other forms of figurative language.

Students will be able to identify all of these elements merely by reading Shakespeare's work, but by reading *Romeo and Juliet* specifically, they will also learn a lot about themselves because the plot and themes so closely parallel the problems going on in the adolescent life. Students will inherently meet many state standards simply by reading Shakespeare's work, but by completing the assignments in this unit they will also learn how to form an argument. The students must do this to defend their decisions in the Facebook page and later in persuasive papers. They must make many claims and defend all of those claims with evidence from the text. While many people may say that reading Shakespeare is impractical, it is imperative that students learn to form arguments and defend those arguments with data. This is just one of many things they will learn to do through this unit.

Philosophy for Teaching English

This unit reflects my constructivist philosophy of education because the unit is based on playful literary enterprises that are created by the students. Literary enterprises, first coined by Frank Smith in 1988, are culminating assignments that assess students' learning in creative, fun ways. These enterprises assess students' work as well as generic tests, but are more engaging for students. Because students enjoy the enterprises more than they do tests they put more effort into them, giving the teacher a better assessment of their understanding. **(NCTE 4.9 Pedagogy: Integrates Assessments – Criteria, Interpretation, Student Responsibility, Explanation)** Tests do not get students into a state of flow the way engaging literary enterprises do. The students are actively learning, thinking critically, and working on activities that get them into a state of flow, as opposed to sitting through class lectures and answering questions from their textbooks. All of these inventive assignments lead up to the creative, engaging enterprises. **(NCTE 2.1 Attitudes: Sustains Supportive Learning Environment)**

Smith and Wilhelm (2006) refer to flow as a state of being where students are so focused on their work that they are not distracted, even by friends or outside-of-school hobbies. These activities encourage flow because the students feel competent and in control, they have appropriate challenges as everything is scaffolded. They are provided with clear goals and

immediate feedback in the form of comments and grades, and their assignments focus on the immediate experience and incorporate social elements. Students will have the opportunity to connect their experiences and ideas to the texts they read. They will not have to fear one "correct" response. Every student's response to the text is different and equivalent because each student should have the freedom to connect the text to their own experiences and prior knowledge. This enforces their feelings of control and competence. Teaching *Romeo and Juliet* is an excellent text to exhibit this view because it is easy for adolescents to relate to.

In order to incorporate language arts into their everyday lives, they must first incorporate their everyday lives into the language arts classroom. Students will have the opportunity to be creative and relate to their prior knowledge by creating the Facebook page. They utilize Facebook on a daily basis and feel extremely confident with it. They get to use more of their own knowledge by choosing songs, films, and quotations they imagine the characters may like. They feel confident using their creativity to work with these topics they utilize daily. They also see how different media within the arts are incorporated into the classroom. They then interact with the text on a deeper level to justify these reasons with the text. By reading deep into the text, writing a rationale, and documenting their sources, the students are meeting a number of state standards while thinking critically.

Meeting these standards is my ultimate goal, but there is no reason that the lessons need to dull to do so. Grammar and vocabulary, for example, are state standards that are frequently approached from an unimaginative angle; students are given assignments to complete silently. I plan on introducing vocabulary and grammar as we move through *Romeo and Juliet.* Whether a student asks what a word means or makes a grammatical mistake on an assignment, I will do mini lessons on what is relevant in the classroom. My philosophy is that memorizing what a gerund or a participle is useless unless they know how to use them properly in their writing. **(NCTE 3.1.6 English Language: Demonstrates Knowledge of & Skills Related to Teaching Grammar)** The same applies to vocabulary. I will use their writing to identify what needs to be taught and will let them practice these lessons through their own writing instead of through worksheets. **(NCTE 3.1.7 English Language: Demonstrates Knowledge of & Skill Related to Teaching Vocabulary Development Literacy)** They need to practice through practical, everyday exercises, like the Facebook page rationale.

In conclusion, I will use my constructivist view of education to teach a lesson on William Shakespeare's *Romeo and Juliet* that is composed of assignments that will build upon one another and that will end in playful enterprises that assess students' abilities to apply the knowledge they've learned throughout the unit to an inventive project; in this case, the Facebook Page assignment. Students will agree that engaging literary enterprises are better assessments of their knowledge because they will put more effort into creating magnificent end results as they will be in a state of flow while completing them. This will be due to the fact that they feel competent and in control, they have appropriate challenges, are provided with clear goals and feedback, and their assignments focus on the immediate experience and incorporate social components. Lastly, by the end of the unit, students will be able to defend why it is so important to study Shakespeare's work in high school, as they will be firm believers that his Renaissance themes carry over into the twenty-first century. They will have seen this to be true after connecting their prior knowledge and daily lives to *Romeo and Juliet* in original and fun ways.

Schedule for teaching *Romeo and Juliet*

Day 1
A&E Biography of William Shakespeare
25 Facts
Venn Diagram "Then and Now"
Shakespeare Biography Notes PowerPoint
Reflection:

The class gained the necessary background knowledge on William Shakespeare in order to understand and appreciate his play *Romeo and Juliet*. The students did not love the A & E Biography film, but did pay attention and write down 25 facts they learned from the film. They did enjoy the fact that they were able to watch some kind of video. The Venn diagram was a good way for students to realize that even though things were so different during Shakespeare's time, particularly in terms of technology. His plays have the ability to transcend time. The Venn diagram also made students realize how his plays would be produced much differently than films today. It was important that students realize that women did not act in plays, that special effects were not available, and that people enjoyed Shakespeare's play during his own time as much as people do today. I had students take notes off of a PowerPoint presentation I created. There was not a large amount of flow created, but the information was vital for students to learn before we began reading *Romeo and Juliet*. Students were able to focus on the immediate experience, had clear goals, and felt confident in their ability to learn the information as it was of an appropriate skill level. I could have made the notes more interactive in an effort to incorporate a social element.

Day 2
Title of Lesson: Gateway Activity: Connecting Knowledge, Content, and Enthusiasm
Teacher Candidate:
Subject: English I
Grade Level: 9
Cooperating Teacher:
University Supervisor:
Date:
Class Time Length: 90 Minutes
Overview:

While many students initially think that they cannot relate to Shakespeare's plays because they were written long ago, they will realize through this unit that the themes and storyline are still relevant to their lives. Students will realize how relevant the story of *Romeo and Juliet* really is from the first day when the story is introduced by completing the introduction opinionnaire. This worksheet has a number of themes that are relevant in *Romeo and Juliet,* but the students will not yet realize this to be the case because they will complete the opinionnaire before opening the play. They will share their opinions on ideas like love at first sight, a parent's right to decide who their child marries, and revenge. Students will see how relevant these ideas are today, and will then see how relevant *Romeo and Juliet* still is. This activity will get students eager to read the play because it will activate their prior knowledge and connect the play to their schema. Students enjoy sharing their opinions and it is important as a teacher to show your students that their opinions matter to you. **(NCTE 4.5 Pedagogy: Makes Explicit Ways for Students to**

Discuss Ideas, NCTE 4.8 Pedagogy: Helps Students Make Personal & Critical Responses to Texts) Similarly, the students will feel a sense of control because they are the experts on their own opinions. They begin a challenging play with a feeling of competence. They will share their opinions in pairs and then with the class which will get students engaged because of the social element involved in discussion. Moreover, they will get immediate feedback when they see which of their classmates agree or disagree. Once students discuss the statements, they will choose one of the statements and will write a free-write paragraph about how this statement may relate to *Romeo and Juliet*. **(NCTE 3.4.1 Composing Processes: Encourages Writing-to-Learn Strategies)** This paragraph will require students to connect the statement to their prior knowledge, as well as connect the statement to their prior knowledge about Shakespeare and his play *Romeo and Juliet*.

Objectives (APS 4):
Students will be able to:

- Compare and contrast themes present in Romeo and Juliet (E1-1.1)
- Interpret themes that will be raised in *Romeo and Juliet* (E1-1.4)
- Create responses to themes for discussion (E1-1.6)

English Course Standards That Are Being Addressed (APS 4):

E1-1.1 Compare/contrast ideas within and across literary **texts** to make **inferences**.

E1-1.4 Analyze the relationship among **character**, plot, **conflict**, and **theme** in a given literary **text**.

E1-1.6 Create responses to literary **texts** through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).

Procedures or Instructional Flow (APS 4, 5, 6, 7, 8, 9):

- **Take Attendance and handout papers** (1 minute)

- **Finished Shakespeare Biography Notes PowerPoint**

- **Globe Theater Handout**
  - Students will label the different parts of the Globe Theater. This graphic will be on their quiz.

- **Hurling Insults**
  - Students will draw bracelets that will determine whether they will be a Montague or a Capulet for the rest of the *Romeo and Juliet* unit.
  - They will break up into teams and sit accordingly.
  - I will distribute the "Hurling Insults" handout with three columns of insults used during Shakespeare's time.
  - Students must choose one word per column to yell at the opposing team.
  - There will be one practice round.

  - If students do not say "Thou" prior to yelling their insult, they will need to sit down.
  - Each student will yell their insult. If they do not yell it with passion or forget to say "thou" they must be seated. The team with the most people standing after everyone has yelled their insult will win the game.

- **Opinionnaire**
  - Have students rank the statements one through five depending on the degree to which they agree or disagree with the statement.
  - After completing questions one through ten, students will get into pairs to discuss their responses.
  - Once students have discussed their responses in pairs, they will come together as a class to discuss their feelings on the given statements. (NCTE 4.4 Pedagogy: Promotes Respect for Diversity)
  - Students will choose one of the statements and will write a paragraph about how they think this statement relates to Romeo and Juliet. This will require students to use their prior knowledge about the statement as well as their prior knowledge about the play or Shakespeare's other work. This prior knowledge about Romeo and Juliet may come from films, television, music, and other pop culture, as well as from other Shakespearian plays or sonnets they may have read in other classes.
  - I will then discuss how each of these statements represents themes present in Romeo and Juliet.

- **Prologue Handout**
  - I will go line by line through the prologue and aid the students as they write modern translations of the play.
    (NCTE 3.1.1 Use knowledge of language development to enhance and assess student learning)

(NCTE 4.10 Integrates Assessments – Criteria, Interpretation, Student Responsibility, Explanation)

Assessment (APS 3):

- Compare and contrast themes present in Romeo and Juliet (E1-1.1)
  - Students will discuss which ideas they agree with and which they disagree with, and will explain why they feel this way.
  - I will look to see that students were in fact able to compare and contrast these statements/themes present in *Romeo and Juliet.*
  - It will also tell me how well they were able to predict and make inferences about what will happen throughout the play.

- Interpret themes that will be raised in Romeo and Juliet (E1-1.4)
  - Students will connect the themes to their prior knowledge and begin to think critically about these ideas even before they begin reading.

  - This free-write, along with the discussion, will allow me to see whether or not students were able to interpret the themes and connect them to their prior knowledge.
  - It will also show me if they were able to analyze the connections between the different themes and the play or Shakespeare's work in general.

- Create responses to themes for discussion (E1-1.6)

  - Students will discuss their views and opinions with the class.
  - The class discussion will be enough evidence to prove that students were able to create responses to literary ideas.

  (NCTE 4.10 Integrates Assessments – Criteria, Interpretation, Student Responsibility, Explanation)

Follow-Up Lessons/Activities (APS 7)

- After giving the opinionnaire on the first day, I will reference it frequently. Every time a theme is introduced I will refer back to the statements made on the opinionnaire sheet. This is why it is important that I take notes during the class discussion so that I can remember how students felt about certain topics and raise those points again as we come across them in the reading.

- The day following the opinionnaire, when we start reading the play as a class, we will read the prologue four times. With each reading we will have a different reader. After each reader, I will break down the language and give hints as to how the prologue should be read. **(NCTE 3.1.1 English Language: Integrates Knowledge of Language Development into Instruction)** My main point will be to get students angry at Shakespeare for "giving away the ending." I will explain that there should have been a "Spoiler Alert" prefacing the prologue. I will use this to get students to realize that they already know how to summarize the play; Shakespeare has done it for them. I think that this will make students less nervous about reading such a challenging play. **(NCTE 3.3.2 Reading Processes: Encourages Methods for Making Meaning of Texts, NCTE 3.3.3 Reading Processes: Encourages Methods for Analyzing Text's Composition)**

- From the day they start reading, they will see that the play is simply about two feuding families and two star-crossed lovers' tragic demise as a result of this "ancient grudge." The students will feel as confident as they do after reading Sparknotes. They already know the plot and how it is going to end, as well as the major themes. Instead, they can use their energy focusing on the journey it takes to reach this ending.

- I will use the prologue to connect their prior knowledge from the opinionnaire. It is already easy to see how many of the statements from the opinionnaire are themes of the play. They already see the themes of love, feuds, and parental approval occur in the play, and they already feel confident talking about these ideas from the opinionnaire. They will continue to see these themes pop up throughout the play and they will already feel confident about working with these ideas. They will also have the opportunity to write

about one of these themes again later in the unit; they will be able to decide if their opinions have stayed the same or if the play has swayed their opinion.

- The themes are important elements of the Facebook Page activity, and so it is important that students have a strong grasp on these ideas. They will feel confident working with them from Day 1 and will be able to elaborate on these ideas with support from the text.

Reflections on Curriculum and Instruction (APS 5,6,7):

The students really enjoyed all of the lessons on this day which was extremely important. This was the first experience students had with Shakespeare, and it was important that students began the unit with interest. We finished the Shakespeare background information and then introduced the actual play of *Romeo and Juliet* with the "Hurling Insults" assignment. I was very surprised by the flow this activity created. I thought that freshmen would be embarrassed to participate, but most all of the students really enjoyed it. They got a bit excited during the game, but participated and followed the rules. This activity focused on the immediate experience and was extremely social. The students that yelled their insult dramatically received the immediate feedback of their classmates' giggles. The students had a clear goal: they wanted to be the winning team with the most "family members" still standing. All of the students were able to participate and therefore, the activity was of an appropriately challenging level.

The opinionnaire also got students into a state of flow. They enjoyed the fact that they could focus on the immediate experience without having to read the entire play of *Romeo and Juliet* to hear some of the themes that they would encounter. They felt that they were in control because they are the experts on their own opinions. There was no "wrong" answer to this activity. The students really enjoyed debating the issues and sharing their answers with their peers. The assignment was appropriate because it could be completed without background information on the play. The students enjoyed it so much, in fact, that I had a difficult time getting the students to stop discussing the topics. I was extremely pleased that the students were so interested in the topics because they would see them come up time and time again in the play.

Finally, the prologue handout created less flow, but students still actively participated. In this worksheet, students had to translate the lines from the prologue. It was an appropriate challenge once I modeled how the first line should be translated. It was extremely important that the students felt the challenge to be appropriate because they would be required to translate lines as they read the entire play of *Romeo and Juliet.* I then assisted the students in completing the rest of the worksheet. We discussed each line as a class which utilized the more capable peer. The students did not get into a state of flow while completing this assignment but did receive immediate feedback from me when they attempted to translate each line. If I wanted to create more flow during this activity I would have had to spend more time on it. I did not want the students to be overwhelmed by translating each line because I wanted them to be able to see that you don't have to go line by line to understand what Shakespeare is trying to convey. I think that if I were to do this activity again I would do it in the same way. I think it needed to be done with my assistance to ensure that the students felt comfortable understanding Shakespeare's difficult language.

HANDOUT 2

SHAKESPEAREAN INSULT SHEET

Directions: Combineth one word or phrase from each of the columns below and addeth "Thou" to the beginning. Make certain thou knowest the meaning of thy strong words, and thou shalt have the perfect insult to fling at the wretched fools of the opposing team. Let thyself go. Mix and match to find that perfect barb from the bard!

	Column A	Column B	Column C
1.	bawdy	bunch-backed	canker-blossom
2.	brazen	clay-brained	clotpole
3.	churlish	dog-hearted	crutch
4.	distempered	empty-hearted	cutpurse
5.	fitful	evil-eyed	dogfish
6.	gnarling	eye-offending	egg-shell
7.	greasy	fat-kidneyed	gull-catcher
8.	grizzled	heavy-headed	hedge-pig
9.	haughty	horn-mad	hempseed
10.	hideous	ill-breeding	jack-a-nape
11.	jaded	ill-composed	malkin
12.	knavish	ill-nurtured	malignancy
13.	lewd	iron-witted	malt-worm
14.	peevish	lean-witted	manikin
15.	pernicious	lily-livered	minimus
16.	prating	mad-bread	miscreant
17.	purpled	motley-minded	moldwarp
18.	queasy	muddy-mettled	nut-hook
19.	rank	onion-eyed	pantaloon
20.	reeky	pale-hearted	rabbit-sucker
21.	roynish	paper-faced	rampallion
22.	saucy	pinch-spotted	remnant
23.	sottish	raw-boned	rudesby
24.	unmuzzled	rug-headed	ruffian
25.	vacant	rump-fed	scantling
26.	waggish	shag-eared	scullion
27.	wanton	shrill-gorged	snipe
28.	wenching	sour-faced	waterfly
29.	whoreson	weak-hinged	whipster
30.	yeasty	white-livered	younker

INSULT HURLER: _____

INSULT:

Thou _____ _____ _____

DEFINITION:

Yo _____ _____ _____

Name

***Romeo and Juliet* Opinionnaire**

Rate each statement from 1 to 5.
1= Strongly Disagree
2= Disagree
3= Neutral
4= Agree
5= Strongly Agree

____ 1. Love at first sight is possible.

____ 2. True love conquers all.

____ 3. Teenagers could not possible experience true love.

____ 4. It is okay to be dishonest is the end result is good.

____ 5. Parents have a right to approve of their child's boyfriend/girlfriend.

____ 6. Parents should be able to decide whom their child will marry.

____ 7. Our lives are governed by fate, and it is impossible to escape our destiny.

____ 8. Revenge is justifiable.

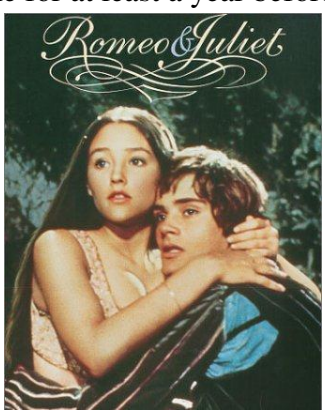
____ 9. Children can disobey their parents if they have a justifiable reason.

____ 10. You should never hold a grudge against someone, regardless of what they've done to you.

____ 11. Boyfriends and girlfriends are more important than family.

____ 12. You should know someone for at least a year before marrying them.

Romeo and Juliet Prologue



Two households, both alike in dignity,

In fair Verona, where we lay our scene,

From ancient grudge break to new mutiny,

Where civil blood makes civil hands unclean.

From forth the fatal loins of these two foes

A pair of star-cross'd lovers take their life;

Whose misadventured piteous overthrows

Do with their death bury their parents' strife.

The fearful passage of their death-mark'd love,

And the continuance of their parents' rage,

Which, but their children's end, nought could remove,

Is now the two hours' traffic of our stage;

The which if you with patient ears attend,

What here shall miss, our toil shall strive to mend.

Day 3

Shakespeare Biography and Globe Theater Quiz
Read Act 1, scene 1 to Act 1 scene 2
Notes Act 1 scenes 1-2
Summaries and personal responses

Reflection:

Students were quizzed on the Globe Theater, which they labeled the class period before. This assignment helped students envision how a play would look were it being performed during Shakespeare's time. They were also quizzed on Shakespeare's biographical information. There was not much flow created during this assignment, but I wanted the students to see that they would be responsible for all of the information they learned during the *Romeo and Juliet* unit.

We began reading *Romeo and Juliet,* and it appeared that the students really enjoyed it. I played the PlayAway as students followed along with the text. I paused the PlayAway periodically to answer questions and help students summarize what happened. I modeled good reading strategies by identifying foreshadowing and figurative language, by asking questions, by making predictions, by connecting the material to my life, and by summarizing in my own words. Once we finished reading scenes one and two of act one, the students took a few notes and wrote their first summaries and personal responses. As a part of the reader's log, the students summarized each scene and wrote their reactions. In the personal response, the students could ask questions, make comments, and formulate predictions. My main objective was for students to be able to summarize each scene of the play; this objective was met through the reader's log assessment. My second objective was for students to be able to relate the play to their lives; this was also met through the reader's log. The students also took notes from a PowerPoint on information from scenes one and two. I made the notes as interactive as possible by asking questions and giving immediate feedback to the answers.

Name _____
Date _____ Period _____

Reader's Log

Reader's Log Entry

Title: _____
Author: _____
Act: _____

Scoring Rubric: Title/Author/Act/Scene- _____
Summary- _____
Vocabulary- _____
P. Response- _____
Notes- _____
Questions- _____
Worksheets- _____

Total Grade: ☐

Summary (3-5 Sentences):

Scene: _____
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Scene: _____
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Scene: _____
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Personal Response (3-5 Sentences):

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Scene: _____
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Attach the Following: Vocabulary, Notes, Questions, and Worksheets

Day 4

Read Act 1 scenes 3-4
Notes scenes 3-4
Summaries and personal responses

Reflection:

On this day we read scenes three and four of act one. This day was really just a way for the students to see the pattern of how the unit would follow. We would summarize what happened in the play up to the point where we would begin reading that day. We would then read a scene, with occasional pauses to summarize. We would write the scene summary and personal response. Notes would be given on the scene to help students summarize what happened and to identify figurative language, themes, motifs, and symbols. There was not a tremendous amount of flow created on the days that were primarily spent reading. The students enjoyed listening to the play, and I am sure a few really got into a state of flow because they could connect to the subject matter. One thing I found interesting was listening to the students give summaries of what happened in previous scenes at the beginning of class. I would call on one student to recap what had happened right up until the point we were about to begin reading. I found that the students who volunteered frequently summarized the play in a humorous way. They would say things like "There's this guy, Romeo, right. He loves this chick named Juliet. Too bad their parents hate each other's guts." They would summarize the play in a way that would make their classmates laugh, but their summaries did prove that they understood everything that had happened up to that point. The student summarizing would receive immediate positive feedback from their classmates' giggles and immediate feedback from me telling them that they did a nice job summarizing. They felt confident summarizing because they had practice from the reader's log. The students appreciated the structure of summarizing, reading with the PlayAway, completing the reader's log, and taking notes. They felt a sense of control because they knew what was going to happen next. Similarly, I scaffolded and modeled the first two scenes with such detail that all of the students were successful on their first reader's log. This was important because the students would complete a reader's log for every act. Once they finished the first log, they realized that they were being challenged appropriately and that they had the skills to read a Shakespearean play.

Day 5
Title of Lesson: *Romeo and Juliet*: The Balcony Scene
Teacher Candidate:
Subject: English I
Grade Level: 9
Cooperating Teacher:
University Supervisor:
Date:
Class Time Length: 90 Minutes

Overview:

Starting with Act 1, scene 5, students will read up to Act 2, scene 2 of *Romeo and Juliet* where Romeo professes his love to Juliet beneath her balcony. The students will listen to this scene on the audio tape, act out this scene, and watch the video version. Students will then write a comparison of these three presentations of the play and explain which one they liked best and why. The students will analyze point of view and how acting certain roles affects the way they see the characters.

Objectives (APS 4):
Students will be able to:

- Analyze points of view (E1-1.2)
- Create performing arts presentations of the balcony scene (E1-1.6)
- Interpret Shakespeare's challenging language (E1-5.7)

English Course Standards That Are Being Addressed (APS 4):

E1-1.2 Analyze the impact of **point of view** on literary **texts**.

E1-1.6 Create responses to literary **texts** through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).

E1-3.3 Interpret **euphemisms** and **connotations** of words to understand the meaning of a given **text**.

Prerequisites and Pre-assessment (APS 3):

- The students are familiar with *Romeo and Juliet* and have read up to Act 1, scene 5.
- The students have listened to the PlayAway and have heard how the lines should be read aloud.
- The students know how to complete the Readers' logs and understand their significance to their grade.
- The students know the pattern of how to complete the Reader's log: listen to the PlayAway, write the scene summary, write the response, and take notes.
- The students can summarize the play up to Act 1, scene 5.

Materials/Preparation (APS 6)

- *Romeo and Juliet* play. Page 805 in textbook.

- *Romeo and Juliet* PowerPoint presentation
- *Romeo and Juliet* PlayAway
- *Romeo and Juliet* film clip
- Laptop and Projector
- Reader's log cover sheet for summaries and personal responses
- Loose-leaf paper for notes
- Pens/pencils
- Props: grass, ivy, dress
- Camera
- Act 1 Vocabulary list
- Act 1 Comprehension Worksheet
  (NCTE 4.1 Selects appropriate curricular materials)

Procedures or Instructional Flow (APS 4, 5, 6, 7, 8, 9):

- **Take Attendance** (1 minute)

- **Review** (2 minutes)
  - Students will summarize what happened in Act 1, scene 4 and the scenes leading up to this point. **(NCTE 4.5 Candidate engages students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms)**

- **Finish PowerPoint Notes** (5 minutes)
  - Finish notes for Act 1, scene 4. **(NCTE 4.6 Engages students in critical analysis of different media and communication technologies)**

- **Read Act 1, scene 5** (11 minutes)
  - The PlayAway will read Act 1, scene 5. (10:30)
  - Students will follow along in their books.

- **Reader's Log** (15 minutes)
  - Students will write their summary of Act 1, scene 5.
  - Students will write their personal response to Act 1, scene 5. The personal response will include questions, reactions, and predictions. **((NCTE 4.8 Candidate engages students in making meaning of texts through personal response, NCTE 3.3.1 Plan and implement activities that help students read and respond to a range of texts)**
  - Students will copy the notes and include their notes in their Reader's logs.

- **Read Act 2, scene 1** (4 minutes)
  - Students will listen to and follow along with the audio of Act 2, scene 1. (3:00) **(NCTE 4.9 Candidate demonstrates that his or her students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts)**

- **Reader's Log** (15 minutes)
  - Students will write their summary of Act 2, scene 1.
  - Students will write their personal response to Act 2, scene 1. The personal response will include questions, reactions, and predictions. **(NCTE 3.3.1 Plan and implement activities that help students read and respond to a range of texts)**
  - Students will copy the notes and include them in their Reader's logs.

- **Read Act 2, scene 2** (20 minutes)
  - Listen to PlayAway (9:39)
  - Repeat as above with Reader's logs.

- **Pick roles and begin acting Act 2, scene 2** (20 minutes)
  - Students will dress the part after Romeo and Juliet's roles are chosen.
  - Students will read their assigned role with proper emphasis, timing, and emotion.
  - Pictures and/or video will be taken.

- **Watch film clips** (6:41)
  - Prologue scenes (2:35)
  - Balcony (pool) scene (4:06)

- **Comparison paragraph** (5 minutes)
  - Students will write a paragraph comparing the audio, acting, and film versions of the scene. They will explain how the three renditions varied and which version they liked the most. They must explain their answer in at least 6 sentences. **(NCTE 4.7 Candidate engages students in learning experiences that consistently emphasize varied uses and purposes for language in communication, NCTE 3.1.2 Plan and implement instruction that integrates the language arts (reading, writing, speaking, listening and viewing))**

- **Reader's Log worksheets**
  - Students will receive their Act 2 Reader's Logs worksheets.
  - Students will complete an Act 1 comprehension worksheet.
  - Students will receive their Act 1 vocabulary list. Students must write sentences using these words. The sentences must clearly show the words' definitions.

- **Wrap-up and Closing** (5 minutes)
  - Remind students to write their logs' summaries and responses if they did not complete them in class.
  - Students must finish their comparison paragraph for homework if they did not finish it in class.

  (NCTE 4.2 Aligns curriculum goals and teaching strategies with the organization of the classroom environments and learning experiences, NCTE 4.3 Integrates interdisciplinary teaching strategies and materials into the teaching and learning process for students)

Assessment (APS 3):

- Analyze the impact of **point of view** on literary **texts**. (E1-1.2)
    - Students will discuss how the audio, acting, and film differed. They will describe what point of view each of the stories seemed to be told from and how it affected the play.
- Create responses to literary **texts** through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts). (E1-1.6)
    - Students will write personal responses for every scene they read.
    - Students will perform Act 2, scene 2.
    - Students will write responses comparing the audio, acting, and film versions of the play.
    - Students will have a quiz on Act 1. They will have to use their summaries and responses to study.
- Interpret **euphemisms** and **connotations** of words to understand the meaning of a given **text**. (E1-3.3)
    - Students will have to interpret Shakespeare's difficult language in order to write their summaries and to make meaning of the scene.
    - Students will get their vocabulary list for Act 1. They will have to use these words in sentences that clearly show the meanings of the words.
    - Students will have a quiz on the Act 1 vocabulary.

  (NCTE 4.10 Integrates Assessments – Criteria, Interpretation, Student Responsibility, Explanation)

Possible Adaptations for This Unit (APS 5, 6):

- The scene can be acted out a number of times with different students as Romeo and Juliet.
- The scene can be filmed or pictures can be taken. If a video is taken, it can be edited and music can be set to the background.
- Pictures can be put up on a bulletin board.
- Students can create Vocabulary Squares for their Act 1 vocabulary terms. They can share their sentences with a partner.

Follow-Up Lessons/Activities (APS 7)

- Students will act out other scenes and will use this scene as scaffolding.
- Students will see how Romeo's love only deepens for Juliet, and we will refer back to this scene during other instances where Romeo professes his love.

- We will continue reading *Romeo and Juliet* in the same manner. The audio will be played and students will write their summary and personal response; then the notes will be given. A reader's log will be turned in for each act.

- Students will have a quiz on Act 1 and on the Act 1 vocabulary.

Reflections on Curriculum and Instruction (APS 5,6,7):

Students loved acting out the play of *Romeo and Juliet.* Acting also helped me meet South Carolina state standard (E1-1.6). I was hesitant to have students act because I was afraid none of the students would volunteer. I was amazed by the eagerness of the students to participate. The class found watching the student-acted balcony scene hilarious. The cooperating teacher had an array of props and costumes for this scene which I will definitely purchase when I have my own classroom. This assignment certainly created flow for those who participated. The students got the immediate feedback from their laughing classmates. The students did not discuss how to act out the scene, but the activity seemed very social because of how humorous the class found the productions. The students volunteered to act, so those that volunteered felt comfortable being in front of the other students. The class focused on the immediate experience because there was not a great deal of preparation work to act out the scene. There was a bit of talking amongst the students who were not acting and so if I were to do this again, I would have students take notes about what the actors did well and what they could work on.

Acting out the scene accomplished a lot more than I initially thought it would. Students were better able to analyze different points of view (E1-1.2) and to interpret Shakespeare's challenging language (E1-5.7). The students had only listened to the audiotape before they acted out the scene and so reading aloud in costume and with props gave the students a better understanding of how the scene should look. It also reminded the students that what we had been reading was intended to be performed. It also helped the students to understand Shakespeare's language. It took a few tries but once the students figured out how to read the scene with proper inflection and mannerisms, it became very clear what Shakespeare was trying to convey.

After performing the balcony scene, the class watched the modern video adaptation. This helped students look at different points of view as well. After watching the film, the students wrote about the point of view they felt the film was being told from. It was interesting to hear why some students felt it was from Romeo's and others from Juliet's. The students really enjoyed watching this version of the play. Because it was more modern the students felt better able to relate. They also experienced an enjoyable, immediate experience. The students had to compare the acting, film, and text versions of the play, and I am not certain they experienced flow in writing this paragraph, but they wrote it effectively. The comparison paragraph was of an appropriate ability level and had clear goals. The feedback was not immediate because I collected it and graded later that week. We did share a few aloud which would give those students immediate feedback. I could have had the students share their paragraphs with a partner; that could have created a flow experience if the students knew they'd be sharing prior to their writing the paragraph. It would also incorporate a social element for the entire class, not just those that participated in the performance.

Day 6
Title of Lesson: *Romeo and Juliet*: Hallmarks of Love
Teacher Candidate:
Subject: English I
Grade Level: 9
Cooperating Teacher:
University Supervisor:
Date:
Class Time Length: 90 Minute

Overview:

Students will have read Act 2, scene 2 of *Romeo and Juliet* where Romeo professes his love to Juliet beneath her balcony. They will also have watched a film rendition and will have performed this romantic scene. We will read Romeo's speech again and identify the examples of imagery, personification, hyperbole, allusion, metaphor, and simile. Then students will be given a copy of Katy Perry's song "Firework." This copy will be annotated with examples of figurative language the same way we analyzed Romeo's speech. We will then read Shakespeare's "Sonnet 130" and annotate it the same way: identifying the figurative language. Then we will look at how differently Romeo presents beauty compared to the speaker of the sonnet. In the play Romeo says "Juliet is the sun!" while the speaker of Sonnet 130 says "My mistress' eyes are nothing like the sun." The students will analyze the points of view of the speakers and will discuss how Romeo's age and experience affect the way he expresses his love. Students will then write poems that mimic Romeo's balcony speech. They will write these poems on Valentine's Day cards. Students must include an example of personification, allusion, imagery, metaphor, and simile within the poem on their Valentine. We will then continue reading the play and completing the readers' logs.

Objectives (APS 4):
Students will be able to:

- Generate examples of figurative language (E1-1.3)
- Analyze imagery and symbolism (E1-1.5)
- Compare a Shakespearean play with a Shakespearean sonnet (E1.1.7)
- Produce poems with detailed love descriptions (E1-5.3)

English Course Standards That Are Being Addressed (APS 4):

E1-1.3 Interpret devices of **figurative language** (including **extended metaphor**, **oxymoron**, pun, and **paradox**).

E1-1.5 Analyze the effect of the **author's craft** (including **tone** and the use of **imagery**, **flashback**, **foreshadowing**, **symbolism**, **irony**, and **allusion**) on the meaning of literary **texts**.

E1-1.7 Compare/contrast literary **texts** from various genres (for example, poetry, **drama**, novels, and short stories).

E1-5.3 Create descriptions for use in other modes of written works (for example, narrative, **expository**, and persuasive).

Prerequisites and Pre-assessment (APS 3):

- The students are familiar with *Romeo and Juliet* and have read up to Act 2, scene 2.
- The students have acted out the balcony scene and have watched a film rendition.
- The students are familiar with figurative language and have reviewed simile, metaphor, personification, imagery, and allusion in their notes. The students have also covered this information in other units.
- Students have completed Reader's logs for all of Act 1.

Materials/Preparation (APS 6)

- *Romeo and Juliet* play. Page 805 in textbook.
- *Romeo and Juliet* PowerPoint presentation
- *Romeo and Juliet* PlayAway
- Laptop and Projector
- Copies of Katy Perry's "Firework"
- Copies of "Sonnet 130"
- Reader's log cover sheet for summaries and personal responses
- Loose-leaf paper for Valentine rough draft and notes
- Valentine Card Rubric
- List of mythical characters students can use as allusions in their poems
- Pens/pencils
- Construction paper for Valentines
- Markers/crayons/colored pencils to decorate Valentines
  (NCTE 4.1 Selects appropriate curricular materials)

Procedures or Instructional Flow (APS 4, 5, 6, 7, 8, 9):

- **Take Attendance** (1 minute)

- **Quick-write** (5 minutes)
  - What does love mean to you? How do you know if you're in love? Have you ever told someone that you love them? Write about a time when you professed your love to someone. Did you ask them out on a date? Give them a Valentine's Day card? If you have not told someone that you loved them, why haven't you? Have you not found the right person? What type of person are you looking for? **(NCTE 3.2.3 Use composing process to integrate oral, visual and written discourses, NCTE 3.3.2 Use a wide range of approaches for helping students draw on their previous experiences to make meaning of texts)**

- **Review** (5 minutes)
  - Students will summarize what happened in Act 2, scene 2 and the scenes leading up to this encounter between Romeo and Juliet.

- **Study Romeo's balcony speech** (15 minutes)
  - Students will analyze Romeo and Juliet's speeches in the beginning of Act 2, scene 2. We will then discuss them as a class.
  - Students will identify examples of figurative language.

- **Analyze song lyrics**
  - Students will analyze Katy Perry's song "Firework."
  - Students will see how it is annotated; the metaphors, similes, imagery, personification, and onomatopoeia will be identified. This will be used as scaffolding so that the students know how to annotated "Sonnet 130."

- **Read "Sonnet 130"** (15 minutes)
  - Students will read and annotate Sonnet 130. They will talk about how the imagery is similar to Romeo's speech, but that the two speakers have differing views about their lovers' beauty. **(NCTE 4.5 Candidate engages students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms)**
  - Students will write a brief comparison of the two texts. **(NCTE 4.8 Candidate engages students in making meaning of texts through personal response)**

- **Create Valentines** (20 minutes)
  - Students will create their own love poems on Valentine's Day cards. Poems will include an example of a simile, metaphor, allusion, personification, and imagery. It can emulate Romeo's love speech or "Sonnet 130."
  - Students will first make a rough draft and key identifying their figurative language.
  - What students do not finish in class will be homework to turn in the next class meeting. **(NCTE 3.2.3 Use composing processes to integrate oral, visual and written discourses, NCTE 3.2.4 Use the language arts to produce texts for various audiences and purposes, NCTE 4.7 Candidate engages students in learning experiences that consistently emphasize varied uses and purposes for language in communication)**

- **Read Act 2, scene 3** (10 minutes)

  - Students will listen to and follow along with the audio of Act 2, scene 3.

- **Reader's Log** (35 minutes)
  - Students will have class time to complete their readers' logs. The logs include a summary of the scene and a personal response to the scene. The personal response will include questions, reactions, and predictions. **(NCTE 4.9 Candidate demonstrates that his or her students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts, NCTE 3.3.1 Plan and implement activities that help students read and respond to a range of texts)**

- Students will takes notes for Act 2, scene 3 from the PowerPoint presentation and include their notes in their Readers' logs. **(NCTE 4.6 Engages students in critical analysis of different media and communication technologies)**

- **Complete Act 1 Reader's Log**
  - Distribute Act 1 Comprehension worksheet and vocabulary list.
  - Students will write one sentence per vocabulary word. Sentences must clearly show the meaning of the word.
  - This worksheet and the vocabulary list will complete the reader's log for Act 1.

- **Read Act 2, scene 4 and complete log**
  - Repeat as above with Reader's logs if time permits.

- **Wrap-up and Closing** (5 minutes)
  - Remind students to complete their Valentines for homework.

  (NCTE 4.2 Aligns curriculum goals and teaching strategies with the organization of the classroom environments and learning experiences, NCTE 4.3 Integrates interdisciplinary teaching strategies and materials into the teaching and learning process for students)

Assessment (APS 3):

- Interpret devices of **figurative language** (including **extended metaphor**, **oxymoron**, pun, and **paradox**). (E1-1.3)
  - Students will receive a grade for the completion of their readers' logs. Their readers' logs will include their notes defining figurative language and examples from the play. **(NCTE 3.3.3 Integrate wide range of strategies to help students evaluate and appreciate texts and assess those efforts)**
  - Students will have a quiz on each act and a test after acts one through three and at the end of the play.

- Analyze the effect of the **author's craft** (including **tone** and the use of **imagery**, **flashback**, **foreshadowing**, **symbolism**, **irony**, and **allusion**) on the meaning of literary **texts**. (E1-1.5)
  - Students will analyze the balcony scene between Romeo and Juliet. They will identify examples of figurative language.
  - Students will have a quiz on each act and a test after acts one through three and at the end of the play.

- Compare/contrast literary **texts** from various genres (for example, poetry, **drama**, novels, and short stories). (E1-1.7)
  - Students will annotate Shakespeare's "Sonnet 130." They will compare this speaker to Romeo.

- Students will write a brief paragraph comparing the two speakers.

- Create descriptions for use in other modes of written works (for example, narrative, **expository**, and persuasive). (E1-5.3)

    - Students will write Valentines to a loved one where they must emulate Romeo and Juliet's love speeches in Act 2, scene 2. This assignment is worth 50 points. See Rubric.
    - Students will include examples of figurative language.

    (NCTE 4.10 Integrates Assessments – Criteria, Interpretation, Student Responsibility, Explanation)

Possible Adaptations for This Unit (APS 5, 6):

- Students can present their poems to the class. They can be displayed on a bulletin board.
- Students can write the poem from Romeo or Juliet's perspective. They would essentially rewrite the balcony speeches, creating their own metaphors, similes, allusions, and examples of imagery and personification.
- Students could put the poem on something other than a Valentine. For example, they could write a singing telegram or create some other kind of Valentine's gift with the poem.
- Students can draw pictures of how they envision the "Dark Lady" on Sonnet 130.

Follow-Up Lessons/Activities (APS 7)

- Have students identify examples of metaphor, simile, personification, allusion, and imagery as we continue reading *Romeo and Juliet*.

- Students will be tested on these items and will be given examples of them to identify on their test.

- We will continue reading *Romeo and Juliet* in the same manner. The audio will be played and students will write their summary and personal response. Then the notes will be given. A reader's log will be turned in for each act.

- Students will have quizzes and tests where this information will be tested.

- Students will be tested on figurative language on their end of course test.

Reflections on Curriculum and Instruction (APS 5,6,7):

Students really got into a state of flow during this lesson. Students were able to generate examples of figurative language (E1-1.3), analyze imagery and symbolism (E1-1.5), compare a Shakespearean play with a Shakespearean sonnet (E1.1.7), and produce poems with detailed love descriptions (E1-5.3). I read Sonnet 130 to the class which affected the student-produced Valentines more than I expected. I anticipated that the class would create Valentines, not necessarily for someone that they loved, but that would mimic a stereotypical love poem. Students were extremely creative and mimicked Sonnet 130 instead. They struggled to look passed the fact that Shakespeare was, in fact, being complimentary to the Dark Lady, but

regardless, they were still able to picture Shakespeare's vivid imagery. They either chose to mimic Shakespeare's love poetry from *Romeo and Juliet* or mimic Shakespeare's blatant honesty in Sonnet 130. Students successfully proved that they were able to utilize figurative language. I think that I should have explained each type of figurative language in a bit more depth. I scaffolded the assignment by identifying types of figurative language in both Sonnet 130 and in the modern song, "Firework" by Katy Perry. I should have, however, defined the terms more formally and had the students take notes. I assumed the students were already familiar with these terms because they were tested on them in their 8th grade exit exam.

I know students got into a state of flow while completing the Valentines because of the excitement I heard in the classroom. While each student had to turn in their own Valentine, the students worked in groups to write their poems. I did not tell them to collaborate, but they were so excited about what they were doing that they shared their ideas with their neighbors. This made the activity a social one and also allowed students to utilize a more capable peer. The students were also able to see that figurative language is not only used in Shakespeare's flowery language, but even in modern music that students could relate to. The students were allowed to write their letter to whomever they'd like and that they gave them the control to create whatever mood they wanted to. The students also enjoyed the creative and artistic aspects of the activity. The assignment did not take a long time to complete which allowed them to have rather immediate feedback. They had a tangible product at the end that they were proud of. I, too, was extremely proud of the texts they produced. I was so impressed, in fact, that I created a bulletin board of student examples.

Will you be my Valentine?

Rubric (50 Points)

One example of metaphor	**5 Points**	
One example of simile	**5 Points**	
One example of allusion	**5 Points**	
One example of imagery	**5 Points**	
One example of personification	**5 Points**	
Key identifying each example	**10 Points**	
Rough draft	**5 Points**	
Neatness	**5 Points**	
Creativity and Style	**5 Points**	
Total	**50 Points**	

Day 7
Read Act 2 scene 3 to Act 2 scene 6
Notes Act 2 scene 3 to Act 2 scene 6
Summaries and personal responses
Act 2 Vocabulary sentences
Act 2 Review sheet
Reflection:

This day was spent primarily reading. We followed the usual routine: summarize the play, listen to the PlayAway, summarize the scene, write the personal response, and take notes. On this day we finished an act and therefore we were able to complete an entire reader's log. The students had to make sure they had all of the scenes summarized and that they had a personal response for each scene. The students then completed the Act 2 review sheet and wrote sentences with their Act 2 vocabulary list. I tried to create a state of flow when the students wrote their vocabulary sentences. I wanted students to truly learn the words, not just to memorize them for the test. For this reason, I told students to try to write funny sentences. When I checked over the sentences, the student with the funniest sentences received five points of extra credit for their reader's log grade. The students became much more interested in writing good sentences because there was a reward involved. The reward was not immediate, but the giggles from their classmates were. The students were eager to share their sentences because they found them to be so amusing. This incorporated a social element into something that is usually rather tedious. Because the students were writing sentences that they found amusing, they usually attempted to relate the vocabulary word to their life. I was really impressed that the students were able to create a modern, clever sentence, using vocabulary used in a Shakespearean play. Moreover, the students saw the extra credit points as a competition; they wanted their sentences to be the best so they put more effort into them.

Day 8
Read Act 3 scene 1
Notes Act 3 scene 1
Summaries and personal responses
Watched *Romeo + Juliet* version of 3.1 where Tybalt kills Mercutio and Romeo kills Tybalt
Reflection:

We read act three, scene one where Tybalt kills Mercutio and Romeo kills Tybalt out of anger. Romeo is then banished by the prince, complicating his relationship with Juliet. Because this is the climax of the play, I wanted students to have a solid understanding of the scene. I had students watch the modern version to reinforce what happens during this stage of the plot. After the students watched the modern version, they had to write a paragraph comparing the 1996 movie to Shakespeare's text. This acted as scaffolding for two reasons. First, the students had written a comparison paragraph before when they watched the modern version and acted out the balcony scene. Secondly, the students would be writing a comparison paragraph later in the unit when they watched the end of the play. I wanted the students to be able to compare Shakespeare's play to modern takes to see how relevant the story still is. I wanted students to be able to apply Shakespeare's play to their life; the *Romeo + Juliet* film lets them see that it is possible to modernize something that was written hundreds of years ago. I also showed this scene because I thought the boys would enjoy it more than they did the balcony scene. Showing those two scenes proved that both men and women can enjoy *Romeo and Juliet*.

Day 9
Headlines to summarize worksheet Acts 1 and 2
Quiz Acts 1 and 2
Read Act 3 scenes1-2
Notes Act 3 scenes 1-2
Summaries and personal responses
Reflection:

Students completed a creative worksheet called "Headlines to Summarize" to review for their quiz on Acts 1 and 2. For this worksheet, students had to summarize each scene by creating a newspaper headline. For example, when Romeo, Mercutio, and Benvolio sneak into the Capulet party, the headline could read "Masked Party Crashers at Capulet Feast." I would certainly use headlines again for any story I taught. By summarizing a scene in such a short blurb, the students were required to really think about what the most important points of the scene were. Frequently, when students summarize, they feel compelled to mention every single thing that happened. In this assignment, that is not possible, so the students are forced to condense the whole scene into one short phrase. This was a good way for students to review because they could compact everything they knew into a few lines, making it easier to remember. It created flow because the students were able to be creative when they applied what they knew about the play to something imaginative. They felt confident with this assignment because it was not the first time they had summarized these scenes. Similarly, they enjoyed being creative and shared their ideas with the peers, making this a social assignment with immediate feedback. They could focus on the immediate experience and had clear goals defined by the handout. This assignment helped students receive very high scores on their Act 1 and 2 quiz. The quiz asked students to describe certain characters, identify who was a Capulet and who was a Montague, and to complete fill-in-the-blank questions about the plot. I wanted to have a more formal assessment to determine if I could keep the same pattern for scenes three through five. The students did well on the quiz and I followed the same routine for the remainder of the unit.

Day 10
Title of Lesson: *Romeo and Juliet*: Another Montague/Capulet Argument
Teacher Candidate:
Subject: English I
Grade Level: 9
Cooperating Teacher:
University Supervisor:
Date:
Class Time Length: 90 Minutes
Overview:

After reading up to Act 3, scene 3, students will debate whether or not Prince Escalus' decision to banish Romeo was fair. The students will argue on the side of their families (students were divided into Capulets and Montagues at the beginning of the unit). Students will begin by writing about their kinsman, either Romeo or Tybalt depending on their family. They must remember that it is their family member they are writing about; therefore, when the Capulets write about Tybalt, they may mention that he is hotheaded, but they will also note that he is merely defending his family. Similarly, when writing about Romeo, the Montagues will say what

a kind and romantic man Romeo is. The students will write a persuasive argument about whether or not Romeo should have been put to death from the perspective of their family. They will submit this paragraph for a quiz grade (please see rubric). Students must include three arguments, evidence for those points, and citations noting where this evidence occurs in the text. Students will learn how to document their quotations before the assignment is given. Four members of each family will then come up to the front of the class and debate this issue. I will play the part of Prince Escalus and will decide Romeo's fate depending on who won the argument. I will then explain that both sides presented valid arguments, and therefore, I will not kill Romeo, but will banish him from Verona.

Objectives (APS 4):
Students will be able to:

- Critique Prince Escalus' decision to banish Romeo (E1-5.4)
- Use the *Romeo and Juliet* text as evidence for their decision (E1-6.2)
- Use documentation to credit William Shakespeare's work (E1-6.3)
- Plan debates (E1-5.7)

English Course Standards That Are Being Addressed (APS 4):

E1-5.4 Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts).

E1-6.2 Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources.

E1-6.3 Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others.

E1-6.5 Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose.

Prerequisites and Pre-assessment (APS 3):

- The students are familiar with *Romeo and Juliet* and have read up to Act 3, scene 2.
- The students have listened to the PlayAway and have heard how the lines should be read aloud.
- The students know how to complete the Readers' logs and understand their significance to their grade.
- The students know the pattern of how to complete the Reader's log: listen to the PlayAway, write the scene summary, write the response, and take notes.
- The students can summarize the play up to Act 3, scene 2.
- Students have been quizzed on Acts 1 and 2.
- Students have submitted reader's logs for Acts 1 and 2.

Materials/Preparation (APS 6)

- *Romeo and Juliet* play. Page 805 in textbook.
- *Romeo and Juliet* PowerPoint presentation **(NCTE 3.6.3 Use multimedia technologies to enhance learning)**
- *Romeo and Juliet* PlayAway
- Laptop and Projector
- Reader's log cover sheet for summaries and personal responses
- Debate/Persuasive Paragraph Rubric
- Loose-leaf paper for notes
- Pens/pencils

(NCTE 4.1 Selects appropriate curricular materials)

Procedures or Instructional Flow (APS 4, 5, 6, 7, 8, 9):

- **Take Attendance** (1 minute)

- **Review** (2 minutes)
  - Students will summarize what happened up to Act 3, scene 2. **(NCTE 4.5 Candidate engages students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms)**

- **Read Act 3, scene 3** (11 minutes)
  - The PlayAway will read Act 3, scene 3. (9:40)
  - Students will follow along in their books.

- **Reader's Log** (8 minutes)
  - Students will write their summary of Act 3, scene 3.
  - Students will write their personal response to Act 3, scene 3. The personal response will include questions, reactions, and predictions. **(NCTE 4.8 Candidate engages students in making meaning of texts through personal response, NCTE 3.3.1 Plan and implement activities that help students read and respond to a range of texts)**
  - Students will copy the notes and include their notes in their Reader's logs.

- **Documenting *Romeo and Juliet*** (5 minutes)
  - Lesson on documenting a play.
  - (Act.Scene.Linesx-z) – (1.3.14-17).

- **Warm up** (8 minutes)
  - Capulet side: Tell me about your cousin Tybalt. (Students will write that although he may be hotheaded, he is always looking out for the best interest of his family. He tries to protect the Capulet name.)
  - Montague side: Tell me about your cousin Romeo. (Students will write that he is a hopeless romantic. He doesn't like conflict, but stands up for his loved ones.)

- **Assign sides** (15 minutes)

  - Students will be assigned a stance to write from; it will be either the Montague or Capulet side depending on what family they were assigned at the beginning of the unit. If the student is on the Montague side, the student will argue that Romeo was justified in killing Tybalt. If the student is on the Capulet side, the student will argue that Romeo should have been put to death.
  - Students will use quotations from the play as evidence for their decision.
  - Students must write persuasively to prove that their family is correct.

- **Debate** (15 minutes)
  - Four students from each family will be chosen randomly to participate in the debate.
  - Each team will receive five minutes to prepare their speeches.
  - The Montagues will start. They will give a one minute speech about why Romeo should not be put to death.
  - The Capulets will follow. They will give a one minute speech about why Romeo should be put to death.
  - The Montagues and Capulets will get two minutes to construct counter arguments.
  - The Montagues will have one minute to give their counter argument.
  - The Capulets will have one minute to give their counter argument.
  - Ms. Sinisgalli will determine the winner of the debate. (Neither team will win. I will decide that "both teams have very fair arguments. Therefore, Romeo will not be killed; instead, he is banished from Verona and may never return again or else he will be put to death.")
  - Students who participate in the debate will receive extra credit.
    (NCTE 3.2.2. Integrate writing, speaking and observing into their learning processes, NCTE 3.2.4 Use the language arts to produce texts for various audiences and purposes, NCTE 3.4.2. Teach students to select forms of discourse to persuade various audiences.)

- **Wrap-up persuasive paragraph** (8 minutes)
  - After the debate, students will write a persuasive argument where they analyze Prince Escalus' decision to banish Romeo. Students will take the Prince's place and write about whether or not his decision was fair. Students will step out of their role as family member for this portion of the assignment.

- **Read Act 3, scene 4 if time permits** (3 minutes)
- **Complete summary and personal response for 3.4 if time allows** (8 minutes)
- **Read Act 3, scene 5 if time permits** (13 minutes)
- **Complete summary and personal response for 3.5 if time allows** (8 minutes)

- **Wrap-up and Closing** (5 minutes)
  - Remind students to write their logs' summaries and responses if they did not complete them in class.
  - Students must finish their persuasive paragraphs and Prince Escalus paragraphs for homework if they did not complete them in class.

  (NCTE 4.2 Aligns curriculum goals and teaching strategies with the organization of the classroom environments and learning experiences, NCTE 4.3 Integrates

interdisciplinary teaching strategies and materials into the teaching and learning process for students)

Assessment (APS 3):

- Create persuasive pieces (for example, editorials, essays, speeches, or reports) that develop a clearly stated thesis and use support (for example, facts, statistics, and firsthand accounts). (E1-5.4)
    - Students will write a paragraph defending their kinsman (either Romeo or Tybalt). Students must be persuasive. Students will be graded on their points, the evidence supporting their points, the logic of their argument, and the grammar and mechanics of their paragraph. See Rubric - worth 50 points.
- Use direct quotations, paraphrasing, or summaries to incorporate into written, oral, auditory, or visual works the information gathered from a variety of research sources. (E1-6.2)
    - Students must use evidence from the text within their persuasive paragraph. They may either paraphrase, summarize, or quote the text. The evidence from the text is worth ten points out of 50.
- Use a standardized system of documentation (including a list of sources with full publication information and the use of in-text citations) to properly credit the work of others. (E1-6.3)
    - Students will be graded on their in-text citations in their persuasive paragraph. The citations are worth ten points out of 50.
- Create written works, oral and auditory presentations, and visual presentations that are designed for a specific audience and purpose. (E1-6.5)
    - Students will participate in a debate for extra credit.
    - All students will submit their debate notes and paragraphs with their citations.
    - The debate will help students determine whether or not Prince Escalus' decision was fair.

(NCTE 4.10 Integrates Assessments – Criteria, Interpretation, Student Responsibility, Explanation)

Possible Adaptations for This Unit (APS 5, 6):

- All students could participate in debates in small groups or in pairs.
- Students could act out the end of Act 3, scene 1 where the Montagues and Capulets attempt to convince Prince Escalus of their stance regarding Romeo's punishment.
- One student could play Prince Escalus' role and determine Romeo's punishment.

Follow-Up Lessons/Activities (APS 7)

- Students will need to use evidence from the text as support for their final "Facebook Page" project. They will also need to know how to cite this evidence in this project.

- Students will see how Romeo's punishment affects the rest of the play. They will also begin to realize how fate affects both his punishment and the outcome of the play as a whole.

- We will continue reading *Romeo and Juliet* in the same manner. The audio will be played and students will write their summary and personal response; then the notes will be given. A reader's log will be turned in for each act.

- Students will have a quiz on Act 3. They will then have a test the covers acts one through three.

Reflections on Curriculum and Instruction (APS 5,6,7):

The students were able to critique Prince Escalus' decision to banish Romeo (E1-5.4), use the *Romeo and Juliet* text as evidence for their criticism (E1-6.2), use documentation to credit William Shakespeare's work (E1-6.3), and plan debates to discuss the Prince's decision (E1-5.7). I think that because I told the students that they had to persuade me to take their side that they actually enjoyed looking through the text for evidence. The students did not know who would take place in the debate so they wanted to be as prepared as possible and also to have enough evidence so that their team would win. I think in any other situation, teaching in-text documentation would be painful, but the students really wanted to be able to prove their point, so they wanted Shakespeare's words to back up their reasoning. Students really enjoyed the debate. I chose four students from each family to participate. The activity was very social because the students could collaborate with the students in their family. It also allowed the students in the debate to gain evidence from a more capable peer. I ended up having students that really wanted to participate and actively helped the students that were chosen to speak. If I could do this activity differently, I would come up with a way to have more of the class participate in the actual debate.

I scaffolded this assignment by first having students write about either Romeo or Tybalt, depending on which family they were in. The students needed to feel connected to their character in order to be able to properly defend them in the debate. They also needed to be able to "get into character." To do so, they needed to realize that they were defending a family member. I told them to think about their own family members and how they would defend one of them if their life hung in the balance. This also connected the activity to the lives of students. They felt invested into this character from Shakespeare's play.

Debate/Persuasive Paragraph Rubric

Has at least three points	10 Points	
Points are supported with evidence from the text	10 Points	
Text is cited properly	10 Points	
Argument is logical and accurate	10 Points	
Grammar/Mechanics	10 Points	
Total	**50 Points**	

Day 11

Finish reading Act 3
Complete Act 3 notes
Summaries and personal responses
Act 3 Vocabulary sentences
Act 3 Review Sheet
Act 3 Headlines to Summarize

Reflection:

We finished reading act 3 and tied up all of the necessary loose ends before students took their test on acts one through three the following class period. They had already completed acts one and two on their "Headlines to Summarize" handout, and completed act 3 as a review for their test. They then finished the vocabulary sentences and review sheet so that they could turn in their Act 3 reader's log. I always stressed the importance of reader's logs because they are weighted the same amount as a test. The students were studying a great deal for their test the following class period and needed to realize that the reader's log was just as important. The reader's log format rewards students for their participation. They may not be good test takers and may not be as creative as some students so the reader's log rewards them for their hard work that may not be evident on other types of assessments. If all of the work is complete, the student will receive a 100 on the reader's log for a test grade. I will definitely continue using reader's logs in the future because they meet all of my objectives. They prove students can summarize the play and can relate the play to their lives.

Day 12

Acts 1 through 3 Test

Reflection:

Students took a test on acts one through three because I wanted to be sure they had a solid understanding of the play before we moved on. The test did not create much flow, but the students worked on it to receive a good grade. Most students did well and it proved that the pattern I was teaching the play in was successful. Students had done much better on the creative assignment and were better able to prove their understanding of the play, but it was good that I had an objective view of their understanding as well. The test assessed students' understanding of themes, characters, plot, figurative language, vocabulary, and quotations. This test proved that most of my objectives had been met; the creative assignments were necessary for me to prove that students were able to connect the play to their lives as this test was not able to show that.

Romeo and Juliet Test
Acts 1, 2, & 3

Name _____
Date _____ Period _____

Read each question carefully, then circle the letter of the correct answer. (1 Point each)

1. **Tybalt was**:
A. a relative of the Montagues.
B. an enemy of County Paris.
C. interested in marrying Juliet.
D. angry with Romeo.

2. **What is Capulet's attitude toward Tybalt at the party?**
A. He is grateful to Tybalt for discovering Romeo.
B. He is angry at Tybalt's childish and rude behavior.
C. He is nervously urging for Tybalt to get rid of Romeo.
D. He wants Romeo to meet his daughter.

3. **Romeo had gone to the costume party only because**:
A. he had hoped to meet Juliet there.
B. he thought a young lady named Rosaline would be there.
C. he had nowhere else to go.
D. he wanted to see if he could start a fight with his enemies.

4. **What does the Nurse want to find out about Romeo?**
A. if he would defend her against Mercutio.
B. if he would take her out to dinner.
C. if he is genuine in his affections for Juliet.
D. if he will pay her for delivering the message.

5. **Why did Romeo not want to fight Tybalt at first?**
A. Romeo is a coward.
B. Romeo is related to Tybalt.
C. Romeo thinks that Mercutio has a better chance of beating Tybalt.
D. Romeo is on his way to marry Juliet.

6. **Who is LEAST responsible for starting the sword fight?**
A. Tybalt
B. Romeo
C. Mercutio

7. **Instead of having Romeo executed for killing Tybalt, Prince Escalus decided that**:
A. he should be put in prison for life.
B. he should be sent away from Verona forever.
C. he would never be allowed to get married.
D. he would have to work for the city of Verona as punishment.

8. **What is Juliet's FIRST reaction upon learning that Romeo has killed Tybalt?**
A. She feels that Romeo has fooled her with his handsome appearance.
B. She feels thankful that Romeo was not hurt.
C. She understands that Romeo had to defend himself.
D. She is glad because she didn't like Tybalt anyway.

9. **Which event is NOT a turning point in the play?**
A. Romeo spends the night with Juliet.
B. Romeo kills Tybalt.
C. Juliet is ordered by her parents to marry Paris.
D. Juliet meets Romeo and Friar Lawrence's cell.

10. **Romeo will leave Verona and go where?**
A. Macbeth
B. Mantua
C. Montreal
D. Mumbai

11. **The Nurse ultimately tells Juliet she should:**
A. Hide away with Romeo forever in Friar Lawrence's cell.
B. Kill herself.
C. Forget about Romeo and marry Paris.
D. Run away with Romeo.

12. **As Juliet encounters more conflicts and problems, how does her character change?**
A. She runs away from her problems.
B. She becomes weaker and doubts her relationship with Romeo.
C. She becomes more self-confident and pushes away her elders.
D. She agrees to do what her parents and Nurse ask of her.

Write the answer for each question on the blank line below. (3 Points each)

1. In **Act 1**, what does Juliet find out too late? (Act 1)
_____

2. When and where does Romeo see Juliet after the party? (Act 2)
_____

3. What does Friar Lawrence hope will result from the marriage of Romeo and Juliet? (Act 2)
_____

4. Who recounts the events of the killings of Mercutio and Tybalt to the Prince? (Act 3)
_____

5. Romeo says that instead of banishment, he would prefer _____ because _____. (Act 3)

6. List three major themes from the play:
_____
_____
_____

7. Describe Sir/Lord Capulet's response to Juliet's refusal of the marriage proposal. (Act 3)
_____
_____
_____

8. Describe the Nurse's character:
_____
_____
_____

Read each quote from the play and write who said it on the blank line. (2 Points each)

1. "Romeo, thou art a villain." _____
2. "And for the offense
   Immediately we do exile him hence." _____
3. "My only love sprung from my only hate."
   _____
4. "O, that I were a glove upon that hand,
   That I might touch that cheek!" _____
5. "This, by his voice shall be a Montague." _____
6. "A plague a'both your houses! They have made
   worms' meant of me. I have it, and soundly too!
   Your houses!" _____
7. "Out, you greensickness carrion!" _____

Using the word bank, write the correct literary element for each statement. (2 Points each)

Personification Allusion Setting Pun Oxymoron Foreshadowing Iambic Pentameter Couplet Dramatic Irony Imagery

_____1. "…we'll not carry coals… for then we should be colliers… and we be in choler."
_____2. "…feather of lead, bright smoke, cold fire, sick health…"
_____3. "With Cupid's arrow she hath Dian's with."
_____4. Romeo says that he dreamed that the night's events will lead to his untimely death.
_____5. The Capulet servant who gives Romeo the invitation list doesn't know that he is speaking to the only son of his master's rival, Romeo.
_____6. Verona, the Montague house, an orchard
_____7. Five sets of unstressed and stressed syllables.

_____8. "I would thou wert so happy by the stay –
To hear shrift. Come, madam, let's away."
_____9. "Poor ropes, you are beguiled."
_____10. Mercutio vividly describes Queen Mab in Act 1, scene 3.

Match each vocabulary word with its definition. Write the letter on the line. (1 Point each)

_____1. adversary	a. a witty remark
_____2. anguish	b. plot; invent
_____3. disposition	c. natural attitude
_____4. kinsman	d. able to move quickly and easily
_____5. mutiny	e. argue; debate; oppose; quarrel
_____6. envious	f. incantation; prayer at beginning
_____7. invocation	g. compassion shown to an offender
_____8. jest	h. revolt
_____9. purge	i. banishment
_____10. variable	j. great distress or misfortune
_____11. devise	k. changeable
_____12. calamity	l. fatal; causing death; human
_____13. mercy	m. not firm in disposition/character
_____14. descend	n. extreme pain
_____15. fickle	o. jealous
_____16. exile	p. killed
_____17. mortal	q. pass/move/climb down
_____18. agile	r. enemy
_____19. slain	s. to cleanse or purify
_____20. dispute	t. relative

Essay (10 Points)
On a separate sheet of paper, explain how the idea of fate affects the play of *Romeo and Juliet*. How does the prologue affect the reader and their feelings about fate? Use one or more of the quotations below to explain how fate affects the lives of Romeo and Juliet.

"O, I am **fortune's** fool!" (3.1.131).
"A pair of **star-crossed** lovers take their life" (Prologue).
"My mind misgives/Some **consequence yet hanging in the stars**/Shall bitterly begin this fearful date/With this night's revels, and expire the term/Of a despised life closed in my breast/By some vile forfeit of untimely death./**But he that hath the steerage of my course,/Direct my sail**" (1.4.106-113).

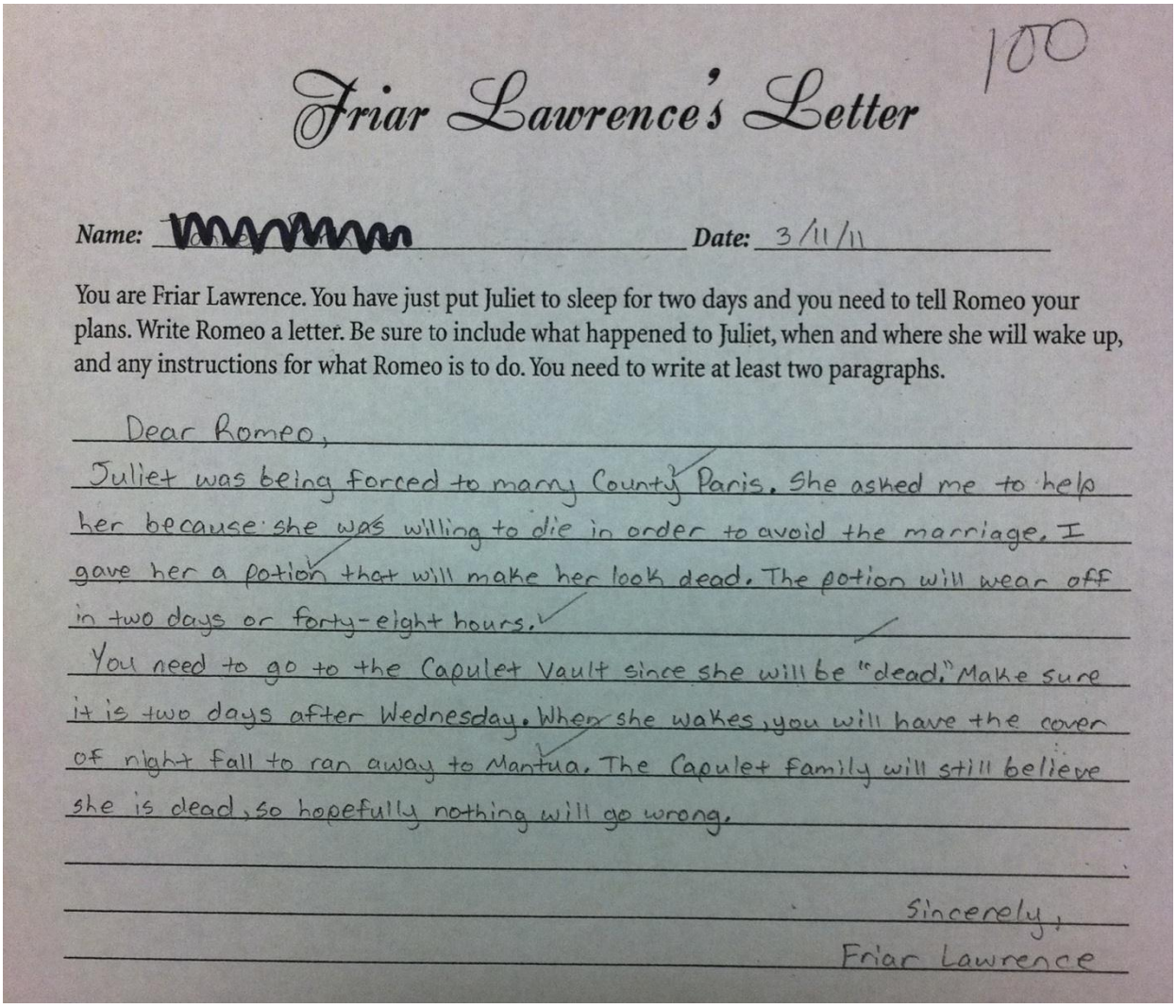
Rubric:

Defines fate.	2 Points	
Explains how the idea of fate affects the play.	2 Points	

Explains how the prologue affects the idea of fate.	2 Points	
Uses at least one quotation.	2 Points	
Overall clarity.	2 Points	
Total	**10 Points**	

Day 13
Read Act 4
Notes Act 4
Summaries and personal responses
Friar Laurence's Letter
Act 4 Vocabulary sentences
Act 4 Review sheet
Reflection:

On this day we did the usual routine for reading the play, but also did an assignment called "Friar Laurence's Letter." In the play Romeo is supposed to receive a letter from Friar Laurence explaining his plan. Unfortunately, Friar John cannot deliver the letter because he is quarantined during an outbreak of the plague. The reader never learns exactly what the letter said, but they do know about the steps involved in the Friar's plan. On this worksheet, students imagined what the letter might have said and drafted their own version. This letter was important for students to complete because it helped them see how important communication is in the play. If they left out a part of the plan, the whole thing could fall apart. It also made the students see how tragic it was that Romeo never received the letter, as it included so much crucial information. This was a fun activity for creative students because they attempted to write in the Friar's language. For students who were less creative, they were able to prove their understanding of the play by accurately noting the steps involved in Friar' Laurence's plan to allow Romeo and Juliet to be together. The plan was a very important part of the play so it was important for students to exhibit their understanding of it, and how it could go wrong. The timeframe of the plan was a bit confusing so it was good that the students had to refer to the play to write their letter in order to portray it accurately. The more creative the students were, the more flow they entered into. If they were very creative and spoke in a way the Friar would have, the more likely they were to share their letter with their friends and receive feedback. The goals of the assignment were clear and the task was of an appropriate level. The students focused on the immediate experience because they had to be sure they included all of the steps of the plan. They also were allowed to work with a partner which utilized the more capable peer and made the activity social. I would definitely use this lesson again. The students really enjoyed it, and it helped me meet my objectives: the students better understood the plot and the character of Friar Laurence.



Friar Lawrence's Letter

100

Name: [redacted] **Date:** 3/11/11

You are Friar Lawrence. You have just put Juliet to sleep for two days and you need to tell Romeo your plans. Write Romeo a letter. Be sure to include what happened to Juliet, when and where she will wake up, and any instructions for what Romeo is to do. You need to write at least two paragraphs.

Dear Romeo,

Juliet was being forced to marry County Paris. She asked me to help her because she was willing to die in order to avoid the marriage. I gave her a potion that will make her look dead. The potion will wear off in two days or forty-eight hours.

You need to go to the Capulet Vault since she will be "dead." Make sure it is two days after Wednesday. When she wakes, you will have the cover of night fall to ran away to Mantua. The Capulet family will still believe she is dead, so hopefully nothing will go wrong.

Sincerely,
Friar Lawrence

Day 14
Title of Lesson: Shakespeare's Facebook Friends
Teacher Candidate:
Subject: English I
Grade Level: 9
Cooperating Teacher:
University Supervisor:
Date:
Class Time Length: 90 Minutes

Overview:

The students will begin class by completing an assignment that will require them to summarize an excerpt of the play of *Romeo and Juliet.* The students will pretend to be two or more characters from the play and will write text messages to and from these characters. The text messages must summarize some portion of the play. The students will receive a handout with an example, as well as room to write their text messages. Once the text messages have been written, the student must summarize the scene they are referring to. Five students will then present their text messages on the ELMO, with their summaries covered. The rest of the class will have to identify what scene they are referencing.

This assignment will act as scaffolding for their culminating assignment for *Romeo and Juliet.* The final assignment will be a mock Facebook Page for a character of their choice. Students will complete a graphic organizer to prepare them to complete their assignment. The students will be required to imagine what the characters would be like today. What music would they listen to? What movies would they enjoy? This assignment will require the students to make inferences about their character, and then justify their decisions using the text. The students will have class time to work on the graphic organizer. This assignment will allow all students to show their understanding of *Romeo and Juliet* **(NCTE 2.1 Create inclusive learning environments)**. We will use another class period to work on the rationale and to complete the Facebook template.

Objectives (APS 4):
Students will be able to:

- Analyze a character (E1-1.4)
- Organize ideas using graphic organizers (E1-4.1)
- Produce an organized rationale (E1-5.3)

English Course Standards That Are Being Addressed (APS 4):

E1-1.4 Analyze the relationship among character, plot, conflict, and theme in a given literary text.

E1-4.1 Organize written works using prewriting techniques, discussions, **graphic organizers**, models, and outlines.

E1-5.3 Create descriptions for use in other modes of written works (for example, narrative, **expository**, and persuasive).

Prerequisites and Pre-assessment (APS 3):

- The students have completed a number of assignments where they must make inferences and defend those inferences, as evidenced in their quick-writes from March 10, where they described what the characters from *Romeo and Juliet* would be like today.
- The students are familiar with implicit and explicit characterization as evidenced from the short-story end-of-unit test.
- The students can refer to their textbook for support and cite the text properly as evidenced by their debate assignment from March 1st.
- The students are familiar with *Romeo and Juliet* and have read up to the end of Act 4. They have been tested on Acts 1 through 3. The exam tested the students on plot, characterization, vocabulary, and figurative language.
- The students have listened to the PlayAway and have heard how the lines should be read aloud.
- The students know how to complete the Readers' logs and understand their significance to their grade.
- The students know the pattern of how to complete the Reader's log: listen to the PlayAway, write the scene summary, write the response, and take notes.
- The students are extremely confident with their ability to communicate via text messages and Facebook.

Materials/Preparation (APS 6)

- *Romeo and Juliet* play. Page 805 in textbook.
- *Romeo and Juliet* PowerPoint presentation **(NCTE 3.6.3 Use multimedia technologies to enhance learning)**
- *Romeo and Juliet* PlayAway
- Laptop and Projector
- Completed reader's logs from Acts 1 through 5 for reference
- Loose-leaf paper for notes
- Pens/pencils
- "Txt Msg" Handout (See attached)
- ELMO
- Tybalt example for Facebook Assignment
- Facebook Graphic Organizer (See attached)
- Facebook Page Rubric (See attached)
  (NCTE 4.1 Selects appropriate curricular materials)

Procedures or Instructional Flow (APS 4, 5, 6, 7, 8, 9):

- **Take Attendance and handout papers** (1 minute)

- **"Txt Msg" Handout and Presentations** (31 minutes)
  - I will give directions and explain the example on the handout. The class must summarize what this example text message conversation is referring to in *Romeo and Juliet*. This example will model how the students should complete the assignment. (1 minute)
  - Students will compose mock text messages between characters from *Romeo and Juliet*. They must use this text message conversation to represent a scene or portion of a scene; they will then summarize the scene they used as inspiration for

their messages at the bottom of their handout. (10 minutes) **(NCTE 4.6 Engages students in critical analysis of different media and communication technologies)**
    - Five students will display their messages on the ELMO with their summaries covered. They will read the message and the rest of the class must identify which scene they were representing. (20 minutes) **(NCTE 4.5 Candidate engages students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms)**

- **Facebook Quick-write** (8 minutes)
    - What does your personal Facebook page tell about you? If someone you did not know looked at your Facebook page, what would they learn about you?
    - If you do not have a Facebook page, why don't you have one? Please explain.
    - What are your thoughts on social networking? Has it had a positive impact on society or a negative impact? Please explain.
    - How has technology like social networking and text messaging affected society? Has the impact been positive or negative? Explain.
    - Share a few quick-writes with the class.
    - This quick-write will also show students the importance of communication. This will be important to consider once students see how miscommunication affects the ending of *Romeo and Juliet*. **(NCTE 4.7 Engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication)**

- **Explain Facebook Page Project** (8 minutes)
    - Ask the Capulet family how they described Tybalt the other day when they wrote about their cousin before the debate assignment. What type of person is he?
    - Show the Tybalt Facebook page example on ELMO. Read the Facebook page and rationale.
    - Tell students to choose a character for their Facebook page. Explain that no students may choose Tybalt. Also, remind students that there must be enough information in the text about their character to complete the assignment. Some characters will be easier than others.
    - Distribute Facebook Page Rubric. **(NCTE 2.4 Plan and implement instruction that helps students develop habits of critical thinking)**
    - All students will be able to use their own background information and personal experience to complete this assignment. They will be able to express their creativity as well as to display their knowledge of characterization. **(NCTE 4.4 Create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability)**

- **Graphic Organizer/Brainstorming** (25 minutes)
    - Distribute organizer.
    - Brainstorm, as a class, characteristics of the main characters: Romeo, Juliet, Mercutio, Friar Lawrence, and the Nurse. Characters such as Lord and Lady

Capulet, Lord and Lady Montague, Benvolio, and Peter may be too challenging for this assignment. (10 minutes)
  - Students should take notes about their particular character.
  - Students will use time in class to begin their organizer. (15 minutes) **(NCTE 3.4.1. Develop and use a wide variety of effective composing strategies, NCTE 4.3 Integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students)**

- **Read Act 5, scene 1** (6:05 minutes)
  - Students will listen to and follow along with the audio of Act 5, scene 1. **(NCTE 4.9 Candidate demonstrates that his or her students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts)**

- **Reader's Log** (3 minutes)
  - Students will write their summary of Act 5, scene 1.
  - Students will write their personal response to Act 5, scene 1. The personal response will include questions, reactions, and predictions. **(NCTE 4.8 Candidate engages students in making meaning of texts through personal response, NCTE 3.3.1 Plan and implement activities that help students read and respond to a range of texts)**

- **Read Act 5, scene 2** (3:37 minutes)
  - Listen to PlayAway (1:37)
  - Repeat as above with Reader's logs. (3 minutes)

- **Wrap Up and Closing**
  - Tell students to complete their graphic organizer for homework.
  - We will work on the rationale and Facebook page template next time.

(NCTE 4.2 Aligns curriculum goals and teaching strategies with the organization of the classroom environments and learning experiences)

Assessment (APS 3):

- Analyze the relationship among character, plot, conflict, and theme in a given literary text. (E1-1.4)
  - Students will analyze characterization and how the plot provides implicit examples of characterization.
  - For the Facebook page brainstorming sheet, the students will have to make inferences about the characters using the text as support.

- Organize written works using prewriting techniques, discussions, **graphic organizers**, models, and outlines. (E1-4.1)

  - Students will complete the graphic organizer as a way to brainstorm for their Facebook page. The completed graphic organizer will be worth ten points out of one hundred for the final project grade.
  - Students will see the importance of brainstorming and organizing their information properly.

- Create descriptions for use in other modes of written works (for example, narrative, expository, and persuasive). (E1-5.3)

  - Students will write descriptions of their characters and support those descriptions with evidence from the text. Viewers of the Facebook page must be persuaded to agree with the student's inferences after reading his or her persuasive rationale for the decisions they made.
    (NCTE 4.10 Integrates Assessments – Criteria, Interpretation, Student Responsibility, Explanation)

Possible Adaptations for This Unit (APS 5, 6):

- Students can turn their text message conversation into a "Facebook chat" conversation to be incorporated into the final project.
- Students could work in partners or groups to create one text message conversation or one Facebook page.
- Students could be assigned a character for the Facebook Page assignment. The character would have to come from their "family" or be on the "side" of their "family."
- Instead of choosing their scene, students can be assigned a scene from which to write a text message conversation.
- The rubric can be modified to give students more control over what is displayed on their Facebook page.
- Students could create a Twitter or MySpace page for their character.

Follow-Up Lessons/Activities (APS 7)

- Students will finish their organizer for homework.
- Students will use their organizer to create their final Facebook page.
- Students will write their Facebook page rationales. Students will peer-edit the rationales before turning in a final draft.
- Students will finish reading the last scene of *Romeo and Juliet*. They will then complete their final Reader's Log for Act 5.
- Students will take a cumulative test over all of *Romeo and Juliet.*

Reflections on Curriculum and Instruction (APS 5,6,7):

The text messaging assignment went over very well with the class. They enjoyed applying a summary of the play to something creative. The students had to write summaries for each scene on their reader's log so they felt very comfortable summarizing the play. The students are more than confident in their text messaging ability. They frequently write in text message form on formal assignments and I take points off. They enjoyed being able to write in this form without penalty. The students entered a state of flow because they could focus on the immediate

experience and share their ideas with their classmates. They received immediate feedback because many students presented their text messages to the class.

The students also really enjoyed the Facebook project. They liked being able talk about the music they listen to, the movies they watch, and the activities they participate in. Facebook is a technology they use daily, and they felt confident in their ability to present information this way. The Facebook assignment was a good way for all students to present the information they knew about *Romeo and Juliet*. Students who had a very solid understanding of the play were able to apply this knowledge in a very creative way. Students who struggled while reading *Romeo and Juliet* were able to document what they did understand. Unlike traditional tests, the Facebook project allowed students to show what they did learn instead of being penalized for what they did not know **(NCTE 2.1 Create inclusive learning environments)**.

I was observed when I explained the Facebook Project, and I think I would have had a better outcome had I not presented the project in such a formal manner. I think the students were overwhelmed by the project, so I should have broken it up into smaller parts. I felt that the graphic organizer would help scaffold the assignment, but when combined with the rationale, students became overwhelmed. The project was an appropriate challenge, but with so much information given to them at once, they did not believe it to be so. When I assign this project again I will explain the Facebook page and the graphic organizer, but I will save the rationale for later. The students didn't realize that the graphic organizer directly translated into the rationale; they only saw the amount of work because they thought the organizer and rationale were completely separate assignments. This prevented them from focusing on the immediate experience.

Once students got started, they were able to successfully complete the graphic organizer. I scaffolded the handout by going over qualities of each character as class. This utilized the more capable peer. Once the students had qualities about the characters they actually enjoyed hunting for ways to prove why that character would like a certain song or television show. They saw the assignment as a game. They received immediate feedback when they found a passage that supported their inference. The students were very quiet as they looked for evidence to support their decisions and were excited to share their inferences once they had proof. After the students had their graphic organizer completed, they enjoyed transferring this information to the Facebook page template. The students liked the fact that they had a tangible product as a result of their hard work.

Many students struggled completing the rationale. I think that some students attempted to complete their page without referring to the actual text. When they went to write the rationale, they did not have actual proof for their inference. For example, one student said that Romeo would like baseball. The only reason he assumed this was because Romeo was a teenage boy. When this student went to write the rationale he felt that this part of the assignment was too challenging for him. For this reason, I told students to start their graphic organizer with things they knew about the characters, but some students attempted to work backwards. This method proved unsuccessful. I believe that these students probably would not have done well on standard tests either because they probably did not have a strong grasp on the play.

Similarly, many students did not receive high grades on the project because they did not complete all of the parts of the assignment. The rubric clearly describes what needs to be done, even how many sentences each part needs to be. Some students never referenced the rubric and consequently, did not do well on the assignment (in terms of an actual grade). I wanted students to realize the importance of rubrics; they needed to understand that was exactly how I was going

to grade the assignment. To be honest, even if the rationale was not convincing, if the student met all of the directions I explained on the rubric, he or she received full credit. I allowed students to "recover" their grade if they left things out and lost points because of it. The students could complete what they were lacking and regain half of the points they lost. I was disappointed at the number of students who took advantage of this opportunity. Likewise, I took ten points off for every day that the assignment was late and some students got as many as 60 points off. Because of the late penalty, some students chose not to turn in the assignment. I would like to re-teach this assignment because I think some students felt overwhelmed from the start and chose not to attempt it at all. If they had started on the graphic organizer they would have seen that the project was of an appropriate level. The students who attempted the project were successful and enjoyed completing it, but many students never gave the assignment a chance.

Name: **Date:**

Txt Msg *Rmeo + JLiet*

Example:
Romeo: R u awake? Want 2 chat?
Juliet: O Rom. Where4 art thou?
Romeo: Outside yr window.
Juliet: Stalker!
Romeo: Had 2 come. Luv u.
Juliet: B careful. My family h8s u.
Romeo: Tell me bout it. Wut bout u?
Juliet: 'm up for marriage if u are. Is tht a bit fwd?
Romeo: No. Yes. No. Oh, dsnt mat-r, 2moro @ 9?
Juliet: Luv U xoxox
Romeo: u2! Xxx

Directions:
Write your own text message conversation based off of the play *Romeo and Juliet*. The text messages can be between any characters and from any scenes of the play. You will present your conversation to your classmates and they must be able to guess what scene your conversation is referencing.

Text Message:
_____
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_____
_____
_____
_____

Describe the scene your text messages are based off of:

_____
_____
_____
_____
_____
_____

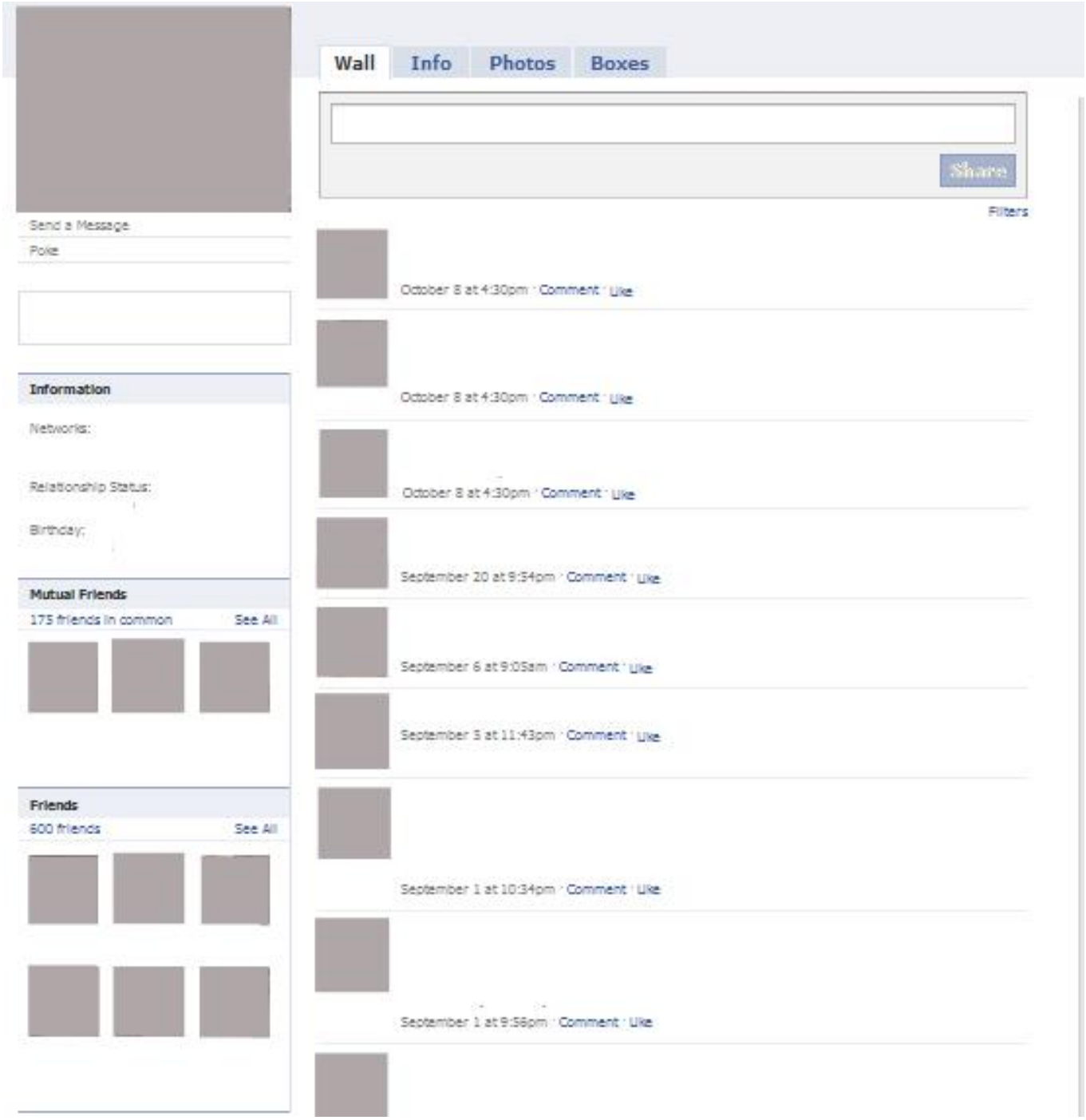
***Romeo and Juliet* Facebook Rubric (100 Points)**

Description: You will choose a character and make a Facebook page for that character from William Shakespeare's *Romeo and Juliet*. For each decision you make on the page you must include a rationale explaining why you felt this decision to be appropriate. For the rationale, please refer to the text as frequently as possible, citing acts, scenes, lines numbers, and specific quotations. Focus on the characterization developed throughout the play and make inferences. Think deeper about characters and how they would act outside of the context of the play. Read the information below carefully, as it explains what information is required. Remember, nowhere in the text will it tell you Romeo's favorite rap song or Juliet's favorite daytime soap opera. Be creative, and as long as you justify your decisions well, they cannot be wrong.

Has a **minimum of 3 other characters'** posts on your character's wall (3 pts) as well as a **rationale of at least six sentences** (12 pts) explaining why you made these decisions.	**15 Points**	
Includes a **"bio" of at least three sentences** (5 pts) and a **rationale of at least three sentences** (5 pts).	**10 Points**	
Has a Facebook **"status," "profile picture,"** (4 points) and a **rationale of at least three sentences** (6 points).	**10 Points**	
Has at least **five** of the following categories: relationship status, family relationships, favorite quotations, activities, interests, music, books, movies, television shows, (5 pts) as well as a **rationale of at least five sentences** (10 pts).	**20 Points**	
Grammar, spelling, mechanics	**10 Points**	
Has a minimum of **3 quotations** in the rationale	**10 Points**	
Proper Citations	**5 Points**	
Creativity	**5 Points**	
Neatness of Facebook Page	**5 Points**	
Completed Graphic Organizer	**10 Points**	
Total	***100 Points***	

My character…	**I know this because…**	**Quotation**	**From where?**	**This means…**	**Because…**
List descriptions about your character in this column.	*Explain why you think this description is accurate. What, from the text, makes you think this?*	*Copy a quotation that supports your inference.*	*Where in the text is your inference supported? List the specific act, scene, and line numbers.*	*What does this description mean about your character? Make an inference you will include in your Facebook page. (List their favorite books, music, quotations, movies, etc.)*	*Explain why your inference makes sense. Why would your character like this _____ (book, show, movie, game, sport, etc.)*
Romeo is whiney.	He complained about his lovesickness for Rosaline over and over again.	"She hath, and in that sparing makes huge waste,/For beauty, starved her severity,/Cuts beauty off from all posterity./She is too fair, too wise, wisely too fair,/To merit bliss by making me despair."	In Act 1, scene 1, lines 212-218.	Romeo would like Justin Bieber music.	Justin Bieber music is whiney and all about being in love.
Tybalt, is a very skilled fighter.	Mercutio speaks highly of Tybalt's fighting skills.	"More than Prince of Cats. Oh, he's the courageous captain of compliments. He fights as you sing prick-song, keeps time, distance, and proportion."	Act 2, scene 4, lines 18-20.	Tybalt would like the videogame Modern Warfare, Black Ops.	This game requires that the characters be skilled fighters in order to survive.

Romeo and Juliet get married after knowing each other only one day.	Romeo leaves Juliet's balcony and goes straight to Friar Lawrence and asks him to marry them.	"Then plainly know my heart's dear love is set/On the fair daughter of rich Capulet./As mine on hers, so hers is set on mine,/And all combined, save what thou must combine/By holy marriage. When and where and how/We met, we wooed and made exchange of vow,/I'll tell thee as we pass, but this I pray:/That thou consent to marry us today."	Act 2, scene 3, lines 57-64.	Romeo would like the song "Marry You" by Bruno Mars.	He would like this song because the lyrics say: "It's a beautiful night. We're looking for something dumb to do. Hey baby, I think I wanna marry you."


Wall
Info
Photos
Boxes
Share
Filters
Send a Message
Poke
Information
Networks:
Relationship Status:
Birthday:
Mutual Friends
175 friends in common
See All
Friends
600 friends
See All
October 8 at 4:30pm · Comment · Like
October 8 at 4:30pm · Comment · Like
October 8 at 4:30pm · Comment · Like
September 20 at 9:34pm · Comment · Like
September 6 at 9:05am · Comment · Like
September 5 at 11:43pm · Comment · Like
September 1 at 10:34pm · Comment · Like
September 1 at 9:56pm · Comment · Like

Wall
Info
Photos
Video
Links
Boxes
About Me

Day 15
Title of Lesson: The Tragedy of Miscommunication
Teacher Candidate:
Subject: English I
Grade Level: 9
Cooperating Teacher:
University Supervisor:
Date:
Class Time Length: 90 Minutes

Overview:

The students will conclude their reading of *Romeo and Juliet*. The students will read the final scene of act five and will compare this scene with the film version of *Romeo + Juliet* (1996). It will be important that the students note the differences between the play and the film for a number of reasons. First, the students will analyze the effects certain decisions have on the reader/ viewer. For example, in the film, Juliet wakes up before Romeo has died from the poison. This is different from the play and causes the film story to appear more tragic. In this version, Romeo and Juliet get to say goodbye to one another. This small difference has a large impact on the viewer. Students will analyze how small decisions by a director or author can have a large impact on a final product. The students will take notes while watching the film in order to reflect on this idea.

Students will then write a letter to the director of *Romeo + Juliet,* Baz Luhrmann, questioning why he made the decisions that he did. They will ask questions, make comments, and explain what they would have done had they been directing the film **(NCTE 3.2.5 Critique a wide range of texts (yours and your students and professional models)**. Students must keep their audience, a professional director, in mind while writing the letter. They must write professionally as though they were going to actually send this letter to Luhrmann. Moreover, they must note how they envisioned the play and how that differed from what was presented in the film. They need to think about how Shakespeare's tone and the use of imagery affected the mental pictures they created. Writing these letters will require students to reflect on the play in its entirety and will act as a review for the *Romeo and Juliet* unit test.

The class will then play a game of Family Feud as a way to review for the test. The students will be in teams with their "families," the Capulets and the Montagues, determined at the beginning of the unit. The teams will answer questions in the same format as the game-show, Family Feud. The winning team will receive five points bonus points on their test.

Objectives (APS 4):
Students will be able to:

- Analyze Shakespeare's craft and its effects (E1-1.5)
- Create responses to the ending of *Romeo and Juliet* (E1-1.6)
- Produce professional, informational letters (E1-5.1)

English Course Standards That Are Being Addressed (APS 4):

E1-1.5 Analyze the effect of the **author's craft** (including **tone** and the use of **imagery**, **flashback**, **foreshadowing**, **symbolism**, **irony**, and **allusion**) on the meaning of literary **texts**.

E1-1.6 Create responses to literary **texts** through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).

E1-5.1 Create informational pieces (for example, letters of request, inquiry, or complaint) that use language appropriate for the specific **audience**.

Prerequisites and Pre-assessment (APS 3):

- The students are familiar with *Romeo and Juliet* and have read up Act 5, scene 2.
- The students have listened to the PlayAway and have heard how the lines should be read aloud.
- The students know how to complete the Readers' logs and understand their significance to their grade.
- The students know the pattern of how to complete the Reader's log: listen to the PlayAway, write the scene summary, write the response, and take notes.
- The students have watched other excerpts of *Romeo + Juliet* (1996) and understand that it is a modern take on Shakespeare's play. They are also familiar with the characters.

Materials/Preparation (APS 6)

- *Romeo and Juliet* play. Page 805 in textbook.
- *Romeo and Juliet* PowerPoint presentation **(NCTE 3.6.3 Use multimedia technologies to enhance learning)**
- *Romeo and Juliet* PlayAway
- *Romeo + Juliet* film
- Laptop and Projector
- Loose-leaf paper for notes and letter
- Pens/pencils
- Director Letter Rubric
- Act 5 Reader's Log cover sheet (See attached)
- Act 5 Review Comprehension Worksheet (See attached)
- Act 5 Vocabulary List (See attached)
- Family Feud Questions in PowerPoint
  (NCTE 4.1 Selects appropriate curricular materials)

Procedures or Instructional Flow (APS 4, 5, 6, 7, 8, 9):

- **Take Attendance** (1 minute)

- **Read Act 5, scene 3** (21:21 minutes)
  - Students will listen to and follow along with the audio of Act 5, scene 3. **(NCTE 4.9 Candidate demonstrates that his or her students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts)**

- **Reader's Log** (10 minutes)
  - Students will write their summary of Act 5, scene 3. This summary must be twice as long as other summaries due to its length and importance.

  - Students will write their personal response to Act 5, scene 3. The personal response will include questions, reactions, and predictions. This response will be the same length as the rest of their responses. **(NCTE 4.8 Candidate engages students in making meaning of texts through personal response, NCTE 3.3.1 Plan and implement activities that help students read and respond to a range of texts)**

- **Watch *Romeo + Juliet* film** (13 minutes)
  - As a class, we will discuss the differences between the two version of *Romeo and Juliet* (12:02). This will require students to think carefully about how Shakespeare presented the ending of the play. It will also be important for students to keep in mind that they are tested on the play, not the movie. Students will take notes of the differences as they watch the film. **(NCTE 3.6.2 Generate meaning from multimedia, NCTE 4.5 Candidate engages students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written, and/or visual forms)**

- **Write a Letter to the director** (20 minutes)
  - Students will write about how the two versions of the ending of *Romeo and Juliet* differ. They will write the affects the differences have on the story. The students must also note how they envisioned the play and how that differed from what was presented in the film. How did Shakespeare's tone and his use of imagery affect how you envisioned the characters and events?
  - Students will write this assignment in the form of a letter of request, inquiry, or complaint. They will ask questions and comment on the film.
  - Students must keep their audience, a professional director, in mind; therefore, they must write as though they were really going to send this letter to Luhrmann.

- **Act 5 Reader's Log** (10 minutes)
  - Students will complete their Act 5 reader's log. This will include students' three summaries and personal responses for scenes one through three, one review comprehension worksheet, and a list of vocabulary sentences (see attached).

- **Family Feud Review Game** (15 minutes)
  - Students will break up into their "families" to compete in a game of Family Feud.
  - The winning team will receive five points extra credit on their test.
    (NCTE 4.2 Aligns curriculum goals and teaching strategies with the organization of the classroom environments and learning experiences, NCTE 4.3 Integrates interdisciplinary teaching strategies and materials into the teaching and learning process for students)

Assessment (APS 3):

- Analyze the effect of the **author's craft** (including **tone** and the use of **imagery**, **flashback**, **foreshadowing**, **symbolism**, **irony**, and **allusion**) on the meaning of literary **texts**. (E1-1.5)

  - Students will have to think about how they envisioned the play in their minds as they read. They will have to reflect on Shakespeare's use of tone and imagery and how their mental pictures from the play differed from Luhrmann's video.
  - Students will see how Shakespeare and Luhrmann's every decision impacts the play. This will be apparent after students compare his play to a modified version of the play in film form. Students will submit a letter to Luhrmann questioning his decisions. This letter will count as a quiz grade (100 Points). See Rubric.

- Create responses to literary **texts** through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts). (E1-1.6)
  - The letter will be a written work that requires students to reflect on the play and the film. They will have to express their likes and dislikes of both. It will serve as a way for students to question Shakespeare and Luhrmann's decisions and the effects of those decisions.
  - The personal responses in the Reader's log (one test grade) are worth twenty points out of one hundred. The students must reflect on Act 5, scene 3 and ask questions, make predictions, and share comments.

- Create informational pieces (for example, letters of request, inquiry, or complaint) that use language appropriate for the specific **audience**. (E1-5.1)
  - Students will practice questioning an author. They write must write professionally and in the proper letter format. They must write as though they were going to send their letter to Luhrmann.
  - The piece of writing must be in a letter format. It needs to have a greeting and a closing, as well as be factual and organized.
  - The letter to the director will show that students can identify the differences between the play and the film, meaning they comprehend Act 5, scene 3, understand the scenes leading up to it, and can compare and contrast it to something else.
    (NCTE 4.10 Integrates Assessments – Criteria, Interpretation, Student Responsibility, Explanation)

Possible Adaptations for This Unit (APS 5, 6):

- Students could write a letter to Shakespeare asking him why he made the decisions he made. They could also question some of his decisions and comment on the play as a whole.
- Students could direct their own version of *Romeo and Juliet* and say what they would change from the play.
- Students could watch more of the movie, instead of simply watching the end of Act 5, scene 3.
- Students could trade letters and then answer the letter as though they were the director.

Follow-Up Lessons/Activities (APS 7)

- Students will take their *Romeo and Juliet* unit test the following class period.
- Students will turn in the Act 4 and Act 5 reader's logs before taking their test next period.

Letter to Baz Luhrmann, director of *Romeo + Juliet* (1996)

- Students will write other pieces of writing that require them to analyze their audience.
- Students will need to know how to write letters for their Night unit.

Reflections on Curriculum and Instruction (APS 5,6,7):

Students analyzed Shakespeare's craft and its effects to fulfill South Carolina state standard E1-1.5. Students did this by writing about the ending of the play *Romeo and Juliet*; this also met state standard E1-1.6 because students responded in writing. Because they responded in letter form, this met standard E1-5.1 as well. Students wrote a letter to the director of the film *Romeo + Juliet*, Baz Luhrmann. In this letter, they had to write about how they envisioned Shakespeare's version of the play. They had to include examples of imagery and tone to support why they envisioned the play the way they did. They then had to compare it to the modern film adaptation. They had to identify differences, say which version they preferred, and question the director about his decisions. This required students to identify details from both the play and the film. They then had to talk about the effects of the differences. This helped students realize how every decision an author or director makes impacts the overall story.

Students got into a state of flow by writing the letter to the director. By watching the film, reading they play, and acting out scenes, the students experienced Shakespeare's tale in three different modalities, making it an appropriate challenge for all students. Similarly, by writing a letter, students felt competent and in control; this was not an overwhelming format. Students could write in first person, but still had to remember that they were writing to a professional. They had to use formal language and create the proper tone. The film was modern and the director is current; therefore, the students felt more personally connected to this version. The information about the play, such as imagery and tone, had been slowly scaffolded as we went through the play. The assignment was also scaffolded; as the students watched the film version, they were to take notes about how the play differed. Then, the students elaborated on those differences in their letter. The assignment focused on the immediate experience; it was completed in about fifteen minutes. Similarly, the students had something tangible at the completion.

Students also entered a state of flow while we played the "Family Feud" review game. The game incorporated a social element as well as utilized the more capable peer because the teams were made up of a variety of different intelligences. It also reinforced the idea of the feud between the Capulets and the Montagues. There was a healthy amount of competition because the winners received extra credit points on their test; this made students eager to participate and answer accurately. The game and television show *Family Feud* was relevant to the students, and they enjoyed playing a game instead of simply completing a review sheet. The review game also showed students how much they have really learned about *Romeo and Juliet*. It increased their confidence prior to taking the exam and completing the Facebook assignment.

Greeting	5 Points	
Closing	5 Points	
Organized	10 Points	
Professionally written	15 points	
Identify at least **four** differences between the play and the film	20 Points	
Describe the **effects** of those differences on the viewer/reader	15 Points	
Describe how Shakespeare's use of imagery and tone helped you create a mental picture of the play	15 Points	
Explain whether or not the film matched your visual interpretation of the play	15 Points	
Total	**100 Points**	

Day 16

Acts 1 through 5 Test (90 minutes)

Reflection:

The students did very well on this exam. I tested students primarily on plot, characterization, figurative language, and vocabulary. I made sure that the questions on the exam focused on the objectives I wanted to meet. This formal test was unable to test whether or not students could relate the play to their lives which was why having the Facebook assignment was so important. Naturally, this assignment did not create the same amount of flow as the Facebook project. It was interesting that many students did not receive high scores on this exam, but did received very high grades on the Facebook page. This proves that some students perform better on creative assessments because they put more effort into tangible products. Many students want to be able to see a more real-life application of their knowledge which is why the literary enterprise can be such an accurate assessment of student ability.

Romeo and Juliet Test(150 Points) Name _____
Acts 1 & 2 Date _____ Period _____

Matching – Match the character from *Romeo and Juliet* to the description of each.

_____1. Prince Escalus a. fiery cousin of Juliet
_____2. Friar Laurence b. Juliet's father
_____3. Lady Montague c. started the street fight with fellow servant, Gregory
_____4. Mantua d. lost her own daughter and took care of Juliet
_____5. Benvolio e. was slated to be married to Paris
_____6. Lord Capulet f. servant of Romeo
_____7. Romeo g. the setting of the play nestled in the hills of Italy
_____8. Nurse h. Juliet's mother
_____9. Balthazar i. a relative of the prince and friend of Romeo
_____10. Samson j. Ruler of Verona
_____11. Juliet k. suitor of Juliet – asked her father for her hand in marriage
_____12. Lord Montague l. nephew of Montague
_____13. Rosaline m. was concerned for his son's well-being
_____14. Mercutio n. Romeo's spiritual teacher
_____15. Lady Capulet o. Romeo's mother
_____16. Apothecary p. servant to the Nurse
_____17. Verona q. is heartsick over a girl he cannot have
_____18. Tybalt r. sells medicine/drugs due to his poverty
_____19. Paris s. location of Romeo's banishment
_____20. Peter t. denies Romeo's love

Matching II – Match the word with the definition of each.

_____21. adversary a. a witty remark
_____22. anguish b. to tolerate
_____23. disposition c. wedding; marriage
_____24. kinsman d. relative
_____25. envious e. natural attitude toward things
_____26. jest f. jealous
_____27. nuptial g. foe or enemy
_____28. quarrel h. to shake with a slight shivering motion out of fear
_____29. endure i. dispute; verbal clash
_____30. quivering j. extreme pain or distress

True/False – Write True or False beside the appropriate statement.

_____ 31. Rosaline told Romeo that she did not want to be with him because she wanted to keep her vow of chastity.
_____ 32. In the opening scene, Prince Escalus says that anyone who disturbs Verona again will be banished.
_____ 33. Tybalt wants to kill Romeo because he thinks that Romeo is at the party to meet his cousin Juliet.

_____ 34. The prologue creates a sense of fate because the readers learn about Romeo and Juliet's inescapable death.
_____ 35. Capulet wants Tybalt to remove Romeo from the party.
_____ 36. Paris is a Capulet.
_____ 37. Romeo went to the party only so that he could see Juliet.
_____ 38. Romeo and Juliet get married the day after they met.
_____ 39. Friar Laurence agrees to marry Romeo and Juliet because he believes it will end their families' feuds.
_____ 40. The Nurse is a very intelligent woman who is highly respected.

Fill in the blank – Complete the sentence with the appropriate word.
41. In the prologue, the _____ is the voice that gives us the background for the play.
42. _____ tells the fighters "If you ever disturb our streets again, Your lives shall pay the forfeit of the peace."
43. _____ convinces Romeo to go to the Capulet party to meet new girls.
44. _____ is always interrupting everyone's conversations.
45. _____ talks of Queen Mab when Romeo mentions a dream he had.
46. Romeo and his friends escape detection at the party because they are wearing _____.

Multiple Choice – Choose the correct answer and write the letter in the corresponding blank.
_____ 47. What starts the first fight in Act 1 scene 1?
a) Mercutio makes fun of Tybalt. b) a servant "bites his thumb"
c) Romeo attends the Capulet party. d) The Nurse accidently calls a Montague a mean name.
_____48. When Lady Capulet tells Juliet of the plans to marry Paris, how does Juliet feel?
a) She is ready to leave the house b)She is not old enough yet
c) She'll marry only if it's Romeo d) She is happy to marry a rich, powerful man
_____49. Romeo and Juliet fall in love:
a) from the balcony and the orchard b) at the Capulet party
c) in Friar Laurence's cell d) after Sir Capulet introduces them in the streets of Verona
_____50. In the famous "balcony scene," when Juliet says "That which we call a rose/ By any other word would smell as sweet," (2.2.44-45) what does she mean?
a) Romeo is as sweet as a rose. b) Names are meaningless; they are assigned arbitrarily.
c) Paris is nothing like Romeo. d) Romeo doesn't deserve to be called a rose.
_____51. Why does Romeo hate his own name?
a) Because his "name" is Juliet's enemy.
b) Because, admit it, it sounds dumb.
c) Because it prevents Rosaline from loving him.
d) Because people will be able to identify him if he returns to Verona.
_____ 52. Who interrupts Romeo and Juliet's conversation?
a) Benvolio b) the Nurse c) Juliet's mom d) Romeo's dad
_____53. Which characters were most in favor of fighting?

a) Benvolio and Romeo b) Mercutio and Romeo c) Mercutio and Tybalt d) Benvolio and Tybalt

_____54. **In the beginning of the play, originally** Lord Capulet says Juliet should marry Paris
a) Tuesday b) Wednesday c) in two years d) in six months

_____55. When Romeo first sees Juliet at the party:
a) he is afraid to speak to her because he knows she is a Capulet.
b) she reminds him of Rosaline.
c) he falls in love at first sight
d) he goes to tell Benvolio how beautiful she is

_____56. What initially caused the feud between the Montagues and the Capulets?
a) Romeo crashed the Capulet feast. b) The Montagues and Capulets are of different races.
c) They both want to rule Verona. d) The reason is unknown.

_____57. The prologue tells the readers about everything except:
a) the families' feud b) how the lead characters will die
c) Romeo and Juliet's names c) how long the play will last

_____58. William Shakespeare's theater was called:
a) The Wooden G b) The Globe Theater c) Shakespeare's World d) Universal Studios

_____59. The poor people that stood throughout the entire play because they couldn't afford better seats were called:
a) Standers b) Groundlings c) Penny-payers d) Spectators

_____60. Audiences knew what type of play was being performed in Shakespeare's theater by the color of the:
a) door b) billboard c) ticket d)flag

Quotes – Name the character who spoke each quotation. Each character is used only once. Some characters will not be used at all.

Romeo Nurse Montague Tybalt Capulet Benvolio Mercutio
Friar Laurence Juliet Lady Capulet Lady Montague Paris Prince Escalus

61. _____ "My name, dear saint, is hateful to myself because it is an enemy to thee."
62. _____ "Compare her [Rosaline's] face with some that I shall show, and I will make thee think thy swan a crow"
63. _____ "Faith, I can tell her age unto an hour."
64. _____ "In one respect I'll they assistant be; for this alliance may so happy prove to turn your household's rancor into pure love."
65. _____ "O, be some other name belonging to a man. What's in a name?."
66. _____ "If ever you disturb our streets again, your lives shall pay the forfeit of the peace."
67. _____ "She hath not seen the change of fourteen years; let two more summers wither in their pride ere we may think her ripe to be a bride."

68. _____ "Well, think of marriage now. Younger than you, here in Verona, ladies of esteem are already mothers."

Literary Elements – Using the word bank, write the correct literary element for each statement. Each term is used only once. Some terms will not be used at all.

Alliteration foreshadowing allusion oxymoron dramatic irony pun theme setting couplet iambic pentameter personification

69._____ "we'll not carry coals… for then we should be colliers… and we be in choler…"
70. _____ Love, feuds, and death are discussed in the prologue.
71. _____"feather of lead, bright smoke, cold fire, sick health…"
72. _____"With Cupid's arrow she hath Dian's wit."
73. _____Romeo says that he dreams that the night's events will lead to his untimely death.
74. _____The Capulet servant who gives Romeo the invitation list doesn't know that he is speaking to the only son of his master's enemy, Montague.
75. _____ Verona and Mantua, the orchard, the balcony, the party, Friar's cell…

Acts 3 & 4
Matching – Match the word with the definition of each.

_____1. mortal	a. argue; debate; oppose; quarrel
_____2. slain	b. pass, move, or climb down
_____3. exile	c. medicine or treatment that cures a disease
_____4. dispute	d. clothes
_____5. descend	e. killed
_____6. fickle	f. banish
_____7. haste	g. speed; excessive eagerness
_____8. attire	h. grudge; to annoy or offend
_____9. spite	i. fatal; causing death; human
_____10. remedy	j. someone who changes their mind frequently

True/False – Write True or False beside the appropriate statement.
11._____Juliet takes the potion on Tuesday night.
12._____Benvolio disapproves of the marriage of Romeo and Juliet.
13._____Romeo is banished from Mantua.
14._____As a part of Friar's plan, Juliet refuses to marry Paris.
15._____Lady Capulet discovers Juliet "dead" in bed.
16. _____Friar Laurence wants the potion to actually kill Juliet.
17. _____As a result of taking the potion, Juliet dies.
18. _____Mercutio killed Tybalt.

Fill in the blank – Complete the sentence with the appropriate word.
19. Romeo thought he loved _____ until he saw _____ at the Capulet party.
20. _____ killed _____ so _____ killed _____.
21. _____ and _____ help Romeo and Juliet meet after their wedding.
22. Romeo is banished to _____.
23. _____ tells Juliet she must marry _____ or live out on the streets.

Multiple Choice – Choose the correct answer and write the letter in the corresponding blank.
24. _____ Romeo refuses to accept Tybalt's challenge to fight because:
a) Romeo is a poor fighter b) He is too lovesick
c) Romeo is trying to obey the prince d) Tybalt is now Romeo's relative
25. _____ Juliet feels _____ when the nurse suggests she marry Paris and forget about Romeo.
a) encouraged b) confused c) betrayed d) understanding
26. _____ Juliet is afraid to the take the potion because she worries:
a) She may never wake up. b) Romeo may be unable to get her.
c) She may see ghosts. d) All of the above.
27. _____ Which event is **NOT** a turning point in the play:
a) Romeo spends the night with Juliet. b) Romeo kills Tybalt.
c) Juliet is ordered to marry Paris. d) Juliet meets Romeo at Friar Laurence's cell.
28. _____ Who tells the Prince what happened during the fight between Romeo, Tybalt, and Mercutio?
a) Tybalt b) Romeo c) Peter d) Benvolio
29. ____What is Juliet's **FIRST** reaction upon hearing that Romeo killed Tybalt.
a) She feels that Romeo has fooled her with his handsome appearance.
b) She feels thankful that Romeo was not hurt.
c) She understands Romeo had to defend himself.
d) She is glad because she didn't like Tybalt anyway.
30. _____ As Juliet encounters more conflicts and problems, how does her character change?
a) She runs away from her problems.
b) She becomes more self-confident and pushes away her elders.
c) She agrees to do what her parents and Nurse ask of her.
d) She becomes emo and decides to stop talking all together.
31. _____ The jesting and puns shared among Peter and the musicians after Juliet's "death" are an example of:
a) dramatic irony b) rising action c) comic relief d) humorous interjection
32. _____After Juliet's "death," the musicians:
a) cry over the loss b) are mad they don't get to go to a fun party
c) sing Peter a sad song d) decide they will play Juliet's favorite song at her funeral
33. _____ How long will Juliet stay asleep?
a) 2 hours b) 1 day c) 2 days d) 3 days
34. _____ The deaths of Mercutio and Tybalt and the banishment of Romeo would most likely be seen as the:

a) climax b) exciting force c) conclusion d) exposition
35. _____ Before drinking the potion, Juliet:
a) requests that she be left alone to pray. b) has fearful second thoughts about the plan.
c) prepares a dagger in case the potion fails to work. d) all of the above
36. _____ Mercutio's dying curse:
a) is babble from a dying man. b) releases Tybalt from punishment
c) causes the prince to banish Romeo d) places blame on both the Capulets and the Montagues

Literary Elements – Using the word bank, write the correct literary element for each statement. Each term is used only once. Some terms will not be used at all.

Foreshadowing Allusion Oxymoron Dramatic irony Iambic pentameter
Personification Imagery Couplet Pun Onomatopoeia

37. _____ "Good King of Cats, nothing but one of your nine lives"
38. _____ Tybalt is unaware that he is now related to Romeo.
39. _____"Beautiful tyrant! Fiend angelica! Dove-feathered raven! Wolvish-ravening lamb!"
40. _____ "Methinks I see thee, now thou are so low, as one dead in the bottom of a tomb. Either my eyesight fails, or thou look'st pale."
41. _____ Five sets of unstressed and stressed syllables.
42. _____ "Death is my son-in-law, Death is my heir; My daughter he hath wedded"
43. _____ "I would thou wert so happy by the stay –
To hear shirft. Come, madam, let's away"

Quotations – Name the character who spoke each quotation. Each character is used only once. Some characters will not be used at all.

Nurse Mercutio Romeo Juliet Lord Capulet Lady Capulet Paris
Friar Laurence Benvolio Balthasar Montague Lady Montague

44._____"I do protest I never injured thee, but love thee better than thou canst devise…"
45. _____"O look! Methinks I see my cousin's ghost seeking out Romeo, that did spit his body upon a rapier's point."
46. _____"Do not deny that you love me."
47. _____"I must needs wake you. Lady! Lady! Lady! Alas, alas! Help, help! My lady's dead!"
48. _____"Take thou this vial, being then in bed, And this distilling liquor drink thou off…"
49. _____ "A plague a'both your houses! They have made worm's meat of me. I have it, and soundly to. Your houses!"
50. _____ "O noble prince, I can discover all the unlucky manage of this fatal brawl."

51. _____"I tell thee what – get thee to church a'Thursday or never after look me in the face"
52. _____ "O me, o me! My child, my only life!"

Act 5

Matching – Match the character from *Romeo and Juliet* to the description of each.

_____1. flatter a. tiresome; boring
_____2. immortal b. to praise too much
_____3. consent c. to give approval
_____4. prosperous d. exempt from death; destined to be remembered forever
_____5. tedious e. favorable; marked by success

True/False – Write True or False beside the appropriate statement.

_____6. The Capulet/Montague feud will never end.
_____7. Friar John was **unable** to deliver the letter because he fell asleep.
_____8. Paris thinks Romeo is at the Capulet vault to rescue Juliet.
_____9. Romeo does **not** fulfill Paris' dying wish.
_____10. The Friar is imprisoned for his actions.

Multiple Choice – Choose the correct answer and write the letter in the corresponding blank.

11. _____ Who tells Romeo the news of Juliet's "death?"
a) Friar Laurence b) Friar John c) Balthazar d) Beatrice
12. _____ Why is Friar Laurence's letter unable to reach Romeo?
a) a fire b) the plague c) the rain d) sleeping sickness
13. _____ Why does the apothecary sell Romeo the poison?
a) He is shady. b) He is poor.
c) He likes to break the law. d) He doesn't know or care about Romeo.
14. _____ Who is at Juliet's tomb when Romeo arrives?
a) Friar John b) Friar Laurence c) Lord Capulet d) Paris
15. _____ What was Paris' last request?
a) To live. b) To be laid near Juliet.
c) To be poisoned instead of stabbed. d) To kiss Juliet once more.
16. _____ When Juliet wakes up, what does the Friar say he will do with her?
a) He will give her a poison that will really kill her. b) He will send her to Mantua.
c) He will tell everyone the plan was all his idea. d) He will make her a nun.
17. _____ What does Lord Montague say before he sees Romeo's dead body:
a) That he has had a heart attack
b) That Lady Montague has died
c) That he doesn't care what happens to Romeo
d) That he knows about the marriage of Romeo and Juliet
18. _____ What do Montague and Capulet do after the death of their children?
a) Blame each other b) Blame the Friar
c) Build monuments d) Hug each other

Extra Credit Essay – Complete for 10 extra points (no penalty for not completing)
When Juliet goes to Friar Laurence in search of a solution to her problem, he devises a plan. Describe the plan in four steps. How successful was his plan?

Modernizing *Romeo and Juliet* through Literary Enterprises to Produce Flow

Mark Twain once said "If you hold a cat by the tail, you learn things you cannot learn any other way." At first glance, this quotation seems like a strange one for a high school English teacher to choose as her teaching motto. There is no teacher involved in this quotation to educate the child about felines and their behavior, but this quotation is still appropriate for the high school classroom. As a teacher, I want to provide my students with learning opportunities, but make the students active participants in their own learning. I want to provide real-world activities and have students apply their knowledge to something innovative yet practical. That is just what I have done in my unit "An Engaging Literary Enterprise for William Shakespeare's Romeo and Juliet: Modernizing the Renaissance: Feuds, Love, and Sorrow in Romeo and Juliet and the 2011 Classroom." After carefully scaffolding the necessary background information for my students, I left it up to them to create their own meaning. The student is the only one who knows every detail of their life, and therefore, it is up to him or her to connect the material to that life. Just as the student holding the cat by the tail learned a valuable lesson, the students need to be free to make mistakes in order to learn from them. If the teacher is ever-present this learning opportunity cannot occur.

I applied this teaching philosophy to a class of thirty ninth grade students. While teaching this class William Shakespeare's *Romeo and Juliet,* I had students complete a number of playful literary enterprises within a classroom "construction zone." Literary enterprises, first coined by Frank Smith in 1988, are culminating assignments that assess students' learning in creative, fun ways. Within this construction zone, my freshmen students took their knowledge and applied it to something new to leave the students with something tangible they could be proud of. Because it was a construction zone, there was room for error and correction. As opposed to a typical test,

the enterprises allow for creativity as they are graded to see what the students know, not penalized for what they do not. My approach for teaching Shakespeare was to scaffold the reading to make it less intimidating and to activate prior knowledge to allow students to relate to the story being told. Most high school students dread reading Shakespeare because they believe it to be too challenging. They cannot see its relevance, but the goal for my unit was for students to find ways to relate to the story's enduring themes of romance, familial strife, and feuding. *Romeo and Juliet* is a fitting play to teach to high school students because once they see that it is a love story between two people whose parents disapprove, they see just how relatable this Renaissance tale is. By presenting Shakespeare's play from a modern perspective, students were able to see passed Shakespeare's language and relate to the tragic love story.

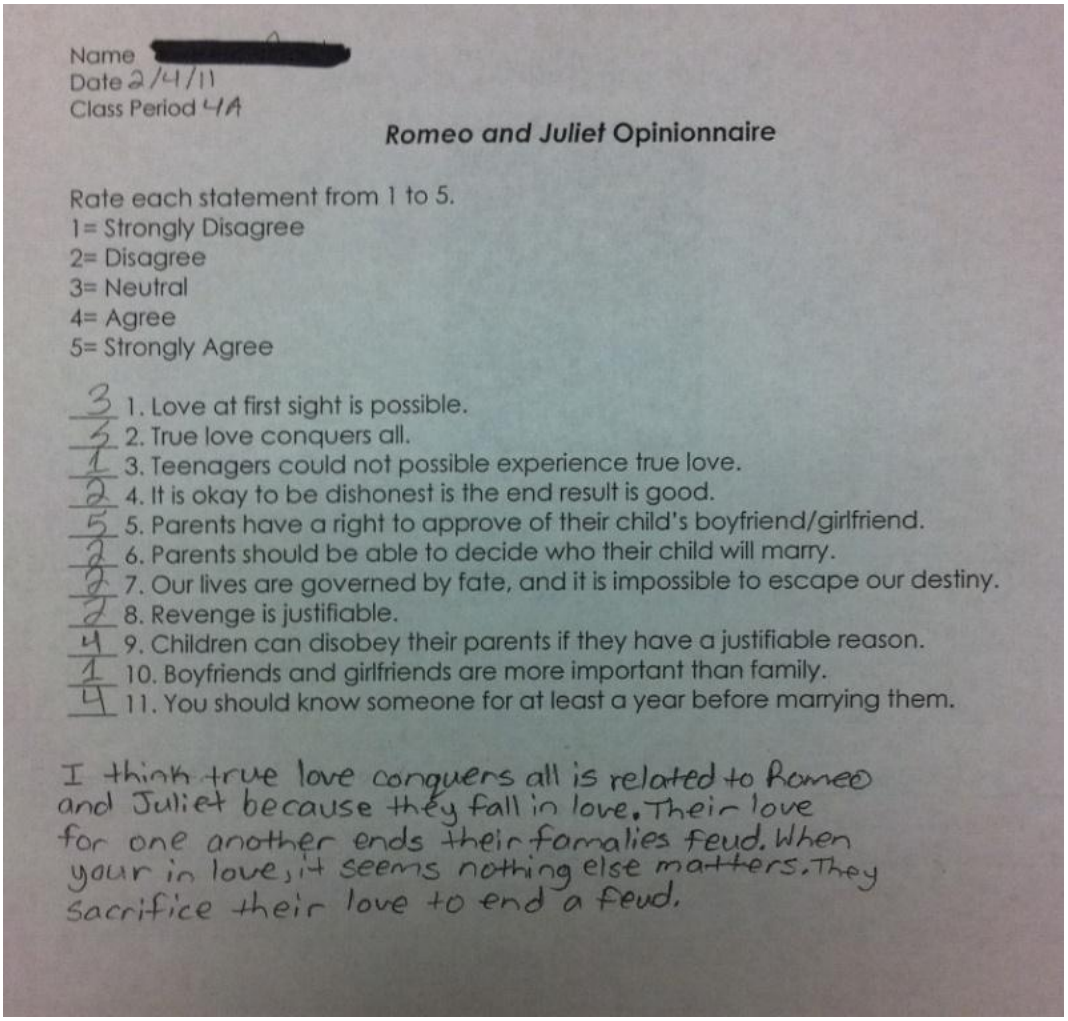
My main goal throughout this unit was to get students so enveloped by their work so that they entered a state of "flow." Smith and Wilhelm (2006) refer to flow as a state of being where students are so focused on their work that they are not distracted, even by friends or outside-of-school hobbies. Certain activities encourage flow when the students feel competent and in control, they have appropriate challenges as everything is scaffolded, they are provided with clear goals and immediate feedback in the form of comments and grades, and their assignments focus on the immediate experience and incorporate social elements. Students are more likely to enter flow when they are working on engaging literary enterprises because they have the opportunity to connect their experiences and ideas to the texts they read. They do not have to fear one "correct" response as every student's response to the text is different and equivalent. This enforces their feelings of control and competence. Teaching *Romeo and Juliet* is an excellent text to prove this point because it is easy for adolescents to relate to.

Because my objectives required students to connect the content to their lives, it was necessary for me to understand the makeup of my classroom. While I taught two classes of academy English 1, two classes of college-prep English 1, and two classes of college-prep English 4, I focused my research on my 4A class of 9th grade CP English 1. I was teaching in a rural community where the majority of my class was Caucasian. Within the class I researched, two students were Hispanic; this was the extent of the diversity. Of the class, 13 were boys and 14 were girls, made up of ages fourteen to fifteen. While there may not have been much apparent diversity, it was important for me to keep in mind that no two students are the same, and that each student had different experiences that would shape their education and ability to learn and appreciate Shakespeare.

Because my philosophy of education was constructivist in nature, I had to work backwards in my planning. The end result of the unit would be the final literary enterprise, the Facebook page project. For the Facebook Page, the students pick a character from *Romeo and Juliet* and make a Facebook for that character. For every decision they made on the page, they had to include a rationale. This forced students to focus specifically on the characterization developed throughout the play and to practice making inferences. It forced students to think deeper about the characters and how these characters would act outside of the context of the play. They then applied this information by creating a Facebook page where they used their imaginations to decide what songs their character would listen to or Facebook friends would be. The students had a number of in-process enterprises that lead up to this project. Two of the many in-process enterprises included the Figurative Language Valentines and the Romeo Versus Tybalt Debate. These enterprises carefully scaffolded the information and skills necessary to complete the Facebook page. All of the enterprises allowed students to apply their knowledge by

creating meaningful texts and to enter into a state of flow. I was able to determine whether or not students entered into a state of flow through analysis of student artifacts and participant observations.

Students were able to see how relevant the story of *Romeo and Juliet* really is from the first day when the story was introduced by completing the introductory opinionnaire. This worksheet has a number of themes that are relevant in *Romeo and Juliet*, but the students did not yet realize this to be the case because they completed the opinionnaire before ever opening the play. The students shared their opinions on ideas like love at first sight, a parent's right to decide who their child marries, and revenge. This activity got students eager to read the play because it activated their prior knowledge and connected the play to their schema. Students enjoyed sharing their opinions and felt a sense of control because they are the experts on their own opinions. They began a challenging play with a feeling of competence. They were able to share their opinions in pairs and then with the class, which got students engaged because of the social element involved in discussion. Moreover, they got immediate feedback when they saw which of their classmates agreed or disagreed with their opinion. Once the students discussed the statements, they chose one of the statements and wrote a free-write paragraph about how this statement may relate to *Romeo and Juliet*. This paragraph required students to connect the statement to their prior knowledge, as well as connect the statement to their prior knowledge about Shakespeare and his play *Romeo and Juliet*. It required students to make predictions as well, piquing their curiosity about the play. Artifacts 1A and 1B, below, are two student-completed opinionnaires. These artifacts show that students were able to make predictions about a play they had never read before and were able to activate prior knowledge that would make reading the play easier.



Name [redacted]
Date 2/4/11
Class Period 4A

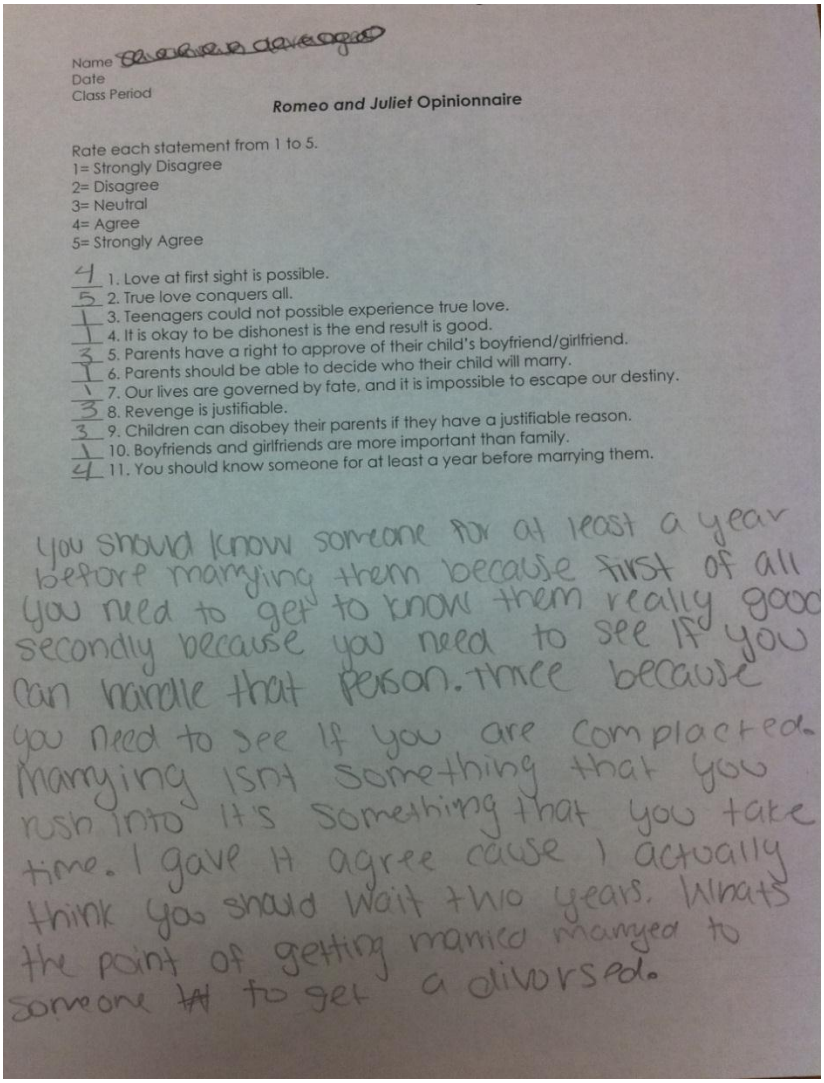
Romeo and Juliet Opinionnaire

Rate each statement from 1 to 5.
1= Strongly Disagree
2= Disagree
3= Neutral
4= Agree
5= Strongly Agree

3 1. Love at first sight is possible.
5 2. True love conquers all.
1 3. Teenagers could not possible experience true love.
2 4. It is okay to be dishonest is the end result is good.
5 5. Parents have a right to approve of their child's boyfriend/girlfriend.
2 6. Parents should be able to decide who their child will marry.
2 7. Our lives are governed by fate, and it is impossible to escape our destiny.
2 8. Revenge is justifiable.
4 9. Children can disobey their parents if they have a justifiable reason.
1 10. Boyfriends and girlfriends are more important than family.
4 11. You should know someone for at least a year before marrying them.

I think true love conquers all is related to Romeo and Juliet because they fall in love. Their love for one another ends their famalies feud. When your in love, it seems nothing else matters. They sacrifice their love to end a feud.

Artifact 1A



Name [redacted]
Date
Class Period

Romeo and Juliet Opinionnaire

Rate each statement from 1 to 5.
1= Strongly Disagree
2= Disagree
3= Neutral
4= Agree
5= Strongly Agree

4 1. Love at first sight is possible.
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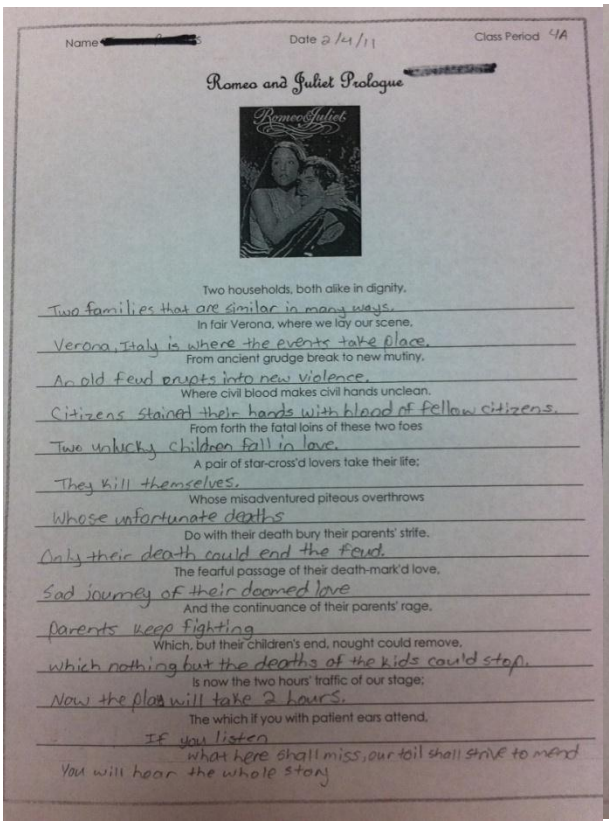
3 5. Parents have a right to approve of their child's boyfriend/girlfriend.
1 6. Parents should be able to decide who their child will marry.
1 7. Our lives are governed by fate, and it is impossible to escape our destiny.
3 8. Revenge is justifiable.
3 9. Children can disobey their parents if they have a justifiable reason.
1 10. Boyfriends and girlfriends are more important than family.
4 11. You should know someone for at least a year before marrying them.

You should know someone for at least a year before marrying them because first of all you need to get to know them really good secondly because you need to see if you can handle that person. three because you need to see if you are complacted. marrying isn't something that you rush into it's something that you take time. I gave it agree cause I actually think you should wait two years. Whats the point of getting married married to someone if to get a divorsed.

Artifact 1B

Following the opinionnaire, students were introduced to *Romeo and Juliet* with the prologue handout, Artifacts 2A and 2B, below. This handout required students to translate each line of the prologue. This assignment was crucial in the scaffolding of this play. The students had to feel confident translating the play. I was extremely careful to model the first few lines. I then asked for volunteers to translate line by line, utilizing the more capable peer. I do not believe that flow was created in completing this assignment, but I would still conduct this activity in the same manner because of how important it is in the scaffolding of the unit. I felt that the activity needed to be completed with me, so as not to overwhelm struggling readers. I also wanted them

to be able to see that you don't have to go line by line to understand what Shakespeare is trying to convey. In both Artifact 2A and 2B, the students take long lines of poetry and condense them into short, easy to read phrases. They were successfully able to translate Shakespeare's language into modern, simple language.

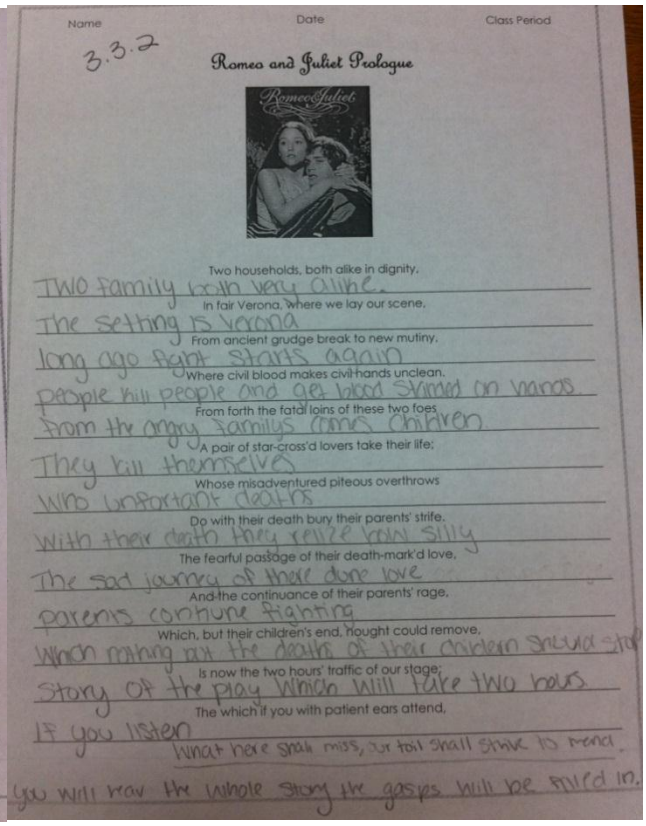


Name [redacted] Date 2/4/11 Class Period 4A

Romeo and Juliet Prologue [redacted]

Two households, both alike in dignity.
Two families that are similar in many ways.
In fair Verona, where we lay our scene,
Verona, Italy is where the events take place.
From ancient grudge break to new mutiny,
An old feud erupts into new violence.
Where civil blood makes civil hands unclean.
Citizens stained their hands with blood of fellow citizens.
From forth the fatal loins of these two foes
Two unlucky children fall in love.
A pair of star-cross'd lovers take their life;
They kill themselves.
Whose misadventured piteous overthrows
Whose unfortunate deaths
Do with their death bury their parents' strife.
Only their death could end the feud.
The fearful passage of their death-mark'd love,
Sad journey of their doomed love
And the continuance of their parents' rage,
Parents keep fighting
Which, but their children's end, nought could remove,
which nothing but the deaths of the kids could stop.
Is now the two hours' traffic of our stage;
Now the play will take 2 hours.
The which if you with patient ears attend,
If you listen
What here shall miss, our toil shall strive to mend.
You will hear the whole story

Artifact 2A



Name Date Class Period

3.3.2

Romeo and Juliet Prologue

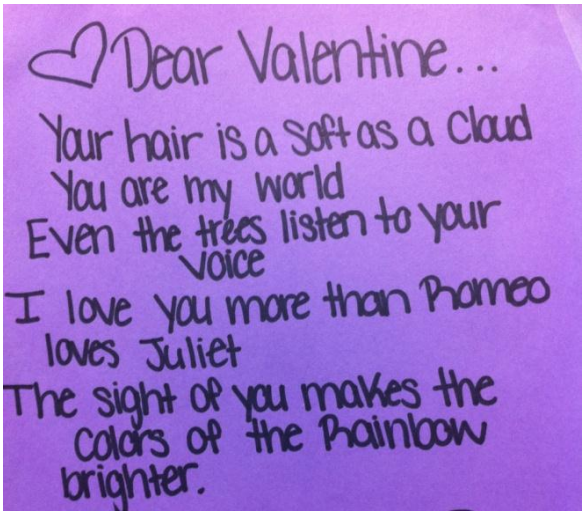
Two households, both alike in dignity.
Two family both very alike
In fair Verona, where we lay our scene,
The setting is Verona
From ancient grudge break to new mutiny,
long ago fight starts again
Where civil blood makes civil hands unclean.
people kill people and get blood stained on hands
From forth the fatal loins of these two foes
from the angry families comes children
A pair of star-cross'd lovers take their life;
They kill themselves
Whose misadventured piteous overthrows
who important deaths
Do with their death bury their parents' strife.
with their death they realize how silly
The fearful passage of their death-mark'd love,
The sad journey of their done love
And the continuance of their parents' rage,
parents continue fighting
Which, but their children's end, nought could remove,
Which nothing but the death of their children should stop
Is now the two hours' traffic of our stage;
story of the play which will take two hours
The which if you with patient ears attend,
If you listen
What here shall miss, our toil shall strive to mend.
You will hear the whole story the gasps will be saved in.

Artifact 2B

It was enormously important that the students understood the prologue as it not only introduces the play, but summarizes it from start to finish. My main point was to get students to be angry with Shakespeare for "giving away the ending." I used the prologue to show students that they already know how to summarize the play. The prologue was better than SparkNotes! I was extremely dramatic while explaining this point. I told them that by reading the prologue alone they could at least pass half of the final exam. They already knew the plot and how it is going to end, as well as the major themes. The students were now able to focus their energy on

the journey it took to reach this ending. Furthermore, I connected the prologue to the opinionnaire. From day one it was easy to see how many of the statements from the opinionnaire were themes of the play. The students could already see the themes of love, feuds, and parental disapproval, and they already felt confident talking about these ideas from their work with the opinionnaire. I was very pleased with the scaffolding that occurred on the first day of the unit because I believe it set up the rest of the unit for success.

One such place where this scaffolding proved successful was in the Figurative Language Valentine assignment. Students read Romeo's poetic language in the balcony scene and then in Shakespeare's Sonnet 130. I read Sonnet 130 to the class which affected the student-produced Valentines more than I expected. I anticipated that the class would create Valentines but that would look like stereotypical love poems; however, students were extremely creative and mimicked Sonnet 130 instead. Artifact 3A *(not shown because it contained student identifying features*) is an example of how students entertained themselves by creating humorous valentines that still met all of the same objectives. The students struggled to look passed the fact that Shakespeare was, in fact, being complimentary to the Dark Lady, but regardless, they were still able to picture Shakespeare's vivid imagery. They either chose to mimic Shakespeare's love poetry from *Romeo and Juliet* or mimic Shakespeare's blatant honesty in Sonnet 130. Students successfully proved that they were able to utilize figurative language. They proved they were able to use and understand metaphors, similes, allusions, and imagery, as evident in Artifacts 3B and 3C, which chose the traditional valentine approach.



Artifact 3B

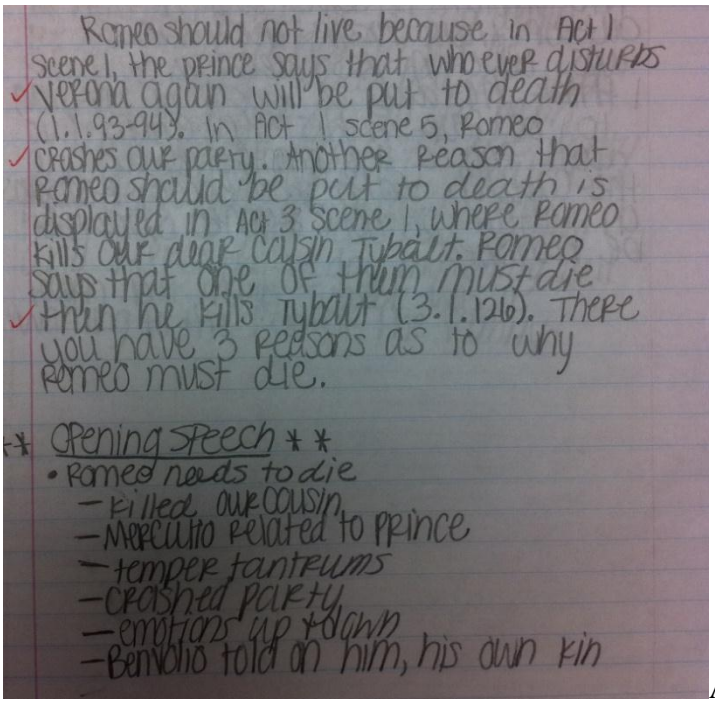
Artifact 3C

I scaffolded the assignment by identifying types of figurative language in the play, Sonnet 130, and in the modern song, "Firework" by Katy Perry. I know students got into a state of flow while completing the valentines because of the excitement I heard in the classroom. While each student had to turn in their own valentine, the students worked in groups to write their poems. I did not tell them to collaborate, but they were so excited about what they were doing that they shared their ideas with their peers. This made the activity a social one and also allowed students to utilize a more capable peer for ideas. The students were also able to see that

figurative language is not only used in Shakespeare's flowery language, but even in modern music that students could relate to. The students were allowed to write their letter to whomever they'd like and that gave them the control to create whatever mood they wanted. The students also enjoyed the creative and artistic aspects of the activity. The assignment did not take a long time to complete which allowed them to have rather immediate feedback and focus on the immediate experience. Artifact 3C shows how students went above and beyond on this assignment and decorated their valentine. This student even took the time to type it because she was so proud of the text she produced. The students had a tangible product, a meaningful text that they were proud of.

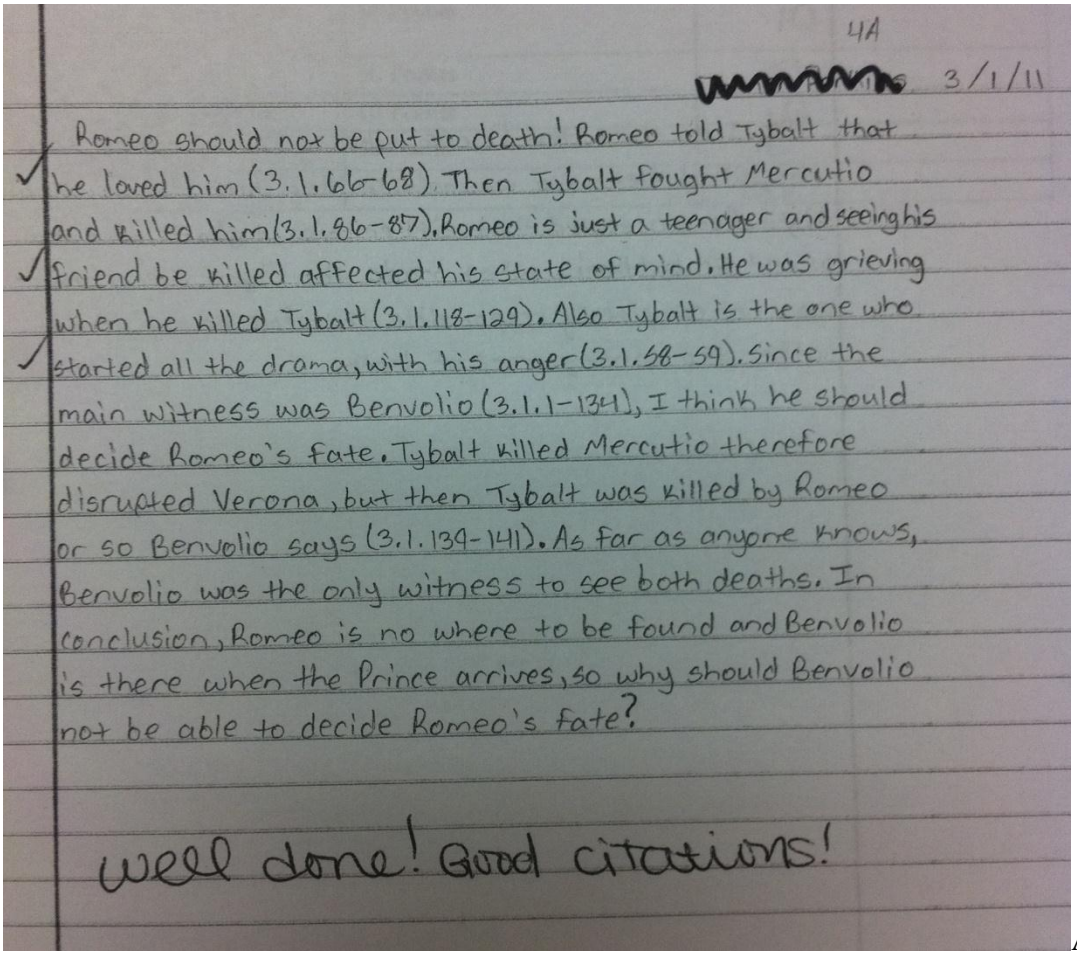
Another assignment that left students with a meaningful text they could share with others was the Romeo versus Tybalt Debate. The students had to critique Prince Escalus' decision to banish Romeo and use the *Romeo and Juliet* text as evidence for their reasoning. I think that because I told the students that they had to persuade me to take their side that they actually enjoyed looking through the text for evidence. The students did not know who would be a part of the debate so they wanted to be as prepared as possible and also wanted to have enough evidence so that their team would win. Winning the debate was the immediate positive feedback the students were searching for. I think in any other situation, teaching in-text documentation would be difficult to make interesting, but the students really wanted to be able to prove their point, so they wanted Shakespeare's words to back up their argument. Artifacts 4A, 4B, and 4C show that students used in-text documentation to both cite their sources and support their argument. Their persuasive paragraphs were very convincing and well written as a result. This is evident in the artifacts. Their points are elaborate and clever; they took what they knew about the text and dug deeper to convince their audience of their side.

Students really enjoyed the debate aspect of the assignment. I chose four students from each "family" to participate. The activity was very social because the students could collaborate with the other students in their family. It also allowed the students in the debate to gain evidence from a more-capable peer. Students that were not assigned to speak during the debate were frantically raising their hands, whispering points, and cheering for their "family members." This proves that they entered into a state of flow during this activity; the artifacts show the quality of work students submit after having flow. If I could do this assignment differently, I would come up with a way to have more of the class participate in the actual verbal debate.


Romeo should not live because in Act 1 scene 1, the prince says that who ever disturbs Verona again will be put to death (1.1.93-94). In Act 1 scene 5, Romeo crashes our party. Another reason that Romeo should be put to death is displayed in Act 3 scene 1, where Romeo kills our dear cousin Tybalt. Romeo says that one of them must die then he kills Tybalt (3.1.126). There you have 3 reasons as to why Romeo must die.

** Opening Speech **
- Romeo needs to die
  - Killed our cousin
  - Mercutio related to prince
  - temper tantrums
  - crashed party
  - emotions up + down
  - Benvolio told on him, his own kin

Artifact 4A



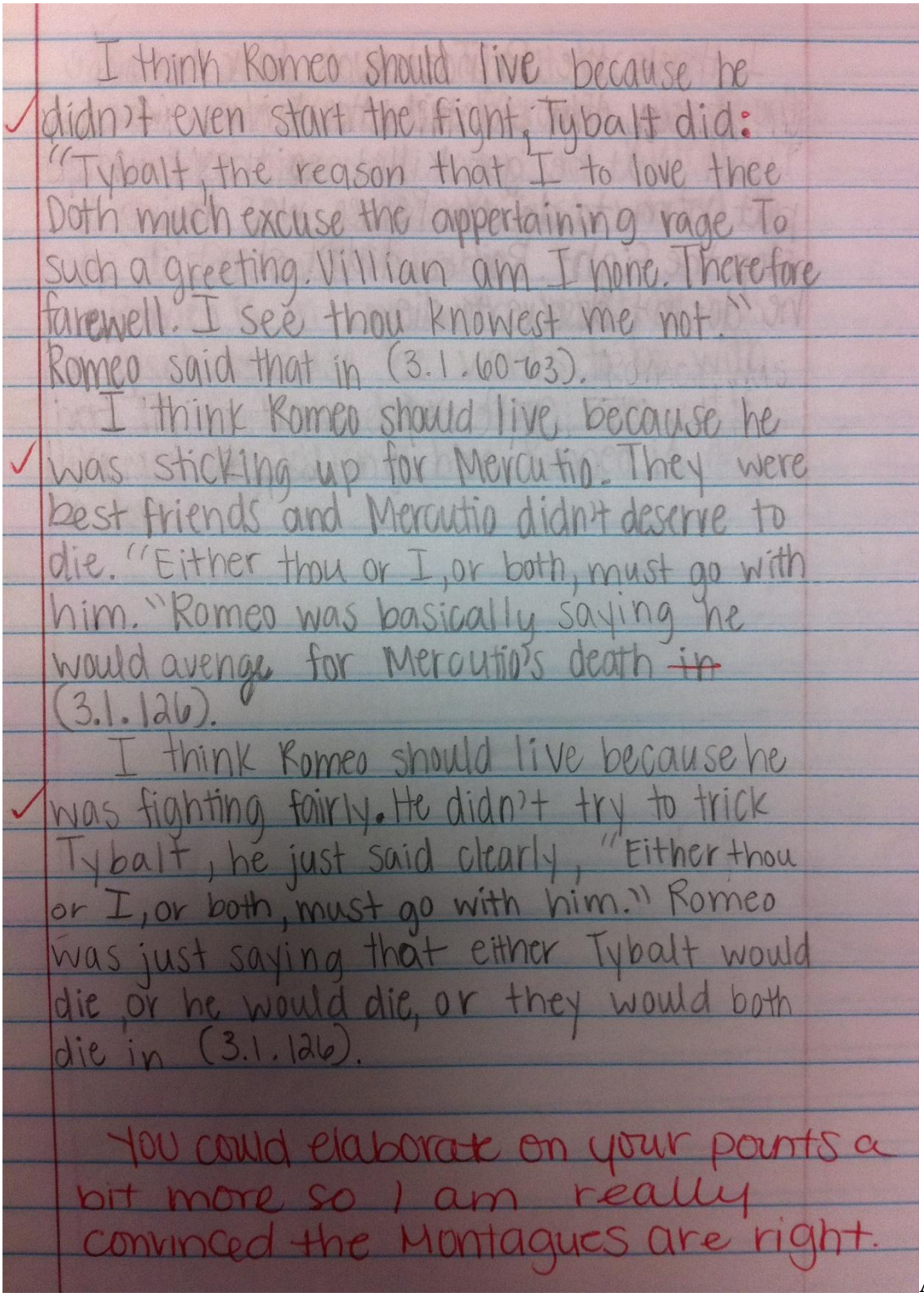
4A

3/1/11

Romeo should not be put to death! Romeo told Tybalt that he loved him (3.1.66-68). Then Tybalt fought Mercutio and killed him (3.1.86-87). Romeo is just a teenager and seeing his friend be killed affected his state of mind. He was grieving when he killed Tybalt (3.1.118-129). Also Tybalt is the one who started all the drama, with his anger (3.1.58-59). Since the main witness was Benvolio (3.1.1-134), I think he should decide Romeo's fate. Tybalt killed Mercutio therefore disrupted Verona, but then Tybalt was killed by Romeo or so Benvolio says (3.1.139-141). As far as anyone knows, Benvolio was the only witness to see both deaths. In conclusion, Romeo is no where to be found and Benvolio is there when the Prince arrives, so why should Benvolio not be able to decide Romeo's fate?

well done! Good citations!

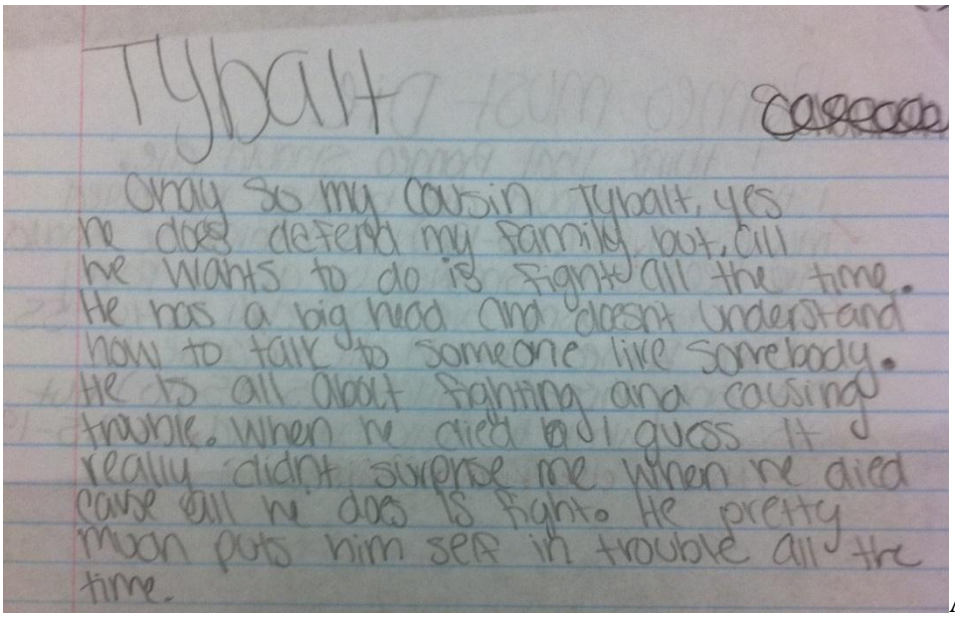
Artifact 4B



Artifact 4C

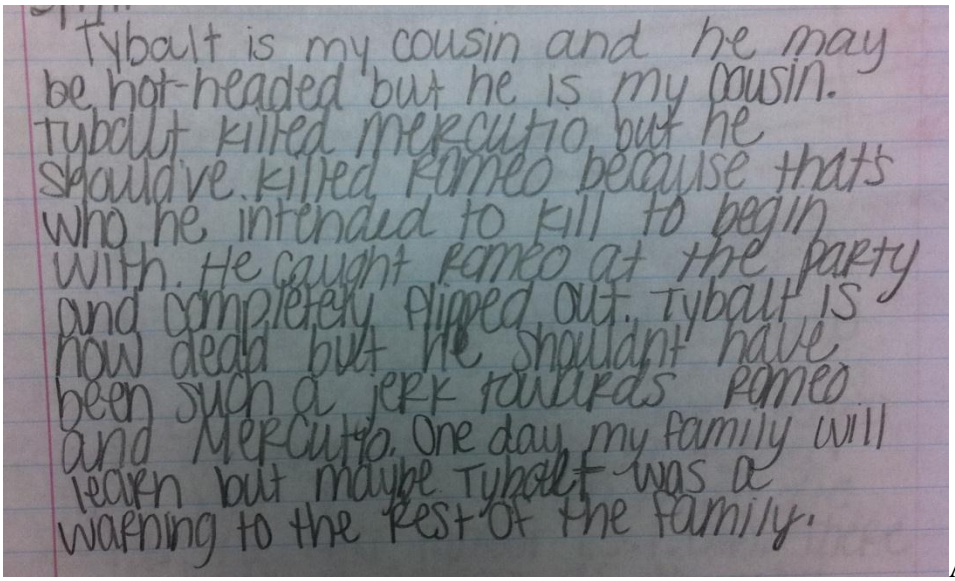
I scaffolded this assignment by first having students write about either Romeo or Tybalt, depending on which family they were in. The students needed to feel connected to their character

in order to be able to properly defend them in the debate. They also needed to be able to "get into character." To do so, they needed to realize that they were defending a family member. I told them to think about their own family members and how they would defend one of them if their life hung in the balance. This also connected the activity to their lives. They felt invested into this character from Shakespeare's play; this is clear in artifacts 5A, 5B, and 5C. In these artifacts, students write in first person and prove that they can relate to the play as though they were actually a part of it. This better prepared them to write as a character on their Facebook page.

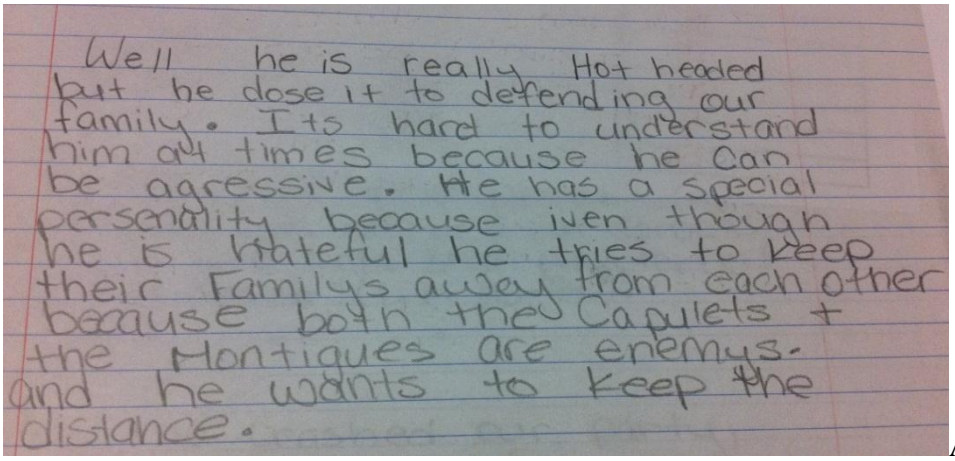

Tybalt

Okay so my cousin Tybalt, yes he does defend my family but, all he wants to do is fight all the time. He has a big head and doesnt understand how to talk to someone like somebody. He is all about fighting and causing trouble. When he died I guess it really didnt surprise me when he died cause all he does is fight. He pretty much puts him self in trouble all the time.

Artifact 5A

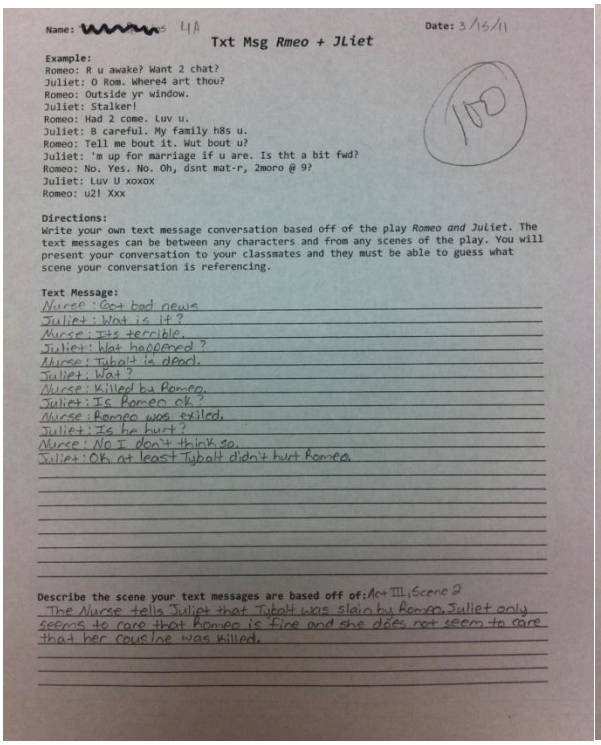

Tybalt is my cousin and he may be hot-headed but he is my cousin. Tybalt killed Mercutio but he should've killed Romeo because thats who he intended to kill to begin with. He caught Romeo at the party and completely flipped out. Tybalt is now dead but he shouldnt have been such a jerk towards Romeo and Mercutio. One day my family will learn but maybe Tybalt was a warning to the rest of the family.

Artifact 5B


Well he is really Hot headed but he dose it to defending our family. Its hard to understand him at times because he can be agressive. He has a special personality because iven though he is hateful he tries to keep their Familys away from each other because both the Capulets + the Montigues are enemys. and he wants to keep the distance.

Artifact 5C

All of these in-process assessments led up to the final assessment, the Facebook page. The debate helped students learn to be persuasive; this was necessary in the Facebook rationale to convince viewers why certain decisions were made. The day the Facebook assignment as introduced, I began class with the *Romeo and Juliet* text message assignment. In this project, students had to create a text message conversation between characters in the play. The conversation had to clearly summarize a particular scene or part of a scene. The students were successful at accomplishing this task as evident by artifacts 6A, 6B, and 6C. I introduced this assignment immediately before the Facebook page because I wanted the students to see that it was easy to modernize Shakespeare's Renaissance play. The text messaging assignment went over very well with the class. They enjoyed applying a summary of the play to something creative and different. The students had to write summaries for each scene on their reader's logs so they felt very comfortable doing this. The students are more than confident in their text messaging ability. They frequently write in text message form on formal assignments and I take points off. They enjoyed being able to write in this way without penalty. The students entered a state of flow because they could focus on the immediate experience and share their ideas with their classmates. They received immediate feedback because many students presented their text messages to the class and some students shared their humorous conversations with their peers. Artifacts 6A, 6B, and 6C prove that students can take Shakespeare's challenging, verbose language and not only understand it, but simplify it. These artifacts show how funny and creative the students can be while applying their Shakespeare knowledge to something modern. By the time I introduced the final project, the students felt confident applying the characters and story of *Romeo and Juliet* to other formats.



Name: [redacted] 4A Date: 3/15/11

Txt Msg *Rmeo + JLiet*

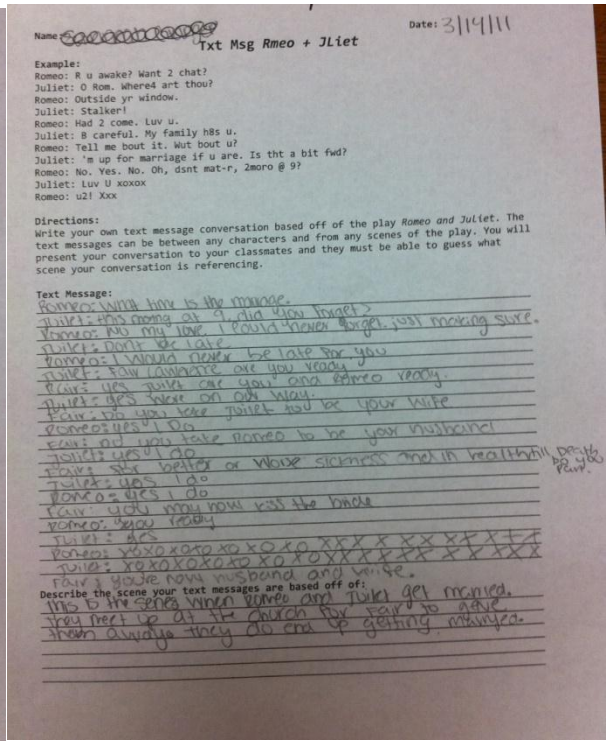
Example:
Romeo: R u awake? Want 2 chat?
Juliet: O Rom. Where4 art thou?
Romeo: Outside yr window.
Juliet: Stalker!
Romeo: Had 2 come. Luv u.
Juliet: B careful. My family h8s u.
Romeo: Tell me bout it. Wut bout u?
Juliet: 'm up for marriage if u are. Is tht a bit fwd?
Romeo: No. Yes. No. Oh, dsnt mat-r, 2moro @ 9?
Juliet: Luv U xoxox
Romeo: u2! Xxx

Directions:
Write your own text message conversation based off of the play *Romeo and Juliet*. The text messages can be between any characters and from any scenes of the play. You will present your conversation to your classmates and they must be able to guess what scene your conversation is referencing.

Text Message:
Nurse: Got bad news
Juliet: Wat is it?
Nurse: Its terrible.
Juliet: Wat happened?
Nurse: Tybalt is dead.
Juliet: Wat?
Nurse: Killed by Romeo.
Juliet: Is Romeo ok?
Nurse: Romeo was exiled.
Juliet: Is he hurt?
Nurse: No I don't think so.
Juliet: Oh at least Tybalt didn't hurt Romeo.

Describe the scene your text messages are based off of: Act III, Scene 2
The Nurse tells Juliet that Tybalt was slain by Romeo. Juliet only seems to care that Romeo is fine and she does not seem to care that her cousine was killed.

Artifact 6A



Name: [redacted] Date: 3/14/11

Txt Msg *Rmeo + JLiet*

Example:
Romeo: R u awake? Want 2 chat?
Juliet: O Rom. Where4 art thou?
Romeo: Outside yr window.
Juliet: Stalker!
Romeo: Had 2 come. Luv u.
Juliet: B careful. My family h8s u.
Romeo: Tell me bout it. Wut bout u?
Juliet: 'm up for marriage if u are. Is tht a bit fwd?
Romeo: No. Yes. No. Oh, dsnt mat-r, 2moro @ 9?
Juliet: Luv U xoxox
Romeo: u2! Xxx

Directions:
Write your own text message conversation based off of the play *Romeo and Juliet*. The text messages can be between any characters and from any scenes of the play. You will present your conversation to your classmates and they must be able to guess what scene your conversation is referencing.

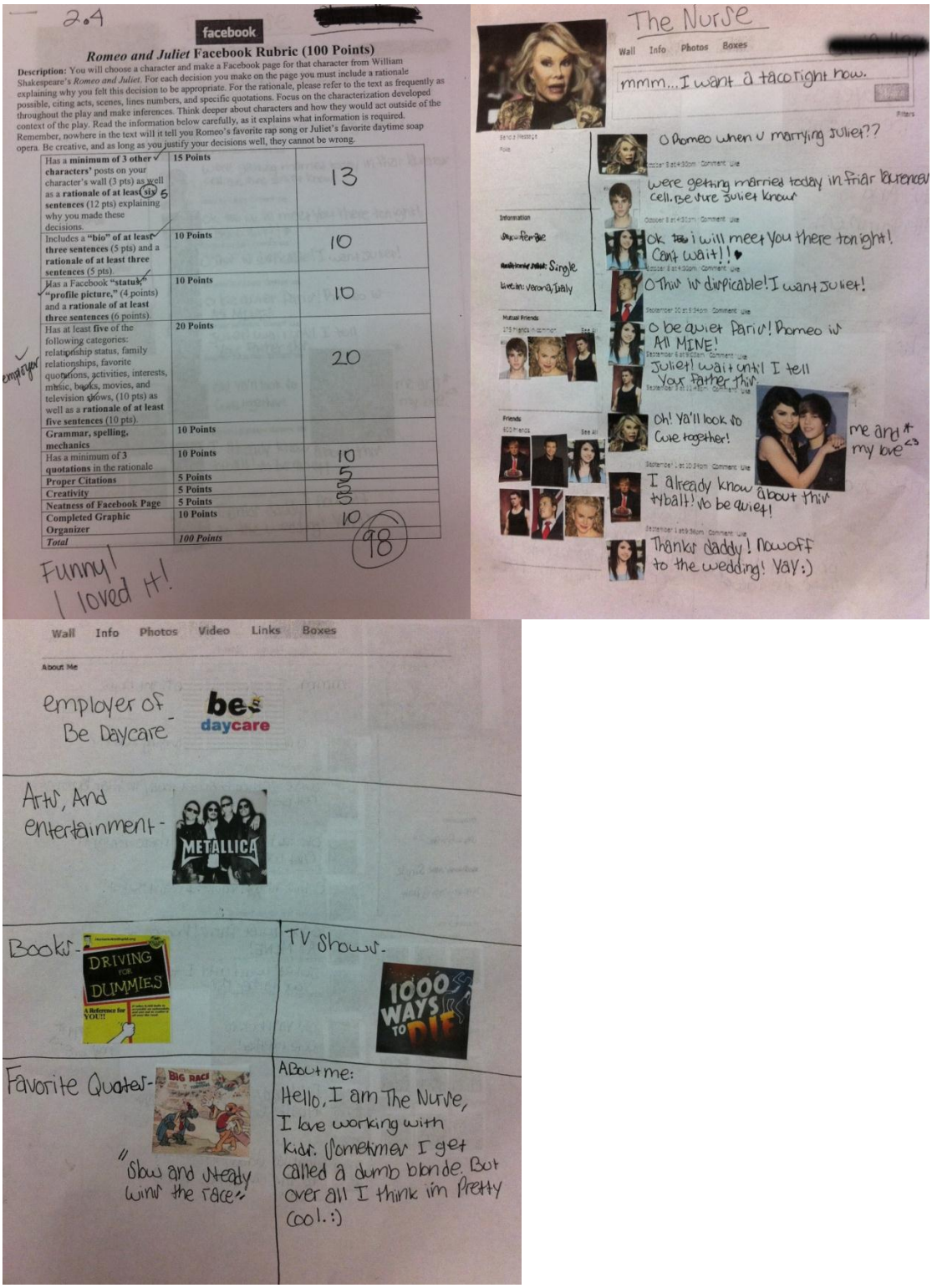
Text Message:
Romeo: What time is the marriage.
Juliet: this morning at 9 did you forget?
Romeo: No my love I could never forget, just making sure.
Juliet: Don't be late
Romeo: I would never be late for you
Juliet: Fair Lawrence are you ready
Paris: yes sir! car you and Romeo ready.
Juliet: yes I'm on my way.
Fair: do you take Juliet and be your wife
Romeo: yes I do
Fair: do you take Romeo to be your husband
Juliet: yes I do
Fair: for better or worse sickness and in health
Juliet: yes I do
Romeo: yes I do
Fair: you may now kiss the bride
Romeo: you ready
Juliet: Ack
Romeo: xoxoxox

this way. The Facebook assignment was a good way for all students to present the information they knew about *Romeo and Juliet*. Students who had a very solid understanding of the play were able to apply this knowledge in a very creative way. Artifacts 7A, 7B, and 7C are all very creative examples of this assignment. Students who struggled while reading *Romeo and Juliet* were able to document what they did understand. Unlike traditional tests, the Facebook project allowed students to show what they did learn instead of being penalized for what they did not know.

I think I could have introduced the Facebook page assignment in a simpler way. I think some of the students were overwhelmed by the project, so I should have broken it up into smaller parts. I felt that the graphic organizer would help scaffold the assignment, but when combined with the rationale, students became overwhelmed. The project was an appropriate challenge, but with so much information given to them at once, they did not believe it to be so. When I assign this project again I will explain the Facebook page and the graphic organizer, but I will save the rationale for later. The students didn't realize that the graphic organizer directly translated into the rationale; this prevented them from focusing on the immediate experience. Once students got started, however, they were able to successfully complete the graphic organizer. I scaffolded the organizer by going over qualities of each character as class. This utilized the more capable peer. Once the students had qualities about the characters they actually enjoyed hunting for ways to prove why that character would like a certain song or television show. They saw the assignment as a scavenger hunt. The students received immediate feedback when they found a passage that supported their inference. They did not realize they were writing both a research and persuasive paper within their rationale. They thought they were simply explaining the decisions they made on their Facebook page.

Similarly, some students created very humorous representations of their characters, proving they can look beyond the text to make inferences about how a character would act in the twenty-first century. Artifact 7A completed the assignment using the Nurse's character. This student knew qualities about the Nurse, like her eccentric behavior, and created an appropriate Facebook status: "MMMM… I want a taco right now." She knew that the Nurse was easily distracted and at times, a bit random, making this a funny, but appropriate comment. Through humor, this student proved her understanding of the play, and acknowledged Shakespeare's use of comic relief. Artifact 7C also incorporates the Nurse's silly personality in the Nurse's wall post to Juliet: "You're prettier than a butterfly flapping in the wind." These students created entertaining Facebook pages, but were able to defend these decisions using the text in their rationale. Artifact 7B focused attention of the Friar in an equally interesting way. This student acknowledges that we do not know a great deal of information about the Friar's personality so this student made generalizations about information he knew about friars in general. He relates his page back to the play through the dialogue on the Facebook wall. Like artifacts 7A and 7B, this student put a humorous, creative twist on the Friar's character. I believe that the humor these students exhibited proves that they entered a state of flow. Humor and creativity require a deeper level of understanding and more focused attention. Artifacts 7A, 7B, and 7C of the Facebook pages and rationales show the hard work students put into these meaningful texts.

Artifact 7A



2.4

facebook [redacted]

Romeo and Juliet Facebook Rubric (100 Points)

Description: You will choose a character and make a Facebook page for that character from William Shakespeare's *Romeo and Juliet*. For each decision you make on the page you must include a rationale explaining why you felt this decision to be appropriate. For the rationale, please refer to the text as frequently as possible, citing acts, scenes, lines numbers, and specific quotations. Focus on the characterization developed throughout the play and make inferences. Think deeper about characters and how they would act outside of the context of the play. Read the information below carefully, as it explains what information is required. Remember, nowhere in the text will it tell you Romeo's favorite rap song or Juliet's favorite daytime soap opera. Be creative, and as long as you justify your decisions well, they cannot be wrong.

Has a **minimum of 3 other characters'** posts on your character's wall (3 pts) as well as a **rationale of at least six sentences** (12 pts) explaining why you made these decisions.	**15 Points**	13
Includes a **"bio" of at least three sentences** (5 pts) and a **rationale of at least three sentences** (5 pts).	**10 Points**	10
Has a Facebook **"status," "profile picture,"** (4 points) and a **rationale of at least three sentences** (6 points).	**10 Points**	10
Has at least **five** of the following categories: relationship status, family relationships, favorite quotations, activities, interests, music, books, movies, and television shows, (10 pts) as well as a **rationale of at least five sentences** (10 pts).	**20 Points**	20
Grammar, spelling, mechanics	**10 Points**	
Has a minimum of 3 **quotations** in the rationale	**10 Points**	10
Proper Citations	**5 Points**	5
Creativity	**5 Points**	5
Neatness of Facebook Page	**5 Points**	5
Completed Graphic Organizer	**10 Points**	10
Total	***100 Points***	98

employer

Funny! I loved it!

The Nurse

Wall Info Photos Boxes [redacted]

mmm... I want a taco right now.

O Romeo when u marrying Juliet??

were getting married today in friar laurences cell. Be sure Juliet know

Ok i will meet you there tonight! Can't wait!!

O This is dispicable! I want Juliet!

O be quiet Paris! Romeo is All MINE!

Juliet! wait until I tell your father this.

Oh! Ya'll look so cute together!

me and my love <3

I already know about this tybalt! so be quiet!

Thanks daddy! Now off to the wedding! Yay:)

Information

Single

Live in: Verona, Italy

Mutual Friends

Friends

Wall Info Photos Video Links Boxes

About Me

employer of Be Daycare - be daycare

Arts, And entertainment - METALLICA

Books - DRIVING FOR DUMMIES

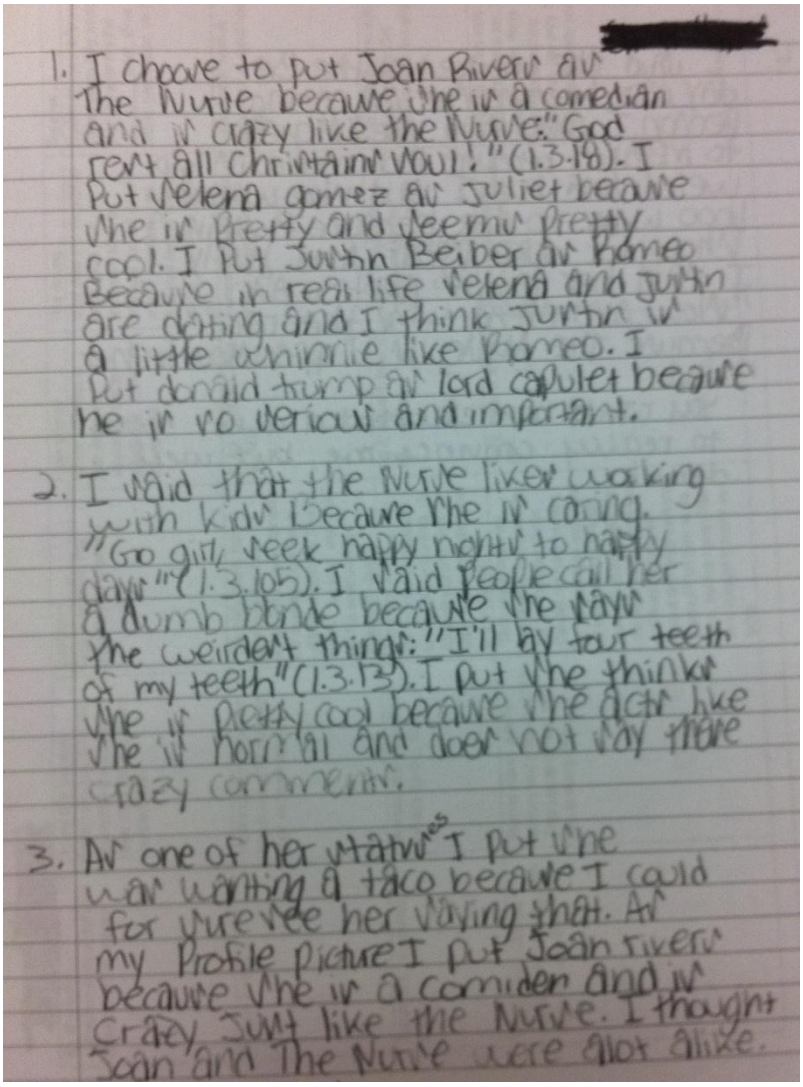
TV Shows - 1000 WAYS TO DIE

Favorite Quotes - BIG RACE

"Slow and steady wins the race"

About me:

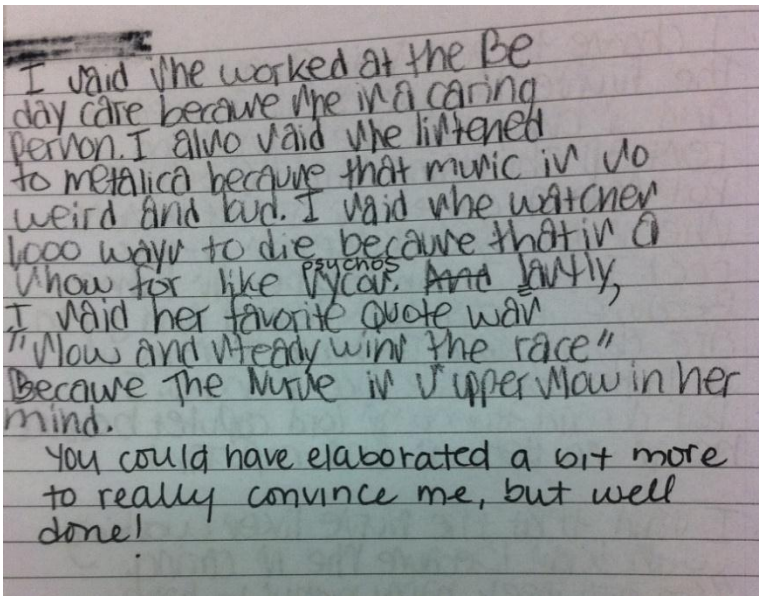
Hello, I am The Nurse, I love working with kids. Sometimes I get called a dumb blonde. But over all I think im Pretty cool.:)



1. I choose to put Joan Rivers as The Nurse because she is a comedian and is crazy like the Nurse: "God rest all Christians soul!" (1.3.98). I Put Selena gomez as Juliet because she is Pretty and seems Pretty cool. I Put Justin Beiber as Romeo Because in real life Selena and Justin are dating and I think Justin is a little whinnie like Romeo. I Put donald trump as lord capulet because he is so serious and important.

2. I said that the Nurse likes working with kids because she is caring. "Go girl, seek happy nights to happy days" (1.3.105). I said people call her a dumb blonde because she says the weirdest things: "I'll lay four teeth of my teeth" (1.3.13). I put she thinks she is pretty cool because she acts like she is hot all and does not say these crazy comments.

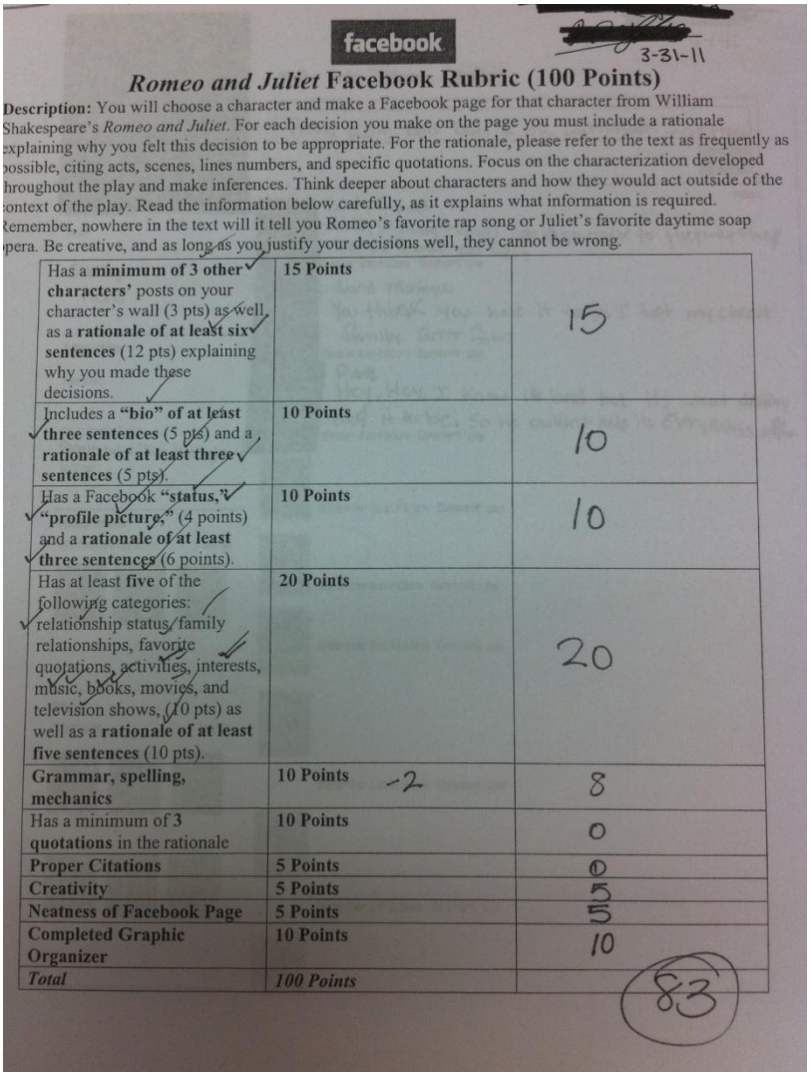
3. As one of her statuses I put she was wanting a taco because I could for sure see her saying that. As my Profile Picture I put Joan Rivers because she is a comiden and is crazy just like the Nurse. I thought Joan and The Nurse were alot alike.



I said she worked at the Be day care because she is a caring person. I also said she listened to metalica because that music is so weird and bad. I said she watched 1000 ways to die because that is a show for like psychos. And lastly, I said her favorite quote was "Slow and steady wins the race" Because The Nurse is super slow in her mind.

You could have elaborated a bit more to really convince me, but well done!

Artifact 7B



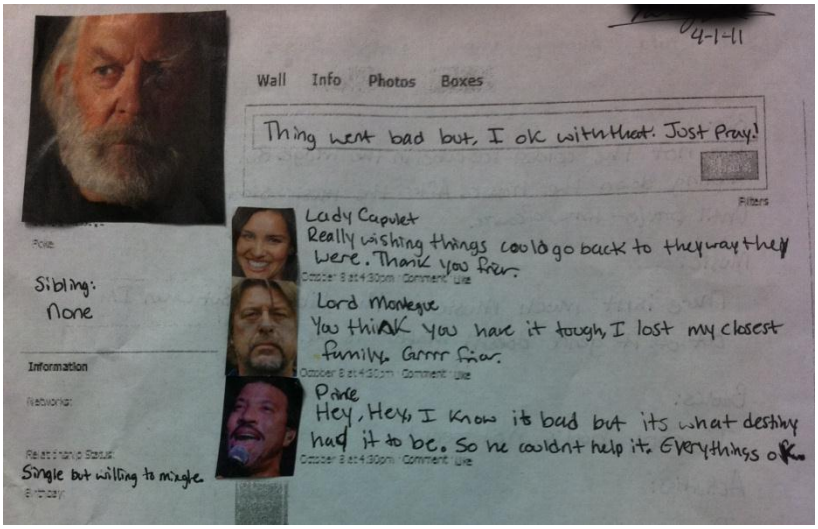
facebook

[redacted] 3-31-11

***Romeo and Juliet* Facebook Rubric (100 Points)**

Description: You will choose a character and make a Facebook page for that character from William Shakespeare's *Romeo and Juliet*. For each decision you make on the page you must include a rationale explaining why you felt this decision to be appropriate. For the rationale, please refer to the text as frequently as possible, citing acts, scenes, lines numbers, and specific quotations. Focus on the characterization developed throughout the play and make inferences. Think deeper about characters and how they would act outside of the context of the play. Read the information below carefully, as it explains what information is required. Remember, nowhere in the text will it tell you Romeo's favorite rap song or Juliet's favorite daytime soap opera. Be creative, and as long as you justify your decisions well, they cannot be wrong.

Has a **minimum of 3 other characters'** posts on your character's wall (3 pts) as well as a **rationale of at least six sentences** (12 pts) explaining why you made these decisions.	**15 Points**	15
Includes a **"bio" of at least three sentences** (5 pts) and a **rationale of at least three sentences** (5 pts).	**10 Points**	10
Has a Facebook **"status," "profile picture,"** (4 points) and a **rationale of at least three sentences** (6 points).	**10 Points**	10
Has at least **five** of the following categories: relationship status, family relationships, favorite quotations, activities, interests, music, books, movies, and television shows, (10 pts) as well as a **rationale of at least five sentences** (10 pts).	**20 Points**	20
Grammar, spelling, mechanics	**10 Points** -2	8
Has a minimum of **3 quotations** in the rationale	**10 Points**	0
Proper Citations	**5 Points**	0
Creativity	**5 Points**	5
Neatness of Facebook Page	**5 Points**	5
Completed Graphic Organizer	**10 Points**	10
Total	***100 Points***	83



4-1-11

Wall Info Photos Boxes

Thing went bad but, I ok with that. Just Pray!

Filters

Sibling: None

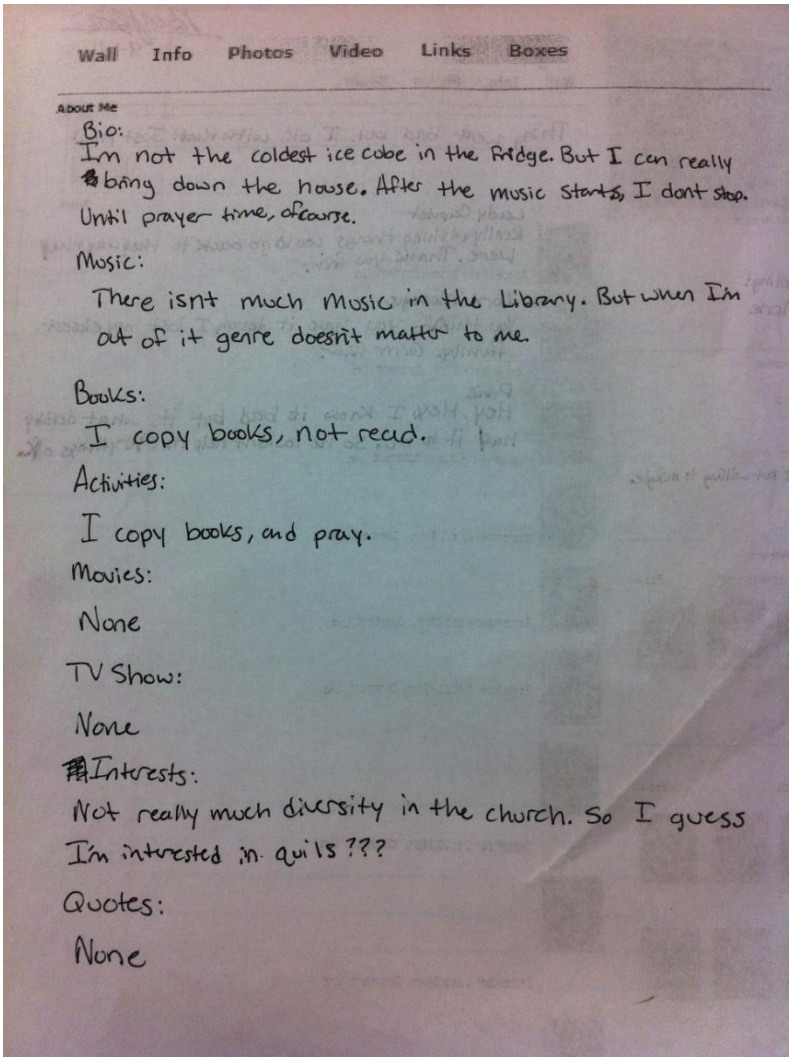
Information

Relationship Status: Single but willing to mingle

Lady Capulet
Really wishing things could go back to the way they were. Thank you Friar.
October 3 at 4:30pm · Comment · Like

Lord Montague
You think you have it tough, I lost my closest family. Grrrr Friar.
October 3 at 4:30pm · Comment · Like

Friar
Hey, Hey, I know its bad but its what destiny had it to be. So he couldnt help it. Everythings ok.
October 3 at 4:30pm · Comment · Like



Wall Info Photos Video Links Boxes

About Me

Bio:
I'm not the coldest ice cube in the fridge. But I can really bring down the house. After the music starts, I don't stop. Until prayer time, ofcourse.

Music:
There isn't much music in the Library. But when I'm out of it genre doesn't matter to me.

Books:
I copy books, not read.

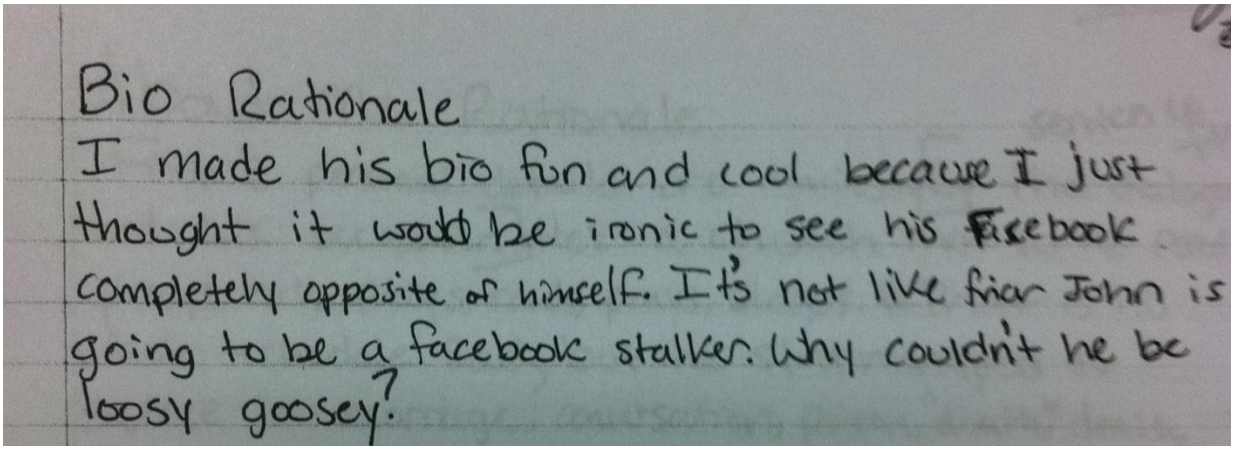
Activities:
I copy books, and pray.

Movies:
None

TV Show:
None

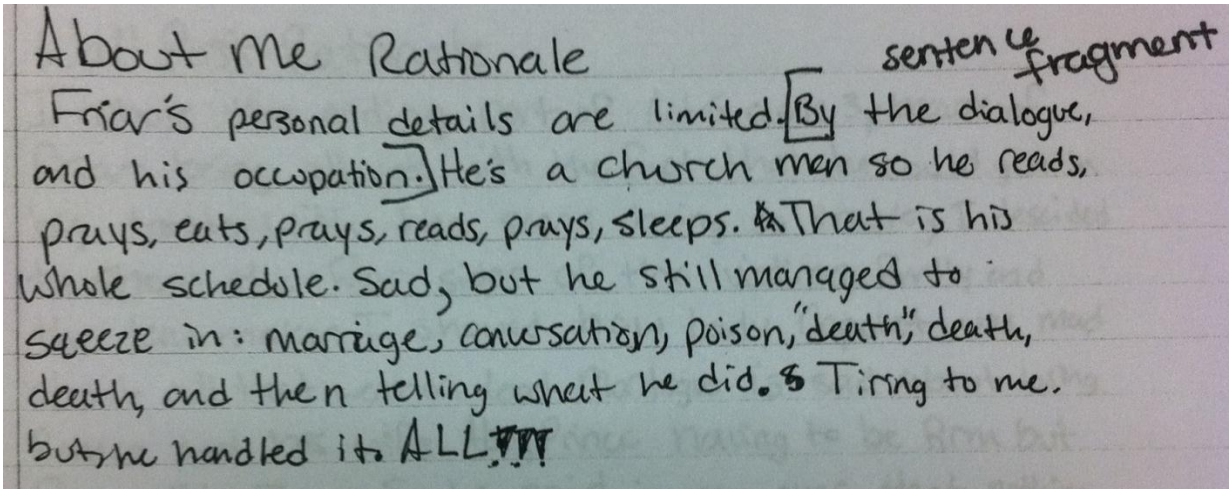
Interests:
Not really much diversity in the church. So I guess I'm interested in quils???

Quotes:
None



Bio Rationale

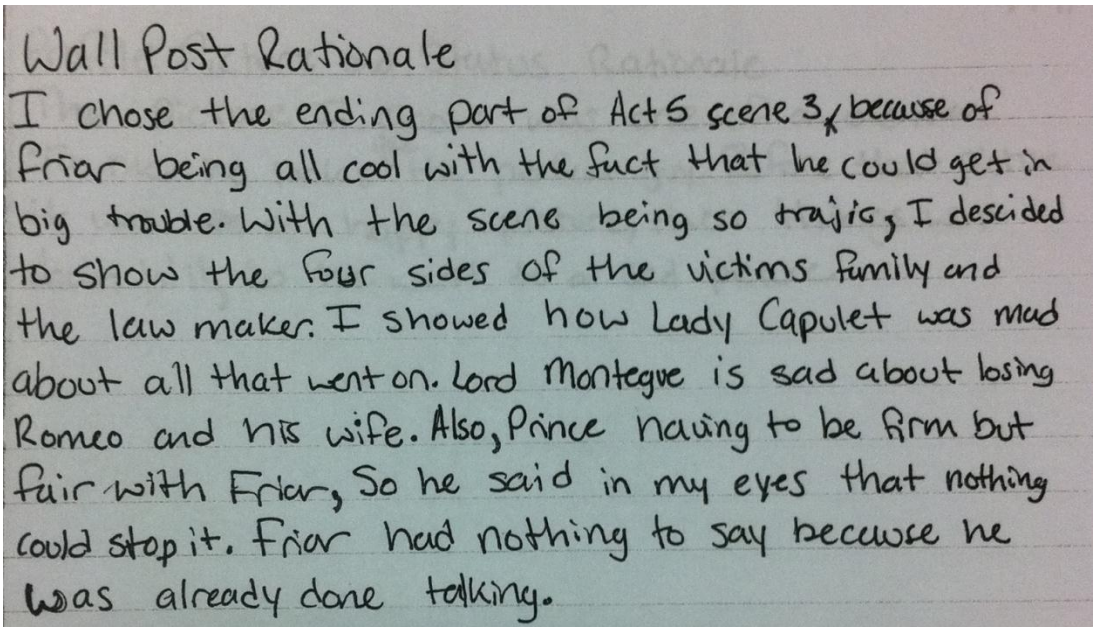
I made his bio fun and cool because I just thought it would be ironic to see his Facebook completely opposite of himself. It's not like friar John is going to be a facebook stalker. Why couldn't he be loosy goosey?



About Me Rationale

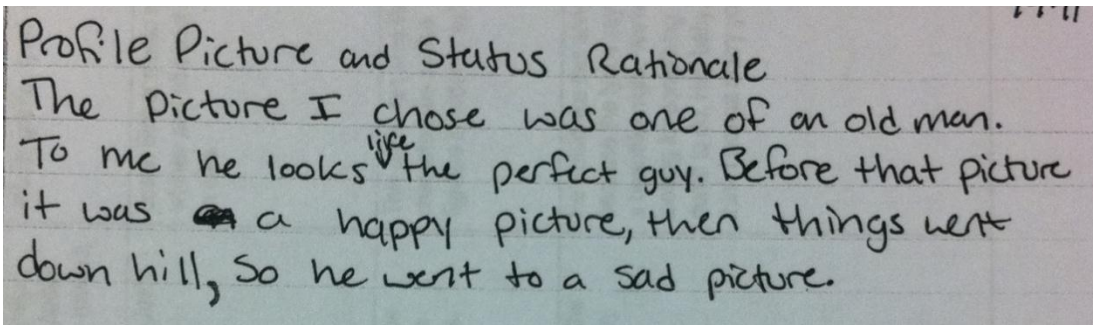
sentence fragment

Friar's personal details are limited. By the dialogue, and his occupation. He's a church men so he reads, prays, eats, prays, reads, prays, sleeps. That is his whole schedule. Sad, but he still managed to squeeze in: marriage, conversation, poison, "death", death, death, and then telling what he did. Tiring to me. but he handled it. ALL!!!



Wall Post Rationale

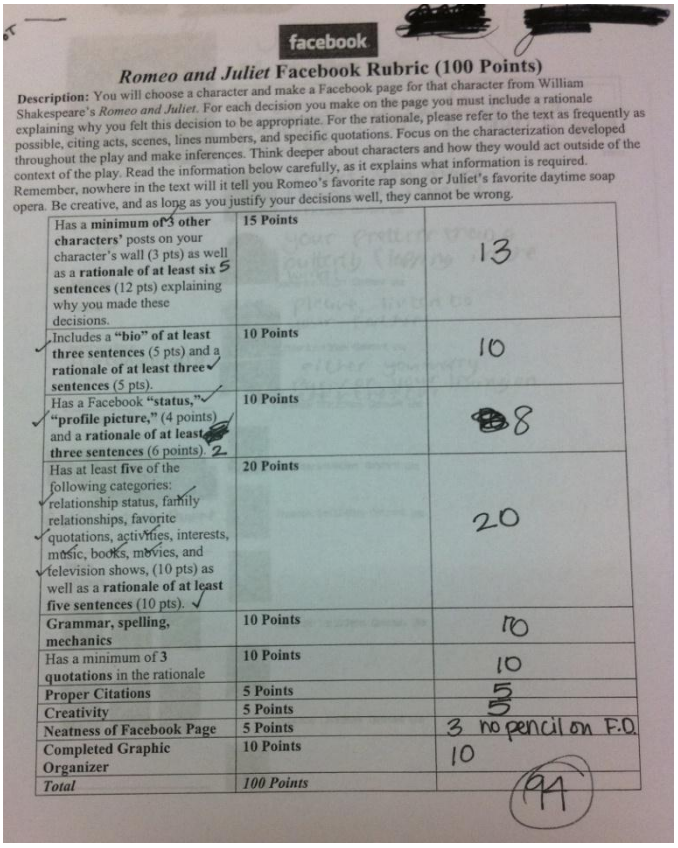
I chose the ending part of Act 5 scene 3, because of friar being all cool with the fact that he could get in big trouble. With the scene being so trajic, I descided to show the four sides of the victims family and the law maker. I showed how Lady Capulet was mad about all that went on. Lord Montegue is sad about losing Romeo and his wife. Also, Prince having to be firm but fair with Friar, So he said in my eyes that nothing could stop it. Friar had nothing to say because he was already done talking.



Profile Picture and Status Rationale

The picture I chose was one of an old man. To me he looks like the perfect guy. Before that picture it was a happy picture, then things went down hill, So he went to a sad picture.

Artifact 7C

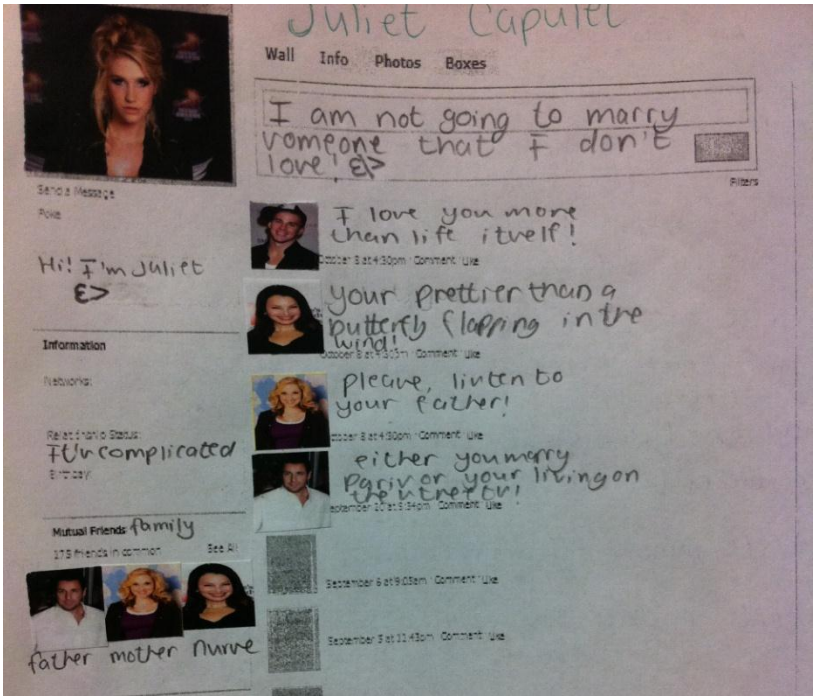


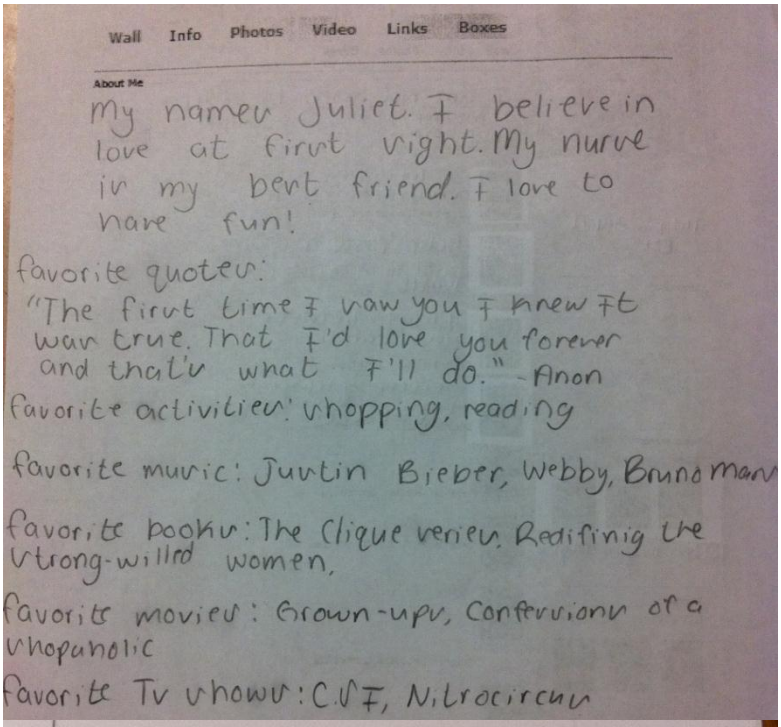
facebook

Romeo and Juliet Facebook Rubric (100 Points)

Description: You will choose a character and make a Facebook page for that character from William Shakespeare's *Romeo and Juliet*. For each decision you make on the page you must include a rationale explaining why you felt this decision to be appropriate. For the rationale, please refer to the text as frequently as possible, citing acts, scenes, lines numbers, and specific quotations. Focus on the characterization developed throughout the play and make inferences. Think deeper about characters and how they would act outside of the context of the play. Read the information below carefully, as it explains what information is required. Remember, nowhere in the text will it tell you Romeo's favorite rap song or Juliet's favorite daytime soap opera. Be creative, and as long as you justify your decisions well, they cannot be wrong.

Has a **minimum of 3 other characters'** posts on your character's wall (3 pts) as well as a **rationale of at least six sentences** (12 pts) explaining why you made these decisions.	**15 Points**	13
Includes a **"bio" of at least three sentences** (5 pts) and a **rationale of at least three sentences** (5 pts).	**10 Points**	10
Has a Facebook **"status," "profile picture,"** (4 points) and a **rationale of at least three sentences** (6 points).	**10 Points**	8
Has at least **five** of the following categories: relationship status, family relationships, favorite quotations, activities, interests, music, books, movies, and television shows, (10 pts) as well as a **rationale of at least five sentences** (10 pts).	**20 Points**	20
Grammar, spelling, mechanics	**10 Points**	10
Has a minimum of **3 quotations** in the rationale	**10 Points**	10
Proper Citations	**5 Points**	5
Creativity	**5 Points**	5
Neatness of Facebook Page	**5 Points**	3 no pencil on F.O.
Completed Graphic Organizer	**10 Points**	10
Total	***100 Points***	94





Wall Info Photos Video Links Boxes

About Me

My name: Juliet. I believe in love at first sight. My nurse is my best friend. I love to have fun!

favorite quotes:
"The first time I saw you I knew it was true. That I'd love you forever and that's what I'll do." -Anon

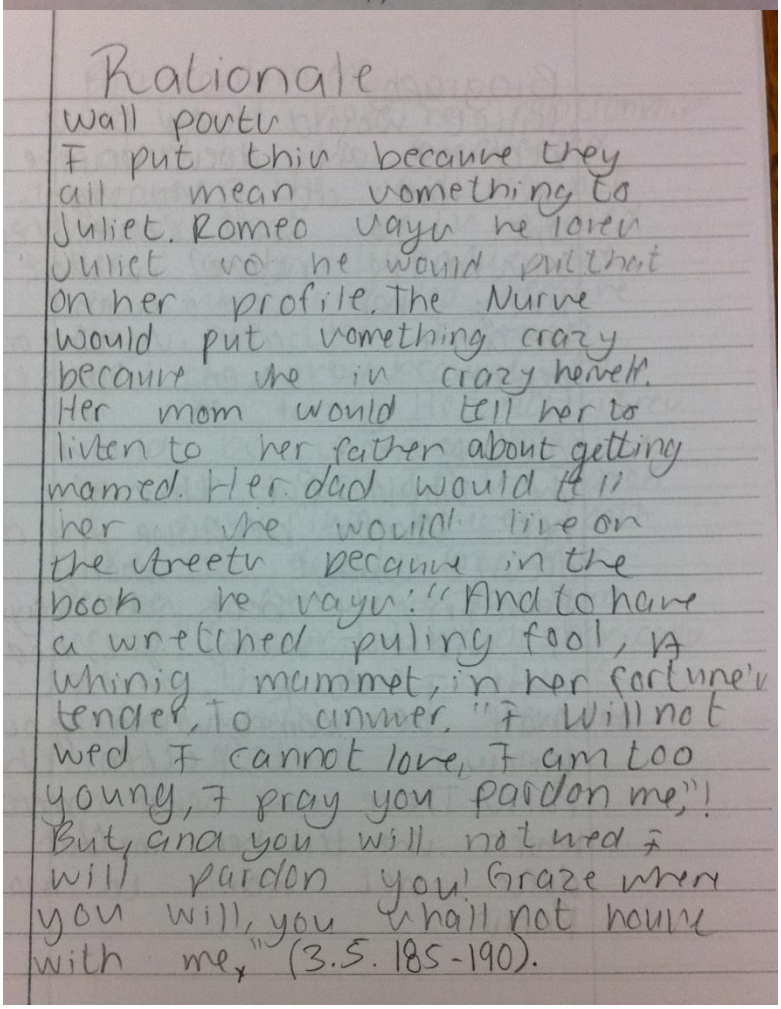
favorite activities: shopping, reading

favorite music: Justin Bieber, Webby, Bruno Mars

favorite books: The Clique series. Redifinig the strong-willed women.

favorite movies: Grown-ups, Confessions of a shopaholic

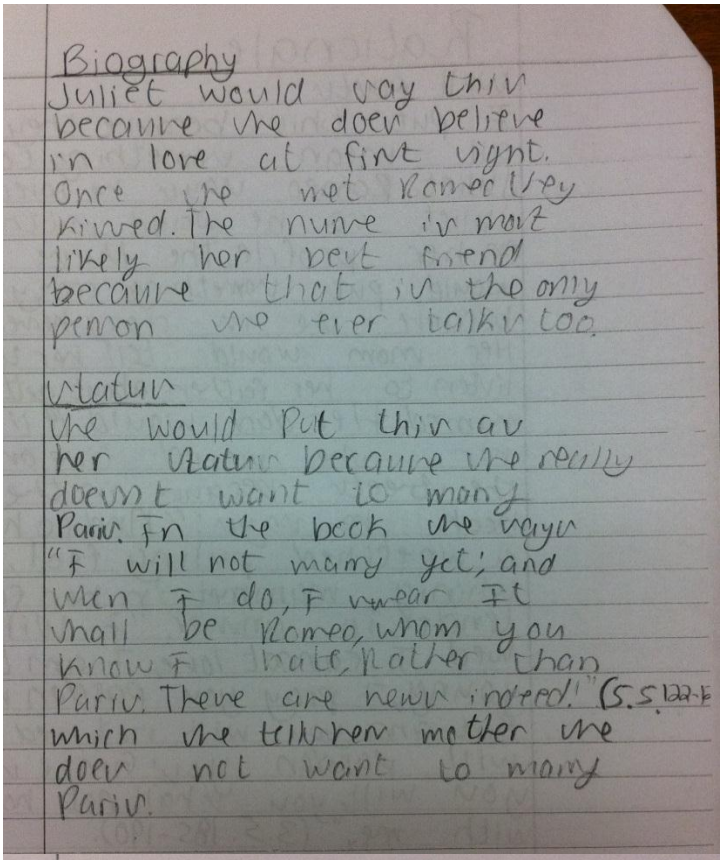
favorite Tv shows: C.S.I, Nitrocircus



Rationale

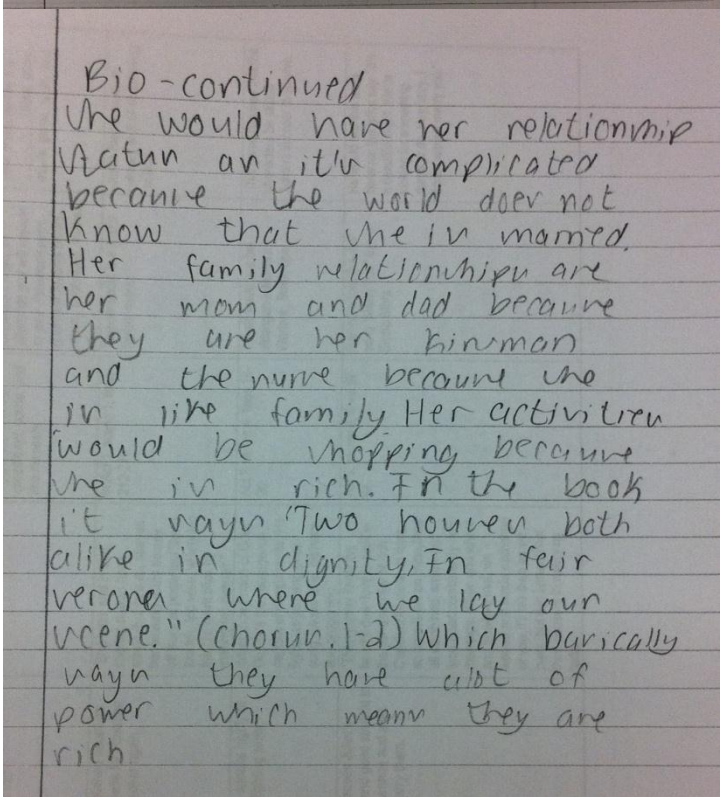
Wall posts

I put this because they all mean something to Juliet. Romeo says he loves Juliet so he would put that on her profile. The Nurse would put something crazy because she is crazy herself. Her mom would tell her to listen to her father about getting married. Her dad would tell her she would live on the streets because in the book he says: "And to have a wretched puling fool, A whining mammet, in her fortune's tender, To answer, "I will not wed I cannot love, I am too young, I pray you pardon me,"! But, and you will not wed I will pardon you! Graze where you will, you shall not house with me," (3.5. 185-190).



Biography
Juliet would say this because she does believe in love at first sight. Once she met Romeo they kissed. The nurse is most likely her best friend because that is the only person she ever talks too.

Status
She would put this as her status because she really doesn't want to marry Paris. In the book she says "I will not marry yet; and when I do, I swear It shall be Romeo, whom you know I hate, rather than Paris. These are news indeed!" (S.S.122-1 which she tells her mother she does not want to marry Paris.



Bio-continued
She would have her relationship status as it's complicated because the world does not know that she is married. Her family relationships are her mom and dad because they are her kinsman and the nurse because she is like family. Her activities would be shopping because she is rich. In the book it says "Two houses both alike in dignity, In fair verona where we lay our scene." (Chorus.1-2) Which basically says they have alot of power which means they are rich

A few students did not receive high grades on the project because they did not complete all of the parts of the assignment. The rubric clearly describes what needs to be done, even how many sentences each part needs to have. Some students never referenced the rubric and consequently, they did not do well on the assignment (in terms of an actual grade). I wanted students to realize the importance of rubrics; they needed to understand that was exactly how I was going to grade the assignment. To be honest, even if the rationale was not convincing, if the student met all of the directions I explained on the rubric, he or she received full credit. Unfortunately, artifact 7C is a brilliant example of how the Facebook page should be completed, but the student did not complete all of the assigned parts, and as a result, did not receive an A. I would like to re-teach this assignment because I think some students felt overwhelmed from the start and chose not to put in the effort necessary to exhibit all of the knowledge they learned over the course of the unit. If the students had truly attempted the graphic organizer they would have seen that the project was of an appropriate level. The students who attempted the project were successful and enjoyed completing it, but many students never gave the assignment a chance.

Being a teacher-researcher is important because as Mark Twain's quote exhibits, you must learn from mistakes in order to grow. I believe that this unit on *Romeo and Juliet* created flow because the students were able to create meaningful texts they were proud of. If I were to reteach this unit, however, I would make some changes. It is important to analyze student work in order to realize what changes need to be made. By having students create texts, the teacher can better evaluate his or her teaching. Engaging literary enterprises allow students to show what it is they have learned and how brilliantly they can present that information. Students invest more time into enterprises because they can see the real-life application of knowledge. Moreover, enterprises are valuable scaffolding tools. The in-process assessments not only allowed students

to practice necessary skills for the final assessment, but it also increased their feelings of competence and control, two qualities necessary for flow. By being a teacher-researcher, I was able to examine my unit with a magnifying class. I was able to determine that most students entered into a state of flow many times during this unit through analysis of student artifacts and participant observations. I was pleased to see that my students felt competent and in control, had appropriate challenges as everything was scaffolded, had clear goals and immediate feedback, could focus on the immediate experience, and were able to interact with peers throughout the unit. Students entered into a state of flow and were able to create meaningful texts because of it. I created the learning opportunities, and I am happy to say that the students took full advantage of them. Students walked away confident that they could not only read and understand a Shakespearean play, but could apply what they learned to their lives and to twenty-first century media.