***Romeo & Juliet*: What Would You Do for Love?**

(Daily Lesson Plan Outline)

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Day 1: Introducing Shakespeare

1. Shakespeare background
   1. Break up and do jigsaw reading on Shakespeare’s biography from Biography.com’s website <https://www.biography.com/writer/william-shakespeare>
      1. Students share out as large group when finished
      2. Discuss as large group:
         1. Why is Shakespeare still influential today?
         2. How does Shakespeare’s life influence the themes in his writing?
         3. What mysteries surround Shakespeare and his works?
         4. How does the time period in which Shakespeare lived affect his writing and how is it different from our world today?
2. Writing prompt: Describe what you think life would’ve been like in the 1500’s.
   1. What kinds of jobs would you do? How would you spend your free time? What kinds of things would you do with your friends?
   2. Share in large group
3. Anticipation guide:
   1. Teacher gives students statements in relation to the text’s themes and motifs. Students must take a stance, “agree,” “disagree,” or “neutral,” for each, move to a side of the room assigned for each stance, and debate each topic as large group, incorporating personal experiences and general knowledge to preview the topics they’ll encounter in the text as well as show them how they relate to it already.
      1. 1. If you follow your heart, you will always make the right decisions.
      2. 2.Your parents know what is best for you.
      3. 3. Love at first sight exists.
      4. 4.Teenagers don’t know what true love really feels like.
      5. 5.Sometimes it’s necessary to keep secrets from your parents.
      6. 6.There is nothing more powerful in the world than love.
      7. 7. Your life is controlled by the decisions you make.

Day 2: Getting Ready to Read

1. Globe theatre
   * 1. Students research and report out what they learn about the Globe Theatre and its affect on Shakespeare’s plays and his success.
2. Iambic pentameter activity (:10)
   * 1. Hand out “ta-tum” sheets to students
     2. Tell student to say word on piece of paper (ta or tum)
        1. If a “tum,” must also stomp foot
     3. Students stand in line and say words aloud to get rhythm
        1. Example: But soft! What light through yonder window breaks?
     4. Ask class: What does iambic pentameter sound like? (heartbeat)
        1. What affect might this have on writing? What mood does it create?
3. Watch video from TedX: <https://www.youtube.com/watch?v=I5lsuyUNu_4&vl=en>
4. Discuss Shakespearean insults & sling at each other🡪 COMPETE!
5. Watch video: <https://www.youtube.com/watch?v=vdCjKH5IKJ8>
6. Students research Shakesperean insults and combine them properly according to their parts of speech. Students look up their meanings online and practice them before “slinging” them in front of the class. Students yell them to the class and students vote on best insults in relation to their meanings and delivery.
7. Move to the music: Shakespeare & Globe Theatre
   1. Review topics discussed to prepare students for reading
      1. Teacher puts questions on SmartBoard and plays music. Students stop when music stops and find partner close to them. Students answer the questions appropriately to review before reading *Romeo & Juliet*.
         1. Discuss two facts about William Shakespeare.
         2. What are two things you know about the Globe Theatre?
         3. In your own words, what is iambic pentameter?
         4. WHEN did Shakespeare use iambic pentameter in his writing?

Day 3: Reading Shakespeare

1. Map out RJ characters in relation to their familial connections on color-coded graphic organizer
2. R&J Prologue activity (“Frozen Dramatic Pictures” taken from Folger Shakespeare Library)
   1. Pass out and divide groups. Students read, interpret, and analyze a section of the prologue. They decipher its meaning line by line and then perform a choral reading for the class. Upon completion of their reading, they must freeze in a way that demonstrates the overall idea incorporated in that section of the text. They then explain their “frozen picture” to the class.
   2. <https://www.folger.edu/pre-reading-romeo-and-juliet-performing-and-analyzing-the-prologue>
3. Read R&J
4. Choose parts & act out scenes for the class
5. Vocab practice Act 1: Word lines
6. Vocab list: Must look up word’s synonyms and write down three of them next to word on sheet
7. Share synonyms when finished
   * 1. Vocab list (see link in handouts)

Day 4: Defining “Tragedy”

1. Writing prompt: “Tragedy”
2. Write about a tragedy you’ve experienced in your lifetime. How did you act/respond/cope with the tragedy? How did others act/respond/cope with the tragedy? How does tragedy affect our lives? Explain your response, including your emotions at the time, in 7+ complete sentences. Sharing is optional.
3. If you cannot think of a response, write about a tragedy you may have witnessed with friends/family/on TV/ in the media, etc., and explain how others reacted to such a tragedy.
4. Discuss responses (volunteers) when finished
5. Small groups first, volunteers to speak to class
6. Read R&J in groups: Act 1.2
   1. Assign groups & read through as group
   2. Discuss answers to questions TOGETHER. Write answers individually
7. How old is Juliet when this scene begins? On page 29, lines 9-12, Capulet and Paris discuss Juliet’s future. According to their conversation, what is expected of Juliet at this point in her life? USE SPECIFICS FROM THE TEXT.
8. In lines 13-38, Capulet gives Paris instructions. What is Capulet’s “plan”? What does he instruct Paris to do? USE SPECIFICS FROM THE TEXT. ALWAYS.
9. How do Romeo and Benvolio get invited to Capulet’s party? Explain what happens with the Capulet’s servant on pages 31-33, using SPECIFICS FROM THE TEXT. Based on the conversation between Romeo and Capulet’s servant, what can we assume about the servant’s personality? (Don’t forget to include specifics from the text).
10. Benvolio tries to help Romeo improve his mood. On pages 33-35, what does he plan to do in order to cheer up Romeo? Explain using… wait for it… you guessed it… SPECIFICS FROM THE TEXT!

Day 5: Character Relationships

1. Read & act out R&J
2. Intro “Cell Phones from the Past” assignment
   1. Assign characters & explain homework
   2. Mercutio, Benvolio, Tybalt, Lady & Lord Montague, Lady & Lord Capulet, Nurse, Paris
      1. Each student should work INDIVIDUALLY to fill out the handout, according to directions
      2. Stress: DETAILS are essential on this assignment
   3. Share when finished
3. Assign focus groups and complete for acts 1 & 2. Students will
   * 1. Group 1- setting
     2. Group 2- foreshadowing
     3. Group 3- language
     4. Group 4-conflicts
     5. Group 5- symbols
     6. Group 6- theme
   1. Report back to class & share when finished
4. Read & act out R&J (:55)
5. Time remaining: Watch R&J movie clip

Day 6: Character Relationships & Story Review

1. R&J “character cards” activity (from Collaborative Learning) to review character relationships and background
   1. Pass out character cards. Students read & memorize. Put in pocket.
   2. Find partner w/ same colored card. Introduce self as if YOU ARE THE CHARACTER, including any characteristics, information, etc. from the story
   3. When finished, as a pair, find another pair w/ same colored cards. Introduce your new friend to your partners, including info from story & characteristics
      1. <http://www.collaborativelearning.org/romeoandjuliet.pdf>
2. Play “Connect Four” to review topics, themes, ideas within novel (from Collaborative Learning)
   1. Partners: Pass out: envelopes w/ game pieces, game boards
      1. <http://www.collaborativelearning.org/romeoandjuliet.pdf>
3. Review Act 1 & 2 vocab
4. Read R&J

Day 7: Symbolizing Love

1. Writing prompt: Describe a time when you went against your parents’ wishes. What did you do, and what consequences did you face?
   1. Discuss as large group when finished
   2. Connect to decisions in R&J
2. Gallery walk: R&J “Art Analysis Assignment”
   1. Rotate from station to station, examining the details of each painting. Then, answer the following questions at each:
      1. What role does color play in the painting? Did the artist use bright, vibrant colors, or dull, dark colors? Did he or she use reds/oranges/yellows, or was it a cooler color palette, using blues/purples/blacks? WHAT MIGHT THE USE OF COLOR REPRESENT IN THIS PAINTING? Explain using details from the painting.
      2. Describe the facial expressions expressed by Romeo & Juliet in this painting. What EMOTIONS (besides love… duh!) are being experienced by these characters, based on their facial expressions? Explain using details from the painting.
      3. What is being expressed by the body language in the painting? Notice how Romeo & Juliet are standing/sitting/leaning/etc. and explain how that may convey a message to your reader. WHAT DOES THE BODY LANGUAGE SAY ABOUT THE CHARACTERS’ EMOTIONS AT THIS POINT IN THE PLAY? Explain using details from the painting.
      4. Study the setting/background of the painting. What images/symbols do you notice that may have been mentioned in the play itself? Further, how does the artist’s use of background help tell the story behind the events in this scene of *Romeo & Juliet*?
3. Read R&J (:40)
   1. Complete Act II storyboard
4. Watch R&J movie clip

Day 8: Modernizing the Text

1. Read R&J
   1. Finish act III together- act out (props, etc.)
   2. Assign groups and create “modernizing text” skits
      1. Hand out and explain assignment
      2. Assign groups & partners
      3. Present to class when finished & discuss
2. Character license plates
   1. Pass out copies of character license plates
   2. Students must create 7-character (letters or numbers only) plate that somehow represents character
      1. Assign characters to students:
         1. Juliet
         2. Lady Capulet
         3. Friar Lawrence
         4. Tybalt
         5. Benvolio
         6. Romeo
         7. Lord Capulet
         8. Nurse
         9. Paris
         10. Mercutio
   3. Back: 7+ sentences describing HOW the license plate symbolically represents your character

Day 9: What is a Theme?

1. Intro “theme”
   1. Fables/Theme Gallery Walk:
      1. Place copies of each fable at stations around room. Students need paper & pencil.
      2. Students read through fables and try to figure out what the “moral of the story” is
      3. Answer the following questions at each station (ON PPT)
         1. What is the “moral of the story” for your fable?
            1. Explain in 2+ sentences
         2. Specifically, how did you know what the “moral of the story” was (use support from story)?
            1. Explain in 2+ sentences
      4. Discuss themes as class when finished
   2. Partners: What are a few “themes” found in R&J?
      1. Write on board when you’ve got one
         1. Go through as class & decide which work better than others
2. Begin exploring themes in R&J
   1. Complete organizer (add in direct quotes)
      1. DISCUSS FORMATION OF IN-TEXT CITATIONS
      2. Conference w/ students individually

Day 10: Supporting Themes in Romeo & Juliet

1. Teach MLA citation and formatting
   1. Show citation examples & go through rules on how to cite (reference essay example in handout)
      * 1. (Act. Scene. Line)
        2. Direct quote vs. paraphrased
        3. Long quotes of more than three lines
      1. Whiteboards game
         1. Separate into partners
            1. Teacher puts Act, scene, line number on PPT and students practice writing out in-text citations on whiteboards
            2. Once proficient, teacher puts short quotes on SB and students practice punctuating it
            3. Tally 2 pts. for being FIRST with correct answer, 1 pt. for having correct answer each “round”
2. Work time: R&J essay outline
3. Look through rubrics & review assignment
4. Show outline example on board
   * 1. Create thesis together using chosen theme
     2. Fill in w/ info from chart
5. Teacher conferences w/ students

Day 11: Constructing a 5-Paragraph Essay

1. Supported work time: “Theme” essay in Romeo & Juliet (see handout)

Day 12: Finishing a 5-Paragraph Essay

1. Finish writing essays with teacher support and conferencing
2. Peer edit when finished

Day 13: Modernizing Themes in *Romeo & Juliet*

1. Intro “Public Service Announcement” theme project
   1. Students consider their original theme in relation to current society and morph their original theme into something appropriate in present day. Students research their "modern-day" theme, cite sources, and construct a public service announcement they present to the class, discussing its connection to their original theme and importance in today's society.
   2. Hand out and discuss options
   3. Show PSA examples: “The More You Know” & “Truth”
      1. <https://www.youtube.com/watch?v=_182kIOPRvo>
      2. <https://www.youtube.com/watch?v=vNNjJDihhMQ>
      3. <https://www.youtube.com/watch?v=L2vSYAPV9TQ>
   4. Work time
      1. Today’s focus: Consider a real-life application for your R&J theme
         1. Complete research & begin creating project using Animoto website
            1. <https://animoto.com/>

Day 14: Modernizing Themes in *Romeo & Juliet (continued)*

* 1. Students finish research and assemble projects using Animoto website
  2. Present projects to class tomorrow, including:
     1. How their theme connected to Romeo & Juliet
     2. Why it’s important in today’s society
     3. Something they were surprised by in their research