

Chelsea Miles

ED 361

March 30, 2012

Unit Overview

For my unit, I decided to design an overview of how I might give ninth grade students an introduction to Shakespeare through researching his background and writing, the history of Elizabethan theater, reading some of his sonnets and his play "Romeo and Juliet."

As I researched on the state board of education's website, I found that there is no set reading list for the state of Idaho. Instead, it is up to the school districts to decide which literary works they think their students need to know. I researched some of the local school districts reading lists and noticed that many of them expected their ninth grade students to read "Romeo and Juliet." I know that was the year I read this play as well.

State Standards and Learning Goals:

According to the Madison School District website, there are four standards for what ninth grade students should have learned in their English class by the end of the school year. Under each standard are a list of goals and their descriptions. The standards are as follows: the reading process, comprehension and interpretation, read to evaluate how an author uses language and literary devices to evoke a response in a reader, and research of traditional, technical and electronic materials for critical analysis. Under each of these standards are goals for each of the students.

Below I have made a table of the goals and a brief description of that goal. I chose only the goals that I would be able to incorporate into my unit. I did end up using almost every goal.

<p>Standard 1, Goal 1: The student will read a variety of traditional and electronic materials.</p>	<p>Identify and explain mood, tone, style, format structure.</p> <p>Identify and explain how the author uses different types of figurative language.</p> <p>Identify and know vocabulary associated with reading selections.</p>
<p>Standard 2, Goal 1: Know the defining characteristics of literary forms and genres.</p>	<p>Interpret and communicate the significance of historical, social, and cultural backgrounds connected to Shakespeare.</p> <p>Understand and identify the different elements of drama.</p>
<p>Standard 2, Goal 2: Respond to literature</p>	<p>The students will read and respond to a variety of literature to compare and contrast the many dimensions of human experience.</p>
<p>Standard 3, Goal 1: Understand style, format, and structure</p>	<p>Analyze authors' purpose in the use of setting, plot, theme, and characterization.</p> <p>Evaluate the theme and point of view of the literary work.</p>
<p>Standard 4, Goal 1: Evaluate the accuracy of the information while reading websites and other sources.</p>	<p>Locate and gather information from a variety of sources for research purposes.</p>

As I looked at these goals, I realized that they were a good starting point to make my outcomes for my unit. This helps me to make sure I'm reaching district and state standards as I create my unit. In the table on the next page, you will find the same goals as listed above, as well as my expected learning outcomes for the unit, and then a small description of activities and exercises I would plan to help meet that outcome.

<p>Standard 1, Goal 1: The student will read a variety of traditional and electronic materials.</p>	<p>Learning Outcome: Students will be able to:</p> <ul style="list-style-type: none"> • Understand the structure of a Shakespearean Sonnet • Understand the mood and tone of Shakespeare’s sonnets and “Romeo and Juliet • Understand Shakespeare’s writing style • Identify Shakespeare’s use of figurative language devices • Better understand Shakespeare’s language and identify vocabulary words within the text. 	<p>Activities:</p> <ul style="list-style-type: none"> • To introduce sonnets, I will give students the characteristics of sonnets and then have them practice identifying them in examples. • As we read the sonnets, I will introduce the ideas of mood and tone and ask the students to identify each in the sonnets. I will then ask if they see any similarities in the tone and mood and have they categorize these. When we read “Romeo and Juliet, I will ask students if they recognize a similar tone from a previous sonnet we have read. • By reading the sonnets before reading “Romeo and Juliet,” this will give students a chance to get used to Shakespeare’s writing style and the difficult language he uses. • Before reading the sonnets, I will ask what figurative language devices students already know. From there, I will know which I still need to introduce. After that, I will ask students to identify them both in the sonnets and in the play. • Each week, I will choose vocabulary words either from the sonnets or the play for the students to learn and help them better understand the language. • Students will be asked to rewrite the balcony scene into a different adaptation, be it country western, teen romance, a pirate adventure, or whatever they wish. This will help them take Shakespeare’s language and reword it so they can better understand what he is saying.
<p>Standard 2, Goal 1:</p>	<p>Students will understand:</p>	<ul style="list-style-type: none"> • Students will participate in jigsaw

<p>Know the defining characteristics of literary forms and genres.</p>	<ul style="list-style-type: none"> • Shakespeare’s background and what little we know about his life. • The historical, social and cultural background of Elizabethan England. • The historical, social and cultural background of Elizabethan theater. • The importance of reading “Romeo and Juliet” not just as a literary work, but as a drama and performing art. <p>Students will be able to</p> <ul style="list-style-type: none"> • Identify similarities and differences between the written script and an adaptation. 	<p>groups. Each person in the class will be put into larger groups where they will research and become an expert on one of the following topics:</p> <ul style="list-style-type: none"> ○ Shakespeare’s childhood- when he moves to London ○ Shakespeare’s live in London-death ○ History of Elizabethan England (Queen Elizabeth’s lineage, social classes, published literary works, technology) ○ History of Elizabethan theater (the Globe theater and its location, the set up, how it was paid for, the actors) <ul style="list-style-type: none"> • After research has been finished, students will be placed in groups of four, each student having a different subject, and they will teach each other about their topic. • Periodically, I will have students act out scenes of the play to help them pay attention to stage directions and to help them show how they think the scene would look. • Students will be asked to make a venn diagram of similarities and differences between the written play and the performance.
<p>Standard 2, Goal 2: Respond to literature</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Relate Shakespeare’s themes to real life and to other literary works. 	<ul style="list-style-type: none"> • Students will be asked to write an essay answering this question: <ul style="list-style-type: none"> ○ Do you believe that there is love at first sight? Explain why or why not. • Students will participate in an analogy exercise where they will be asked to fill in the first blank with a theme, topic, scene or characters in the play and relate it to something similar from

		<p>another literary work they have read: _____ is to “Romeo and Juliet” as _____ is to _____.</p> <p>They will present these to the class.</p>
<p>Standard 3, Goal 1: Understand style, format, and structure</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Layout the plot of “Romeo and Juliet” on a plot pyramid. • Identify the personalities and characteristics of each character. <p>Students will understand:</p> <ul style="list-style-type: none"> • The difference between theme and topic. 	<ul style="list-style-type: none"> • Because I will probably use the plot pyramid throughout the year, my students should already be familiar with it. However, we will still review it with this play, and having them draw out the plot on the pyramid would be a good test question. • In certain parts of the play, we will use the summarization frame to understand the conversations between characters. • To understand the characters, I will have students make a chart for each character and the things they might learn about them: age, physical description, attitude, main conflict and one line or phrase that either the characters themselves say or another character says about them that best represents them. They can fill this out as we read the play. Will ask for after we finish Act 3. • Just like the plot pyramid, I will teach the distinction between topic and theme to my students at the beginning of the year. I will still ask them to review and tell me a possible topic and theme for the play and also for the sonnets.
<p>Standard 4, Goal 1: Evaluate the accuracy of the information while reading websites and other sources.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • Research using online databases, library books, e-books, and other reliable online sources. 	<ul style="list-style-type: none"> • For the biography and historical background activity, students will be asked to do online and in-library research. They will need to use at least one of each type of research in their background write-up.

Pre/Post Assessment:

-Pre-Assessment: I will ask students what they know or have heard about Shakespeare. We will write them down, and after we have done our beginning research, we will return to this list and see how we were right and how we learned more.

For figurative language, I will ask students what devices they remember. From this, I will know what I need to review and what I need to teach them.

-Post-Assessment: Students will have a final test over the unit where they will have to draw out the plot on the plot pyramid and match lines to the character who spoke it. This will help me see if they understood the plot and characters itself. To see if they understood the themes, I will have them write a short essay where they write about what they think a theme is within the play, then give examples of that theme from the play, and how they see that theme in real life.

Instructional Calendar:

On the following page is a proposed schedule and outline of the reading and activities. For the days where we are reading the play, I'm not going to specify which days we will simply read and which we will act out. It depends on how fast we read and what scenes I feel the students would be interested in acting out.

1. Pre-Assessment day, begin biography/history research Vocabulary #1	2. Biography and history research day.	3. Biography and history presentation day.	4. Figurative language pre-assessment, sonnet introduction day (focus on iambic pentameter)	5. Sonnet day #2 (focus on themes and understanding the language) Vocabulary quiz #1 Essay assigned: Do you believe in love at first sight?
6. Act 1 Scene 1-2 Essays due. Explain character charts. Vocabulary #2	7. Act 1 Scene 3-5	8. Act 2 Scene 1 Rewrite exercise	9. Act 2 Scene 2-3	10. Act 2 Scene 4-5 Vocabulary quiz #2
11. Act 3 Scene 1-2 Vocabulary #3	12. Act 3 Scene 3-5	13. Act 4 Scene 1-2 Character lists due. Introduce Metaphor assignment.	14. Act 4 Scene 3-5	15. Act 5 Scenes 1-2
16. Act 5 Scene 3	17. Metaphor presentation day	18. Film day #1	19. Film day #2	20. Final test