

(Teacher, School, Grade and Subject)

Unit # 1		Shakespeare: Romeo and Juliet		Estimated Duration
				10.5
Unit Rationale		Shakespeare should be fun for students so that they can fall in love with plays (not resent them), for it to be fun I believe students need to act out scenes. I also believe it can be difficult to understand Shakespeare at first so there needs to be lots of activities that help explain vocabulary, plot and how to trace an element all through the play. Since Romeo and Juliet is so relatable to high school students I also feel it is important to have daily journals that link the text to their lives as they move through the text.		
Unit Goal		SWBAT analyze tone, character development and setting in order to better understand theme and authorial intent		
Unit Prior Knowledge		Students should BAT interpret poems in order to indentify rhyme scheme, meter, and tone. SSBAT describe the renaissance and discuss Elizabethan customs and cultures in order to relate their knowledge to Shakespeare's work. SSBAT use their knowledge of drama as a genre (pertaining specifically to stage directions, dialogue, acts, scenes, monologues, prologues, setting, lighting, and costume design) so that they can act out scenes of Romeo and Juliet.		
Unit Assessment		SW select a theme and justify it's vailidity in comparison to authorial intent using tone, character development, setting, and textual support in a 5 page paper.		
Lesson # (Click on the LP# to jump to that LP)	Estimated # of days	Lesson Objective Lesson Assessment	Benchmarks, Standards or Mastery Codes	
LP1	1	Objective: SWBAT investigate and examine (using the world wide web and other resourses) a particulair moment or person of the renaissance in order to better understand the historical context of the play and better grasp authorial intent.	1.5, 3.4, 4.1	
		Assessment: Sw locate information on the renaissance for a Shakespearean poster-project timeline on the following topics: major Shakespearean figures (Queen Elizabeth, Shakespeare, Da Vinci, etc) , key historical places (the Globe, Buckingham palace, London dungeons, etc) and major historical events (protestant revolution, black plague etc..)		
LP2	2	Objective: SWBAT distinguish iambic pentameter, rhyme scheme and poetic structures (how the sonnet can be divided into four acts- establish the theme, continue the theme, big left turn in the theme, then the twist or summary in the last couplet of sonnets) in order to identify and interpret the meaning of the sonnets.	1.2, 1.5, 2.3	
		Assessment: SW construct their own Shakespearean sonnet on a topic of their choosing, paying careful attention to the rhyme scheme, iambic pentameter and poetic structures of Elizabethan sonnets.		
LP3	1.5	Objective: SWBAT restate the basic plot of Romeo and Juliet with a simple translation of the prologue through movements and tableaux to gain an intial perspective on how setting (time) effects the progression of the play.	1.3, 2.1	

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LP3	1.3	Assessment: SW show their understanding of Romeo and Juliet's prologue through translation into modern English and tableaux in small groups for the whole class in the order of the prologue.	
LP4	3	Objective: SWBAT identify character traits in order to compare and contrast so that they can better understand flat vs. round, dynamic vs. static and indirect vs. direct characters.	4.1, 2.1
		Assessment: SW construct an evolving character wall of the six major characters (Romeo, Juliet, Nurse, Friar, Mercutio, Benvolio) and assign quotes and descriptive characteristics to the characters (this will continue till the end of the play and be up in the classroom so the students can see how the characters evolve)	
LP5	1	Objective: SWBAT illustrate tone, authorial intent and setting in order to better understand plot and how setting moves the action of the play forward.	1.2, 1.3, 2.1
		Assessment: SW demonstrate knowledge of drama as a genre (stage directions, acts vs. scenes, setting, lighting, etc) through emoting the correct emotions, recognizing purposeful pauses, and deliberate movement (that displays knowledge of the text) by signing up for parts and acting out ACTs 1-4, Romeo and Juliet in class.	
LP6	2	Objective: SWBAT examine and distinguish between tone, mood, and style in order to develop a better understanding of authorial intent.	1.5, 2.1
		Assessment: SW write journal entries at the beginning of every class as a warm-up activity that allows them to answer personal and reflective questions that will help them connect to the text.	
LP7		Objective: SWBAT translate Shakespearean English in order to illustrate comprehension of new vocabulary and the text as a whole.	4.2, 3.1
		Assessment: SW create a Shakespearean dictionary filled with terms they have highlighted (or the class has discussed) while they were reading with two definitions. The first definition is what they believe the word to mean based on context and the second is once they have looked it up.	
LP8		Objective: SWBAT identify and categorize the key events of the play in order to understand the impact time (setting) has on the choices characters make and how they develop throughout the story.	1.5, 4.1
		Assessment: SW complete the "All in 5 days worksheet" (from my Mentor teacher - Terpstra) and draw a beginning, middle and end picture of one main character from the character wall to display understanding of how characters develop and how setting affects character development.	

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LP9		Objective: SWBAT formulate questions about the text that allow them to exercise their critical thinking skills and develop a better understanding of theme and how it effects authorial intent.	1.4, 3.1
		Assessment: SW participate in a scaffloded student-led debate about the themes of Romeo and Juliet (fate vs. free will, true love vs. lust) and be able to fill out a continuum classification scale about where specific events are placed from Fate to Free will and Love to Lust.	
LP10		Objective: SWBAT organize a paper outline in order to examine and categorize their arguments on theme and authorial intent in Romeo and Juliet	2.1, 4.1
LP11		Assessment: SW construct a paper outline for their chosen theme, providing thesis, body paragraph, titles and bullet points of main arguments with page numbers.	
LP12		Objective: SWBAT recognize and analyze tone, character development and setting in order to better understand theme and authorial intent	2.1, 3.2, 4.1
		Assessment: SW select a theme and justify it's validity in comparison to authorial intent using tone, character development, setting, and textual support in a 5 page paper they start at school and finish at home.	