

## ***Romeo and Juliet* Introduction – Unit Plan**

### **1. Unit Author(s)/First and Last Name: Morgan Mickavicz**

Course/School Name: 9<sup>th</sup> Grade English I Academic, Pittston Area Senior High School

### **2. Introduction/General Information**

- Unit Title/Theme: Introduction to Shakespeare's *Romeo and Juliet* and Prologue
- Number of Lessons w/in Unit: 5
- Subject Areas of Interdisciplinary Integration: History, Art
- Grade Level(s): 9<sup>th</sup> Grade
- Unit Summary and Rationale

### **3. Pre-Assessment:**

- Students took this pre-test prior to the unit. This pre-test's purpose was to demonstrate to me how much students already knew about Shakespeare and what they remembered from our Shakespeare introduction when we read Sonnet 73 in the poetry unit.
- The average score was a 4.5/10. Most students recalled that Shakespeare composed in iambic pentameter and that in addition to plays, he was famous for writing sonnets. Many students also knew why Romeo and Juliet's love was forbidden. However, many students were unaware of what a tragedy was, where many of his plays were performed, and who was not allowed to act during Shakespeare's life.

#### *Romeo and Juliet*/Shakespeare Pre-Test

Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Answer the following questions. This will not be a graded assignment, but it should be taken seriously completion of it factors into your participation grade. This pre-test is meant to demonstrate knowledge that you already have on the upcoming unit.*

#### **1. Which of the following is not a theme addressed in *Romeo and Juliet*?**

- A. Love and hate
- B. Greediness
- C. Good and evil**
- D. Holding grudges

**2. If a play is labeled as a tragedy, what happens?**

- A. The main character experiences extreme sorrow
- B. An unpleasant circumstance is overcome
- C. A large conflict, like a war, occurs and is resolved
- D. Historical events and people are dramatized

**3. In what poetic meter did Shakespeare compose most of his plays and verse?**

- A. Terza rima
- B. Anapestic trimeter
- C. Iambic pentameter
- D. Iambic tetrameter

**4. In what outdoor theater did Shakespeare present most of his plays?**

- A. The Rose
- B. The Garden
- C. The Globe
- D. The World

**5. Which of the following is not one of the types of plays Shakespeare was known for writing?**

- A. Comedy
- B. Tragedy
- C. Romance
- D. Horror

**6. Who was not allowed to act in plays during Shakespeare's life?**

- A. Elderly
- B. Women
- C. Children
- D. Men

**7. Who was one of the reigning monarchs in Shakespeare's life?**

- A. Queen Elizabeth
- B. King Harry
- C. Queen Mary
- D. King Richard

**8. William Shakespeare’s wife had the same name as a famous actress today. What was her name?**

A. Jennifer Aniston

**B. Anne Hathaway**

C. Tiffany Haddish

D. Nicole Kidman

**9. Other than plays, what else is Shakespeare famous for writing?**

A. Ballads

B. Limericks

**C. Sonnets**

D. Haikus

**10. In *Romeo and Juliet*, why is the main characters’ love considered “forbidden”?**

A. They are from feuding countries

**B. Their families hate each other**

C. They are from different religions

D. Their schools are rivals

#### **4. Content—Daily Lesson Plans**

##### **Lesson #1**

**Date:** November 12, 2019

**Lesson Title:** Introduction to Shakespeare and Shakespearean Dramas

**Lesson Number w/in Unit:** 1

**Unit Title:** Introduction to Shakespeare’s *Romeo and Juliet* and Prologue

**Grade Level(s):** 9<sup>th</sup>

**Time Allotted:** 45 minutes

**Subject Area(s)/Subject Content Explanation:** English I Academic

##### **Standard(s)/Anchors:**

- **1.1.8.A** Locate various texts, media and traditional resources for assigned

reading and independent projects before reading.

- **1.1.3.F** Understand the meaning of and use correctly new vocabulary learned in various subject areas.

**Essential Question(s):**

- **What can you recall about William Shakespeare from our poetry unit?**
- **What is a Shakespearean tragedy? What is a tragic hero?**

**Instructional Objective(s):**

- Given a PowerPoint presentation and Shakespeare Quick Facts handout, students will be able to recall when Shakespeare was born, when he died, where he lived, who he married, and what meter he wrote in with at least 80% accuracy.
- Given a PowerPoint presentation, students will be able to define, in their own words, what a tragedy is and what a tragic hero is without the use of their notes.

**Formative Assessment:** During the lesson introduction, students will recall information about Shakespeare from their prior knowledge, including their previous poetry unit. Students will share their responses aloud, and the teacher will guide and correct as needed. During the lesson body, the teacher will ask students comprehension questions and guided and correct as needed. The teacher will ask students to provide examples of tragedies such as movies once the definition has been reviewed. At the conclusion of the lesson, students will answer an Exit Ticket.

**Summative Assessment:** Students will complete a test assessment at the conclusion of this unit.

## **II. LESSON BODY**

### **INTRODUCTION:**

- **PowerPoint Slide 1: Title Slide**

- **PowerPoint Slide 2: Daily Agenda** – To begin the lesson, students will complete the Bell Ringer question which is “What do you already know about Shakespeare?”
- Students may discuss this question with a peer seated near them. After a few minutes, the teacher will ask students to volunteer their answers. Students have previously read Sonnet 73 by Shakespeare, so they may recall some of that information. Possible responses might be: Shakespeare wrote sonnets and plays, he is famous, he was alive a long time ago, he wrote in iambic pentameter, his son died at a young age.
- Then, the teacher will let students know that today will be the first day of their first unit of the *Romeo and Juliet* play by Shakespeare. The first unit will include introductory material and reading the Prologue.
- Then, the teacher will pass out the Shakespeare Quick Facts handout which students are to keep. The teacher will let students know they may want to take additional notes on that handout as they review the PowerPoint on Shakespeare and Shakespearean Tragedies.

#### **TEACHING PROCEDURES:**

- **PowerPoint Slide 3: Shakespeare Portrait** – The teacher will tell students that this slide contains an image of Shakespeare.
- **PowerPoint Slides 4-6** – On these slides, there are images of Stratford-upon-Avon, where Shakespeare was born. The teacher will point out that is not that far from London, but during this time period, it would have been a several day travel by horse. There are also images of the home Shakespeare was born in and the one he eventually bought. The teacher will note that unlike other authors they have read, like Edgar Allen Poe, Shakespeare did acquire a good amount of money from his work while alive and bought himself a nice home with it.
- **PowerPoint Slide 7: Married Life** – This slide contains the date in which Shakespeare married Anne Hathaway, not the modern famous actress, however. The teacher will note that Sonnet 73 is the poem they read by

Shakespeare which was written shortly after his son's death. The teacher will ask for a student to recall what Sonnet 73's theme was and why it may have been inspired by his son's death. Students responses might be that the poem was about aging and needing to appreciate life while you can; the poem may have been inspired by his son's death because he was so young when he died that it made Shakespeare value life more and want to encourage others to do the same.

- **PowerPoint Slide 8-9** – These slides contain the death of Shakespeare. He died on his 52<sup>nd</sup> birthday. The slides also contain the epitaph written on his grave which warns people not to move his bones. Shakespeare wanted to be buried in his hometown and always remain there.
- **PowerPoint Slides 10-14** – These slides contain information on the rulers during Shakespeare's life. It must be noted to students that they need not memorize all information about these rulers. But, they should know that the rulers during Shakespeare's life were Queen Elizabeth I, who was very well-liked and King James I. They should also know that Queen Elizabeth I's father, King Henry VIII, was not a nice man and one who was known for having his wife beheaded because she did not give him a male heir. King Henry VIII was the center of Shakespeare's historical play, *Henry VIII*.
- **PowerPoint Slide 15: Shakespearean Drama** – This slide defines a Tragedy and Tragic Hero. After defining these vocabulary terms, the teacher will provide examples of other tragic heroes such as Jay Gatsby from *The Great Gatsby* and Snape from the *Harry Potter* series. Students will be asked to think of other examples of tragedies, either plays or movies. Some responses might be *Titanic*, *V for Vendetta*, and *Joker*. Students will be asked to participate in a Think Pair Share while the teacher passes out the papers for the Exit Ticket in the closure where they define tragedy and tragic hero in their own words. Before beginning the lesson closure, the teacher will ask students to share their responses.

**\*Independent Practice** – Students will complete an Exit Ticket. See Closure.

- **CLOSURE:** The teacher will ask a couple of students to share one thing they learned in the lesson today. Then, all students will complete the **Exit Ticket questions:**

Shakespeare was born in the year 1564. He lived two places that we know of which are Stratford-upon-Avon and London in England. He died on his 52nd birthday in the year 1616. He married a woman named Anne Hathaway. He wrote his plays and sonnets mostly in iambic pentameter.

## **LESSON ESSENTIALS**

**DIFFERENTIATED LEARNING ACTIVITIES:** This lesson includes visuals, guided notes, and peer collaborations. The inclusion of multiple modes of instruction help to keep all students engaged and meet the needs of all students' needs.

**Additional individualized strategies as mandated by IEPs and 504 plans include:** There are no students with IEPs or 504 plans in this English I Academic section.

### **INSTRUCTIONAL RESOURCES, MATERIALS AND TECHNOLOGY:**

PowerPoint, Promethean Board, Shakespeare Quick Facts handout, notebooks, writing utensil,

#### **i. POST-LESSON REFLECTION:**

**ANALYSIS OF STUDENT LEARNING:** When completing the Exit Tickets, all students did at least achieve 80% accuracy. The question that most students got incorrect was that Shakespeare wrote most of his plays and sonnets in iambic pentameter. I did not include this on the PowerPoint, but it was discussed. So, I will be sure to include all important information on the visual aid in the future.

#### **ANALYSIS OF TEACHING:**

- 1. Planning and Preparation:** I felt prepared for this lesson. Transitions moved smoothly. However, I realized that I should have included the information about iambic pentameter on the visual aid. We talked about that with the poetry unit, but the academic class does need more guidance
- 2. Classroom Environment:** There have recently been seat changes in this

class period because of talking and other distractions. Due to the recent seat changes, the classroom is much more conducive to learning.

3. **Instruction:** There were a few modes of instruction included in this lesson. However, it was more lecture-based and less student-centered than I would have liked. This lesson contains a lot of important introductory material that needed to be presented to students, but in the future, a jigsaw activity would still ensure all students get all of the information that they need while being more student-centered and hands-on.
4. **Professional Responsibilities as related to instructional objectives or standards:** Because students achieved at least 80% accuracy on their Exit Tickets, it shows that students met that objective. With the objective related to defining tragedies and tragic heroes in their own words, I wish I had a documented way of evaluating this rather than just class discussion. In the future, I could have students do this on a Padlet.com wall or through a Pear Deck presented-integrated question.

**Materials for Lesson:**

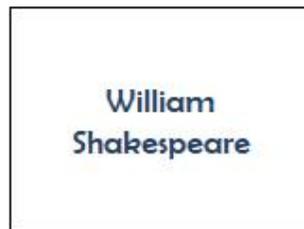
## ***William Shakespeare: Some Quick Facts***

- ❖ Born in Stratford-on-Avon on April 23, 1564
  - ❖ Married Anne Hathaway, a woman ten years his senior, in 1582
  - ❖ Had three children, but his only son, Hamnet, died when he was 11 years old
  - ❖ Shakespeare died on April 23, 1616 at the age of 52
- 
- In his acting company, the most famous actor was Richard Burbage, who always played the lead roles.
  - They performed in their own theatre, The Globe, until it burned down in 1613. It was rebuilt but eventually shut down.
  - In Shakespeare's time, women were not allowed to act. Boys played the female parts.
  - Eventually his acting company became the King's Men, when King James I sponsored their acting group.

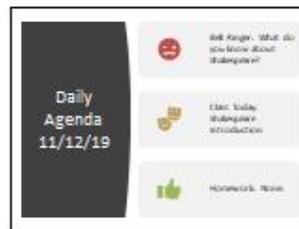
- Shakespeare lived and performed under two monarchs: 1. Elizabeth I and 2. James I
- When James I died, Puritans took over England and shut down theatres. They were sinful.

- ✓ William Shakespeare wrote 37 plays and 154 sonnets. He introduced nearly 2,000 words into the English language.
- ✓ He wrote plays in the following genres: Comedies, Tragedies, Histories, and Romances.
- ✓ After his death, two actors compiled his plays and had them published in 1623 in a collection called *The First Folio*.

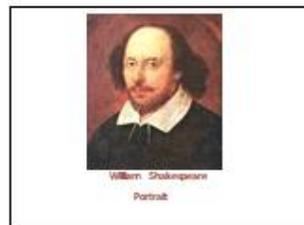
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### Married Life

- Married in 1542 to Anne Hathaway, who was pregnant at the time with their first daughter
- Had three in 1545: Hamnet & Judith
  - *Hamnet died from the plague at age 11 shortly before he was baptized.*
- Spent time between 1550-1552, banished to London and began working at the Swan
- Wrote what we know as "The Last Will"
  - No one knows whether will, or what he was doing during those years

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### Shakespeare's Death

- Shakespeare is buried in Holy Trinity Church in his birth village of Stratford
- His grave is covered by a flat stone that bears an epitaph warning of a curse to come upon anyone who moves his bones.



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"Good friend, for Jesus' sake, forbear  
To dig the dust enclosed here:  
Blest be the man that spares these stones,  
And curse be he that moves my bones."

9



**Queen Elizabeth I**  
Queen of England from 1558-1603

10



**King James I**  
King of England from 1603-1625

11



**King Henry VIII**  
Elizabeth's father who ruled from 1509-1547

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### Reign of Elizabeth

► Queen Elizabeth is the daughter of Henry VIII

- Henry VIII was married 6 times
  - Catherine of Aragon (divorced)
  - Ann Boleyn (beheaded)
  - Elizabeth's mother (beheaded when Elizabeth was 2)
  - Jane Seymour (died of childbirth complications)
  - Anne of Cleves (Annulled)
  - Catherine Howard (beheaded)
  - Catherine Parr

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- Henry was becoming frustrated because Ann Boleyn did not give him a male heir (only gave Elizabeth)
- Ann finally gave birth to a boy—but he was a stillborn
- It is assumed that Henry's frustrations led him to sign the execution note for Ann Boleyn
- After Henry VIII died, Henry VIII's son became king—Edward VI

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### Shakespearean Drama

- **Tragedy:** A drama that ends in catastrophe—most often death—for the main character and often for several other important characters as well
- **Tragic Hero:** The main character, someone who is nobly born and has great influence in his or her society. This character has weakness or errors in judgment (*Tragic Flaw*) that lead to his or her downfall. Fate may play a role in the course that events take.

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1. Shakespeare was born in the year \_\_\_\_\_
2. He lived in two places that we know of which are \_\_\_\_\_ and London in England.
3. He died on the \_\_\_\_\_ birthday in the year 1616.
4. He wrote a sonnet named \_\_\_\_\_
5. He wrote the play and sonnets mostly in \_\_\_\_\_

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## Lesson #2

### I. LESSON FOUNDATION

**Date:** November 13, 2019

**Lesson Title:** Shakespearean Language

**Lesson Number w/in Unit:** 2

**Unit Title:** Introduction to Shakespeare's *Romeo and Juliet* and Prologue

**Grade Level(s):** 9th

**Time Allotted:** 45 minutes

**Subject Area(s)/Subject Content Explanation:** English I Academic

#### **Standard(s)/Anchors:**

- **1.1.5.C** Use knowledge of phonics, word analysis, (e.g., root words, prefixes, and suffixes) syllabication, picture and context clues to decode and understand new words during reading.
- **1.1.11.E** Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.

#### **Essential Question(s):**

- What are some words Shakespeare is responsible for contributing to the English language?
- What are the definitions of some unfamiliar words used by Shakespeare in the play, *Romeo and Juliet*?

#### **Instructional Objective(s):**

- Given a list of now common phrases that were coined by William Shakespeare, students will work in partners to define the famous phrases using context clues.
- Given a PowerPoint presentation, the play *Romeo and Juliet* in their

textbooks with footnotes, and a dictionary, students will define at least 3 familiar words from the play, *Romeo and Juliet*.

- **Formative Assessment:** During the presentation, the teacher will ask students to discuss the Shakespearean insults before reading the short description to try to define them themselves using context clues. Students will also be asked to share their responses to what the famous phrases and lines from Shakespeare mean. The teacher will correct, and guide students as needed.

**Summative Assessment:** Students will take a test at the conclusion of this unit.

## **II. LESSON BODY**

### **INTRODUCTION:**

- **PowerPoint Slide 1: Title Slide**
- **PowerPoint Slide 2: Daily Agenda** – On this slide, the teacher will explain that today’s lesson is meant to help them practice reading and using Shakespeare’s language prior to reading *Romeo and Juliet*. As a Bell Ringer, students will work with a seat partner to find 2-3 words they were unfamiliar with in Sonnet 73 before reading it in the poetry unit. Then, students will share the meaning of the word. The teacher will help students better understand any words they are still confused about or forget the meaning of.

### **TEACHING PROCEDURES:**

- **PowerPoint Slide 3: Words Made Famous by William Shakespeare** – This slide is used to let students know that Shakespeare is credited with coining, or using for the first time, over 200 words in the English language. The slides breaks down that the ways he did this, which include using words from foreign languages, combining words, and using words as a different part of speech, such as using a noun as a verb.
- **PowerPoint Slide 4: Words** – This slide lists some of the words Shakespeare

is credited with coining. Some of the words will be obvious to students and some they may have to think about. The teacher will ask if students have heard these words before. Then, the teacher will ask students to try to think of definitions of some of the less common words such as eyesore, hoodwinked, leapfrog, and laughingstock. The teacher will assist students with the definitions if needed and prompt students to use a dictionary which are provided in the classroom.

- **PowerPoint Slide 5: Common Words in *Romeo and Juliet*** – This slide gives students the definitions for words they will see often when reading the play. Some of these are thou, thy, thine, art, mad, fancy, and wherefore. The teacher will read the definition of these to students.
- **PowerPoint Slide 6: Shakespearean Insults** – To engage students in Shakespearean language, the class will look at examples of insults used by Shakespeare’s characters in various plays. The slide states that Shakespeare is known for his characters “roasting” or heavily insulting each other. There is a link to a list of 15 insults: <https://www.telegraph.co.uk/news/2016/04/23/15-great-william-shakespeare-insults-which-are-better-than-swear>. The teacher will show the insult without the description below and ask students to try to figure out what they mean. The teacher should pick about 5-6 to show to students. The first one, “Villain, I have done thy mother” should be one of them as students will get this quickly and find it funny.
- **PowerPoint Slide 7: Famous Phrases/Lines** – On this slide, a few currently used phrases are listed as well as famous lines from Shakespeare. Using a Think Pair Share, students will pick one phrase/line from the list and put it into their own words. The teacher will ask for volunteers for each phrase/line.

**\*Independent Practice** – To complete the lesson, students will work with a partner to complete a Shakespearean Language Practice Activity. See Differentiated Lesson Activities.

## **CLOSURE:**

- To end the lesson, the teacher will first instruct students to put away any materials they were using for their independent practice. Then, the teacher will remind students that the activity will be shared with the class tomorrow. They will have the first 10 minutes to finish the activity.
- Then, once students are back to their desks, the teacher will ask students to share one thing that they learned in today's lesson. If they would like, students may also share their favorite Shakespearean insult.

### **LESSON ESSENTIALS**

- **DIFFERENTIATED LEARNING ACTIVITIES:** To practice with Shakespearean vocabulary words, students will skim through the Prologue and Act I of *Romeo and Juliet* in their textbooks and find 3 words they are unfamiliar with. With their usual class partner, they will make a visual aid. Students may use footnotes and a dictionary to define the words. They may select from the following activities:
  - Make a Google Slide/PowerPoint presentation that defines each word and includes a picture.
  - Use construction paper or other art supplies to make a poster that defines the words.
  - Use the webcam or voice recording function on your Chromebook and verbally define each word and read the line it is used in.
- These differentiated activities provide students the opportunity to select the product they create to demonstrate their knowledge of how to understand Shakespearean language, using footnotes, dictionaries, and context clues, a skill necessary to reading any Shakespeare work.

**Additional individualized strategies as mandated by IEPs and 504 plans include:** There are no students with IEPs or 504 plans in this class.

### **INSTRUCTIONAL RESOURCES, MATERIALS AND TECHNOLOGY:**

PowerPoint, Promethean Board, notebooks, construction paper, markers, Google Slides or PowerPoint, webcam, Chromebooks, Shakespearean Insult list on website

## II. POST-LESSON REFLECTION:

**ANALYSIS OF STUDENT LEARNING:** I found that lesson helped students prepare to read Shakespearean language. They really enjoyed the Shakespearean insults, and I think that helped them engage better with the lesson. They seem much less stressed about reading an entire play by Shakespeare, and many of them asked if we would see insults and jokes in *Romeo and Juliet*.

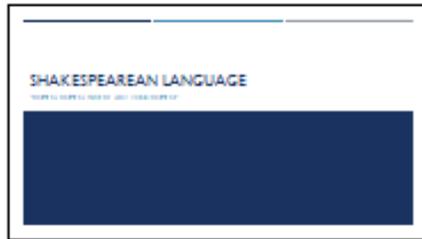
### **ANALYSIS OF TEACHING:**

- 1. Planning and preparation:** I planned well for this lesson. I do think that I could have copied and pasted the insults that I wanted to show and the descriptions of them into the PowerPoint to make navigation of them easier and be more prepared in case of any internet issues.
- 2. Classroom environment:** I have established a rapport with this class that makes it possible to joke and have fun while learning. However, I do need to use every minute of class time to keep them occupied or they become off-task very easily. In the future, I will use a class timer to keep them on-task during Think Pair Share activities and others where discussion is occurring. I walk around the room as they discuss which also helps to keep them on-task.
- 3. Instruction:** This lesson used multiple modes of instruction. However, students seem to grow bored of PowerPoint and Google Slides. I would like to find videos or other presentation tools such as Prezi for my next unit.
- 4. Professional responsibilities as related to instructional objectives or standards:** Because we used class time to work on their activity, I did not have a formal Exit Ticket with this lesson. However, I did gain insight from students about what they learned from the lesson. Based on their

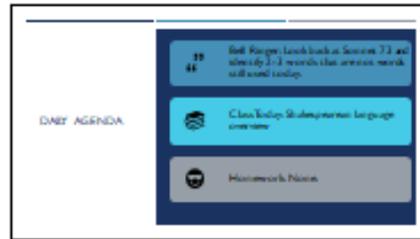
responses, they seemed to have used class time efficiently to define unfamiliar words. They also seemed interested to know that Shakespeare contributed so much to even our modern language.

**Materials:**

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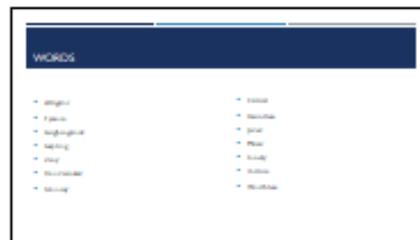
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**FAMOUS PHRASES**

- All that glitters is not gold
- Too much of a good thing
- Good rebelle

- Use the word's origin and the meaning of the word.

- Use the word's origin and the meaning of the word.

- Use the word's origin and the meaning of the word.

- Use the word's origin and the meaning of the word.

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**FINAL ACTIVITY**

- If you're using Shakespearean vocabulary words, you will share through the Prologue and Act 1 of Romeo and Juliet in your notebook and find 3 words you are unfamiliar with. With a partner, you will make a card and share them with each other.
- Make a Google Slide/Paper presentation that shares with your classmate's presentation.
- Use your own paper or other on a computer to make your own Shakespearean words.
- Use the software or other writing function on your Chromebook and make a slide with several words that you find in the text.
- You will share them in the classroom. You will have the first 5 minutes of class to find up if needed. This will count as your class presentation and be followed by your participation grade.

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### Lesson #3

#### I. LESSON FOUNDATION

**Date:** November 14, 2019

**Lesson Number w/in Unit:** 3

**Lesson Title:** Globe Theatre Virtual Tour

**Unit Title:** Introduction to Shakespeare's Romeo and Juliet and Prologue

**Grade Level(s):** 9th

**Time Allotted:** 45 Minutes

**Subject Area(s)/Subject Content Explanation:** English I

#### **Standard(s)/Anchors:**

- **1.6.3.F** Use media for learning purposes.
- **1.1.11.A** Locate various texts, media, and traditional resources for assigned and independent projects before reading.
- **Cross-curricular: World History**

- **8.4.3.B** Identify historic sites and material artifacts important to world history.

**Essential Question(s):**

- Why is the Globe Theatre important to the study of Shakespearean plays?

**Instructional Objective(s):**

- Given a virtual tour of the Globe Theatre, a diagram of the Globe Theatre with additional information, and/or a YouTube video about the Globe Theatre, students will identify important facts regarding the Globe Theatre with accuracy.

**Formative Assessment:** Students will share their language activities. The teacher will correct students as needed. As students answer the questions about the Globe Theatre, the teacher will walk around and ensure students are on-task and assist students when needed. This may include showing students where to look for information or guide them toward the correct answer.

**Summative Assessment:** Students will take a unit test at the conclusion of the unit.

## **II. LESSON BODY**

**INTRODUCTION:**

- The Daily Agenda will be displayed on the board which reads:
  - **Bell Ringer:** Turn on your Chromebooks and open Google Chrome. Then, get with your partner and finish your language activity from yesterday.
  - **Class Today:** Share language activity, virtual tour of Globe Theatre
  - **Homework:** None
- Students will be working with their partners to finish their language activity

which will be handed in before the lesson procedures. The teacher will allow for 5 minutes of classwork. Then, each partner will share one of the unfamiliar words they found and the definition. This should take no more than 10 minutes.

### **TEACHING PROCEDURES:**

- After sharing the language activities, students will be instructed to either hand in their classwork or email it to the teacher if it was done online.
- Then, the teacher will display the title slide of the PowerPoint which says, “Globe Theatre: Where Many of Shakespeare’s Plays were Performed.” Students will go to their student email and click on the link to the virtual tour of the Globe Theatre from Thing Link:  
<http://www.openculture.com/2018/05/take-a-virtual-tour-of-shakespeares-globe-theatre-in-london.html>
- Then, the teacher will show the next two PowerPoint slides which contain images of the Globe Theatre.
- After looking at these images, the teacher will go to the next slide which contains a link to the virtual tour. The teacher will display this website on the Promethean Board. The teacher will demonstrate to students how to guide their mouse over the screen to move the tour around to see all angles of the theatre. The teacher will also show students how to click on the images, audio clips, and icons to get additional information.
- The teacher will give the students a few facts about the Globe Theatre.
  - The Globe Theatre was the main source of entertainment for people in London, England at this time.
  - The theatre is where not only Shakespeare, but other famous playwrights, had their works performed.
  - In this time period, only males were allowed to act. So, young boys would play female roles. While to some this may not sound appealing, being an actor was a highly esteemed occupation, and the young boys enjoyed these roles. Beginning in these roles helped them become

well known and talented enough to get some of the major leads in other plays such as Macbeth and Hamlet.

- After sharing these facts, the teacher will instruct students to work with their usual classroom partner to answer the questions on the next PowerPoint slide which are:
  - When was the first Globe Theatre built?
  - What was probably the first play to be performed at the Globe Theatre?
  - How much did the tickets cost for individuals if they were to stand in front of the stage?
  - What did plays begin and end with during Shakespeare's time?
  - At what unusual time are plays offered during the summer at the Globe Theatre now?
- Students will spend the rest of the class period exploring the Globe Theatre in their partners and discovering more information about it.

#### **CLOSURE:**

- When there are about 5 minutes left in the period, the teacher will stop students and tell them that they are to return to their assigned seats. If they did not get to answer all of the questions, that is okay.
- The teacher will review the answers to the questions by asking for student volunteers to share. The teacher will correct them if needed.
  - When was the first Globe Theatre built? **1599**
  - What was probably the first play to be performed at the Globe Theatre? **Julius Caesar**
  - How much did the tickets cost for individuals if they were to stand in front of the stage? **one penny**
  - What did plays begin and end with during Shakespeare's time? **Musical numbers**
  - At what unusual time are plays offered during the summer at the Globe Theatre now? **Midnight showings under the stars (lack of roof)**

- The teacher will let students know that in class tomorrow, they will begin looking at the characters and plot overview of *Romeo and Juliet*.

### III. LESSON ESSENTIALS

**DIFFERENTIATED LEARNING ACTIVITIES:** Students will be given the option to answer the questions about the Globe Theatre in 3 different ways:

- They may use the website with the Virtual 360 tour of the Globe Theatre and use the icons and links within it to answer the questions.
- They may use the printed sketch and information sheet of the Globe Theatre.
- They may watch a video about the Globe Theatre

<https://www.youtube.com/watch?v=m3VGa6Fp3zl>

- This activity is differentiated by process. These differentiated activities are by learning styles. Students may use the virtual tour as a kinesthetic and visual way to acquire the information. They may use the printed guide and information as a visual aid with print information to be read to acquire the information. Or, they may watch a video which will deliver the information auditorily. All students will be given access to the options.

**Additional individualized strategies as mandated by IEPs and 504 plans**

**include:** There are no students with IEPs or 504 plans in this section.

**INSTRUCTIONAL RESOURCES, MATERIALS AND TECHNOLOGY:**

PowerPoint, Promethean Board, Virtual Tour of Globe Theatre, diagram, quick facts handout, Chromebooks, notebooks

### IV. POST-LESSON REFLECTION:

**ANALYSIS OF STUDENT LEARNING:** Students found the virtual tour really interesting. Learning about where Shakespeare's plays were

performed led to some great discussions. Students had a lot of questions about entertainment in Shakespeare's time period. We had discussions about why plays and the theatre were so valued then and are not as popular today. We compared the love of the theatre then to the love of the movies today. Many people still appreciate the theatre, however, and we discussed that too.

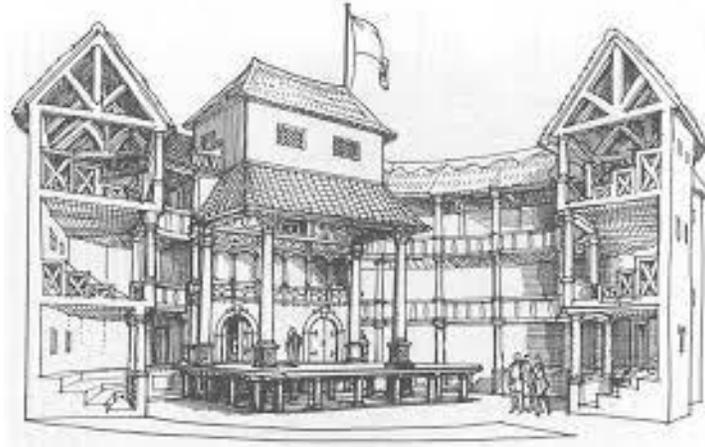
### **ANALYSIS OF TEACHING:**

- 1. Planning and preparation:** When I planned this lesson, I had not expected how much time it would actually take for students to finish their assignments and share them. In the future, I would consider more time for this type of assignment. Students did not have as much time to explore the virtual tour of the Globe Theatre. But, we did get time to review their responses, and students still enjoyed the activity.
- 2. Classroom environment:** Students are aware of their typical classroom partners, so transitioning to partner work is often smooth. I walked around and interacted with students as they completed the activity which provided me the opportunity to help students navigate the website and answer additional questions about the Globe Theatre and plays during Shakespeare's lifetime.
- 3. Instruction:** In this lesson, students were given multiple options to complete the questions about the Globe Theatre. I wanted to incorporate the virtual tour technology to bring the theatre that was used for Shakespeare's performances into the classroom for students and make it connect them to more. However, I did not want students to feel obligated to use the technology if they would enjoy using a different type of technology, the video, or no technology at all, while completing their partner work. In the future, I will continue to incorporate technology, but I will find creative ways for all students to interact with and utilize technology as digital literacy is an important skill for all students to have for when they enter the workforce or college.

- 4. Professional responsibilities as related to instructional objectives or standards:** This lesson directly incorporated cross-curricular standards by integrating world history into the literature. When students read Shakespeare, not only it is important for them to comprehend the text but understand the time period in which the text is set and how that impacts the play. Many of the footnotes throughout their textbook for the play *Romeo and Juliet* include historical information or old terms for things that explain what a character said or a joke. It is important for students to have context before reading Shakespeare. I would like to include more historical information in the future, and as we read the play, I will provide students with more historical facts.

**Materials:**

## Globe Theatre Quick Facts



- In the space directly in front of the stage, patrons could attend the performances for the price of just one cent. They were called “groundlings.” This gave people the opportunity to view performances even if they were not wealthy.
- Many of Shakespeare’s plays were performed here. There were other famous playwrights as well. However, it is stated by historians that Shakespeare’s *Julius Caesar*, is probably the first play to be performed at the theatre which was built in the year, 1599.
- During the time of Shakespeare, music was another form of entertainment. All of the plays at the Globe Theatre would begin and end with a musical number which would include dancing and various musical stylings and instruments.
- Although the Globe Theatre was built in 1599, it was torn down and rebuilt. And it has been remodeled and updated many times since then. Today, people can still tour the theatre and attend various events there.
- In the summer, the Globe Theatre currently does plays under the stars due to the lack of roof at midnight. The Globe Theatre is a famous location for tourists and fans of theatre, Shakespeare, and history

[https://www.google.com/imgres?imgurl=https%3A%2F%2Fwww.pinimg.com%2Foriginals%2F34%2F3%2F44%2F34F344280dd036e4868d4e2216ccc941.jpg&imgrefurl=https%3A%2F%2Fwww.pinrest.com%2Fpin%2F388857749047735877%2F&tbid=-dHllemxKldJM&vet=12ahUKewjT98aRy5XmAhVvs1kKHdWRCMwQMvFegUIARDmAO\\_i&docid=QvyfAtky7V3okM&w=703&h=452&q=globe%20theatre%20interior&hl=en&ved=2ahUKewjT98aRy5XmAhVvs1kKHdWRCMwQMvFegUIARDmAO](https://www.google.com/imgres?imgurl=https%3A%2F%2Fwww.pinimg.com%2Foriginals%2F34%2F3%2F44%2F34F344280dd036e4868d4e2216ccc941.jpg&imgrefurl=https%3A%2F%2Fwww.pinrest.com%2Fpin%2F388857749047735877%2F&tbid=-dHllemxKldJM&vet=12ahUKewjT98aRy5XmAhVvs1kKHdWRCMwQMvFegUIARDmAO_i&docid=QvyfAtky7V3okM&w=703&h=452&q=globe%20theatre%20interior&hl=en&ved=2ahUKewjT98aRy5XmAhVvs1kKHdWRCMwQMvFegUIARDmAO)

**DAILY AGENDA**

- 
 Self-Reflexion: Turn on your camera/phone and open Google Classroom. Then, get with your partner and think your language activity from yesterday.
- 
 Class Task: Draw language activity, visual tour of the Globe Theatre.
- 
 Network: with Home.

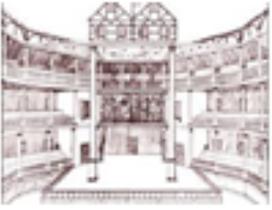
1



**GLOBE THEATRE**  
Home: Way of Performance / Playhouse Past and Present

2

**Sketch of the original Globe Theatre**  
London, England



3

**The new Globe Theatre at night**



4

**Globe Theatre 360 Tour**

- <https://www.youtube.com/watch?v=9tWp0e3mT00>  
<https://www.youtube.com/watch?v=9tWp0e3mT00>  
<https://www.youtube.com/watch?v=9tWp0e3mT00>

5

**QUESTIONS TO ANSWER WITH PARTNER**

Use the 'Virtual Tour of the Globe Theatre' YouTube video: <https://www.youtube.com/watch?v=9tWp0e3mT00> or the images to answer the following questions. You will need to click on the images, videos, and audio links.

- When was the first Globe Theatre built?
- What was probably the first play to be performed at the Globe Theatre?
- How much did the reconstruction for individuals if they were to build in front of the stage?
- What did plays begin and end with during Shakespeare's time?
- At what around time are plays offered during the summer at the Globe Theatre now?

6

## Lesson #4

### I. LESSON FOUNDATION

**Date:** November 15, 2019

**Lesson Number w/in Unit:** 4

**Lesson Title:** Romeo and Juliet Overview/Examples of Star-crossed Lovers Stories from Other Cultures

**Unit Title:** Introduction to Shakespeare's Romeo and Juliet and Prologue

**Grade Level(s):** 9th

**Time Allotted:** 45 Minutes

**Subject Area(s)/Subject Content Explanation:** English I

#### **Standard(s)/Anchors:**

- **1.1.11.A** Locate various texts, media, and traditional resources for assigned and independent projects before reading.
- **1.3.3.B** Identify literary elements in stories describing characters, setting, and plot.

#### **Essential Question(s):**

- What are the major themes in *Romeo and Juliet*?

#### **Instructional Objective(s):**

**Formative Assessment:** During the lesson introduction, the teacher will ask students to recall the overview of the play, *Romeo and Juliet*, using a Think Pair Share activity. The teacher will make sure students have an accurate understanding of the overview of the play before moving on; this may require the teacher to review material from the previous lesson. While reading and listening to the prologue, the teacher will ask students what they think each stanza means before showing students the corresponding PowerPoint slides with contain paraphrased versions of each stanza. At the conclusion

of the lesson, the teacher will ask students to summarize the prologue in 1-2 sentences and hand it in as an Exit Ticket for the teacher to review prior to beginning the next unit.

**Summative Assessment:** Students will take a unit test at the conclusion of the unit.

## **II. LESSON BODY**

### **INTRODUCTION:**

- The Daily Agenda will be displayed on the board which reads:
  - **Bell Ringer:** What was one thing you learned about the Globe Theatre yesterday?
  - **Class Today:** Overview of the themes in *Romeo and Juliet*, examples of other star-crossed lovers/fate stories from around the world.
  - **Homework:** None.
- The teacher will ask students to respond to the Bell Ringer. At least 2-3 student volunteers should share their responses. Some of the responses may be that it was built originally in 1599, Julius Caesar was the first play to probably be performed there, there is no roof, there were standing room tickets available for one cent.
- Then, the teacher will review what the lesson for the day is.

### **TEACHING PROCEDURES:**

- **PowerPoint Slide 3: The Story Behind the Characters** – This slide explains the real-life feuding families, the Cerchi and Donati families who were from Florence. Their feud lasted many years, and it is believed that Shakespeare travelled to Italy as many of his plays contain characters or settings from/in Italy and was inspired by this family when he wrote *Romeo and Juliet*.
- **PowerPoint Slide 4: Romeo and Juliet**– This slide explains that the play is a romantic tragedy that was written in the last 1500s but was set in the 1300s. The setting is Verona, Italy. It is a story that is about two individuals from

feuding families who fall in love.

- **PowerPoint Slides 5-8: Main Themes in *Romeo and Juliet*** – These slides explain that “love at first sight,” “hate,” “fate,” and “loyalty” are the major themes that occur in the play. When Romeo and Juliet fall in love when they first see each other, this is a problem because their families deeply hate each other, and they even engage in violence toward one another. There is a lot of talk of fate and star-crossed lovers because Romeo and Juliet know their love is forbidden. Fate also comes up because there are a lot of elements of the play that characters feel are out of their control – they have no say in what happens to them despite what they do or what they want to happen. Loyalty is addressed because there are characters who are faithful to the Montagues or Capulets and they have to lie and cover things up to protect those that they care about, such as Benvolio to Romeo and the nurse to Juliet.
- **PowerPoint Slide 9-11: Star-crossed Lovers Stories from Around the World** – These slides provide students with three examples of stories from other cultures that are similar to *Romeo and Juliet*.
  - Cleopatra and Mark Antony, while real people, have many stories surrounding their romance. In this story, the Egyptian couple ends up taking their own lives because Mark Antony is falsely told that Cleopatra is dead which leads him to take his own life. When she discovers her lover’s death, she takes her own life as well.
  - Pyramus and Thisbe are part of a Middle Eastern story where a handsome man and woman from feuding families fall in love. They shared a secret romance. During one of their secret meetings, a lioness with a bloody mouth approached Thisbe and in her panic, she dropped her veil. Because the lioness already had blood on its mouth and it picked up the veil, it looked like her veil was the result of an attack. Pyramus mistook the bloody veil as a sign that Thisbe was killed by the lioness, so he stabbed himself and took his own life. When Thisbe saw him dead, she took her own life too.
  - Tristan and Isolde are characters in a tale inspired by a Celtic legend,

Isolde, a princess, is supposed to marry a king. But she falls in love with his nephew, Tristan, who was given the task of bringing Isolde to him. Variations of the tale exist, but one is that Tristan consumes a love potion that is poison and when Isolde finds him dead, she takes her own life.

**CLOSURE:**

- When there are about 5 minutes left in the period, the teacher will display **PowerPoint Slide 11**. This slide displays the Exit Ticket, which asks students to describe one major theme addressed in *Romeo and Juliet* in their own words.
- As students work to complete their Exit Ticket, the teacher will remind students that they will take a test on this unit next week.

v. **LESSON ESSENTIALS**

**DIFFERENTIATED LEARNING ACTIVITIES:** In this section, there are male and female students. There are no students that are identified as students with IEPs or 504 plans, Gifted IEPs, or as students in Honors English I. In this lesson, all students are completing the same work in the same manner.

- In this lesson, the focus is on *Romeo and Juliet* by William Shakespeare. But, to incorporate other cultures, there are three examples of similar stories to Romeo and Juliet from Egyptian, Middle Eastern, and European cultures. The exposure to these various stories provides students with more worldly experiences. Rather than just learning about the story written by a white European/English male, they can experience stories that have passed down through generations in other cultures in various parts of the world.

**Additional individualized strategies as mandated by IEPs and 504 plans include:** There are no students with IEPs or 504 plans in this section.

**INSTRUCTIONAL RESOURCES, MATERIALS AND TECHNOLOGY:**

PowerPoint, Promethean Board, *Romeo and Juliet* play in the textbooks, audio of *Romeo and Juliet*, notebooks, writing utensils, character matching handout.

vi. **POST-LESSON REFLECTION:**

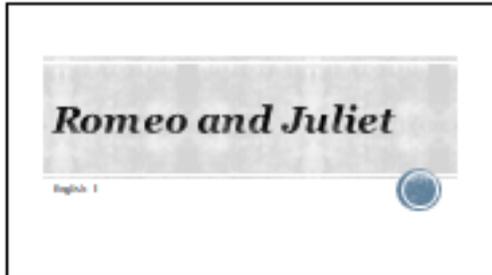
**ANALYSIS OF STUDENT LEARNING:** Students enjoyed hearing about the examples of other stories like *Romeo and Juliet* from other cultures. I was glad to find a way to bring in other cultures in this unit. Much of what students read in classes are written by white males of English descent, so I was excited to provide students with stories from other cultures. Some students even remarked that they would like to look into more of these stories.

**ANALYSIS OF TEACHING:**

5. **Planning and preparation:** I felt prepared for this lesson. I looked up additional information to share with the students about the stories from other cultures. However, I wish that I had planned an entire lesson around these other stories rather than just part of one because it is so important to include various cultures in the classroom.
6. **Classroom environment:** This lesson did not include as much peer collaboration as other lessons, but students were intrigued by the various cultures introduced to them in this lesson. I wish I had included more pictures or a hands-on activity to correspond with this lesson.
7. **Instruction:** This unit was mostly direct instruction, which I try to avoid doing. This is the only lesson in this unit that was primarily direct instruction, but I still wish I had included more hands-on or collaborative types of instruction.
8. **Professional responsibilities as related to instructional objectives or standards:** When students submitted their Exit Tickets, it was apparent that most students understood the major themes of the play. Some students did not grasp it entirely. So, we will spend time in the next lesson

reviewing these themes prior to reading the prologue.

**Materials:**



**Romeo and Juliet**

English I

1

**Daily Agenda**

- Bell Ringer: What was one thing you learned about the Globe Theatre yesterday?
- Class Today: Overview of the themes in Romeo and Juliet, examples of other star-crossed lovers/fate stories from around the world.
- Homework: None.

2

**The story behind the characters**

- During the Italian Renaissance, powerful families often quarreled violently
- One feud was between the Capuli and Montague families in Florence. The fighting started around 1300 and continued for 50 years
- Shakespeare learned of their story and we now have Romeo and Juliet

3

**Romeo and Juliet**

- Written between 1594-1596
- Based in Verona
- Setting: 1590s (17th Century Verona, Italy)
- A feud between two noble families, the Capulis and Montagues, leads to the tragic love of Romeo and Juliet, their children

4

**The Main Themes in R&J**

Love at first sight  
 common. We create a  
 belief that if you didn't  
 fall in love at first sight,  
 it isn't love at all. Really,  
 it isn't.

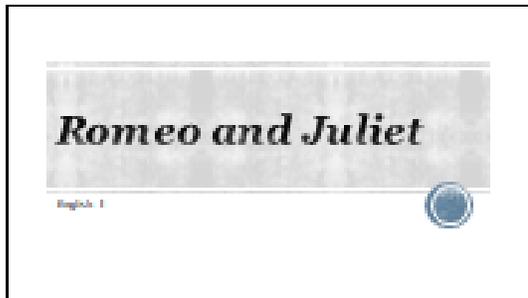


5

**Hate** - the two families  
 hate each other and are  
 constantly fighting,  
 causing many deaths. No  
 one really knows why  
 they are fighting as they  
 fell out so long ago.



6



1

### Daily Agenda

- Bell Ringer: What was one thing you learned about the Globe Theatre yesterday?
- Class Today: Overview of the themes in Romeo and Juliet, examples of other star-crossed lovers/fate stories from around the world.
- Homework: None.

2

### The story behind the characters

- During the Italian Renaissance, powerful families often quarreled violently
- One feud was between the Capuli and Donati families in Florence. The fighting started around 1300 and continued for 50 years
- Shakespeare learned of their story and we now have Romeo and Juliet

3

### Romeo and Juliet

- Written between 1591-1596
- Based in Verona
- Setting: 1590s (15th Century) Verona, Italy
- Actual feud was based on families, the Capuli's and the Donati's and the 15th century love of Romeo and Juliet, their children

4

### The Main Themes in R&J

Love at first sight  
 common: 16th century belief that if you didn't fall in love at first sight, it was just not meant to be.



5

Hate - the two families hate each other and are constantly fighting, causing many deaths. No one really knows why they are fighting as they fell out so long ago.



6

## **Lesson #5**

### **I. LESSON FOUNDATION**

**Date:** November 18, 2019

**Lesson Number w/in Unit:** 5

**Lesson Title:** Montagues/Capulets and Prologue of *Romeo and Juliet*

**Unit Title:** Introduction to Shakespeare's *Romeo and Juliet* and Prologue

**Grade Level(s):** 9th

**Time Allotted:** 45 Minutes

**Subject Area(s)/Subject Content Explanation:** English I

#### **Standard(s)/Anchors:**

- **1.3.3.F** Read and respond to nonfiction and fiction including poetry and drama.
- **1.3.11.A** Read and understand works of literature.
- **1.3.3.E** Identify the structures in drama (e.g., dialogue, story enactment, acts, scenes).

#### **Essential Question(s):**

- What is the purpose of the prologue?
- Why do you think people would still want to see/read the play if the Prologue reveals the ending?

#### **Instructional Objective(s):**

- Given a list of the characters in the play, *Romeo and Juliet*, students will be able to identify by matching which characters are related/involved with the Montague and Capulet families.
- Given a printed text and audio recording of the prologue of *Romeo and Juliet*, students will be able to summarize, in their own words, what the prologue reveals about the play with accuracy.

**Formative Assessment:** During the lesson introduction, the teacher will ask students to recall the overview of the play, *Romeo and Juliet*, using a Think Pair Share activity. The teacher will make sure students have an accurate understanding of the overview of the play before moving on; this may require the teacher to review material from the previous lesson. While reading and listening to the prologue, the teacher will ask students what they think each stanza means before showing students the corresponding PowerPoint slides which contain paraphrased versions of each stanza. At the conclusion of the lesson, the teacher will ask students to summarize the prologue in 1-2 sentences and hand it in as an Exit Ticket for the teacher to review prior to beginning the next unit.

**Summative Assessment:** Students will take a unit test at the conclusion of the unit.

## **II. LESSON BODY**

### **INTRODUCTION:**

- The Daily Agenda will be displayed on the board which reads:
  - **Bell Ringer:** With your seat partner, discuss the plot of *Romeo and Juliet*. What is one example of a star-crossed lovers story from another culture?
  - **Class Today:** Character overview, read and listen to the Prologue of *Romeo and Juliet*.
  - **Homework:** Complete the Montague/Capulet matching handout.
- The teacher will ask students to respond to the Bell Ringer. At least 2-3 student volunteers should share their responses.
- Then, the teacher will review what the lesson for the day is and what the homework will be. As the teacher instructs students to turn to the prologue in *Romeo and Juliet*, one student will pass out the homework sheet to the rest of the class.
- The teacher will remind students that the Montague and Capulet families, while they hate each other, are similar in class popularity in their society.

## TEACHING PROCEDURES:

- **PowerPoint Slide 3: Montague** – This slide lists the major characters that are either related to or loyal to the Montague family members.
- **PowerPoint Slide 4: Capulet** – This slide lists the major characters that are either related to or loyal to the Capulet family members.
- **PowerPoint Slide 5: Additional Characters** – This slide lists other major characters that will be introduced to students. The teacher will let students know that Gregory and Sampson will be the characters we meet in the first scene of the play. The teacher will also let students know that the chorus is the character in the play who reads the prologue
- Before transitioning to PowerPoint Slide 6, the teacher will read the prologue aloud to the students, reminding them that the prologue is a Shakespearean sonnet.
- **PowerPoint Slides 6-9** – After reading the entire prologue, the teacher will play the audio of the prologue stanza-by-stanza. After each stanza the teacher will ask students what they take it to mean. The teacher will guide and prompt students and engage in active discussion about what the prologue is saying before moving the next PowerPoint slide which paraphrases each stanza.
- After reading the prologue, the teacher will instruct students to discuss the essential questions in a Think Pair Share. Then, students will share their responses. The teacher will add that although the prologue reveals the ending, we are unaware of how the play moves from two lovestruck teenagers to those same teenagers ending up dead. The prologue creates suspense and encourages playgoers and readers to indulge in the play.

## CLOSURE:

- When there are about 8 minutes left in the period, the teacher will display **PowerPoint Slide 10**. This slide displays the Exit Ticket, which asks students to summarize the prologue in their own words.
- As students work to complete their Exit Ticket, the teacher will remind students to complete the matching handout given to them at the beginning of the period.

- Students will hand in their Exit Tickets as they leave the classroom.

## **vii. LESSON ESSENTIALS**

**DIFFERENTIATED LEARNING ACTIVITIES:** In this section, there are male and female students. There are no students that are identified as students with IEPs or 504 plans, Gifted IEPs, or as students in Honors English I. In this lesson, all students are completing the same work in the same manner. However, there are multiple approaches to this lesson to meet all students' needs.

- Students are reading the text, listening to the text, and taking notes from a PowerPoint presentation. Seeing and hearing the prologue allows all students to experience the text in a way that helps them understand it better.
- There is also peer collaboration throughout the lesson which provides students the opportunity to discuss and further engage in the lesson.

**Additional individualized strategies as mandated by IEPs and 504 plans**

**include:** There are no students with IEPs or 504 plans in this section.

## **INSTRUCTIONAL RESOURCES, MATERIALS AND TECHNOLOGY:**

PowerPoint, Promethean Board, *Romeo and Juliet* play in the textbooks, audio of *Romeo and Juliet*, notebooks, writing utensils, character matching handout.

## **viii. POST-LESSON REFLECTION:**

**ANALYSIS OF STUDENT LEARNING:** Having the PowerPoint with the stanza paraphrases helped students understand the prologue. Many students were not looking forward to reading Shakespeare, but they had a fun time with the material, joking about how they could not read the rest of the play since the prologue ruined the ending. But, they easily got back on-task and discussed how even though the prologue revealed the ending, they still wanted to know how these two young characters

end up dying.

#### **ANALYSIS OF TEACHING:**

- 9. Planning and preparation:** This lesson contained a lot of moving parts. Between following along in the textbook, playing the audio, and moving ahead in the PowerPoint, there was a lot to be responsible for. I do feel like the transitions could have moved smoother. Maybe in the future, I could record the sections of the audio that we will listen to into smaller sections and then link them to the PowerPoint so that I do not have to worry about freezing and unfreezing the projector screen to switch between tasks.
- 10. Classroom environment:** The classroom is set up so that students have seat partners which makes activities like Think Pair Share discussions easy. I gave students permission to move closer to the speakers if they needed to, and I tried to play the speakers as loud as possible for the students on the opposite side of the room.
- 11. Instruction:** As mentioned in the planning and preparation section, this lesson utilized multiple modes of instruction. Students responded well to the various medias used in the instruction.
- 12. Professional responsibilities as related to instructional objectives or standards:** When students submitted their Exit Tickets, it was apparent that most students understood the prologue well and were able to put it into their own words. Some students did not grasp it entirely. I think giving students guided notes for the prologue rather than asking them to take their own notes would have been more effective since the language of the prologue is confusing to those unfamiliar with reading Shakespeare.

#### **Materials:**

# ***Romeo and Juliet* Characters Matching Activity**

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Match the following character descriptions to the character name.

\_\_\_\_ The Nurse

\_\_\_\_ Tybalt

\_\_\_\_ Paris

\_\_\_\_ Benvolio

\_\_\_\_ Sampson

\_\_\_\_ Abram

\_\_\_\_ Friar Lawrence

\_\_\_\_ Balthasar

\_\_\_\_ Prince Escalus

\_\_\_\_ Peter

A. Montague's nephew

B. Young nobleman who would like to marry Juliet.

C. Servant/nanny to the Capulets and Juliet

D. Servant to the Capulets

E. Capulet's nephew

F. Servant to the Montagues

G. Montague's servant and Romeo's friend

H. Nurse's servant

I. Priest and friend to Romeo

J. Verona's leader

**5. Integration of Resources and Technology:** Pre-test, Shakespeare Introduction

and Prologue PowerPoint, Internet, Promethean Board, virtual tour of Globe Theatre, audio of *Romeo and Juliet*, course textbooks, notebooks, Prologue guided notes

**6. Differentiated Learning Activities:**

- My class consists of male and female students. There are no students in this section with IEPs, GIEPs, or 504 Plans. There are various ethnic and racial backgrounds. Throughout the school district, there are ELL students, and students with various socioeconomic status.
- See individual lessons for differentiated activities.

7. Summative Assessment/Post-Assessment –

*Romeo and Juliet* Test 1 - Introduction to Shakespeare and the Prologue

Name: \_\_\_\_\_

Class Period: \_\_\_\_

Date: \_\_\_\_\_

**Section I. 1 point each-** Write the names of the following characters under the family that they are related to, work for, or friends with. You will use each name only once.

|        |         |           |          |          |
|--------|---------|-----------|----------|----------|
| Romeo  | Sampson | Balthasar | Mercutio | Benvolio |
| Tybalt | Abram   | Gregory   | Nurse    | Juliet   |

**The Capulets**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**The Montagues**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Section II. 2 points each.** Using the word bank, write the name of the character next to the description.

**1. The prologue is performed by \_\_\_\_\_.**

- A. Benvolio    **B. Chorus**    C. Lady Capulet    D. Romeo

**2. In what outdoor theatre did Shakespeare present most of his plays?**

- A. The Rose    **B. The Globe**    C. The Garden    D. The World

**3. Besides plays, what is Shakespeare also famous for writing?**

- A. ballads    B. haikus    **C. sonnets**    D. songs

**4. Who was not allowed to act during Shakespeare's life?**

- A. women**    B. men    C. elderly    D. children

**5. References to gods and goddesses in Shakespeare's work are called \_\_\_\_\_.**

- A. foreshadows    B. ironies    C. metaphors    **D. allusions**

**6. What was the name of Shakespeare's wife?**

- A. Jennifer Aniston    B. Tiffany Haddish    **C. Anne Hathaway**    D. Nicole Kidman

**7. Who is one of the famous monarchs who ruled during Shakespeare's life?**

- A. Queen Mary    **B. Queen Elizabeth I**    C. King Henry VIII    D. King George

**8. Shakespeare wrote plays in four categories. Which of these is NOT one of those categories?**

- A. Horror      B. Tragedy      C. Comedy      D. History

**9. Which of the following is not mentioned in the prologue?**

- A. fate      B. death      C. betrayal      D. romance

**10. The original name of Shakespeare’s acting company was**

- A. The King’s Men      B. Shakespeare’s Men      C. The Queen’s Men      D. The Men of the Globe

**11. Who took over England after King James I died and declared the theatre was “sinful”?**

- A. The Pilgrims      B. The Puritans      C. The English      D. The Founders

**12. Who was the most famous actor in Shakespeare’s acting company?**

- A. Shakespeare      B. Christopher Marlowe      C. Richard Burbage      D. Will Kemp

**Section III. 3 points each.** Write a detailed response to each of the questions below.

1. What does the Act I Prologue tell us will happen to Romeo and Juliet in the play (also remember to put down what will happen with their families after the fact)?

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2. Name and describe one example of a star-crossed lover story from another culture.

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**8. Reflection** — Overall, students did well with this unit. Based on the results of the pre-assessment (See Pre-Assessment at beginning of unit plan document) most students did not have a lot of prior knowledge on the Shakespeare introductory material or the main elements of *Romeo and Juliet*. However, based on the unit assessment at the conclusion of the unit, most students achieved at least 80% accuracy with the material. For those that did not, there will be supplementary materials provided to them to assist with the next unit as we continue reading the acts of Romeo and Juliet.

- **ANALYSIS OF STUDENT LEARNING:** The majority of formative assessments and Exit Tickets demonstrated that students comprehended the lesson

materials. Of course, some students needed extra one-on-one instruction, more explanations, or other learning strategies. Even though there are not students with IEPs or 504 Plans in this section, there are students on various levels. So, I feel that based on the

- **ANALYSIS OF TEACHING:**

**Planning and preparation:** This unit required a lot of planning and preparation. I had to read *Romeo and Juliet* and discuss instructional methods with my cooperating teacher. But I do feel that for my first-time teaching Shakespeare, I achieved success. I feel much more prepared to continue reading Act I of the play. I unfortunately will not be able to finish the play with my students as my student teaching experience ends, but I have gained a lot of materials and instructional tips to bring with me when I read any works by Shakespeare with students in the future.

**Classroom environments:** Since my first unit, I obtained many more relationships and a better rapport with my students. Even though students were not thrilled about grading Shakespeare, I tried to include things that would interest them like the Shakespearean insults activity to engage students and show them that just because the language is more challenging and it was written a long time ago, it can be interesting and relatable.

**Instruction:** In this unit, I was able to incorporate many modes of instruction. I utilized audio, visual aids, a virtual tour, and direct instruction. I have found that using many types of instruction is the best way to ensure students' needs are met.

**Professional responsibilities as related to instructional objectives or standards:** Through the Exit Tickets, unit assessment, and formative assessments, I have found that students met the requirements of the objectives. I do feel like there are students who benefit from more one-on-one and individualized instruction. So, I could have done more to supplement lessons for those students.

