

Unit Plan: Romeo and Juliet (Grade 10 Literature)

Duration: 6 weeks (3 lessons per week, 45 minutes each)

Grade Level: 10

Curriculum Alignment: American Common Core State Standards (CCSS)

Weekly Breakdown

Week 1: Introduction to Shakespeare and the Text

Lesson 1 ~ Who is Shakespeare?

Goals: Get to know Shakespeare's life and Romeo and Juliet. Link the play to Elizabethan England.

Experiments: Short talk on Shakespeare's biography and Elizabethan theatre.

Example: Mini Lecture ~ Hello everybody! We will dive into the life of William Shakespeare, the most famous playwright of all time, and into the Elizabethan theatre in which he lived. It's crucial to know about Shakespeare and his Elizabethan background to appreciate his plays, Romeo and Juliet included.

First Chapter: Shakespeare's Life First Life: Birth and Family: William Shakespeare was born in April 1564 in Stratford-upon-Avon, England. He was the third of eight sons of Shakespeare's family. His father John Shakespeare was a glove-maker and an important town councilor, his mother Mary Arden a well-connected farmwoman. Education: Shakespeare had a very good education, grammar and literature in particular, at King's New School in Stratford. But we don't know anything of his enlightened studies after this, and so we wonder how he managed to master so much classical and modern literature.

Married and Family Married: When Shakespeare married Anne Hathaway (26), he was 18. They were the parents of three children: Susanna and Hamnet and Judith, twins, two years later.

Theatre Work: The Lost Years: In Shakespeare's life story between the years of c1585 and c1592, something went missing, the so-called "Lost Years". We know almost nothing about his activities, but by 1592 Shakespeare was a London-based successful actor and playwright.

Shakespeare's Playwriting and Acting: Shakespeare joined the Lord Chamberlain's Men, a leading drama company. It was also the period in which his plays were most popular, and he composed some of his best-known pieces, such as Romeo and Juliet, Hamlet, Othello and Macbeth.

The Globe Theatre: In 1599, Lord Chamberlain's Men constructed the Globe Theatre on the South Bank of the Thames River, the site where Shakespeare's plays were first performed. The Globe might accommodate around 3,000 guests with standing rooms for the underprivileged and covered sections for the elite.

Later Life and Legacy: Retirement: Shakespeare took a life off writing, retiring to Stratford-upon-Avon around 1613, and writing until his death in April 1616. He died on 23rd April (also known as his birth and death day).

The First Folio: In 1623, seven years after his death, friends and fellow actors released the First Folio, a collection of 36 of Shakespeare's plays, saving his career and making him immortal in literary terms.

The Elizabethan Theatre ~ A History of the Theatre World

Theatrical History In the Elizabethan period (1558-1603), the arts, in particular literature and theatre, flourished under Queen Elizabeth I's cultural patronage. This era saw the advances of drama and theatre, and it was an adagio for Shakespeare.

Theatre Buildings: Theatres in Shakespeare's day were often outdoor buildings. The Globe Theatre was circular or polygonal, and it had a central yard called the "pit" in which you could stand for a penny to see the play. Higher-end audiences bought better seats in halls covered by glass.

Characteristics of Elizabethan Theatre: Staged Events: Elizabethan theatre was held in the afternoon without artificial lighting. Natural light made for outdoor performances. Sound effects, costumes and props were necessary because there was no formal stage equipment.

Gender roles: There were no female roles in the Elizabethan period, of course, only men. Little boys played girls because it was forbidden for women to act on stage. It also conditioned the acting of women, for instance in Juliet and Lady Macbeth, whose drama had to be acted by men.

Themes and Styles: Themes of Elizabethan drama included love, betrayal, authority and ethics. Shakespeare frequently incorporated tragedy and comedies — it made you feel all the feels, and made you think some deep things.

Poetry and Prose Co-Extension: Elizabethan writers (in particular, Shakespeare) had their eye on a lot of language, iambic pentameter, blank verse and rhymed couplets. This was a stylistic decision that made the dialogue more beautiful and made the characters' feelings clearer.

1. Iambic Pentameter

Definition:

Iambic pentameter is a type of poetic meter often used in English poetry and drama. It consists of lines that contain five metrical feet, where each foot is an "iamb." An iamb is a metrical foot with two syllables: the first syllable is unstressed, and the second syllable is stressed (da-DUM).

Example:

In the line "But, soft! What light through yonder window breaks?" from Romeo and Juliet, you can break it down into iambic feet:

But, soft!

What light

through yon

der win

dow breaks?

Shakespeare commonly employed iambic pentameter to create rhythm and flow in dialogue, making it sound natural while allowing for emotional depth.

2. Blank Verse

Definition:

Blank verse is poetry written in unrhymed iambic pentameter. This form allows for the use of the structure of meter without the constraint of end rhymes, giving poets flexibility to express complex ideas and emotions in a more naturalistic manner.

Example:

An example can be found in this passage from Act 2, Scene 2, often referred to as the balcony scene:

"But, soft! What light through yonder window breaks?

It is the east, and Juliet is the sun."

These lines exemplify the beauty of Shakespeare's use of blank verse, conveying deep feeling without the constraints of rhyme, allowing his characters to express complex ideas and emotions effectively.

3. Rhymed Couplets

Definition:

A rhymed couplet consists of two consecutive lines of poetry that rhyme and typically have the same meter, often iambic pentameter. This form can create a sense of completion or emphasis, resonating with the reader at the end of a stanza.

Example:

Shakespeare often used rhymed couplets at the end of scenes or to highlight a change in thought or emotion. A well-known example comes from Romeo and Juliet, in Act 1, Scene 5:

“If he be gone an hour of a day,

Then the ground would be no place for me to stay.”

In this couplet, both lines rhyme ("day" and "stay"), emphasizing the thought and concluding the speaker's idea effectively.

Conclusion In conclusion, William Shakespeare's life and Elizabethan theatre re-examines our love of his plays. This context and the effervescent culture in which he was raised informed his art, which still moves audiences today. Love, war, fate and identity in dramas such as Romeo and Juliet were reflections of the social conventions of Shakespeare's day, as well as of the ordinary human condition. And let's open up the floor to discussion after this mini talk. Here are some points to ponder as we think about what we've read:

Shakespeare's Imprint: What do you believe Shakespeare was taught, and how does his Elizabethan England sociopolitical milieu inform his works?

Gender Dynamics: If there was never any space for women actors in Shakespeare's day, what is your perception of the way this affected how women in Romeo and Juliet are cast?

Contemporary Relevance: How do you believe that the characters in Romeo and Juliet can be made current today? Can you see the struggles of the characters being like yours or a situation in the world today?

The Function of the Audience: What would it be like to watch a play at the Globe Theatre instead of in the theater today? What effect does this have on how we see plays today?

Movie Adaptations I show some Romeo and Juliet movies to the students to further understand and liven up the text. These two are notable adaptations: Baz Luhrmann's Romeo + Juliet (1996): A remake of the classic, set in the present day but with Shakespeare's own dialogue. It's visually intense with newer music, so it's relatable to the present. It is a novel way of thinking about love and war. Franco Zereilli's Romeo and Juliet (1968): A less modernized version that takes the poetry and poignancy of Shakespeare's play, with beautiful cinematography. This is a glimpse of the production as it would have appeared under Shakespeare's vision, with actual costumes and scenery. As I begin to tackle Romeo and Juliet, I think about the richness of themes, characters and historical setting that are at play. By studying these factors, we learn and enjoy them better, and so Shakespeare's words are timeless. Thanks for noticing

that! We will continue to speak and analyse this rich text; I am eager to do so. In future lessons, let's get a little more inside the text!

Discussion of love, conflict and fate.

Common Core Connection: CCSS.ELA-Literacy.RL.9-10.7: Discuss how a writer uses and edits source material in a piece of writing.

Exit Ticket: Write one thing you have learned about Shakespeare and one thing you don't know.

Teaching Strategies

Intro to Romeo and Juliet Instructional Goals: Introduce the story, characters and main themes of the play to students.

Reading Exercises: Read and discuss the prologue.

Character mapping task: Locate Capulet and Montague family members and positions.

Common Core Connection: CCSS.ELA-Literacy.RL.9-10.9:

Examine how the author builds on and refines the genre or form.

Stages: Feature character map.

Lesson 3: Examining the Prologue Purposes: Discuss the purpose of the prologue and its provisions of plot.

Assignments: Reading and annotation in a group of the prologue. Discuss terminology like "star-crossed lovers" and its meaning.

Common Core Link: CCSS.ELA-Literacy.RL.9-10.

Explore how characters (such as those who have more than one or two motivations) evolve in a text.

Exit Ticket: How are you feeling on the prologue?

Week 2: Love and Conflict

Lesson 4: What Kind of Love Is the Play's Objectives

Think about various kinds of love in the play.

Exercises: Talk about love vs. infatuation with quotations (ex., "But, soft! What beams out of yonder window?" Group work sorting the quotations in romantic, family, and friendship category.

For Example:

1. Romantic Love

“But, soft! What light through yonder window breaks? It is the east, and Juliet is the sun.” (Act 2, Scene 2)

This famous line expresses Romeo's infatuation and adoration for Juliet. He compares her to the sun, emphasizing her beauty and brightness in his life.

“O, swear not by the moon, the inconstant moon, that monthly changes in her circled orb.” (Act 2, Scene 2)

Here, Juliet expresses her desire for a love that is steadfast and true, contrasting with the changing nature of the moon.

“With love's light wings did I o'erperch these walls; for stony limits cannot hold love out.” (Act 2, Scene 2)

Romeo portrays the power of love, suggesting that it can overcome any obstacle, emphasizing the theme of love triumphing over adversity.

“I am no pilot; yet, wilt thou not speak? I have lost my way.” (Act 1, Scene 2)

This quote reflects Romeo's emotional vulnerability and disorientation in love, showcasing the intensity of his feelings for Juliet.

2. Familial Love

“What, drawn, and talk of peace! I hate the word as I hate hell, all Montagues, and thee.” (Act 1, Scene 1) - Tybalt

This quote from Tybalt highlights the fierce loyalty and protective nature of familial love, as he expresses hatred towards the Montagues for the sake of his family's honor.

“You are too hot.” (Act 3, Scene 1) - Benvolio

In this quote, Benvolio is attempting to mediate between Mercutio and Tybalt, showcasing his concern for the safety and well-being of his friends and family.

“My fingers itch.” (Act 3, Scene 1) - Lady Capulet

This expression from Lady Capulet reveals the fervour of her familial loyalty and desire for revenge against the Montagues, illustrating how familial love can sometimes become possessive and vengeful.

“O, how my heart abhors to hear him named, and cannot come to him!” (Act 1, Scene 5) - Juliet

This quote expresses the conflict Juliet feels between her loyalty to her family and her love for Romeo. It shows her internal struggle and illustrates the conflict between familial and romantic love.

3. Friendship

“Plague o' both your houses!” (Act 3, Scene 1) - Mercutio

This exclamation reflects Mercutio's frustration with the feud between the Montagues and Capulets, illustrating the collateral damage of family conflict on friendships.

“I'll be a candleholder!” (Act 1, Scene 5) - Romeo

Upon meeting Juliet, Romeo shares a playful moment with his friends before the party. His comment reflects the joyful, carefree nature of friendship before the dark events unfold.

“Peace, peace! I hate the word as I hate hell, all Montagues, and thee.” (Act 1, Scene 1) - Tybalt

Tybalt's declaration shows his passionate loyalty to family and friends, while simultaneously contrasting the concept of peace with his fierce combativeness. This reflects how personal relationships can deeply influence one's actions.

“Lead us to the woods; he will take us in!” (Act 1, Scene 4) - Romeo

Here, Romeo speaks to his friends about leading him and his companions to the Capulet feast. It illustrates the camaraderie and bond shared among friends during lighter moments.

Group Work Activity

Activity Purpose: Students will engage in small groups to categorize these quotes into romantic love, familial love, and friendship.

Instructions:

Divide students into groups and provide each group with a set of quotes.

Each group discusses and categorizes the quotes based on themes (romantic love, familial love, friendship).

After categorizing, groups will present their findings to the class and discuss the significance of each quote within its category.

I encourage students to analyse how these types of love contribute to the characters' motivations and the overall narrative.

Conclusion

Utilizing these quotes in a group work setting allows students to engage deeply with the text and explore the richness of Shakespeare's depiction of various love forms. This critical examination not only enhances comprehension but also encourages students to draw connections between the text and their own lives.

Common Core Connection: CCSS.ELA-Literacy.RL.9-10.6:

Analyse how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.

Exit Ticket: Describe a scene that best represents love in the play and explain why.

Lesson 5: The Role of Conflict

Objectives:

Analyse the central conflict between the Montagues and Capulets.

Activities:

Watch a clip from Baz showcasing a conflict scene.

Discuss how this conflict drives the plot.

Common Core Connection:

CCSS.ELA-Literacy.RL.9-10.5: Analyse how an author's choices regarding how to structure specific parts of a text contribute to its overall structure and meaning.

Formative Assessment: Reflective writing about the impact of family conflict on Romeo and Juliet's relationship.

Lesson 6: Language Study

Objectives:

Understand Shakespearean language and its impact on the play.

Activities:

Vocabulary study of common Shakespearean phrases and tricky words.

Practice translating selected lines into modern English.

For Example:

When conducting a vocabulary study of common Shakespearean phrases and tricky words, it's effective to select lines that showcase the richness of Shakespeare's language while being approachable for Grade 10 students. Here are some lines from Romeo and Juliet along with their modern translations:

Selected Lines for Vocabulary Study

"But, soft! What light through yonder window breaks?" (Act 2, Scene 2)

Modern Translation: But wait! What light shines through that window?

"O, swear not by the moon, the inconstant moon, that monthly changes in her circled orb." (Act 2, Scene 2)

Modern Translation: Oh, don't swear by the moon, which is constantly changing each month.

"What's in a name? That which we call a rose by any other name would smell as sweet."
(Act 2, Scene 2)

Modern Translation: What does a name matter? A rose would smell just as sweet regardless of what it's called.

"A plague o' both your houses!" (Act 3, Scene 1)

Modern Translation: A curse on both your families!

"I am no pilot; yet, wilt thou not speak? I have lost my way." (Act 1, Scene 2)

Modern Translation: I'm not a pilot, yet you won't say anything? I'm lost.

"It is the east, and Juliet is the sun." (Act 2, Scene 2)

Modern Translation: It's the east, and Juliet is like the sun.

"When he shall die, take him and cut him out in little stars." (Act 3, Scene 2)

Modern Translation: When he dies, take him and turn him into little stars.

"I saw her dead, and she is in my heart." (Act 3, Scene 3)

Modern Translation: I saw her die, and she will always be in my heart.

"Parting is such sweet sorrow." (Act 2, Scene 2)

Modern Translation: Saying goodbye is both sad and sweet.

"These violent delights have violent ends." (Act 2, Scene 6)

Modern Translation: These intense pleasures often lead to intense consequences.

Practice Activity: Translating Lines into Modern English

Activity Instructions:

Group Work: Divide students into small groups and assign each group a couple of the selected lines.

Translation Task: Ask groups to discuss the meaning of their assigned lines and translate them into modern English.

Share and Discuss: Each group will present their translations to the class. Encourage discussions about the themes, emotions, and character motivations expressed in the original lines compared to their translations.

Vocabulary Focus: Provide students with context regarding tricky words in the lines (e.g., "swear," "inconstant," "delights," "sorrow") and ask them to create vocabulary cards that define these words in their own terms.

Expected Outcomes:

Through this vocabulary study and translation activity, students will:

Gain a better understanding of Shakespearean language and phrases.

Enhance their ability to interpret and convey meaning from complex text.

Develop skills in collaboration and discussion as they share insights into their translations.

This method effectively reinforces comprehension and encourages engagement with the text while providing the necessary support to navigate difficult vocabulary.

Common Core Connection:

CCSS.ELA-Literacy.L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on context, analysing meaningful word parts.

Homework: Find three quotes from the play that you find challenging and translate them into contemporary language.

Week 3: Character Development

Lesson 7: Analysing Romeo

Objectives:

Examine Romeo's character traits and development throughout the play.

Activities:

Close reading of selected quotes that illustrate Romeo's feelings (e.g., "It is the east, and Juliet is the sun.").

Character reflection journal entry about his emotional journey.

Common Core Connection:

CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text.

Exit Ticket: Describe how Romeo changes from act to act.

Week 3: Character Development (Continued)

Lesson 8: Analysing Juliet

Objectives:

Explore Juliet's character and her evolution throughout the play.

Activities:

Read selected passages to analyse Juliet's development, especially during key scenes (e.g., Act 1, Scene 5; Act 2, Scene 2).

Group discussion on the quotes that reveal her motivations and changes in perspective.

Common Core Connection:

CCSS.ELA-Literacy.RL.9-10.3: Analyse how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Homework: Write a short paragraph comparing Juliet's perspective on love to Romeo's.

Lesson 9: The Role of Secondary Characters

Objectives:

Investigate the significance of secondary characters like Mercutio, Tybalt, and the Nurse.

Activities:

Character triangle activity where each student selects a secondary character and presents their role and impact on the plot.

Discussion of how these characters contribute to the central conflict and development of Romeo and Juliet.

Common Core Connection:CCSS.ELA-Literacy.RL.9-10.6: Analyse how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.

Formative Assessment: Peer feedback during character presentations.

Week 4: Themes and Literary Devices

Lesson 10: Death and Fate

Objectives:

Analyse the themes of fate and death in Romeo and Juliet.

Activities:

Read and discuss Act 3, with students identifying key events leading to tragedy.

Group activity to explore how Shakespeare presents the idea of fate through quotes like “All are punished.”

Common Core Connection:

CCSS.ELA-Literacy.RL.9-10.7: Analyse how an author draws on and transforms source material in a specific work.

Exit Ticket: How do you view the role of fate in Romeo and Juliet’s relationship?

Lesson 11: Literary Devices

Objectives:

Identify and analyse Shakespearean literary devices (e.g., metaphors, foreshadowing).

For Example:

1. Metaphor

Example:

“But, soft! What light through yonder window breaks?

It is the east, and Juliet is the sun.” (Act 2, Scene 2)

Analysis:

This metaphor compares Juliet to the sun, emphasizing her beauty and the light she brings into Romeo's life. It suggests that she is a vital force, illuminating his world and elevating his emotions. The idea of Juliet as the sun also implies warmth, life, and the power of love, which forms the core of the play's romantic themes.

2. Simile

Example:

“My bounty is as boundless as the sea,

My love as deep; the more I give to thee,

The more I have, for both are infinite.” (Act 2, Scene 2)

Analysis:

Here, Romeo uses similes to compare his love for Juliet to the boundless sea. This emphasizes the depth and expansiveness of his feelings. The imagery suggests that his love is not only vast but also enriching; the more he gives, the more he feels he has, illustrating the theme that love is a powerful, ever-growing force.

3. Foreshadowing

Example:

“These violent delights have violent ends
And in their triumph die, like fire and powder
Which, as they kiss, consume.” (Act 2, Scene 6)

Analysis:

This quote foreshadows the tragic events that will unfold later in the play. Friar Laurence warns Romeo that intense and passionate love can lead to violent outcomes. The imagery of fire and gunpowder suggests that their love, while fervent, may lead to destruction, hinting at the tragic end of the story where both lovers meet untimely deaths.

4. Personification

Example:

“O, she doth teach the torches to burn bright!” (Act 1, Scene 5)

Analysis:

In this line, Romeo personifies the torches, suggesting that Juliet’s beauty is so radiant that it teaches them to shine brighter. This device enhances the theme of love at first sight and highlights the overwhelming effect Juliet has on Romeo, illustrating the captivating nature of love.

5. Irony

Example:

“I’ll not marry yet; and when I do, I swear it shall be Romeo, whom you know I hate, rather than Paris.” (Act 3, Scene 5)

Analysis:

This line is a powerful example of dramatic irony. Juliet expresses her commitment to marry Romeo, but she speaks it in the context of rejecting her parents’ wishes for her to marry Paris. The audience knows that she is secretly married to Romeo, creating tension as they understand the real implications of her words and the stakes involved.

6. Allusion

Example:

“If he be married,
My grave is like to be my wedding bed.” (Act 1, Scene 5)

Analysis:

Juliet alludes to the idea of fate and death here. This foreshadowing hints at the play's tragic conclusion, suggesting that if she cannot love Romeo, her only option is death. It also connects to the themes of love intertwined with sorrow, as she expresses both hope and despair at once.

7. Imagery

Example:

“What’s in a name? That which we call a rose

By any other name would smell as sweet.” (Act 2, Scene 2)

Analysis:

Through this imagery, Juliet conveys that names (like Montague and Capulet) are irrelevant to the essence of a person. Her thoughts evoke a strong visual of a rose, suggesting beauty and love, and emphasizing that love transcends the bitter family feud. This elaborate use of imagery helps to symbolize the broader conflict between love and societal labels.

8. Oxymoron

Example:

“O brawling love! O loving hate!” (Act 1, Scene 1)

Analysis:

In this oxymoron, Romeo expresses the conflicting emotions he feels regarding love. The juxtaposition of “brawling love” and “loving hate” reflects the complicated nature of love in the play. It illustrates how love can lead to both immense joy and profound pain, emphasizing the complexity of the romantic relationships in Romeo and Juliet.

Summary

Through these literary devices, Shakespeare masterfully conveys the emotional depth and complexity of love, fate, and conflict in Romeo and Juliet. Each device serves to enhance the reader's understanding of the characters' motivations, and the themes present throughout the play. By analysing these examples, students can better appreciate Shakespeare's artistry and the enduring relevance of his themes.

Classroom Activities for Exploring Literary Devices

To deepen students’ understanding of these literary devices in Romeo and Juliet, I incorporate the following activities into my lesson plans:

1. Literary Device Scavenger Hunt

Activity Description:

Assign students to find examples of various literary devices in the text, such as metaphors, similes, foreshadowing, and personification. They can work in small groups to analyse passages and present their findings to the class.

Objective:

This activity promotes critical reading skills and fosters collaboration while reinforcing the identification and analysis of literary devices.

2. Creative Writing Using Literary Devices

Activity Description:

Have students write their own short poetic pieces or dialogues inspired by the themes in *Romeo and Juliet*, utilizing at least three different literary devices from the play. They can share their work in small groups or with the class.

Objective:

This encourages students to apply their understanding of literary devices creatively while also developing their writing skills.

3. Character Analysis and Literary Devices

Activity Description:

Create a character analysis chart for *Romeo and Juliet*, requiring students to include quotes exemplifying various literary devices (like imagery and metaphor) that relate to each character's development.

Objective:

This approach fosters a deeper understanding of character motivations and how language contributes to character portrayal.

4. Group Discussion on Foreshadowing

Activity Description:

After reading key scenes, organize a group discussion focused specifically on the foreshadowing elements present. Each group can present their selected quotes and discuss how they anticipate the events that unfold in the play.

Objective:

This promotes critical thinking and allows students to synthesize information on how foreshadowing shapes their understanding of the plot.

Assessment of Literary Devices

To assess students' understanding of the literary devices covered in the unit, consider the following assessments:

1. Formative Assessment: Literary Devices Quiz

Description: Create a quiz with short answer or multiple-choice questions that assess students' ability to identify and explain literary devices used in selected passages from *Romeo and Juliet*.

For Example:

Quiz: Identifying and Analysing Literary Devices in *Romeo and Juliet*

Instructions: Read the selected passages from *Romeo and Juliet* below. Answer the questions that follow each passage, identifying the literary devices used and explaining their significance in the context of the play.

Passage 1:

“But, soft! What light through yonder window breaks?

It is the east, and Juliet is the sun.”

(Act 2, Scene 2)

Identify the literary device in the lines above.

- a) Metaphor
- b) Simile
- c) Personification
- d) Foreshadowing

Answer: _____

Explain the significance of the device you identified in your answer above.

Passage 2:

“O, swear not by the moon, the inconstant moon,

That monthly changes in her circled orb.”

(Act 2, Scene 2)

What literary device is used in this quote?

- a) Hyperbole
- b) Alliteration
- c) Simile
- d) Personification

Answer: _____

What does this device reveal about Juliet's feelings toward love?

Passage 3:

“These violent delights have violent ends
And in their triumph die, like fire and powder,
Which, as they kiss, consume.”

(Act 2, Scene 6)

Identify two literary devices present in these lines.

- a) _____
- b) _____

Discuss how foreshadowing is used in this passage. What events does it hint at?

Passage 4:

“A plague o’ both your houses!
They have made worms’ meat of me: I have it.”

(Act 3, Scene 1)

What literary device does Mercutio use in the line “A plague o’ both your houses!”?

- a) Irony
- b) Metaphor
- c) Allusion
- d) Personification

Answer: _____

Explain the context of this statement and its significance in the play.

Short Answer Questions

Passage 5:

“What’s in a name? That which we call a rose,

By any other name would smell as sweet.”

(Act 2, Scene 2)

Identify the literary device in this passage.

Discuss how this quote reflects Juliet’s views on the feud between the Montagues and Capulets.

Answer Key

a) Metaphor

Significance: This metaphor illustrates how Romeo sees Juliet as the centre of his universe, highlighting her beauty and how she illuminates his life. It emphasizes the intensity of their romantic connection.

c) Simile

Significance: The comparison suggests that Juliet desires a love that is stable and unwavering. It also signifies her awareness that Romeo's feelings must be genuine, unlike the moon's inconsistency.

a) Foreshadowing, b) Simile

Foreshadowing hints at the tragic consequences of their passionate love, suggesting that intense emotions can lead to destructive outcomes, mirroring the themes of fate and consequence present throughout the play.

a) Irony

Context: Mercutio's curse reflects his disdain for the feud between the families and underscores the tragedy of innocent lives being affected by the violent conflict. This foreshadows the ensuing deaths and the consequences of hatred.

Metaphor.

Significance: Juliet expresses that a name does not define essence; therefore, the feud is irrelevant to her feelings for Romeo. She suggests that love transcends family names and expectations.

2. Summative Assessment: Literary Analysis Essay

Description: Students will write a literary analysis essay focusing on one of the major themes in *Romeo and Juliet*. They should use at least five examples of literary devices from the text to support their arguments.

Rubric: Employ the five-level rubric previously mentioned, ensuring that students are assessed on their ability to engage with the text, analyse literary devices, and communicate their findings clearly.

Final Thoughts on Literary Analysis

Studying the literary devices in *Romeo and Juliet* allows students to appreciate the intricacies of Shakespeare's language and the profound emotional and thematic layers present in his work. By analysing these devices, students gain valuable skills in textual interpretation, critical thinking, and effective writing—all essential components of the American Core Curriculum.

Through engaging activities and comprehensive assessments, students will not only learn to identify and analyse literary devices but also understand how those devices contribute to the richness of the narrative and the complexities of human experience portrayed in *Romeo and Juliet*. As educators, our goal is to help students navigate these literary landscapes, fostering a lifetime appreciation for literature and its power to reflect the human condition.

Activities:

Work in pairs to find examples of literary devices in specific passages, noting their effect on overall meaning.

Discuss how these devices contribute to the themes of the play.

Common Core Connection:

CCSS.ELA-Literacy.RL.9-10.5: Analyze how an author's choices regarding how to structure specific parts of a text contribute to its overall structure and meaning.

Homework: Write a one-page reflection on how a particular literary device enhances the themes in the play.

Lesson 12: Film Comparison Activity

Objectives:

Compare and contrast Shakespeare's play with film adaptations to understand interpretations.

Activities:

Watch a selected scene from a film adaptation (e.g., *Romeo + Juliet* by Baz Luhrmann).

Group discussion on differences in characterization, setting, and theme portrayal between the text and film.

Common Core Connection:

CCSS.ELA-Literacy.RL.9-10.9: Analyze how an author draws on and refines the genre or structure.

Exit Ticket: What are two significant differences between the text and the film that impact your understanding of the story?

Week 5: Critical Reading and Writing Skills

Lesson 13: Critical Writing Workshop

Objectives:

Develop skills in writing analytical essays on literature.

Activities: Introduction to essay structure, including thesis statements, evidence integration, and commentary.

For Example:

Activities: Introduction to Essay Structure

Overview:

In this lesson segment, my students will be introduced to the fundamental elements of essay writing, focusing on the structure of an analytical essay. This includes understanding how to formulate a clear thesis statement, effectively integrate evidence from the text, and provide insightful commentary that ties their analysis back to their main argument. These activities aim to equip students with essential writing skills that will enhance their ability to articulate their thoughts in a structured and coherent manner.

Activity Breakdown

1. Understanding Thesis Statements

Objective:

Students will learn how to create a clear and argumentative thesis statement that reflects the main idea of their essays.

Steps:

Discussion: Begin with a brief discussion about the role of a thesis statement in an essay. Explain that a thesis statement presents the main argument and sets the direction for the entire piece.

Examples and Non-Examples: Present students with several examples of thesis statements, some strong and some weak. For instance:

Strong Thesis: "In *Romeo and Juliet*, Shakespeare uses the motif of fate to demonstrate how love can lead to tragedy, illustrating that the lovers' destinies are controlled by forces beyond their understanding."

Weak Thesis: "Shakespeare's play is about love."

Group Activity: Have students work in small groups to refine weak thesis statements you provide. Ask them to adjust create stronger, more assertive versions, fostering collaboration and discussion around how to enhance clarity and argumentative strength.

2. Evidence Integration

Objective:

Students will learn how to incorporate textual evidence into their essays to support their arguments.

Steps:

Instruction: Explain the importance of supporting claims with concrete evidence from the text. Discuss types of evidence, such as quotes, paraphrasing, and specific examples from *Romeo and Juliet*.

Modelling: Demonstrate how to integrate evidence into a sentence smoothly. For example:

"Shakespeare demonstrates the theme of love constricted by societal expectations when Romeo declares, 'But, soft! What light through yonder window breaks?' (Act 2, Scene 2), illustrating the conflict between familial loyalty and personal desire."

Practice Activity: Give students a short excerpt from Romeo and Juliet and ask them to extract relevant quotes that can be used to support a given thesis statement. Encourage them to rewrite sentences that incorporate these quotes effectively.

3. Writing Commentary

Objective:

Students will learn how to write commentary that explains and analyses the evidence they integrate.

Steps:

Definition and Importance: Explain that commentary connects the evidence to the thesis, interpreting and analysing the quote. It highlights how the textual evidence supports the argument.

Modelling Commentary: Use an example from earlier and demonstrate how to follow up a quotation with commentary:

Quote: "In Romeo and Juliet, Shakespeare writes, 'These violent delights have violent ends' (Act 2, Scene 6)."

Commentary: "This foreshadowing suggests that the intense passion shared by the young lovers will inevitably lead to tragic consequences, reinforcing the idea that love can be both beautiful and perilous."

Peer Practice: Ask students to write commentary for the quotes they collected earlier. In pairs, have them exchange their sentences and provide feedback on clarity and depth of analysis.

4. Mini-Essay Outline Creation

Objective:

Students will create an outline for their upcoming essays, structuring their main ideas, evidence, and commentary logically.

Steps:

Outline Example: Provide students with a sample outline for an analytical essay, breaking down the introduction, body paragraphs, and conclusion.

Guided Outline Creation: Encourage students to outline their ideas using the following structure:

Introduction:

Hook

Background context

Thesis statement

Body Paragraph 1:

Topic Sentence

Evidence

Commentary

Body Paragraph 2:

Topic Sentence

Evidence

Commentary

Conclusion:

Restate thesis

Summarize main points

Closing thought

Independent Work: Allow students time to create their outlines individually, using their developed thesis statements, gathered evidence, and written commentary.

Conclusion of Activities

These activities are designed to enhance students' understanding of the essay writing process, ensuring they grasp the components of a strong analytical essay. By focusing on thesis statement development, evidence integration, and effective commentary, students will gain essential skills to articulate their literary analyses clearly. This structured approach fosters not only comprehension of *Romeo and Juliet* but also essential writing skills that will benefit students in various academic contexts.

Rubric for Final Analytical Essay on *Romeo and Juliet*

Criteria	Excellent (5)	Proficient (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Thesis Statement	Clear, insightful, and presents a strong argument	Clear and specific but lacks depth or complexity.	Present but unclear or overly vague.	Weak or unclear thesis; does not provide an argument.	No thesis statement present.

Criteria	Excellent (5)	Proficient (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Evidence and Analysis	related to the play's themes. Uses multiple, well-chosen examples from the text, with in-depth analysis linking back to the thesis.	Relevant evidence is included, and analysis is generally strong.	Some evidence provided; analysis is superficial or not fully developed.	Limited evidence or unclear analysis; weak connections to the argument.	Little to no evidence; no analysis or connection to the thesis.
Organization	Well-structured with clear, logical transitions between paragraphs; follows essay format.	Generally organized with clear flow; minor issues with transitions.	Some organizational structure, but ideas may be disconnected.	Poorly organized; difficult to follow; lacks clear transitions.	Lacks structure; incoherent and difficult to read.
Writing Clarity	Writing is clear, precise, and free of grammatical and spelling errors.	Mostly clear writing; few grammatical errors that do not hinder understanding.	Some clarity, but contains several grammatical and spelling errors that detract from meaning.	Difficult to read; frequent grammatical and spelling errors confuse meaning.	Unintelligible writing filled with numerous errors; hinders understanding.
Engagement with Text	Demonstrates a deep engagement with the text, effectively connecting themes and character motivations throughout the essay.	Shows good engagement with the text and connections to themes and characters.	Some engagement with the text, but connections are basic or underdeveloped.	Limited engagement; few or no connections made to themes or character analysis.	No engagement with the text; no connections or understanding of themes present.
Creativity and Insight	Displays originality and unique insights into the text, making the	Shows some creativity; insightful observations that enhance analysis.	Originality is evident but lacks depth; some ideas may be generic.	Minimal creativity; reliance on clichés or unoriginal ideas that do	No evidence of original thought or insights; purely regurgitative.

Criteria	Excellent (5)	Proficient (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
	analysis compelling.			not enhance analysis.	

Total Points: /30

Grading Scale:

- **Excellent (26-30 Points):** Demonstrates mastery of analytical writing. The essay articulates insightful connections and provides detailed evidence in a well-organized format.
- **Proficient (21-25 Points):** Shows good understanding and skill in writing but may lack depth in analysis or organization.
- **Satisfactory (16-20 Points):** Meets basic requirements but shows areas needing improvement in argument clarity, organization, or engagement with the text.
- **Needs Improvement (11-15 Points):** Lacks clarity and coherence; does not effectively address the assignment or connect with the text.
- **Unsatisfactory (0-10 Points):** Fails to meet the requirements of the assignment, lacking a thesis, evidence, and overall engagement with Shakespeare's work.

Conclusion

This rubric provides a comprehensive framework for assessing students' analytical essays on *Romeo and Juliet*. By focusing on critical components of writing—thesis development, evidence integration, organization, clarity, engagement with the text, and creativity—this rubric allows for a nuanced evaluation of students' understanding and skills.

This structured approach not only facilitates effective assessment but also encourages students to develop their analytical thinking, writing abilities, and appreciation for one of Shakespeare's most significant works.

Follow-Up

To reinforce these concepts, subsequent lessons can focus on drafting their essays based on the outlines they created, along with peer review sessions for further refinement of their writing.

Analyse a sample essay on Romeo and Juliet to identify components of effective literary analysis.

Common Core Connection:

CCSS.ELA-Literacy.W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts.

Formative Assessment: Draft a thesis statement and outline based on a chosen topic related to the play.

Lesson 14: Peer Review Workshop

Objectives:

Engage in the peer review process, providing and receiving constructive feedback.

Activities:

Students exchange essays and provide feedback based on a provided rubric addressing content, organization, and use of evidence.

Teacher-led discussion on how to give and receive feedback constructively.

Common Core Connection:

CCSS.ELA-Literacy.W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Exit Ticket: What did you learn from reviewing your peer's work, and how do you plan to improve your essay based on their feedback?

Lesson 15: Finalizing Analyses

Objectives:

Refine essays based on peer feedback and prepare for presentation.

Week 5: Critical Reading and Writing Skills

Lesson 15: Finalizing Analyses

Objectives:

Refine essays based on peer feedback and prepare for presentation.

Activities:

Independent work time focused on revising drafts using feedback from peers.

Writing conferences with the teacher to discuss final edits and enhance clarity, with specific attention to integrating textual evidence effectively.

Common Core Connection:

CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Homework: Finalize and polish your analytical essay for submission, ensuring to check for grammar, punctuation, and adherence to the essay structure.

Week 6: Presentations and Performance

Lesson 16: Analytical Essay Presentations

Objectives:

Present analytical work creatively, enhancing comprehension and presentation skills.

Activities:

Students present their analytical essay topics (5-7 minutes) using visuals, acting, or multimedia.

Encourage creativity in expressing their analysis, making connections to themes and character arcs from the play.

Common Core Connection:

CCSS.ELA-Literacy.SL.9-10.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective.

Expected Outcomes: Students will demonstrate a deep understanding of their chosen topics and the ability to communicate their insights effectively.

Lesson 17: Performance of Selected Scenes

Objectives:

Engage in performance as a tool for understanding the text and its themes.

Activities:

Students will work in small groups to prepare and perform selected scenes from Romeo and Juliet. Each group will analyse the significance of their scene in the context of the play.

After each performance, host a class discussion to connect the action performed to key themes, character motivations, and the impact of these events on the storyline.

Common Core Connection:

CCSS.ELA-Literacy.RL.9-10.7: Analyse how interpretations of a literary text can vary based on media format.

Exit Ticket: What insights into the characters or themes did you gain from performing or watching the scenes? How did the performance enhance your understanding of the text?

Lesson 18: Unit Reflection and Assessment

Objectives:

Reflect on the learning experience and evaluate understanding of the text.

Activities:

Class discussion reflecting on character development, themes, and personal connections to the play. Students should articulate their perspectives on how the play resonates with contemporary issues.

Write a final journal entry addressing what they learned throughout the unit, highlighting key takeaways, favourite moments, and any new insights into Romeo and Juliet.

Summative Assessment:

Submission of the final analytical essay and reflection journal entry. Additionally, a comprehensive quiz will cover major characters, themes, significant quotes, and literary devices used throughout the play.

Assessment Overview

Formative Assessments:

Exit Tickets: At the end of each lesson, students will respond with a written reflection on what they learned and any questions they may have, allowing for immediate teacher feedback and adjustment of instruction.

Peer Feedback during Presentations: Constructive feedback during peer presentations helps students articulate their understanding and provides opportunities for growth.

Summative Assessments:

Analytical Essay: Students will write an essay analysing a major theme, character, or literary device in Romeo and Juliet, which will be assessed with the following rubric:

Summary and Conclusion

This unit on Romeo and Juliet is designed to provide Grade 10 students with a comprehensive exploration of Shakespeare's play while achieving critical reading and writing skills aligned with the American Common Core Curriculum standards. By incorporating various instructional strategies, such as interactive activities, performance-based assessments, and individualized support, this unit will address the diverse needs of learners.

Throughout the six-week unit, students will engage in a variety of assessments, from formative exit tickets and quizzes to summative essays and presentations. These assessments will not only measure their understanding of the text but will also encourage growth in their analytical and expressive abilities.

As students navigate the themes, characters, and language of *Romeo and Juliet*, they will develop a deeper appreciation for literature and its relevance to contemporary issues. Ultimately, by the end of this unit, students will be equipped with the skills necessary to analyse complex texts critically and to articulate their thoughts effectively, laying a strong foundation for future literary studies.

Final Thoughts

By creating an enriching and supportive learning environment, I hope to foster a love for literature that transcends the classroom. This unit is not merely about understanding *Romeo and Juliet* but about encouraging students to explore the power of storytelling and its impact on human experiences, relationships, and societal values. The skills they acquire and the insights they gain will serve them well beyond this unit, as they continue to engage with diverse texts and narratives throughout their academic journeys.

Extending the Learning Experience

As this unit on *Romeo and Juliet* concludes, it is essential to extend the learning experience beyond the traditional curriculum and integrate additional elements that can further enrich students' understanding of the play and its broader implications. Here are some strategies for building upon the foundation established during this unit:

1. Cross-Curricular Connections

Integrating History Lessons: Connect the themes of *Romeo and Juliet* to historical events and cultural norms of the Elizabethan era. Discussions about the societal expectations of gender roles, family honour, and the concept of arranged marriages can be deeply enriching. Students can create a project comparing the historical setting of the play to modern occurrences of family conflict and societal pressure.

Art and Creative Expression: Encourage students to express their understanding of the play through various artistic mediums. They can create poster art that represents key themes or character journeys, or even produce short films or skits that reinterpret scenes from a contemporary perspective.

Music and Poetry: Explore the integration of music and poetry related to the themes in *Romeo and Juliet*. Students can analyse how love and tragedy are portrayed in songs or write their own poems inspired by the emotional elements of the play. They could then present these creative pieces alongside their analytical essays, demonstrating the connections between different forms of expression.

2. Community Engagement

Literary Events: Organize events such as a "Shakespeare Day" where parents and community members are invited to participate in classrooms. Students could perform selected scenes, engage in discussions, and showcase their projects related to Romeo and Juliet. This involvement can encourage family engagement and foster a sense of community around the arts.

Field Trips: Arrange for a trip to a local theatre that might be putting on a production of Romeo and Juliet or another Shakespearean play. Observing live performances can help students appreciate the nuances of character portrayal and the emotional depth of the text.

3. Reflection and Continuous Learning

End-of-Unit Reflection: As part of their final assessment, students can participate in a reflective session where they discuss what they learned throughout the unit. Guiding questions might include:

How did your understanding of love and conflict evolve during this unit?

What characters did you connect with the most, and why?

What literary devices stood out to you, and how did they enhance the story?

4. Assessment and Feedback

Long-Term Assessment Metrics: I use rubrics to assess student projects and presentations not just on the final performance but on their progression throughout the unit. I consider peer assessments, self-reflections, and my evaluations for a well-rounded understanding of how students have grown.

Adaptability in Feedback: Collect feedback on the unit itself from students about what aspects they enjoyed and what could be improved—for example, class discussions, group activities, or specific assignments. Their input will be valuable for refining the curriculum in future iterations.

Conclusion: Legacy of Learning

By the end of this comprehensive unit on Romeo and Juliet, I hope my students will not only have developed critical reading and analytical skills but also an appreciation for literature's role in exploring complex themes such as love, fate, and conflict. They will have engaged in multiple forms of assessment and reflection, fostering a holistic understanding of the play and its relevance to modern society.

Moreover, this unit lays groundwork for lifelong learning. Encouraging students to make personal connections between Shakespeare's themes and their experiences empowers them to think deeply about the human condition. The focus on collaboration, family

engagement, and community connections will strengthen the educational experience and enrich students' lives beyond the classroom.

As an educator, I am committed to inspiring students to explore literature critically and enjoyably, cultivating a passion for reading that will endure throughout their academic journey and beyond. By fostering an environment that celebrates creativity, diversity, and inquiry, I am confident that my students will emerge from this unit not only as proficient readers and writers but also as empathetic and engaged global citizens ready to tackle the complexities of the world around them.