# UNIT OF STUDY

<table>
<thead>
<tr>
<th>Title: Romeo and Juliet</th>
<th>Subject/Course: English (Pre-AP Bolded)</th>
<th>Length: 4 weeks</th>
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</thead>
<tbody>
<tr>
<td>Topic: Shakespearean Language</td>
<td>Grade: 9</td>
<td>Designer: Ellen Hope</td>
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</tbody>
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## UNIT GOALS AND EXPECTATIONS

### IMPORTANT CONCEPTS/UNDERSTANDINGS:
Drama is a story that is written to be acted for an audience. William Shakespeare is considered by some to be one of the most important and influential writers of all time. Shakespeare contributed many words to the English language. Tragedy is a play that depicts serious and important events in which the main character comes to an unhappy end.

### ESSENTIAL QUESTIONS:
- What is drama?
- Who is William Shakespeare?
- Why is he considered important?
- What are archaic words?
- How have they influenced our language?
- What is an Elizabethan tragedy?
- What is a prologue?
- What are the divisions of a play?

### STUDENT LEARNING EXPECTATIONS:
- R.10.9.11: Read a variety of dramatic selections, including an Elizabethan tragedy
- R.10.9.12: Identify the two basic parts of drama: staging and scripting
- R.10.9.13: Define and identify examples of dramatic conventions, including soliloquy, aside, monologue, dialogue, and character types
- R.10.9.14: Compare and contrast the elements of character, setting, and plot in drama
- R.10.9.15: Describe how stage directions help the reader understand the setting, mood, characters, plot, and theme
- R.10.9.16: Define and identify the elements of Elizabethan tragedy

### SPECIFIC DECLARATIVE KNOWLEDGE – What I know
- Identify and define drama, soliloquy, monologue, aside, tragedy, dialogue, stereotype, blank verse, couplets, **puns**
- Understand stage directions
- Memorization of monologue/soliloquy

### SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do
- Dissect figures of speech in text
- Examine stage directions
- Critique divisions of a play
- Questioning of drama terms/elements

## UNIT ASSESSMENTS

(Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)

- Compare/contrast movie versus play
- Drama/R&J Test
- Write a prologue for each act: it should summarize the main events

### Traditional Assessments:
- Drama terms quiz
- Shakespeare history quiz
- Rewrite specified scene in modern English, analyzing diction and tone
- Research word origins from text

### Other Evidence of Learning:
- Micro-theme of Shakespearean background (questioning)
- Entrance slips/Exit slips
- Memorization of lines

## ACTIVITIES AND LEARNING EXPERIENCES

- Anticipation guide/discussion prior to reading
- Book in a week of Romiette and Julio
- -----Students read section of R&J to summarize and present graphic to class
- Watch William Shakespeare biographical video
- Micro-theme video
- Power Notes over Drama and Shakespeare

### Resources
- Elements of Literature, Third Course
- Shakespeare Video
- Power Notes
- Cornell note-taking
- Interrupted reading of Romeo and Juliet
- Examine and experiment with staging directions
- 1st Act in Shakespearean language
- Analyze figurative language
- Search for metaphors, similes, personification, hyperbole
- Explore use of archaic words and word derivatives in text
- Remainder in modern English (except Pre-AP)
- Research word origins
- Freeze Speak (874)
- Watch Baz Luhrman's Romeo and Juliet Movie
- Venn diagram of similarities and differences b/w play and movie

**Career Connections**

Author, historian, actress, actors, screenwriters, playwright, directors, scriptwriters,