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| **Designer** Jessica Shildt | | **Teaching Date** Day 1 |
| **Topic:** Introduction to Shakespeare and *Romeo and Juliet* | |  |
| **Grade Level**:  9H | **Time Frame**  100 minutes  (Block 1 is 50 min. every day) | **Description of Students:** |
| **Lesson Objectives:**  Students will gain a sense of course expectations and requisite attitudes for successful work with Shakespeare.  Students will activate background knowledge and prior experiences with Shakespeare.  Students will gain foundational understanding of who Shakespeare was, what he wrote about, when he wrote it, and how he wrote it. | | |
| **Assessment: Formative and Summative**  Formative: Shakespeare attitude survey. This will give me a sense of student’s background with Shakespeare and their attitudes motivations toward his work.  Shakespeare Search Activity: This activity will demonstrate student exploration of Shakespeare’s body of work and the student’s efforts to work within it. | | **Resources:**  Emily Finerfrock’s attitude survey (modified)  Bingo sheets  Open Source Shakespeare  Word list  Netbook cart  Lecture pptx  Lecture notes  Flocabulary link (sonnet 18) |
| **Content**  Shakespeare wrote in Elizabethan England. He wrote sonnets and plays. The plays are often categorized as tragedies, comedies, and histories. He often composed in iambic pentameter. Content in Shakespeare’s plays spans human experience. We still use and recognize quotes from Shakespeare in our everyday language. Plays are divided in acts, scenes, and lines. | | |

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| **Instructional Strategies and Timing:**  **Before class:** My CT has a lot of student-created work from past years. Before the classes begin this unit, I will post this work around the room to generate excitement for *Romeo and Juliet.*  **1. Activating/Generating Knowledge:** Students will complete a questionnaire assessing their attitudes and familiarity with the works of Shakespeare. (10 minutes)  **2. Activating/Generating Knowledge:** Human Bingo:Students will race to complete human bingo boards while learning a little about how Shakespeare lives on today. Each space in the board has a Shakespeare-related question or experience. Students must find another student who either can answer the question or has had the experience. Students can use each classmate no more than twice. (15 minutes)  **3. Sharing/Collaborating:** Have students list on **white board** 1)why Shakespeare might be hard to study and 2)why Shakespeare might be important to study. Discuss how we can surmount reading obstacles. Expand on student reasons for studying Shakespeare by noting that he tackles major life themes and hopes—eg. Love, death, hate, war, etc. (10 minutes)  **4. Researching:** Shakespeare Search  **-**Distribute **Netbooks.** (5 minutes)  **-**Pull up list of charged words covered by Shakespeare. Show students searchable text feature on **OpenSource Shakespeare**. Have students select three words that interest them and find their favorite Shakespeare quote for each. Allow time for students to share quotes. Have students select their top quote and write a paragraph about why they find this quote the most interesting. (15 minutes)  -Note that many of the phrases we use today stem from Shakespeare’s plays. Have quote list on **SmartBoard**. Have students star the ones they recognize. Have students look up play reference on **OpenSource.** (15 minutes)  -Technology back-ups: If Netbook cart is unavailable, use computer lab and LCD projector. If computer lab is unavailable, teacher could enter words on her computer and project search results. Students could make prediction. If power was out, students could use available texts in class to search for charged words and quotes, but this is less than ideal.  **5. Note-taking:**  **-**Distribute fill-in notes for students. Show **Power** **Point** on **Smart Board** on iambic pentameter, sonnets and plays, three kinds of plays, organization within a play, and helpful hints/expectations. Show **Flocabulary’s** “Sonnet 18” to model iambic pentameter (15 minutes).  -Technology back-ups: LCD projecture, spoken lecture without visuals  **6. Activating/Generating Knowledge (Conclusion)**  -Have students make human continuum. Have students respond to variety of objective and subjective statements by moving up and down the continuum. (10 minutes)  -Goal writing: Have students write goals they have for this unit on the back of attitude survey. Have students pass in Attitude survey and file Shakespeare Search survey in writing to learn section (5 minutes). | |
| **Multi-disciplinary**  Music-Students will listen to sonnet 18 performed on Flocabulary. | **Adaptations:**  Fill-in notes to order note taking |
| **Differentiation Strategies:**  **-**Bingo activity encourages students to discover the diverse knowledge, interests, and attitudes of fellow students as they relate to Shakespeare. This activity will encourage all students to interact with one another, including those who may not be completely comfortable with one another.  **-**Students choose which words/ideas interest them.  -Students are asked to identify their own attitudes and opinions through these activities.  -Students are primed to understand expectations for units so all are as best prepared as possible. |
| Reflection/Recommendations for Future Use: **SOE Student Teaching Competencies:** | |

**Student Example**

**Charged Words Activity**

1. **Jealousy**

How many fond fools serve mad jealousy!

*Comedy of Errors*

How all the other passions fleet to air,

As doubtful thoughts, and rash-embraced despair,

And shuddering fear, and green-eyed jealousy!

*Merchant of Venice*

That same knave Ford, her husband,   
hath the finest mad devil of jealousy in him,   
Master Brook, that ever governed frenzy.

*The Merry Wives of Windsor*

1. **Dreams**

Which dreams indeed are ambition; for the very substance of

the ambitious is merely the shadow of a dream

*Hamlet*

 Now o'er the one halfworld   
Nature seems dead, and wicked dreams abuse   
The curtain'd sleep; witchcraft celebrates   
Pale Hecate's offerings, and wither'd murder,   
Alarum'd by his sentinel, the wolf,   
Whose howl's his watch, thus with his stealthy pace.

*Macbeth*

We are such stuff

As dreams are made on, and our little life

Is rounded with a sleep.

*The Tempest*

1. **Justice**

Well, Time is the old justice that examines all such

offenders, and let Time try.

*As You Like It*

'Justice, and your father's wrath, should he take me

in his dominion, could not be so cruel to me, as

you, O the dearest of creatures, would even renew me

with your eyes.

*Cymbeline*

In the corrupted currents of this world

Offence's gilded hand may shove by justice,

And oft 'tis seen the wicked prize itself

Buys out the law

*Hamlet*

Sample response:

I chose this quote from *Hamlet* because I like the imagery of a “gilded hand” brusquely shoving justice away. I think that we often do not hear the whole story behind conflicts today. We hear the story told by the winner, whether or not the winner deserved to win. Even if someone is wrong, if they have a lot of money or power, they can make things appear differently. I wonder if justice was really served in *Hamlet.*

**Trace the Phrase Activity**

*1.“Good riddance” \*\* Troilus and Cressida*

*2. “my own flesh and blood”\**  *Merchant of Venice*

*3.“Cowards die many times before their death”\*\* Julius Caesar*

*4.“Double, double, toil and trouble” Macbeth*

*5.“What’s in a name?”\*Romeo and Juliet*

*6. “What’s done is done” \*\* Macbeth*

*“the be all and end all” \*\**

*“assassination”\*\**

*7. “He hath eaten me out of house and home”\*\*Henry IV, Part II*

*8. “Neither rhyme nor reason”\*As You Like It*

*“All the world’s a stage”\**

*10. “To thine own self be true”\* Hamlet*

*11. “As luck would have it”\*\* Merry Wives of Windsor*

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| Shakespeare coined the phrase “green-eyed monster.” It means\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_ | I’ve watched a performance of one of Shakespeare’s plays before.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | I like Taylor Swift’s mega-hit, “Love Story.”  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | I’ve seen *She’s the Man*, a movie based on Shakespeare’s comedy, *Twelfth Night.*  *\_\_\_\_\_\_\_\_\_\_\_\_* | I know Shakespeare’s first name was\_\_\_\_\_\_\_\_\_.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| I’ve seen a bear in the wild before. (Elizabethans may have brought a live bear on-stage to perform in Shakespeare’s *The Winter’s Tale.*  *\_\_\_\_\_\_\_\_\_\_\_\_* | I can name three plays by Shakespeare.  \_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_ | I can finish the phrase “To be or not to be, \_\_\_\_ \_\_ \_\_ \_\_\_\_\_\_\_\_\_.”  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Shakespeare wrote a lot of this type of poetry in addition to all the plays he wrote.  \_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_ | This rapper asserts that he is a “regular modern day Shakespeare” in a collaboration with Jay-Z. \_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_ |
| I’ve visited the Globe Theatre in London, where Shakespeare’s plays were performed.  \_\_\_\_\_\_\_\_\_\_\_ | I’ve seen *West Side Story,* based on Shakespeare’s *Romeo and Juliet.*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_* | https://encrypted-tbn3.google.com/images?q=tbn:ANd9GcSfzXY0rsi0fzEae4swVXDN-nMpP59ybDXRk1yNpf9_zOKDUFFQLQ  Free space courtesy of The Bard | “Beware the Ides of March” is a line from this play about a Roman ruler. (Hint- You’ll probably read it next year!)  \_\_\_\_\_\_\_\_\_\_\_\_\_ | This star of *Braveheart* and *The Patriot* played in a film version of *Hamlet* in 1990.\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| She played in *The Ironman* and *Shallow Hal,* and appeared on *Glee,* but she also led in the Oscar-winning *Shakespeare in Love. \_\_\_\_\_\_\_\_\_\_*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* | I’ve watched a movie version of one of Shakespeare’s plays before.  \_\_\_\_\_\_\_\_\_\_\_\_\_ | Some actors will not say the name of this play aloud in a theater because they think it is cursed. \_\_\_\_\_\_\_\_  Hint: one word, has three witches in it  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | I know that Shakespeare’s plays were written in this verse form:\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | I’ve read one of Shakespeare’s plays before.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| I’m excited to read *Romeo and Juliet.*  *\_\_\_\_\_\_\_\_\_\_\_\_* | Shakespeare wrote a play about this Egyptian queen:\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | I’ve tried to play match-maker between two friends, like the characters in *Much Ado About Nothing.*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_* | I’ve spent the night in a forest before, like the characters in *A Midsummer Night’s Dream.* (Hopefully you didn’t get turned into a donkey like one of the characters!)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | I know that Shakespeare lived and wrote in this country:\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_ |