



# Unit Planner: Romeo and Juliet English 2

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High School > 2018-2019 > Grade 9 > English Language Arts >  
English 2 (C) > Week 40

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## Romeo and Juliet

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### Big Ideas / Enduring Understandings

#### Argument

Many factors contribute to the deaths of Romeo and Juliet.  
Wisely and slow; they stumble who run fast.  
Arguments are stronger when supported by specific evidence.  
Counter claims help us to understand both sides of an argument.

#### Complex Character Analysis

Characters develop over the course of a text  
Interactions with multiple characters impact development of protagonists  
Protagonist's choices

### Essential Questions

Who is responsible for Romeo and Juliet's death?  
How does pacing help determine the fate of R and J?  
What makes an argument strong?  
What is the point of a counter claim?

### Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 9-10

Reading: Literature

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Reading: Informational Text

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Craft and Structure

- 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Writing

- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Research to Build and Present Knowledge

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research
- 9a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

Range of Writing

- 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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Responding to Literature

- 11. Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.
- 11b. Identify, analyze, and use elements and techniques of various genres of literature.
- 11d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

Speaking & Listening

Comprehension and Collaboration

- 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- 1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- 1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

- 1. Introduction to Shakespeare's life and times
- 2. Shakespearean language
- 3. Argument
- Position
- Claim
- Counter Claim - opposite point of view
- 4. Refutation
- 5. Organization and sequencing of argument
- 6. Revision

Skills / Strategies

- 1. Conduct basic research to learn about Shakespeare's life and times.
- 2. Practice reading script aloud and identify specific words and their translations to modern English.
- 3. Identify and state position, introduce and develop claims to support position, and counterclaims to address opposite point of view.
- 4. Acknowledge, and refute the counterclaim.
- 5. Organize essay in a logical sequence.
- 6. Edit and revise to develop and strengthen writing

## Key Terms / Vocabulary

Argument  
Claim  
Counter Claim  
Refutation  
Specific Evidence

## Learning Plan & Activities

*Please include Theatre Modalities when appropriate*

Identifying Claims  
Selecting specific evidence to support claims  
What's a counter claim?  
Examining character traits  
Examining motive

### Modifications

1. Role play ( Auditory, Kinesthetic)
2. Jig-saw ( Visual, Kinesthetic, Auditory)
3. Use of Images and documentary
4. Students will be paired for support
5. Use of graphic organizer
6. Use of sentence starters as needed
7. Directions will be read and re-read
8. Scaffolding questions to build knowledge
9. Use of a highlighter to highlight words, phrases- Annotation
10. Use of dictionary
11. Use of word wall

## Assessments

### Depth of Knowledge (DOK) Levels

**Argument: Who's Guilty of the Deaths of Romeo and Juliet?**

**Summative: DOK 3 Strategic Thinking: Written: Essay**

Students utilize information from the play "Romeo and Juliet" to write an argument essay. Students must decide, based upon specific information from the text, who is to blame for the deaths of the two lovers.

**Analyze Character Development**

**Formative: DOK 3 Strategic Thinking: Written: Essay**

**Standards Assessed**

RL.9-10.3, W.9-10.2

**Description of Assessment**

Students will analyze Romeo and Juliet's character development throughout the entire balcony scene.

Their claim will be supported by evidence from Act 2 Scene 2 and the play as a whole.

Students will respond to the following prompt: *How do Romeo and Juliet's desires, concerns, and fears change throughout their interactions with one another in this scene?*

**Character Development End Unit Assessment**

**Summative: DOK 2 Basic Application: Written: Informative**

Choose either Romeo or Juliet, and write an essay that explains how Shakespeare develops the character over the course of the play. Students will discuss how the character interacts with other characters and advances the plot or develops a theme over the course of the play. Students must reference Shakespeare's language and the events of the play as supporting evidence.

## Resources

**Texts Used (fiction, non-fiction, on-line, media, etc...)**

No Fear - Romeo and Juliet - with modern translation  
Focus

- Whole class

Text Features

- Literary

**Texts Used (fiction, non-fiction, on-line, media, etc...)**

Video Clips of Romeo and Juliet movies/ productions  
Independent reading on Shakespeare's time/globe theatre/etc  
Focus

- Research

**Websites and Web-tools used**  
Audio Version of Romeo and Juliet.



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