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Romeo and Juliet is About You: Finding the Self in Drama

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: *Romeo and Juliet* is About You: Finding the Self in Drama

Grade Level: 9th

Subject/Topic Area(s): English I / *Romeo and Juliet*

Designed By: Elizabeth Muire

Time Frame: 9 Weeks

School District: North East ISD

School: Churchill HS

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Brief Summary of Unit (Including curricular context and unit goals):

“*Romeo and Juliet* is About You” is a unit written for the opening work of the spring semester of freshman English, shortly before the STAAR exam. The unit focuses on teaching students to relate to difficult texts and thereby make them more accessible, as well as exploring relationships and their effect on values, choices, and lives. The students will write expository and literary essays, as well as hold Socratic seminars and make use of a number of discussion protocols, to get comfortable with the big ideas of *Romeo and Juliet*, and the conventions of drama. The culminating project of the unit is a student choice tic-tac-toe board, where each square focuses on plot, theme, or the essential question, and the methods by which the students show their knowledge run the spectrum of student interests, including art, music, and writing.

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Overall Unit: *Romeo and Juliet* is About You: Finding the Self in Drama

Grade: 9th

Stage 1: Desired Results

Understandings

Students will understand that...

Drama exists as an analogue of life, and *Romeo and Juliet* can be an analogue of students' lives.

Essential Questions

How do relationships shape values, actions, and lives?

Knowledge

Students will know...

Plot details, theme, and influences of R&J
How the conventions of drama affect a play

Skills

Students will be able to...

Identify and discuss the conventions of drama
Connect reading to daily lives

Stage 2: Assessment Evidence

Performance Task:

Romeo and Juliet Tic-Tac-Toe

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc. note – these are usually included where appropriate in Stage 3 as well)

UbDs 1-6

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

This acts as an umbrella unit for the following UbDs (numbered 1-6), to tie the individual units, centered on each act, into a unified, purposeful nine-weeks.

Once the six units are finished, assign tic-tac-toe board, and give work time.

Performance Task

Romeo and Juliet Tic-Tac-Toe

As per the rules of tic-tac-toe, select three of the following squares in a row, column, or diagonal. Complete all three squares, following the rubric found on the back of this sheet. Please note you will be graded on content, creativity, and neatness, so please give me your best work.

We will be hosting a gallery walk, to which I will invite both your families and the faculty of our school, so be sure to do work you can be proud of.

<p>Take one of the quick writes we did this nine-weeks (the one about the movie, the one about faking your death, or the story about standing up for something) and polish it into a strong final draft worthy of publishing.</p>	<p>Write a song, poem, or rap of at least 20 lines which conveys both the theme and major plot points of one act of Romeo and Juliet.</p>	<p>Using some media, link themes in Romeo and Juliet to events going on in the world today. Be deep, thoughtful, and thorough.</p>
<p>Create a poster of a public figure and his/her parallels to a character from Romeo and Juliet. Be deep, thoughtful, and thorough.</p>	<p>Free Space Use another space on this sheet or come to me with your own idea.</p>	<p>Design the set of a single scene of Romeo and Juliet, including act and scene number, entry and exit points, and who is in the scene; or a character's costume, including when in the play it would be worn, by whom, and color choices.</p>
<p>Write three entries from a character's journal. Each must be at least half a page, and appropriately represent the character's state of mind in the chosen scene.</p>	<p>Compare Romeo and Juliet to another play, book, or film using some media—PowerPoint, Prezi, Glogster, a paper, or some other form. Be deep, thoughtful, and thorough</p>	<p>Interview one of the characters from the play. Write five questions focusing primarily on actions, choices, and relationships, and the answers the character would give.</p>

Project Tic-Tac-Toe Rubric

Student Name: _____

CATEGORY	4- Exceeds Expectations	3- TARGET	2- Approaching Expectations	1- Does Not Meet Expectations
Requirements: Three squares complete in a row.		Three squares in a row.		Fewer than three squares, or the squares are not in a row.
Originality	Products show a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Square 1				
Square 2				
Square 3				
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Square 1				
Square 2				
Square 3				
Neatness		Everything is neat, legible, and you have taken obvious pride in your presentation.	Mostly neat and legible, and you have taken some care in your presentation.	Messy, illegible, and you have put little care into your presentation.
				Total: /24

Unit 1: A Hall of Mirrors: Standing Between Drama and Life

Grade: 9th

Stage 1: Desired Results

Understandings

Students will understand that...

Drama cannot exist in a vacuum; Elizabethan/Jacobean England, Medieval Italy, and Shakespeare's life affected *Romeo and Juliet*, students' lives will affect their understanding of *R&J*, and *R&J* will affect students' lives.

Essential Questions

How does life shape drama, and how does drama shape life?

Knowledge

Students will know...

Pertinent details of Shakespeare's life
How class and theater functioned

Skills

Students will be able to...

Identify the main parts of drama: dramatic irony, monologue, soliloquy, aside, tragedy, comedy, act, scene
Identify rhythm and meter

Stage 2: Assessment Evidence

Performance Task:

Write a one-page essay exploring how the origins of a movie affect the movie, and how the movie affected your life.

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc.

note – these are usually included where appropriate in Stage 3 as well)

Identifying terms of drama worksheet
Shakespeare's Life video notes
Class and Theater participation
Welcome to Verona

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Introduce question: How does life shape drama, and how does drama shape life?

Fill out drama terms worksheet as a class

Annotate parts of the script of [Antigone](#) as a class to check understanding. Using popsicle sticks of fate, ask students one at a time to make note of the drama terms in *Antigone* on the SMART board (or using doc cam software on the computer, or the 'track changes' feature in Word's review tab).

Mini-lesson on rhythm and meter. Lead with Beethoven's fruit joke (bananaNAAA) and putting emPHAsis on the wrong syLLAble. Talk about poetry, and then lead into meter types. Focus on Iambic Pentameter.

Homework: watch [Shakespeare's Life video](#) and [do notes sheet](#).

Class and Theater simulation: each student is given a fictional biography of a person in Elizabethan England. Nobles sit as a group at a table in front. Merchants sit in chairs further back. Peasants must stand. Direct instruction with guided notes on distinctions of class, money, and power. (Peasants can then get chairs for remaining class.) Direct instruction with guided

notes on theater life in Elizabethan/Jacobean England.

Homework: watch [Medieval Italy video](#) and do [notes sheet](#).

[Welcome to Verona](#): class will be split into two factions. After a brief intro to the plot and characters of the play, the two sections will make webs, connecting what they know about Shakespeare's England and medieval Italy to the play. Points will be awarded by originality; one point for each correct connection the other side did not get, and no points for ideas both listed.

Homework: students will decide which movie they want to write about and discover what year it came out.

Students will work on their [essays](#), which will be finished the next day.

Finish Essays

Handouts

Drama Terms

Term	Definition	What it does (your own words)
Stage Directions		
Tragedy		
Chorus		
Comedy		
Dialogue		
Acts		
Scenes		
Foil		
Summarization		
Figurative Language		
Inferences		
Characterization		
Monologue		
Soliloquy		
Irony		
Imagery		
Theme		

Shakespeare's Life and Class and Theater



Shakespeare's Life

Shakespeare: Born _____, in _____

Family: Wife: _____, Children: _____

Divided his time between _____ and _____, working with The Lord Chamberlain's/King's Men and writing, including some _____ (#) sonnets and _____ (#) plays.

Died: _____, buried in _____

STOP! THIS IS FOR CLASS TOMORROW! STOP! THIS IS FOR CLASS TOMORROW!

Elizabeth and Jacobean England: Class System and Theater

Three (or four) Classes:

What are the key differences between the classes?

_____ and _____



The Globe was

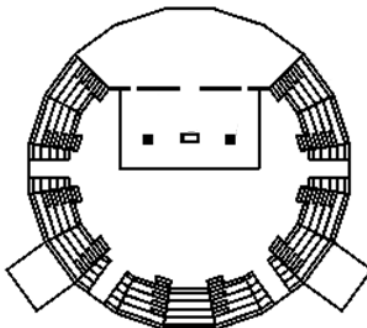
(where?) _____

Because _____

Label the diagram how

much each area cost and who

sat/stood there.



Medieval Italy: Welcome to Verona

Political:

Divided into _____, ruled _____.

Verona is on the edge of the _____ region, a particularly _____ area.

History:

R&J is probably set between _____.

Some say _____, because Dante's mention of the two feuding families: _____ and _____.

Verona changed hands _____ times in _____ years.

Culture:

Highly _____ (we are in Italy in the Middle Ages...)

They have a _____, which they are proud of.

Also a history of _____, _____, _____, and _____.

History of Romeo and Juliet:

Shakespeare's version (date _____) is a _____, based on a _____, which is based off a _____ translation of an _____ story which has been around for a couple of hundred years.

Biographies

Name: Lord William Jacobs

Occupation: N/A

Residence: Huntsly Manor

Class:

Seat at the Globe:

Lord William is a young man who vastly prefers hunting to anything else. He and his father don't see eye-to-eye, because his father—a former fur trader—feels his only son does not value to work he put into getting the family their title.

Name: Lady Elaine Worthington-Valley

Occupation: N/A

Residence: Worthington House

Class:

Seat at the Globe:

Lady Elaine is a young woman of marriageable age, whose father hopes to arrange a suitable match for his eldest daughter sometime within the next year.

Name: Sir Terrence Newbold

Occupation: Knight of the Garter

Residence: Officially, New Place, though currently residing in his family's apartments at Buckingham Palace.

Class:

Seat at the Globe:

Sir Terrence currently serves as one of the Companions of the Prince of Wales as Knight of Garter. His family is very proud of the prestige this brings them.

Name: Phillip, 3rd Duke of Hurtbroke

Occupation: Ne'r-do-well and wastrel

Residence: Currently, the apartments of a friend near the palace in London

Class:

Seat at the Globe:

Phillip is a gambler and a sportsman, who wanders on his friends' or family's dime. He is a third son and will not inherit, but relies heavily on his good-natured older brothers for financial support.

Name: James, Bishop of Crosscourt

Occupation: Bishop of Crosscourt

Residence: Priory of Crosscourt

Class:

Seat at the Globe:

James was called to the church at a young age, leaving his family to join the monastery at Crosscourt, where he has lived since he was a novice. Now Bishop, his primary concern is the spiritual health of the people in his bishopric.

Name: Countess Jacqueline of Erdermere

Occupation: N/A

Residence: Hauptman House

Class:

Seat at the Globe:

Countess Jacqueline is newly married to the Count of Erdermere. She is still somewhat learning her role as a countess and as hostess in her husband's household, but she loves her husband—rare, in a noble marriage.

Name: Jane, Duchess of Coburn

Occupation: N/A

Residence: Hunsworth Place

Class:

Seat at the Globe:

As the only child of her parents, Jane is tasked primarily with marrying suitably and having a son so the title carries on.

Name: Judith Grisbourne

Occupation: sometime bookkeeper for her father

Residence: Coleman Street, London

Class:

Seat at the Globe:

Judith frequently keeps the financial accounts for her father's fur trade. She is of eligible age to marry, but since her mother died when she was young, she may continue to live in her father's house to help him for some time.

Name: Richard Gainsford

Occupation: Spice trader

Residence: currently, Winford Street, London; also has an apartment in Liverpool

Class:

Seat at the Globe:

Richard owns a single sailing ship, which travels from India to England frequently to bring spices back to England.

Name: John Wyghtham

Occupation: tea trader

Residence: Bishop's Gate, London

Class:

Seat at the Globe:

John works in conjunction with the East India Trading Company to bring tea to England. He owns three ships which sail under the EIT banner.

Name: Margaret Ruggenhall

Occupation: N/A

Residence: Lime Street, London

Class:

Seat at the Globe:

Margaret still lives with her mother and father—a successful spice trader—though she is engaged to marry in the spring.

Name: Joan Rowe

Occupation: Housewife

Residence: Brick Lane, London

Class:

Seat at the Globe:

Joan is married to William Rowe and they have two children. While William runs his small but busy fur trade, Joan minds the house and the children.

Name: Elizabeth Lambton

Occupation: Wife

Residence: Monmouth Street, London

Class:

Seat at the Globe:

Lizzy is newly married and sometimes helps her husband keep the books on his spice trade, but she will stay home with the children once they have them.

Name: Thomas Bushbury

Occupation: Ship's Captain

Residence: Currently, the captain's berth on the *Summer's Pride*, though he has a house in Liverpool which he inherited from his parents.

Class:

Seat at the Globe:

Currently captain and owner of a spice vessel, Captain Bushbury is sailing from India back to Liverpool under the banner of the East India Trading Company. He hopes, however, that his fiancée's parents have not broken their engagement in his long absence at sea.

Name: Robert Caxton

Occupation: Fur trader

Residence: Vernon Row, London

Class:

Seat at the Globe:

Robert, who prefers to be called Robin, works closely with his brother, who lives in the French territories in the New World, to bring furs back to England.

Name: Edward Thatcher

Occupation: Thatcher

Residence: Fleet St, London

Class:

Seat at the Globe:

Edward fixes roofs for a living. He is married, and struggles to support his wife and three children.

Name: George Tailor

Occupation: Apprentice to a glove-maker

Residence: Chancery Lane, London

Class:

Seat at the Globe:

At the moment, George is learning the trade of glove-making, though he will eventually have his own shop. He hopes.

Name: James Wright

Occupation: Wheelwright

Residence: Wilde St, London

Class:

Seat at the Globe:

James makes wheels for carts for a living, and manages to live and support his family with a little left over.

Name: Henry Clerk

Occupation: Man-at-arms

Residence: Drury Lane, London

Class:

Seat at the Globe:

Henry, unmarried and unattached, is employed by a local lord to protect him and his property. He was in the army for a few years when he was younger, and is skilled with both a crossbow and a knife.

Name: Nicholas Archer

Occupation: Apprentice to a baker

Residence: Cheapside, London

Class:

Seat at the Globe:

Nicholas is learning to be a baker, by which he hopes to support his ailing mother. His father went to sea and never returned.

Name: Edmond Chandler
Occupation: Candle-maker
Residence: Carter Lane, London
Class:

Seat at the Globe:

Edmond makes candles to support his wife and son. He does a fair business, especially among the wealthy of London. His greatest accomplishment, business-wise, is selling a batch of candles to the Lord Chamberlain himself.

Name: Alice Carter
Occupation: Lady's Maid
Residence: Watling St, London
Class:

Seat at the Globe:

Alice works as a maid in the house of one of London's great ladies—a young woman who attends the Queen. Alice helps her lady dress every morning—it's a lot of laces and buttons, to put on a gown—and keeps her rooms neat.

Name: Katharine Baker
Occupation: Cook
Residence: Wood St, London
Class:

Seat at the Globe:

Katharine cooks for an inn, where her husband works as an osteller—he tends horses—and their son—eight years old—runs errands.

Name: Isabel Gardiner
Occupation: Housekeeper
Residence: Fish St, London
Class:

Seat at the Globe:

Isabel cleans the house of a well-to-do merchant. Her boss is kind, though his wife is a tyrant who is never pleased. Isabel sends her meager paycheck home to help her widowed mother care for her younger sisters.

Name: Ellen Mason
Occupation: N/A
Residence: Thames St, London
Class:

Seat at the Globe:

Ellen is the daughter of a master mason. Her father keeps their family fed and housed by his work, and Ellen hopes to marry a man who will do the same when she reaches marriageable age in a few years.

Name: Sarah Cleaver

Occupation: N/A

Residence: Black Friar's, London

Class:

Seat at the Globe:

Sarah's father is a butcher, and one of the best regarded in Black Friar's, where they live. Sarah's fiancé is her father's apprentice, and they will marry when his apprenticeship is over and he has his own shop.

Name: Marion Osteller

Occupation: Flower-seller

Residence: Budgerow, London

Class:

Seat at the Globe:

Marion has three young children who she struggles to care for by selling flowers in the center of London. Her husband, an osteller (cares for horses), was injured on the job and can longer work.

Performance Task

Quick Write Rubric

Teacher Name: **Muire**

Student Name: _____

CATEGORY	4 - Above Standards 30-33	3 - Meets Standards 21-20	2 - Approaching Stan- dards- 11-20	1 - Below Standards- 0-10	Score
Conventions	All words are spelled correctly and sentences are properly punctuated.	Words are spelled correctly and sentences are properly punctuated, with few errors.	Essay is generally readable, but contains a number of errors that detract from the essay as a whole.	Errors detract from the readability of the essay.	
Focus	Essay is tightly focused on the topic, without deviation.	Essay is on topic, with few deviations that do not detract from the overall flow of the essay.	Essay is generally on topic with a few off-topic deviations.	Essay does not stay on topic, or topic is unclear.	
Sequencing and Transitions	Essay is in an order that adds strength to paper, and transitions are well-chosen to support the point.	Essay is in a logical order and flows from idea to idea with logical transitions.	Essay is mostly logical in order and flows from ideas, but transitions do not all work, or some ideas seem out of place.	Essay has no obvious order or order does not make sense; transitions are absent or do not fit.	
Introduction	Essay begins with strong thesis and well-developed opening that clearly states ideas.	Essay begins with a clear statement of thesis and coherent opening.	Essay has a thesis and an opening.	Essay has no obvious thesis, or just starts the argument without introduction.	
Conclusion	Essay has a strong conclusion which restates the thesis in new way and clearly explains the significance of the paper.	Essay has a conclusion which restates the thesis and mentions significance.	Essay has a conclusion which restates the thesis, but does not address significance.	Essay does not have a conclusion, or conclusion does not readdress the thesis or significance.	

Unit 2: Is there anything you would not do for your family?: Opening *Romeo and Juliet*

Grade: 9th

Stage 1: Desired Results

Understandings

Students will understand that...

The relationships between the characters will shape every action in the play.

Essential Questions

In what ways do relationships shape values, actions, and lives?
Should loyalty to family take precedence over all other aspects of life?

Knowledge

Students will know...

The main characters of the play
Plot details of Act I

Skills

Students will be able to...

Explain the connections between the characters
in the play, both familial and otherwise.

Stage 2: Assessment Evidence

Performance Task:

Students will create a map of the play (any medium) that accurately and thoughtfully represents the various relationships of the characters in the first act.

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc. note – these are usually included where appropriate in Stage 3 as well)

Who's Who in Verona video notes sheet
Family loyalty continuum

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Homework: watch [Who's Who in Verona video](#) and [do notes sheet](#)

Introduce essential question of unit: In what ways do relationships shape values, actions, and lives?

Read the prologue to the students and model difficult reading strategies (teacher has a dictionary and pauses to look up words as s/he reads, after a long line pause to establish what was said in different words, describe plot before starting). Assign parts and begin reading play. As you read, keep a list of important characters for the web.

After THE PRINCE's speech, family loyalty continuum: **Introduce essential question: Should loyalty to family take precedence over all other aspects of life?** Ask the students, how far is too far to go for your family. Differentiating between needing to *for* the family and being asked to *by* the family, where is the line? Not talking to someone, insulting someone, stealing things, doing drugs, destroying property, hurting people, killing a person, killing many people. Mark points (not talking to someone who insulted your family, not talking because your dad told you not to, insulting someone who hurt your brother, insulting someone because your mom said so, etc.) on the whiteboard and have the students stand at where they draw the line.

Before scene 5, students will decorate masks to be worn during the reading. Read scene 5

together (assign parts as usual). Discuss Capulet's reaction to Romeo, versus Romeo and Juliet's reactions to learning the other is from the other family.

Using the listed major characters, have **students map, in small groups,** how they relate to each other.

Handouts

Who's Who in Verona

Two feuding factions: _____ and _____

Lord and Lady _____ are the parents of _____

Capulet is the more _____ of the two lords.

Lady Capulet is much more _____ than Lady Montague.

Juliet's cousin is named _____. He is _____ and dislikes the Montagues.

Lord and Lady _____ are the parents of _____

Montague hates _____, but did not teach this to Romeo.

Lady Montague is _____.

Romeo's cousin is named _____. He says he is _____, but he shows more sense than Romeo or Tybalt.

Neutral:

_____, who is in charge of Verona, and his cousin, _____, one of Romeo's friends.

And of course:

_____, the young Montague, is constantly _____.

_____, the young Capulet, is _____, and does not dream of the honor of _____.

Performance Task

Mapping Relationships Rubric

Teacher Name: **Muire**

Student Name: _____

CATEGORY	4	3	2	1
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Originality	Several of the graphics used on the poster reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Accuracy	Every fact on the poster is accurate.	Mostly accurate facts are displayed on the poster.	Some accurate facts are displayed on the poster.	Inaccurate facts are displayed on the poster.

Unit 3: Dirty Little Secrets: Act II of *Romeo and Juliet*

Grade: 9th

Stage 1: Desired Results

Understandings

Students will understand that...

Love is subjective and difficult to define from the outside.

Emotion and reason are a continuum, not opposites.

Essential Questions

How does age shape our perspective of love?

Is it necessary to maintain a balance between emotion and reason?

Knowledge

Students will know...

Plot details of act II

Skills

Students will be able to...

Hold a Socratic discussion about a text

Apply the ideas of a text to their own lives

Stage 2: Assessment Evidence

Performance Task:

Socratic seminar focusing on the play's definition of love.

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc. note – these are usually included where appropriate in Stage 3 as well)

Four corners participation

Visual definitions of love

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Four corners activity. “Teenagers are too young to know what love is.” “Love at first sight doesn't exist.” “My parents have a say in whom I date.” “It is better to have loved and lost than never to have loved at all.” “Love conquers all.” “All's fair in love and war.” “You should take love slowly, not rush in.” **Introduce essential question: How does age shape our perspective of love?**

Assign parts and read Act II, scenes i-iii as a class.

Socratic seminar focusing on the plays definition of love. “How does Romeo understand love?” “What is Friar Lawrence's argument about how Romeo loves?” “What does ‘For dotting, not for loving, pupil mine’ mean?”

Assign parts and read scenes iv-vi as a class.

Discuss love as it relates to the students. Do they love their siblings, parents, friends, significant others? How would they define love? Is there a reason for love or reason behind it? **Introduce essential question: Is it necessary to maintain a balance between emotion and reason?**

Students will **create visual** (draw, photo, manipulate, collage) definitions of what love means to them, which will be collaged on the wall to create a class definition of love.

Performance Task

Socratic Seminar

Teacher Name: **Muire**

Student Name: _____

CATEGORY	4	3	2	1
Understanding of Topic	Student clearly understood the topic in-depth and presented their information forcefully and convincingly.	Student clearly understood the topic in-depth and presented their information with ease.	Student seemed to understand the main points of the topic and presented those with ease.	Student did not show an adequate understanding of the topic.
Information	All information presented in the discussion was clear, accurate and thorough.	Most information presented in the discussion was clear, accurate and thorough.	Most information presented in the discussion was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
Respect for Other Students	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.

Unit 4: Shot Through the Heart: Act III of *Romeo and Juliet*

Grade: 9th

Stage 1: Desired Results

Understandings

Students will understand that...

Relationships shape choices, and choices have consequences.

Essential Questions

How do the responsibilities and actions demanded by social institutions conflict with those demanded by the private desires of the individual?

In what ways do relationships shape actions and lives?

Knowledge

Students will know...

Plot details of act III

Skills

Students will be able to...

Answer crossover OERs

Answer OERs

Weigh options and outcomes

Stage 2: Assessment Evidence

Performance Task:

Students will create a cause-effect/cause chart.

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc. note – these are usually included where appropriate in Stage 3 as well)

OER

Crossover OER

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Assign parts and read Act III scene i as a class. **Introduce essential question: How do the responsibilities and actions demanded by social institutions conflict with those demanded by the private desires of the individual?** Individually answer the **short answer question**, “In a STAAR OER format using textual evidence from scene i, explain why Tybalt and Mercutio fight.”

Read the rest of the act together, assigning parts, pausing frequently to list important events. **Reiterate essential question: How do the responsibilities and actions demanded by social institutions conflict with those demanded by the private desires of the individual?** After scene v, read the poem, “There is no word for goodbye.” Answer the **crossover OER**, “In a STAAR OER format using textual evidence from ‘There is no word for goodbye’ and act III scene v, compare the kinds of farewell in the two works.”

Using listed important events, discuss the chain of cause and effect. Students will create a **flowchart** which demonstrates that each event causes the next.

Performance Task

Cause-Effect Chart Rubric

Teacher Name: **Muire**

Student Name: _____

CATEGORY	4	3	2	1
Content - Accuracy	All facts in the chart are accurate.	99-90% of the facts in the chart are accurate.	89-80% of the facts in the chart are accurate.	Fewer than 80% of the facts in the chart are accurate.
Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the chart.	Few spelling errors remain after one person other than the typist reads and corrects the chart.	Several spelling errors remain after one person other than the typist reads and corrects the chart.	Many spelling errors in the chart.
Attractiveness & Organization	The chart has exceptionally attractive formatting and well-organized information.	The chart has attractive formatting and well-organized information.	The chart has well-organized information.	The chart's formatting and organization of material are confusing to the reader.

Unit 5: That Escalated Quickly: Act IV of *Romeo and Juliet*

Grade: 9th

Stage 1: Desired Results

Understandings

Students will understand that...

Complicated situations rarely have a simple answer.

Essential Questions

How do the responsibilities and actions demanded by social institutions conflict with those demanded by the private desires of the individual?

Should loyalty to family take precedence over all other aspects of life?

Knowledge

Students will know...

Plot details of act IV

Skills

Students will be able to...

Write an expository essay

Stage 2: Assessment Evidence

Performance Task:

Write an essay explaining why it would be better or worse to fake one's death than tell the truth.

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc. note – these are usually included where appropriate in Stage 3 as well)

Socratic Seminar about Friar Lawrence's actions.

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Assign parts and read Act IV, scene I as a class. **Reiterate essential question: How do the responsibilities and actions demanded by social institutions conflict with those demanded by the private desires of the individual?** Socratic seminar regarding the actions of Friar Lawrence. "What are Friar Lawrence's motives?" "What does Shakespeare seem to be suggesting through Friar Lawrence, about adults, love, or making choices?"

Assign parts and read scenes ii-v as a class, pausing frequently to discuss Juliet's motives and choices. Did it make sense for her to lie to her parents? **Reiterate essential question: Should loyalty to family take precedence over all other aspects of life?**

Assign the **essay** and give time to work.

Performance Task

Quick Write Rubric

Teacher Name: **Muire**

Student Name: _____

CATEGORY	4 - Above Standards 30-33	3 - Meets Standards 21-20	2 - Approaching Stan- dards- 11-20	1 - Below Standards- 0-10	Score
Conventions	All words are spelled correctly and sentences are properly punctuated.	Words are spelled correctly and sentences are properly punctuated, with few errors.	Essay is generally readable, but contains a number of errors that detract from the essay as a whole.	Errors detract from the readability of the essay.	
Focus	Essay is tightly focused on the topic, without deviation.	Essay is on topic, with few deviations that do not detract from the overall flow of the essay.	Essay is generally on topic with a few off-topic deviations.	Essay does not stay on topic, or topic is unclear.	
Sequencing and Transitions	Essay is in an order that adds strength to paper, and transitions are well-chosen to support the point.	Essay is in a logical order and flows from idea to idea with logical transitions.	Essay is mostly logical in order and flows from ideas, but transitions do not all work, or some ideas seem out of place.	Essay has no obvious order or order does not make sense; transitions are absent or do not fit.	
Introduction	Essay begins with strong thesis and well -developed opening that clearly states ideas.	Essay begins with a clear statement of thesis and coherent opening.	Essay has a thesis and an opening.	Essay has no obvious thesis, or just starts the argument without introduction.	
Conclusion	Essay has a strong conclusion which restates the thesis in new way and clearly explains the significance of the paper.	Essay has a conclusion which restates the thesis and mentions significance.	Essay has a conclusion which restates the thesis, but does not address significance.	Essay does not have a conclusion, or conclusion does not readdress the thesis or significance.	

Unit 6: Tale of Woe: Act V of *Romeo and Juliet*

Grade: 9th

Stage 1: Desired Results

Understandings

Students will understand that...

It takes courage to stand up to peer pressure and bullying, and forgiveness is even harder.

Essential Questions

In what ways do relationships shape values, actions, and lives?

Knowledge

Students will know...

Plot details of act V

Skills

Students will be able to...

Write a literary essay

Stage 2: Assessment Evidence

Performance Task:

Write a story about someone who stands up for or against something or someone.

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc. note – these are usually included where appropriate in Stage 3 as well)

Cyber-bullying discussion

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Assign parts and read Act V, scene i-ii as a class. **Think-pair-share** about reactions to control, and particularly being unable to control situations. “What do you do when you get in a situation you can’t control?” “Who is your support system?”

Read aloud an article about cyber-bullying and **group discussion** about article, using ‘thinking colors’ protocol (groups of six, each student has a color and plays that role in the discussion: white asks questions, red does emotions and gut reactions, black uses logic to find flaws, yellow uses logic to find positives, green is provocative and creative, blue keeps the discussion moving).

Assign parts and read scene iii as a class. Discussion of whose fault the whole thing is, how it could have been prevented, and why Romeo and Juliet had to die, linking to cyber-bullying, peer pressure, family pressure, and teenagers under pressure. **Reiterate unit question: In what ways do relationships shape values, actions, and lives?**

Assign literary **essay** and give work time.

Performance Task

Quick Write Rubric

Teacher Name: **Muire**

Student Name: _____

CATEGORY	4 - Above Standards 30-33	3 - Meets Standards 21-20	2 - Approaching Stan- dards- 11-20	1 - Below Standards- 0-10	Score
Conventions	All words are spelled correctly and sentences are properly punctuated.	Words are spelled correctly and sentences are properly punctuated, with few errors.	Essay is generally readable, but contains a number of errors that detract from the essay as a whole.	Errors detract from the readability of the essay.	
Focus	Essay is tightly focused on the topic, without deviation.	Essay is on topic, with few deviations that do not detract from the overall flow of the essay.	Essay is generally on topic with a few off-topic deviations.	Essay does not stay on topic, or topic is unclear.	
Sequencing and Transitions	Essay is in an order that adds strength to paper, and transitions are well-chosen to support the point.	Essay is in a logical order and flows from idea to idea with logical transitions.	Essay is mostly logical in order and flows from ideas, but transitions do not all work, or some ideas seem out of place.	Essay has no obvious order or order does not make sense; transitions are absent or do not fit.	
Introduction	Essay begins with strong thesis and well-developed opening that clearly states ideas.	Essay begins with a clear statement of thesis and coherent opening.	Essay has a thesis and an opening.	Essay has no obvious thesis, or just starts the argument without introduction.	
Conclusion	Essay has a strong conclusion which restates the thesis in new way and clearly explains the significance of the paper.	Essay has a conclusion which restates the thesis and mentions significance.	Essay has a conclusion which restates the thesis, but does not address significance.	Essay does not have a conclusion, or conclusion does not readdress the thesis or significance.	