

6 Week Unit Plan
The Effects of Love:
Thinking with your heart vs. Thinking with your head

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Background Information:

This Unit is designed for a Pre International Baccalaureate 9th Grade English class at Vanguard High School, in Ocala, Florida. This high school is located on the North side of town in a low socio economic area. Many of the students that attend this school are African American and there are times when gang related problems spill over from the bus or the surrounding areas. However, because of the International Baccalaureate Program, the school has a relatively large number of Caucasian and Asian students to help balance out the racial diversity of the school. These students are bused in from surrounding towns and choose to attend Vanguard for the IB Program rather than the school they are districted for.

This class in particular is for all of the 9th grade Pre-IB students in the school. There are 90 students total. Of those students 63 are white, 15 are Asian, 8 are African American, and 4 are Hispanic. Most of these students are involved in at least one extracurricular activity on campus, whether it be athletics, a club, band, or theater. Some of the students are members of more than one activity. Because of the student's involvement in the school, there is a lot of camaraderie and very few behavioral problems with these classes.

Prior to the beginning of this unit, the class finished a five week unit on American Literature that focused on the theme of having or telling secrets and lies in relationships. The students really enjoyed reading *The Awakening* by Kate Chopin. They also responded well to the theme of the unit and the other texts we read. All of the students actively participated in class discussions and had great ideas to share. Because of the great response from the students and their desire to participate in class, I decided to teach another unit that dealt with relationships, but this time center it around *Romeo and Juliet* and the effects that love can have on a person. I hope that they respond as well to this unit as they did to the previous one.

Rationale:

As previously stated in the **Background Information Section**, this unit is designed for a 9th grade Pre-International Baccalaureate Program English class. The students in this class have scored higher than average on all sections of the FCAT test over the past years, passed the entrance exam to get into the program as 8th graders, and maintained a 3.5 grade point average during their last year of middle school. All 90 of these students are intelligent children, capable of completing all of the assignments in this unit, while maintain a G.P.A of at least a 3.0, and still have time to participate in some form of extracurricular activity if not multiple. Many of the students in this program and taking this class chose to attend this school rather than the school they were districted for and are bused to the school. They were all also made fully aware of the work load and the expectations for this program and the classes they will take. The work load for this course is extensive, but it is completely doable. The goal of this class is to not only prepare the students for what lies ahead in the coming year in the IB Program, but to also shape them for their college years and prepare them for the workload that will come with a higher education.

The theme for this unit, which will center around William Shakespeare's play, *Romeo and Juliet*, is the difference between thinking with your head and thinking with your heart in relationships and the effects that thought processing can have on a person. In high school, students especially the younger ones, tend to jump in and out of "relationships" without ever giving more than two minutes thought. Many times these relationships develop over night and end just as quickly when they realize they have nothing in common, their relationship was created only to gain popularity, or it developed from a random facebook message. The goal of this unit is to get the students to understand that some decisions in life, such as relationships,

require much more thought.

Another reason for teaching this theme with these students, at this grade level, is to help them better understand that their thought process regarding a relationship can lead to different outcomes. Most times, when relationships end abruptly in high school, one of the members involved, thinks too much with their heart. Thus leading to a completely public and drawn out dramatic or traumatic event that takes place within the school. The goal for this portion of the unit is to get the students to realize that a bad break-up is not the end of the world and that they should think about the situation somewhat rationally and refrain from acting on impulse. Through the use of various texts, assignments, and class discussions this theme and these goals will be illustrated to the students.

Over the course of six weeks, the students will be introduced to three questions to ponder and discuss that relate to one another and the overarching theme of the unit. These questions will appear at various times during the unit, and will always be followed by a discussion. The questions will be discussed first on an individual basis and then finally combined in the Socratic Circle discussion near the end of the unit when the class has come full circle and examined all aspects of the theme. The first essential question is, is “all fair in love and war.” This question is introduced rather early in the unit as a way to get the students to start thinking about relationships. The point of this question is to have the students ponder the idea that “anything goes” in a relationship. I want them to think about this in terms of lying to be with the person you love, and making rash decisions in order to ensure that you stay with that person. The next essential question, which is brought up half way through the unit is, “do you think that a person can truly be blinded by love?” This question is important because I want the students to decide if they think that love at first sight exists or not. By discussing that question, they may be able to

decipher which characters from the text were thinking in what way (with their head or heart) and if those characters were being rationale in their thought process. The final essential question for this unit will bring the class full circle. The question comes directly from the theme: “do you think that it is better to think with your head or with your heart when in a relationship?” The point of this question is for the students to combine all of their thoughts and answers to the previous questions in order to formulate an opinion to this question. The goal is for them to hopefully see that neither answer is entirely correct, but that it is better to think using a combination of both. The texts used in this unit will help to guide them to this answer.

All of the texts used in the unit share the same theme and discuss the decision to think with your head or your heart. The main text is *Romeo and Juliet*. This text will be read in class, out loud by the students. The purpose of using the play is for the students to see an irrational way to handle a relationship and to see the effects of thinking with your heart. Another reason for using Shakespeare is that “exposes readers to complex human dilemmas, explores universal themes that combine different periods and cultures, and challenges readers to reexamine their beliefs,” (Jago, 2004, p.47). The students will also be reading five chapters from *New Moon*, a popular love story among teens. In these five chapters the leading character, Bella Swan, compares her life to that of Romeo and Juliet. She weighs her decision to fight for her love by examining the choices made by Romeo and Juliet in the play. The point of this text is for the students to see a different way of looking at the play and to also see somewhat rationale train of thought that illustrates a person thinking with their head. In addition to the texts used in this unit, the students will also listen to two songs, *Why Wait* and *She’s in Love with a Boy*. The point of these songs is to further illustrate the thought process that goes along with thinking with your head or heart and the effects that those choices can have on a relationship.

Within this unit there are different projects that not only help to check that the students are comprehending what we are going over, but also help to further their thought process and get them to examine the theme of the unit. One assignment that the students do is a plot diagram project of both the play and the chapters from the book. This is fully outlined in **Appendix D** and helps the students to make connections between the play and the story and also the characters. The purpose of this project is for the students “to think at the conceptual level rather than the literal level required in much classroom discussion,” (Smagorinsky, 2008, p. 38). The plot diagramming will allow for the students to visualize and verbalize the connections they make between multiple texts. Another assignment that is used in this unit and is an ongoing assignment is Journals. By writing informally, and posting to the NING, the assignment is helping the students to “reflect about important experiences that will help them relate to the problems confronted by the characters in the literature,” (Smagorinsky, 2008, p. 38). The final project for this unit is to reenact a scene, create a music video, or rewrite a scene from one of texts we read. The rubric (**See Appendix I**), gives the full instructions and grade breakdown for this assignment. The importance of this assignment is to allow the students the freedom to choose their own ending assignment and to display what they have learned about the theme of the unit in a group presentation. Some of the other assignments included in this unit are a Socratic circle, which will be used only as a participation grade to assess student learning and comprehension of the texts read, and an in-class essay, which will be used to assess the understanding of the essential questions, the plot diagram, and the theme of the unit.

All of these assignments will assess student learning in different ways. The journals give the students a chance to express their thoughts and questions about the text we are studying or any assignments we are working on. The Plot Diagramming will assess the student’s abilities to

understand the events of a story and draw connections between characters. The Final Project will assess the student's knowledge of the theme and the text as well as their ability to create a work from scratch in a group.

Goals and Objectives:

Goals

- Students will read *Romeo and Juliet* as a class
- Students will connect the play with another text
- Students will use lyrics to further illustrate the theme
- Students will complete projects in order to display their understanding
- Students will answer questions to help them reach a final decision

Objectives

Students will be able to...

- Identify the theme of thinking with your head versus thinking with your heart in a variety of texts
- Read *Romeo and Juliet* to a beat, the way it was meant to be read
- Read the play aloud in class, act it out from their seats essentially
- Connect the theme of the play to *New Moon*
- Use song lyrics to further their understanding of the theme
- Complete projects in order to display their understanding of the theme
- Create a Plot Diagram to help connect the events in a story and play
- Reenact/Create their own scene, music video, etc. to display their understanding
- Answer the essential questions to help them reach a conclusion about the theme
- Write an Essay to depict their conclusions
- Discuss the essential questions and how all of the texts combine in a Socratic Circle

Sunshine State Standards:

Reading

LA.910.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.

LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;

LA.910.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections

LA.910.1.7.7: The student will compare and contrast elements in multiple texts

Literary Analysis:

LA.910.2.1.2: The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict)

LA.910.2.1.6: The student will create a complex, multi-genre response to the reading of two or more literary works, describing and analyzing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot), figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery), and analyzing an authors development of time and sequence through the use of complex literary devices such as foreshadowing and flashback

LA.910.2.2.2: The student will use information from the text to answer questions or to state the main idea or provide relevant details

Writing

LA.910.4.1.1: The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description;

LA.910.4.3.1: The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments

Communication

LA.910.5.2.3: The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations

Information and Media Literacy

LA.910.6.3.2: The student will ethically use mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles;

LA.910.6.4.1: The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and

LA.910.6.4.2: The student will routinely use digital tools for publication, communication and productivity

List of Materials

- Handout of Unit calendar (what the class is doing each day) teacher will give this to the students on Day 1 of the unit (Appendix A)
- Handout of the Grade Breakdown for the unit (how much each assignment is worth) teacher will give this to the students on Day one of the unit (Appendix B)
- A copy of *Romeo and Juliet* (either purchase it for 1\$ off amazon.com or borrow from teacher)
- A copy of *New Moon* (either purchase it for 2\$ off amazon.com or borrow from the teacher)
- The movie, *Renaissance Man* (provided by the teacher)
- The movie, *She's All That* (provided by the teacher)
- Lyrics to *Why Wait* by Rascal Flatts (teacher will provide copy of lyrics and will play the song). (Appendix E)
- Lyrics to *She's in Love with the Boy* by Trisha Yearwood (teacher will provide copy of lyrics and play the song). (Appendix F)
- Journals on the NING and directions (15 total) (Appendix C)
- Plot Diagramming directions and Rubric (copies will be given to students) (Appendix D)
- Socratic Circle directions (Appendix G)
- In-Class Essay Directions (Appendix H)
- Final Project Directions and Rubric (copies will be given to students) (Appendix I)
- Access to the class NING (www.ning.com)
- Access to the website for Glogster (www.glogster.com)
- CD Player
- Projection Screen
- Computer for teacher
- DVD Player
- Television
- Pencil/Pen and Paper

Introductory Activity (First Day Lesson Plan):

Purpose/Rational: Reading Shakespeare can be a difficult task. To introduce this unit, the teacher will spend some time finding out what students already know about Shakespeare. Then the teacher will introduce to them to some facts about Shakespeare, his life, and the globe theater. After that the teacher will explain to the students that Shakespearean plays, like *Romeo and Juliet*, were written to be spoken aloud in a certain manner. The purpose of this lesson is to introduce the students to Iambic Pentameter by showing them a brief video clip from the movie, *Renaissance Man*. The students will see and hear how the Shakespearean play, *Hamlet* is read. By showing the students this video clip I hope that they will understand that *Romeo and Juliet* should be read in the same way. Hopefully, with the help of the video, the students will appreciate the language of the time and the grasp the concept of reading a play to a rhythm.

Sunshine State Standard: LA.910.1.5.1 The student will adjust reading rate based on purpose, text difficulty, form, and style.

Objectives:**Students Will Be Able To...**

- Identify that Shakespearean plays are meant to be read out loud
- Read *Romeo and Juliet* to a “beat”; not like a story and not in a monotone voice

Materials:

- Clip from *Renaissance Man* (Scene 5- Reading *Hamlet to the Double D's* [10:19])

Anticipatory Set: Ask the students what they already know about Shakespeare to introduce the unit. This will be done in a discussion style. Then handout the Unit Calendar (Appendix A) and the Grade Breakdown for the Unit (Appendix B)

Teaching Strategy/Procedure/Activity:

Time	Teacher Will	Students Will
10 Minutes	Anticipatory set: ask students what they know about Shakespeare and pass out handouts	Discuss their previous knowledge, if any, about Shakespeare
15 minutes	Provide information about Shakespeare and the play	Students will listen and take notes
11 minutes	The teacher will show the video clip from Renaissance Man	The students will watch and listen to the video clip
15 Minutes	Lead a discussion about the video clip, explain that they are beginning a unit on <i>Romeo and Juliet</i> and that they will read the play aloud in class starting on Wednesday.	Students will discuss clip, and prepare to read the play out loud in class.
3-4 Minutes	Assign Homework, which is to post a journal to the NING	Write down homework and pack up to leave

Summary/Closure: The teacher will end this lesson by informing the students that we will start *Romeo and Juliet* later this week. Also, inform them that we will be examining the theme of thinking with your head versus thinking with your heart and how that can affect relationships in the play and other texts. Finally, the teacher will introduce the students to the first essential question just to get them thinking about it: Is “all fair in love and war.”? And do they agree with that.

Assessment: There is no Assessment for this day

Homework/Follow-up Assignment: Post a Journal response to the NING

Accommodations/Adaptations: For those students who need it, subtitles will be placed on the video.

Citations: Marshall, P. (1994). *Renaissance Man* [Film]. Walt Disney Video

***Adapted from the lesson found in: McPadden, K. (2009). “Hamlet Unit Plan”.**

Daily Activities:

Week 1

Day 1 (Monday)

See Full Lesson Plan Above: **Introductory Activity (Full Lesson Plan)**

Day 2 (Tuesday)

3 Minutes- Attendance, Announcements, Collect/Turn in Homework (if necessary)

5 Minutes- Brief discussion about the previous day. Reminder about the Introduction to Shakespeare.

30 Minutes- Go over Plot diagramming (Use **Appendix D**) tell the students that this will be an ongoing project, answer any questions about the project, and tell them that you will go over the parts that make up the diagram while reading the *Romeo and Juliet*.

15 Minutes: Bring up essential question 1: Is all fair in love and war. Do they agree with that statement?

2 Minutes- Pack up to leave and write down homework

Homework: Read *Romeo and Juliet* through Act I, Scene 3

Day 3 (Wednesday)

3 Minutes- Attendance, Announcements, Collect/Turn in Homework (if necessary)

40 Minutes- Have students volunteer for parts and read as much as possible from the start through Act I, Scene 3 in class.

10 Minutes- Discuss what was read in the class. Answer any questions, point out any important details that they need to notice. Inform them of the parts on the Plot Diagram Project (**Appendix D**) that they can fill in now.

2 Minutes- Pack up to leave and write down homework

Homework: Read *Romeo and Juliet*, Finish Act I

Journal to the NING (**See Appendix C the instructions for the journals will remain the same for all journals**)

Work on Plot Diagram Project

Day 4 (Thursday)

3 Minutes- Attendance, Announcements, Collect/Turn in Homework (if necessary)

40 Minutes- Have students volunteer for parts and read as much as possible from the rest of Act I in class.

10 Minutes- Discuss what was read in the class. Answer any questions, point out any important details that they need to notice. Inform them of the parts on the Plot Diagram Project (**Appendix D**) that they can fill in now.

2 Minutes- Pack up to leave and write down homework

Homework: Read *Romeo and Juliet*, through Act II, Scene 3

Day 5 (Friday)

3 Minutes- Attendance, Announcements, Collect/Turn in Homework (if necessary)

40 Minutes- Have students volunteer for parts and read as much as possible from the start through Act II, Scene 3 in class.

10 Minutes- Discuss what was read in the class. Answer any questions, point out any important details that they need to notice. Inform them of the parts on the Plot Diagram Project (**Appendix D**) that they can fill in now.

2 Minutes- Pack up to leave and write down homework

Homework: Read *Romeo and Juliet*, Finish Act II

Journal to the NING (**See Appendix C the instructions for the journals will remain the same for all journals**)

Week 2

Day 6 (Monday)

3 Minutes- Attendance, Announcements, Collect/Turn in Homework (if necessary)

40 Minutes- Have students volunteer for parts and read as much as possible from the rest of Act II in class.

10 Minutes- Discuss what was read in the class. Answer any questions, point out any important details that they need to notice. Inform them of the parts on the Plot Diagram Project (**Appendix D**) that they can fill in now.

2 Minutes- Pack up to leave and write down homework

Homework: Read *Romeo and Juliet*, through Act III, Scene 3

Day 7 (Tuesday)

3 Minutes- Attendance, Announcements, Collect/Turn in Homework (if necessary)

40 Minutes- Have students volunteer for parts and read as much as possible from the start through Act III, Scene 3 in class.

10 Minutes- Discuss what was read in the class. Answer any questions, point out any important details that they need to notice. Inform them of the parts on the Plot Diagram Project (**Appendix D**) that they can fill in now.

2 Minutes- Pack up to leave and write down homework

Homework: Read *Romeo and Juliet*, Finish Act III

Journal to the NING (**See Appendix C the instructions for the journals will remain the same for all journals**)

Day8 (Wednesday)

3 Minutes- Attendance, Announcements, Collect/Turn in Homework (if necessary)

40 Minutes- Have students volunteer for parts and read as much as possible from the rest of Act III, Scene 3 in class.

10 Minutes- Discuss what was read in the class. Answer any questions, point out any important details that they need to notice. Inform them of the parts on the Plot Diagram Project (**Appendix D**) that they can fill in now.

2 Minutes- Pack up to leave and write down homework

Homework: Read *Romeo and Juliet*, through Act IV, Scene 2

Day 9 (Thursday)

3 Minutes- Attendance, Announcements, Collect/Turn in Homework (if necessary)

40 Minutes- Have students volunteer for parts and read as much as possible from the start through Act IV, Scene 2 in class.

10 Minutes- Discuss what was read in the class. Answer any questions, point out any important details that they need to notice. Inform them of the parts on the Plot Diagram Project (**Appendix D**) that they can fill in now.

2 Minutes- Pack up to leave and write down homework

Homework: Read *Romeo and Juliet*, Finish Act IV

Journal to the NING (**See Appendix C the instructions for the journals will remain the same for all journals**)

Journals 1-5 due on the NING tomorrow

Day 10 (Friday)

3 Minutes- Attendance, Announcements, Collect/Turn in Homework (if necessary)

40 Minutes- Have students volunteer for parts and read as much as possible from the rest of Act IV in class.

10 Minutes- Discuss what was read in the class. Answer any questions, point out any important details that they need to notice. Inform them of the parts on the Plot Diagram Project (**Appendix D**) that they can fill in now.

2 Minutes- Pack up to leave and write down homework

Homework: Read *Romeo and Juliet*, through Act V, Scene 1

Journals 1-5 due on the NING Today

Week 3

Day 11 (Monday)

3 Minutes- Attendance, Announcements, Collect/Turn in Homework (if necessary)

20 Minutes- Have students volunteer for parts and read as much as possible from the start through Act V, Scene 1 in class.

30 Minutes- Discuss what was read in the class. Answer any questions, point out any important details that they need to notice. Inform them of the parts on the Plot Diagram Project (**Appendix D**) that they can fill in now. Allow them to go to the library to work on their plot diagram glogster during this time as well

2 Minutes- Pack up to leave and write down homework

Homework: Read *Romeo and Juliet*, Finish Act V

Journal to the NING (**See Appendix C the instructions for the journals will remain the same for all journals**)

Day 12 (Tuesday)

3 Minutes- Attendance, Announcements, Collect/Turn in Homework (if necessary)

30 Minutes- Have students volunteer for parts and read as much as possible from the rest of Act V. **FINISH THE PLAY**

20 Minutes- Discuss what was read in the class. Answer any questions, point out any important details that they need to notice. Inform them of the parts on the Plot Diagram Project (**Appendix D**) that they can fill in now. Allow them to work on their Glogster project if time permits on this day as well.

2 Minutes- Pack up to leave and write down homework

Homework: Work on Plot Diagram Glog for *Romeo and Juliet* (**See Appendix D**)

Day 13 (Wednesday)

3 Minutes- Attendance, Announcements, Collect/Turn in Homework (if necessary)

4 Minutes- Handout the Lyrics to *Why Wait* (**See Appendix E**) and then play the song for the students to listen to

5 Minutes- Discuss the song briefly, what part of the theme do they think that song represents, thinking with your head or thinking with your heart.

4 Minutes – Handout the Lyrics to *She's in Love with the Boy* (**Appendix F**) and then play the song for the students to listen to

5 Minutes- Discuss the song briefly, what part of the theme do they think that this song represents, thinking with your head or thinking with your heart.

20 Minutes- Have the students work individually to decide which part of theme each song represents. Have them draw boxes around the words or phrases that display thinking with your head, have them circle the words or phrases that display thinking with your heart, have them highlight with a highlighter words or phrases that could display both types of thought. Then, have them write at the bottom of the page what their decision is.

10 Minutes- Discuss the results of the activity as a class. Have the students tell you what words or phrases they boxed, circled, or highlighted and why.

2 Minutes- Pack up to leave and write down homework

Homework: Journal to the NING (**See Appendix C the instructions for the journals will remain the same for all journals**)

Find a song that displays the theme of thinking with your head or your heart. Mark it up like we did in class. This is due on Thursday.

Day 14 (Thursday)

First 5 Minutes of Class- The teacher will introduce the 2nd Essential Question for the Unit: Can a person truly be blinded by love? Ask the students to think about that in terms of the Play, the songs and the movie they will watch the next two days.

Watch the first half of the movie *She's All That* (45 minutes)

2 Minutes- Pack up to leave and write down homework

Homework: Think about the 2nd Essential Question: Can a person truly be blinded by love?

Day 15 (Friday)

Watch the last half of the *She's All That* (40 minutes)

For the last 10 minutes of class- The teacher will begin a brief discussion on the 2nd Essential question. Ask the students to offer their thoughts and comments for this question.

2 Minutes- Pack up to leave and write down homework

Homework: Buy *New Moon* and read chapter 15. Be prepared to discuss in class

Journal to the NING (**See Appendix C the instructions for the journals will remain the same for all journals**)

Week 4

Day 16 (Monday)

3 Minutes- Attendance, Announcements, Collect/Turn in Homework (if necessary)

30 Minutes- Discuss the Chapter in terms of the theme. Ask questions such as: “do you see any characters between Juliet and Bella? Parris and Jacob? Edward and Romeo?” Ask the students what they think will happen next in the book? Ask which side of the theme they think Bella represents as of now.

20 Minutes- Work on their Plot Diagram Project in the class or in the Library

2 Minutes- Pack up to leave and write down homework

Homework: Read Chapter 16 of *New Moon*

Work on Plot Diagram Project due on day 21 (Monday)

Day 17 (Tuesday)

3 Minutes- Attendance, Announcements, Collect/Turn in Homework (if necessary)

30 Minutes- Discuss the Chapter in terms of the theme. Bring up **BOTH ESSENTIAL QUESTIONS**. Ask the students if they still agree with what they originally thought about “all’s fair in love and war” and “if love can truly blind a person”. Ask them to draw any similarities between any of the characters we have discussed so far, from the movie, play, or songs.

20 Minutes- Work on their Plot Diagram project in the class or in the library

2 Minutes- Pack up to leave and write down homework

Homework: Read Chapter 17 of *New Moon*

Work on Plot Diagram Project due on day 21 (Monday)

Journal to the NING (**See Appendix C the instructions for the journals will remain the same for all journals**)

Day 18 (Wednesday)

3 Minutes- Attendance, Announcements, Collect/Turn in Homework (if necessary)

30 Minutes- Discuss the Chapter in terms of the theme. Ask the students if they see any possible character connections. And if so, what are they? Is Bella thinking with her head or with her heart? Could she be thinking with both? How does she differ from Juliet, discuss this in terms of her way to rationalize a situation.

20 Minutes- Work on their Plot Diagram Project in the class or in the library

2 Minutes- Pack up to leave and write down homework

Homework: Read Chapter 18-19 of *New Moon*

Work on Plot Diagram Project due on day 21 (Monday)

Day 19 (Thursday)

3 Minutes- Attendance, Announcements, Collect/Turn in Homework (if necessary)

30 Minutes- Discuss these Chapters 18-19 in terms of theme. How was the problem resolved? How did Bella's thought process lead her down a different path? What was Edward thinking with? Do you think that their situation could have been avoided? What might have happened if Edward had followed through with his mission or if Bella had chosen not to rescue him?

20 Minutes- As a class, go over a possible plot diagram for these chapters in *New Moon*. Allow the students to work on theirs if time permits.

2 Minutes- Pack up to leave and write down homework

Homework: Journal to the NING (**See Appendix C the instructions for the journals will remain the same for all journals**)

Journals 6-10 due on the NING Tomorrow

Plot Diagram Project due day 21 (Monday)

Day 20 (Friday)

3 Minutes- Attendance, Announcements, Collect/Turn in Homework (if necessary)

Spend the class period going over the instructions and rubric for the Final Project/Presentation. (**See Appendix I**) Thoroughly go over what is expected of them and their group for this project. Inform them that they will have 4 days in class to work on this project and that on two of those days they will receive feedback from their peers and the teacher. Allow them to ask questions for clarification. Provide the students with the rubric on this day, allow them to create their own groups of 5-6 students, and have them sign up for group slots. Show a clip from *Renaissance Man*, Scene 6 (18:09) to illustrate the possible outcome of the final Project.

2 Minutes- Pack up to leave and write down homework

Homework: Journals 6-10 due on the NING Today

Plot Diagram Glogster for *Romeo and Juliet* and *New Moon* due on Monday

Week 5

Day 21 (Monday)

3 Minutes- Attendance, Announcements, Collect/Turn in Homework (if necessary)

Socratic Circle- **See Appendix G**

2 Minutes- Pack up to leave and write down homework

Homework: Plot Diagram Glogster due today

Journal to the NING (**See Appendix C the instructions for the journals will remain the same for all journals**)

Prepare for In-Class Essay Tomorrow

Day 22 (Tuesday)

3 Minutes- Attendance, Announcements, Collect/Turn in Homework (if necessary)

In-Class Essay – **See Appendix H**

2 Minutes- Pack up to leave and write down homework

Day 23 (Wednesday)

3 Minutes- Attendance, Announcements, Collect/Turn in Homework (if necessary)

In class project work day (whole period)

2 Minutes- Pack up to leave and write down homework

Homework: Work on Presentations

Journal to the NING (**See Appendix C the instructions for the journals will remain the same for all journals**)

Day 24 (Thursday)

For this class period, each group will meet with the teacher for 10 minutes to discuss their project and presentation. This is their chance to inform the teacher of their plan, ask questions, and receive feedback from the teacher. When the group is done with their conference and while they are waiting, they are expected to spend the time working on their project in their groups.

Homework: Work on Presentations

Day 25 (Friday)

For this class period, the class will meet in their groups for their presentations. Each group will be paired with a second group. For the first 30 Minutes of class, the groups will present their

projects to one another for Peer Editing. Each group will provide feedback to the others in hopes that they can fix any issues, change or add things, and make their projects that much better. The last 25 minutes of class, the groups will disperse and each individual group will discuss their presentation in terms of what their peers said about their project. This is a chance for them to accept the feedback and change their project before their presentation day.

Homework: Work on Presentations

Journal to the NING (**See Appendix C the instructions for the journals will remain the same for all journals**)

Week 6

Day 26 (Monday)

In class project work day (whole period)

Homework: Presentations 1 and 2 tomorrow

Day 27 (Tuesday)

PRESENTATION DAY for Groups 1 and 2

Homework: Presentations 3 and 4 tomorrow

Journal to the NING

Day 28 (Wednesday)

PRESENTATION DAY for Groups 3 and 4

Homework: Presentations 5 and 6 tomorrow

Day 29 (Thursday)

PRESENTATION DAY for Groups 5 and 6

Homework: Journal to the NING

Journals 11-15 due on the NING Tomorrow

Appendices:

Appendix A
Class Calendar

Week 1	Intro to Shakespeare	Plot Diagramming instructions and rubric	Read first half of Act 1 of <i>Romeo and Juliet</i>	Read second half of Act I of <i>Romeo and Juliet</i>	Read first half of Act II of <i>Romeo and Juliet</i>
Week 2	Read second half of Act II of <i>Romeo and Juliet</i>	Read first half of Act III of <i>Romeo and Juliet</i>	Read second half of Act II of <i>Romeo and Juliet</i>	Read first half of Act IV of <i>Romeo and Juliet</i>	Read second half of Act IV of <i>Romeo and Juliet</i>
Week 3	Read first half of Act V of <i>Romeo and Juliet</i>	Read second half of Act V and work on plot diagram assignment	Listen to song lyrics and work on plot diagram	Watch first half of movie <i>She's All That</i>	Watch second half of movie <i>She's All That</i>
Week 4	Chapter 15 of <i>New Moon</i>	Chapter 16 of <i>New Moon</i>	Chapter 17 of <i>New Moon</i>	Chapter 18-19 of <i>New Moon</i>	Final Project instructions and Rubric
Week 5	Socratic Circle	In-Class Essay	Project Work Day	Teacher Conference in groups of Final Project	Peer Review in groups of Final Project
Week 6	Project Work Day	Presentations Groups 1 & 2	Presentations Groups 3 & 4	Presentations Groups 5 & 6	THE END

Appendix B

Grade Breakdown for the Unit

This unit is worth a total of 500 points. The grade breakdown and point value for each assignment is as follows:

Socratic Circle	25 Points
In-Class Essay	50 Points
Journals on the NING (15 Journals Total)	75 Points
Plot Diagram Project using Glogster	100 Points
Class Participation	100 Points
Final Presentation	150 Points
Total Points	500 Points

A = 401 – 500 Points

B = 400 – 499 Points

C = 300 – 399 Points

D = 200 – 299 Points

F = Anything below 199 Points

Appendix C

Journal Topics and Directions for the NING

Collected every other Friday

Each Journal is worth 5 Points (75 Points total)

Every other day you will be responsible for posting your journal to our class NING site. Journals will be graded for completeness and participation every two weeks. This means that every two weeks you need to have responded to written 5 journals. The Journal Entries must be at least 300 words.

This is your chance to share your thoughts and opinions about the texts we are reading or what we are doing in class. This is your place to ask questions. I will not assign topics because I want to know what you are thinking. However, if I notice that people are not participating I will start to give you all journal topics.

Remember, this is for school, so keep your journals school appropriate. Also, please use the NING responsibly. I am trusting that you all will obey all the rules of using the internet in and out of school that were outlined in the school's CODE OF CONDUCT.

Appendix D

Plot Diagram Instructions and Rubric

Worth 100 Points

Every text, whether it be a play or a novel, has plot. The plot is made up of all of the things that create a text. The elements that make up a plot are:

- Exposition – the things that the author tells you at the start of the story
- Rising Action- the action or event that starts the text, something that drew you in
- Conflict- the conflicts that are in the text
- Climax – the most exciting part of the text
- Falling Action- usually where something bad happens to change the story
- Resolution- the way the story ends, its final outcome

Over the next 6 weeks, you will read a play, *Romeo and Juliet*, and five chapters from *New Moon*. Using these texts and the chart below you will be responsible for creating a plot diagram of each text using GLOGSTER, which is an online poster maker. We will discuss, in class, which parts fall into what category, but you will need to make the diagram on your own. There will occasionally be time to work on these in class. The diagrams are due on the same day.

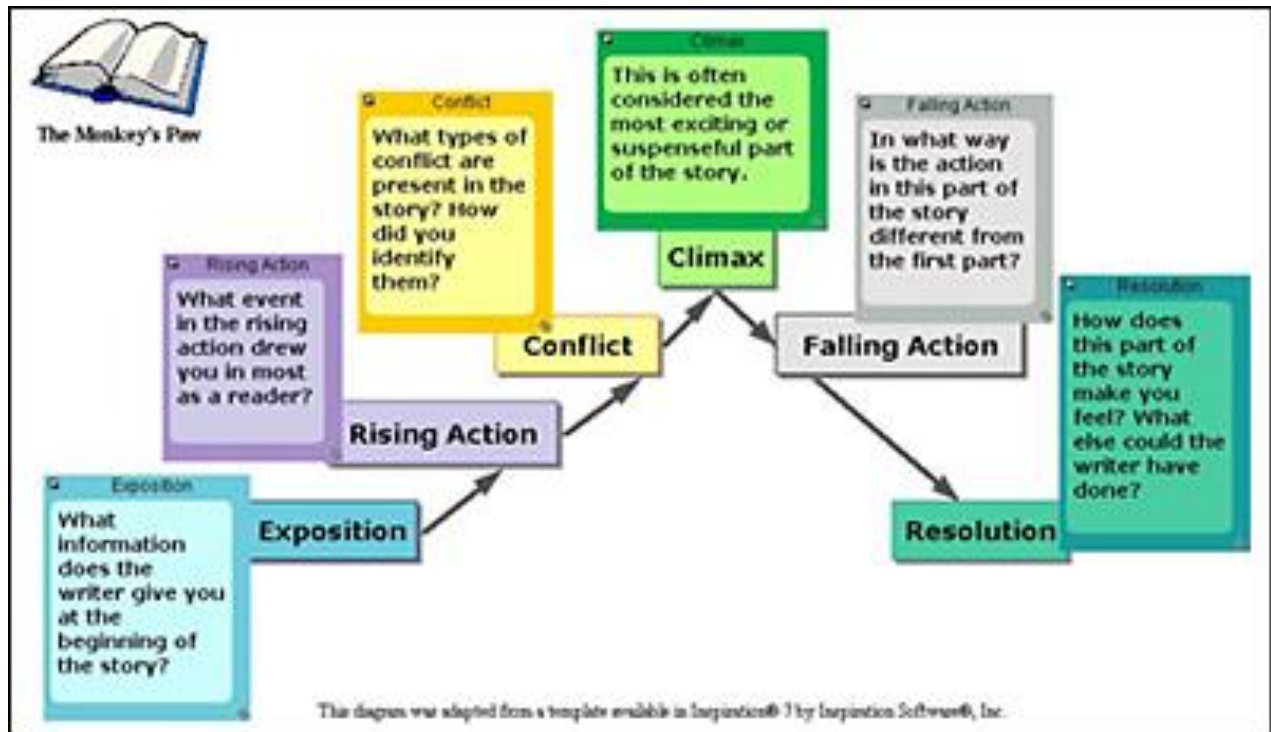
This is what needs to be included in your GLOGSTER Plot Diagrams:

- the Exposition
- The Rising Action
- Any conflicts
- The Climax
- The Falling Action
- The Resolution
- Quotes from the text to show how each part you chose fits into each category)
- Pictures

Your GLOGSTER Poster needs to be emailed to me on the day it is due. (kgm09@fsu.edu)

This is the point breakdown for this project:

- 15 Points- Turning it on time
- 20 Points – Having a GLOG for each text
- 40 Points – Incorporating all parts of the plot diagram
- 10 Points- Having quotes
- 10 Points – Having Pictures
- 5 Points – Effort and Enthusiasm



Appendix E

Lyrics to *Why Wait* by Rascal Flatts

What'aya say girl, we do somethin' crazy
Quit puttin' it off, you know what I'm sayin'
Ain't like it ain't gunna happen, forever's a given

It's already written

Who we kiddin' baby, come on
The stars can't line up any straighter
Let's do it now and think about it later

(Chorus)

Why wait another minute
For somethin' we should'a done yesterday?
I know a little church
With a preacher who could hook us up right away
Love don't need a reason
Baby I don't see how I could love you anymore than I do today

So why wait

Now I love your mama, let's save her some trouble
And your daddy won't mind if we save him a bundle
Girl it just so happens, that ring that you wanted

Well guess what I bought it

It's in my pocket baby, come on...
Let's get it done, let's get it on your left hand
This is me, girl, poppin' the question

(Chorus)

Why wait another minute
For somethin' we should'a done yesterday?
I know a little church
With a preacher who could hook us up right away

Love don't need a reason
Baby I don't see how I could love you anymore than I do today
So why wait
Let's do something crazy
'Cause crazy's what you make me
(Chorus)
Why wait another minute
Wait another minute come on
Well I know a little church
With a preacher who could hook us up right away
Love don't need a reason
Baby I don't see how I could love you anymore than I do today
So why wait
Why wait
What'aya say girl we do somethin' crazy
Yeary, J. (2010). *Why Wait* [Rascal Flatts]. On "Why Wait" [CD].
Nashville: Big Machine Records

Appendix F

Lyrics to *She's in Love with the Boy* by Trisha Yearwood

Katie's sittin' on the old front porch
 Watchin' the chickens peck the ground
 There ain't a whole lot goin' on tonight
 In this one-horse town
 Over yonder comin' up the road
 In a beat-up Chevy truck
 Her boyfriend Tommy, he's layin' on the horn
 Splashin' through the mud and the muck

Her daddy says he ain't worth a living
 When it comes to brains, he got the short end of the stick
 But Katie's young and man, she just don't care
 She'd follow Tommy anywhere
 She's in love with the boy
 She's in love with the boy
 She's in love with the boy
 And even if they have to run away
 She's gonna marry that boy someday

Katie and Tommy at the drive-in movie
 Parked in the very last row
 They're too busy holdin' on to one another
 To even care about the show
 Later on outside the Tastee Freeze
 Tommy slips something on her hand
 He says my high school ring will have to do
 'Til I can buy a wedding band

Her daddy says he ain't worth a living
 When it comes to brains, he got the short end of the stick
 But Katie's young and man, she just don't care
 She'd follow Tommy anywhere
 She's in love with the boy
 She's in love with the boy
 She's in love with the boy
 And even if they have to run away
 She's gonna marry that boy someday

Her daddy's waitin' up 'til half past twelve
 When they come sneakin' up the walk
 He says young lady get on up to your room
 While me and Junior have a talk
 But mama breaks in, says don't lose your temper
 It wasn't very long ago

When you yourself was just a hay-seed plowboy
Who didn't have a row to hoe

My daddy said you wasn't worth a living
When it came to brains you got the short end of the stick
But he was wrong and honey you are too
Katie looks at Tommy like I still look at you
She's in love with the boy
She's in love with the boy
She's in love with the boy
What's meant to be will always find a way
She's gonna marry that boy someday

She's in love with the boy
She's in love with the boy
She's in love with the boy
What's meant to be will always find a way
She's gonna marry that boy someday

Ims, J. (1997). *She's in Love with the Boy* [Trisha Yearwood]. On "Trisha Yearwood" [CD]. Nashville: Geffen

Appendix G
Socratic Circle Instructions
Worth 25 Points

A Socratic Circle essentially is an intelligent in-class discussion. In order to get full points for this assignment you must write down one thing that you heard a classmate say that you agreed with or thought was interesting, one thing you heard a classmate say that you disagree with, and one personal thought of your own on this sheet. You must also participate in this discussion a minimum of two times (I will be keeping track of when you speak).

The topic for this discussion is whether it is better to think with your head when making decisions or to think with your heart. Please try to reference *Romeo and Juliet*, *New Moon*, *She's All That*, *Why Wait*, or *She's in Love with the Boy* in your responses. Also, I would like for you to think about and discuss all of our Essential Question. Is all really "fair in love and war", can a person truly be blinded by love, and is it better to think and make a decision with your heart or with your head.

Appendix H
In-Class Essay Instructions and Topic
Worth 50 Points

Today you will each write your own In-Class Essay. This essay will allow for me to see that you comprehend the theme of thinking with your head or thinking with your heart that has been presented in all of the texts we have examined over the past four weeks. You will have the entire period (60 minutes) to complete your essay.

Your essay topic: Explain the differences presented by the texts that the effects of thinking with your head or your heart can have on a relationship. Do you think that one way of thinking is better than the other? Can you think in both ways to reach a decision? Use textual evidence from the play, book, lyrics, plot diagramming, or Socratic Circle to support your paper.

Appendix I

Final Project Instructions and Rubric

Worth 150 Points

Our Unit is almost over! To celebrate, you will work in a group of 5-6 classmates of your choice, on a creative project. Your project will revolve around the theme of thinking with your head versus thinking with your heart, since that has been our focus over the past few weeks. You have read *Romeo and Juliet*, watched the movie, *She's All That*, listened to two songs, and read a five chapters from *New Moon*.

In order to complete this project you must use at least ONE of the works we studied in class this unit. You may use a different source that expresses the same issue of thinking with your head versus thinking with your heart as long as it is approved by me first! EACH PROJECT/PRESENTATION must be a MINIMUM of 20 MINUTES and a MAXIMUM of 30 MINUTES

Here are your options for the final project:

- You can choose A MINIMUM OF TWO SCENES from *Romeo and Juliet* OR *New Moon* and act out it for the class. Your group must present it in a modern way of your choice. (no Shakespearean Language). This means that you can make it a Western, a Comedy, an Action movie, or whatever you desire. Your group must write out and turn in a script of your scene complete with stage directions, props and costumes. You must also write a 2 page explanation of how your reenactment ties into the theme.
- You may rewrite a scene from the movie, play, or text to show what would have happened if the characters had thought about their situation differently. For this you must include dialogue, costumes, stage directions, and props used. You must also write a 2 page explanation of how your rewritten scene connects with the theme.
- The final option, is to pick A SONG that expresses the theme of thinking with your head versus thinking with your heart and make a Music video for this song. Your group will be responsible for performing the song in front of the class. You will need to provide the class with a copy of the lyrics to the song of your choice. Also, you are responsible for writing a 2 page explanation of how the song you chose and the "music video" you created depicts the theme. Remember, the song you choose must be approved by me, so think SCHOOL APPROPRIATE.

Each group, no matter which option they choose, will be graded as follows:

- 10 Points- Turned in on Time
- 25 Points- Effort and Enthusiasm
- 50 Points- All parts of the project are completed
- 30 Points- Overall effectiveness of the presentation
- 20 Points- Two page response completed and fully answers the question
- 15 Points- Interaction between group members and overall participation in project

***Adapted from the Final Project found in McPadden, K. (2009) "Hamlet Unit Plan"**

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