

Shakespeare's Word: Love, Marriage, Blood, and Hands in Romeo and Juliet

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Setting the Stage

I designed this unit for a ninth grade audience at mid-level. It is no secret that the ninth grade year is pivotal in adolescence development. Our students are entering the last phase of 'forced' public education and are being introduced to a world of choices both concerning their education and socially. They are making the transition from childhood to adulthood and face the prospect of romantic relationships and newfound freedom. At the same time, this new world can be extremely frightening and difficult to navigate and interpret much like the text of William Shakespeare.

The ninth grade English class is most likely the first time that these students will encounter the great playwright, and this encounter is often viewed with much apprehension. This apprehension develops not because his stories are difficult to grasp, but because Shakespeare's language presents fear and intimidation. I have created this unit to face this fear head on and help students understand the power and lasting effects of his stories. Through examining Shakespeare's words, my students will be able to comprehend and interpret the text, understand that words have many facets of meaning, and by understanding these facets of meaning, they will be able to identify themes and support them with evidence from the text. Beyond these reading skills, my overarching goal of this unit is to breakdown the fear and intimidation of Shakespeare's language making his works more approachable for these young readers.

The Characters: Why Romeo and Juliet?

I have decided to anchor this unit with *Romeo and Juliet*. Many practical (or bettered described as mandated) reasons fuel my choice for the text such as it is a prominent part of ninth grade curriculum, it appears on ninth grade end of course tests, and students must know the play for the Georgia High School Graduation test. With such prominent mandated reasons for the text, it seems unavoidable to teach it, but I feel that it is important to realize why the text has become such a prominent part of the ninth grade curriculum.

Romeo and Juliet is one of the greatest love stories ever told, and most students know or have heard something about the story. Because most students have this background knowledge, the text becomes somewhat more approachable. The story is relatable to this audience. It is believed that Juliet is between 13 and 14 when the story takes place, and Romeo is in his late teens. These characters speak to our audience, and their issues with romance, authority, and consequences are very real for our young readers. Shakespeare tells a great story of teenage angst. Finally, the widespread saturation of the text is unavoidable. The story is retold again and again in pop culture and references to the text are made throughout the media, film, and

television. Knowing and understanding the text will prove useful to our students, as they become educated consumers of mass media.

Although the reasons for teaching the text are numerous, it is naive for me to believe that objections do not exist. Some would question how a text that was written in the mid 1590s could be relatable or even useful for a ninth grade audience in 2009. As mentioned before the story of these two lovers is timeless, and its retelling is unavoidable in our culture. But beyond this saturation, Shakespeare's language challenges our students to become close readers and work to interpret a text that might not be easily accessible to them. The text will challenge them, but through the challenge, our students will hopefully enjoy the reward of a great story filled with drama and conflict, and maybe learn a little about themselves and their abilities as readers. Understanding this play and its language can provide a fruitful reward for even the most unmotivated reader.

The play also deals directly with complicated issues such as teenage suicide that parents might see as unnecessary subject matter for young teenagers. Although these topics are difficult to discuss, they are real for our students. Each day our students deal with difficult decisions that carry tough consequences. These decisions might not necessarily be suicide, but they carry equally difficult and life changing results. Sex, drugs, and alcohol are among those decisions. Reading a play that deals directly with a decision and shows the consequence for that decision allows our students to begin to think about their new adult world.

The Script: Why words?

I have chosen to frame this unit around Shakespeare's words. We will examine the meanings of marriage, hand, blood, and love. Through the examination of the facets of meaning within these words, my students will be able to arrive at prominent themes within the play. The unit will begin with the small and grow into the bigger picture. My hope with the unit is that by breaking down the language to the single word, my students will feel as though they can approach the text with more confidence. By introducing the dictionary early in the unit and making it an integral part of the experience, the students will feel more comfortable in consulting it for help in creating meaning from Shakespeare's language.

With texts such as "No Fear Shakespeare" and "Shakespeare made easy", I am not naive that students can completely avoid Shakespeare's language. By forcing students to explore the meaning of these words and how Shakespeare uses them, I hope to push them away from this simple retreat. I want them to discover how these modern interpretations are created and that they are capable of gaining the same meaning on their own.

Goal 1: Provide a detail definition of term along with usage:

Throughout this unit, students will examine the repeated use of certain words throughout Shakespeare's *Romeo and Juliet*. Students will create a concordance for the term and use the concordance to identify and support a particular theme in the play. For the purposes of *Romeo and Juliet*, I will divide the class into four groups and assign them each one of the following terms: **Blood, Marriage, Hand, and Love**.

Each group will use the *Oxford English Dictionary* and compile a complete definition of the term including examples of usage. Students will receive an example to follow. The definition should include:

- All usages included in the OED
- Student will then create a sentence demonstrating each usage

Example:

- Hand:
 - A. The end part of arm beyond the wristExample usage: The gentlemen shook **hands**.

These definitions will provide a framework for the class to begin thinking about themes within *Romeo and Juliet* as we begin to read the play.

Rubric:

	10	5	1
Completeness	Student includes entire definition from the OED and provides sentence examples for ALL usages	Student includes most of the definition from the OED and/or only provides half of the sentence examples for usages	Student does not provide a definition from the OED and/or provides less than half of the sentence examples for usages.

Goal 2: A Concordance Reading Journal

As students read the text, each group member will be responsible for maintaining an individual concordance reading journal. Within this journal, each student will document every time his or her concordance term appears. In this journal:

- Students will record scene number and line numbers
- Students will record the entire line in which the term occurs and both the line before and the line after.
- Students will provide a modern interpretation considering their previous OED definitions.

These reading journals will encourage students to read the text closely and will also create a written record of the occurrence of their assigned concordance term. This record should help the students begin to draw connection between the word and a certain theme that runs throughout the play. By having each student maintain their individual journal, the group will be able to compare their journals and discuss any differences that occur.

Rubric:

	10	5	1
Completeness	Student records ALL occurrences of the concordance term according to assignment instructions. Student attempts a modern interpretation for ALL each provided occurrence.	Student records MOST occurrences of the concordance term according to assignment instructions. Student attempts a modern interpretation for MOST each provided occurrence.	Student records a FEW occurrences of the concordance term according to assignment instructions. Student attempts a modern interpretation a FEW of the provided occurrence.

Goal 3: Staging a Concordance Scene

For this portion of the unit, each concordance group would then pick a scene from their concordance reading journal to stage that they feel supports a theme within the play. The group will then stage the scene. The group will

- Limit their scene to five minutes
- Create blocking, costuming and props (obviously within the limitations of the classroom).
- Stage their scene to highlight their particular theme.

- Perform the scene for the class

At this point, I would use production examples to demonstrate how staging highlights theme. This project will allow students to connect their concordance term to theme and by watching other group performances; they should also see how each term produces a different theme.

Rubric

	10	7	5	1
Scene Selection	Scene uses concordance term and supports the group's established theme	Scene uses concordance term, but group's established theme is not supported	Scene uses concordance term, but no thought was given to theme	Scene does not use concordance term.
Preparedness	Student is completely prepared and has obviously rehearsed	Student seems pretty prepared but might have needed a couple more rehearsals.	Student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.

Goal 4: Group Essay: Arguing for your Scene

For this portion of the unit, I will have each group write a joint essay. In this essay, the group will

- Write a 5-7 page essay at 12 pt. font and standard 1" margins cited in MLA format
- Argue why their scene supports or promotes their particular theme throughout the text.

- Use evidence from the text to support their argument. Including at least 4 direct quotations from the text.
- Divide essay responsibilities up equally among group members

I will focus my instruction time on thesis development and argument support. The scaffold activities should provide students with the knowledge necessary to complete this culminating assignment. This essay should demonstrate that students have a strong grasp of the themes present within the play and how Shakespeare's 'words' or language help to shape these themes.

Rubric:

I will assess this essay on the 6 plus 1 writing rubric that is attached. Group participation will be assessed via a self-assessment and peer assessment.

Where to begin:

Before class begins, put your students into groups of five. Carefully consider these groupings, as they are essential to the continuity of the unit. These students will be together throughout the six weeks.

Week 1:

Day 1, Introductory Activity

5 minutes: Attendance and Housekeeping

5 minutes: Divide class into the predetermined groups of five. Move all desks to the center of the room making sure that there is plenty of space for students to move to each bulletin board station. Place one group at each station. Assign one of the following words or ideas to each station.

- Blood
- Marriage
- Hand
- Love
- Romeo & Juliet

Have one student write their assigned word or idea in the center of the paper.

3 minutes: Explain to students the protocol for a 'chalk' talk. See attachment. **Be sure to emphasize the importance of silence with this activity.**

35 minutes: Have each group conduct a **seven** minute 'chalk talk' about the assigned word at their station. After **seven** minutes, have each group rotate to the next station. Repeat the exercise until each group has been to every station.

2 minutes: assign homework and wrap up loose ends.

Homework for students: Have the students write down three thoughts or questions about each word or idea that came to mind for them during the 'chalk' talks. Encourage them to use this written reflection as a means to draw connections between the words and ideas.

Homework for the Teacher: Read each chalk talk and try to see how the students understand these words and also what knowledge they bring to the unit about Romeo and Juliet. Begin to think about how your students will discuss the chalk talks in tomorrow's class. Because this protocol produces different results for each class it is important to read and reflect on each particular class's response.

In preparation for the next class, make sure to put the chalk talks back up on the wall.

Day 2, Introductory Activity (con't)

5 minutes: Attendance and Housekeeping

10 minutes: Have students return to their assigned groups and discuss their written response from homework. Instruct them to each read their ideas aloud in class and prepare one connection between the terms. Have the students also write one sentence about Romeo and Juliet.

3 minutes: Have each group simply state their connection and read their sentence about Romeo and Juliet.

30 minutes: Have the students read the chalk talks from the previous day. Conduct a class discussion about what they see. Use the chalk talks, connections, and sentences to drive discussion. Inquire further into their thoughts using the scaffolding work done earlier in the activity.

2 minutes: Wrap up loose ends.

Day 3

Materials: Five sheets of Bulletin Board paper and markers for each group.

3 minutes: Attendance, Housekeeping

5 minutes: Explain Detailed Definition Assignment and the Concordance Journal Assignment. (See attached assignment sheet)

2 minutes: move to concordance groups assigned in introductory activity

30 minutes: Complete Detailed Definition Assignment

10 minutes: Each group presents visual to class and displays in the classroom.

Day 4

Materials: copy of Romeo and Juliet text

3 minutes: Attendance, Housekeeping

40 minutes: Read Act 1 scenes i-iii aloud. Assign parts to members of the class and stop between scenes to recapitulate plot.

7 minutes: Review concordance journal assignment and answer any questions. Consider modeling the task. Remind students to complete their concordance journals for Act 1 scenes i-iii.

Day 5

Materials: Love Connection Handout

3 minutes: Attendance, Housekeeping

7 minutes: Meet in concordance group to compare concordance journals. Have students compare entries to ensure that each appearance is recorded and have students discuss their interpretation of each appearance.

40 minutes: Love Connection Activity (Modified from the Folger's Library's Shakespeare Set Free: Teaching Romeo and Juliet, MacBeth, and A Midsummer's Night Dream)

- Have students form partnerships
- Within their partnership have the students complete the Love Connection Handout per the directions on the sheet. Model an example.
- After 30 minutes, bring group together and conduct a class discussion around the activity.
- Through the activity, attempt to present the different views of love and marriage that exist within the play. Refer to the detailed definitions on the classroom walls throughout the discussion.

Day 6

Materials: Copy of Romeo and Juliet text

3 minutes: Attendance, Housekeeping

40 minutes: Read Aloud Act 1 scene iv-v. Assign parts to students (attempt to cast different 'actors' from day 1). Stop between scenes to recapitulate plot and answer questions.

7 minutes: Review concordance journal assignment. Get feedback of the assignment. Have each group provide an example of an entry.

Day 7

Materials: Zefirelli's Romeo and Juliet 1968 and Baz Luhrmann's Romeo + Juliet 1996

3 minutes: Attendance, Housekeeping

7 minutes: Concordance group meetings to compare concordance journals. Have students compare for accuracy ensuring each appearance is recorded and discuss interpretation of the appearances.

15 minutes: Show the introduction (through the reading of the prologue) of each film. Encourage students to pay close attention to all aspects of the films i.e camera angles, characters, lighting, colors, credits.

25 minutes: Compare and Contrast the films

- Have students form partnerships and discuss;
 - Similarities
 - Differences
 - Distinct features of each prologue
 - How does each introduction make you feel about the upcoming 'performance'?
 - Conduct a class discussion around these questions. If time is available, refer back to the films. Attempt to drive the discussion to highlight that the words are the same but the interpretations are distinctly different.
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Day 8

Materials: copy of Romeo and Juliet text

3 minutes: Attendance, Housekeeping

40 minutes: Read Act II scenes i-iii aloud. Assign parts to members of the class and stop between scenes to recapitulate plot.

7 minutes: Review concordance journal assignment and answer any questions. Consider modeling the task. Remind students to complete their concordance journals for Act 2 scenes i-iii.

Day 9

Materials: Power Point Presentation-Six Steps of Marriage

3 minutes: Attendance, Housekeeping

7 minutes: Meet in concordance group to compare concordance journals. Have students compare entries to ensure that each appearance is recorded and have students discuss their interpretation of each appearance.

40 minutes: Present Lecture about the Six Steps of Marriage

- In order to prepare for the lecture consult podcast of a lecture given by Christy Desmet in a “Shakespeare in the classroom” class taught at the University of Georgia Spring Semester of 2009.
- To access this podcast follow these steps:
 - Launch I Tunes 6 or higher
 - From the Advanced drop down menu select “subscribe to podcast”
 - Copy this URL:
<http://podcasting.gcsu.edu/4dcgi/podcasting/uga/channels28208/4485.xml>
 - Access lecture: “The Six Steps of Marriage”
- This lecture deals specifically with “Taming of the Shrew”, but gives you enough background knowledge about the marriage process to tailor the lecture to the ability of your class.
- Be sure to emphasis the importance of the handfast in the process. Refer to the detailed definitions on the wall.
- If time allows, open the floor for discussion by asking leading questions:
 - How is this process different today?
 - Is it really that different?

- What are our traditions? (opportunity to discuss diversity if it arises)
 - How are our traditions the same?
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Day 9

Materials: Taylor Swift's music video for "Love Story" accessible via You Tube at <http://www.youtube.com/watch?v=5wRkoGKQ8qQ>

3 minutes: Attendance, Housekeeping

7 minutes: Show the music video twice. The first time for the students to view and simply enjoy. On the second view, have to students pay close attention to the hands in the video and think about yesterday's lecture and discussion.

20 minutes: Have students complete the attached "Love Story" handout in groups. For the exercise, allow students to self-select groups.

20 minutes: Show the video one last time and encourage students to evaluate their responses. Work through the handout as a group and discuss the answers to the questions being sure to point out the differences (i.e surroundings, public vs. private) between when the hands touch and when they do not, and what that might mean in relationship to yesterday's lecture about the six steps of marriage. Also refer to the detailed definitions on the wall.

Day 10

Materials: Copy of Romeo and Juliet text

3 minutes: Attendance, Housekeeping

40 minutes: Read Aloud Act 2 scene iv-vi. Assign parts to students (attempt to cast different 'actors'). Stop between scene to recapitulate plot and answer questions.

7 minutes: Review concordance journal assignment. Get feedback on the assignment. Have each group provide an example of an entry.

Day 11

Materials: Zefirelli's Romeo and Juliet 1968 and Baz Luhrmann's Romeo + Juliet 1996

3 minutes: Attendance, Housekeeping

7 minutes: Concordance group meetings to compare concordance journals. Have students compare for accuracy ensuring each appearance is recorded and discuss interpretation of the appearances.

15 minutes: Show the balcony scene of each film. Encourage students to play close attention to all aspects of the films i.e camera angles, characters, lighting, colors, costuming.

25 minutes: Compare and Contrast the films

- Have students form partnerships and discuss;
 - Similarities
 - Differences
 - Distinct features of each interpretation
 - How does the interpretation change the meaning of the scene?
 - Conduct a class discussion around these questions. If time is available, refer back to the films. Attempt to drive the discussion to highlight that the words are the same but the interpretations are distinctly different and can change the meaning of the scene.
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Day 12

Materials: Copy of Romeo and Juliet text

3 minutes: Attendance, Housekeeping

40 minutes: Read Aloud Act 3 scene i-iii. Assign parts to students (attempt to cast different 'actors'). Stop between scene to recapitulate plot and answer questions.

7 minutes: Review concordance journal assignment. Get feedback of the assignment. Have each group provide an example of an entry.

Day 13

3 minutes: Attendance, Housekeeping

7 minutes: Meet in concordance group to compare concordance journals. Have students compare entries to ensure that each appearance is recorded and have students discuss their interpretation of each appearance.

20 minutes: Divide the class into groups of four. Each group will stage Act 3 scene 1. Provide the following instructions.

- Each group must edit the scene to fit within a four-minute performance. Instruct students to think about what lines are important to the story THEY

- are trying to tell- refer back to the balcony scene lesson with Lurhmann and Zefirelli.
- Each group must provide blocking for the scene. Explain that blocking is where the actors stand and move during the scene
 - Each group must provide props for the scene.

This lesson will provide scaffolding for the culminating project at the end of the unit. Make sure to explain each step clearly and provide time for questions.

20 minutes: Have students begin to make initial plans for their scenes. Tell students to be prepared to share one idea in class tomorrow.

Day 14

3 minutes: Attendance, Housekeeping

7 minutes: Open the floor for questions about the scene assignment made yesterday. Ask each group to provide one idea from their discussions yesterday.

40 minutes: Groups work and rehearse scenes for performance in class tomorrow.

Day 15

3 minutes: Attendance, Housekeeping

27 minutes: Each group performs their scene for the class

20 minutes: Discuss the scenes as a class

- How were the scenes similar
 - How were they different
- (Could write these comparisons on the board for reference)
- Why were they different?
 - What does this mean? How do we get different interpretations from the same text? Reference the Luhrmann and Zefirelli balcony scene from earlier.
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Day 16

Materials: Copy of Romeo and Juliet text

3 minutes: Attendance, Housekeeping

40 minutes: Read Aloud Act 3 scene iv-v and Act 4 scene i-ii. Assign parts to students. Stop between scene to recapitulate plot and answer questions.

7 minutes: Review concordance journal assignment. Get feedback of the assignment. Have each group provide an example of an entry.

Day 17

Materials: Copy of Romeo and Juliet text

3 minutes: Attendance, Housekeeping

40 minutes: Read Aloud Act 4 scene iii-v. Assign parts to students (attempt to cast different 'actors'). Stop between scene to recapitulate plot and answer questions.

7 minutes: Review concordance journal assignment. Get feedback of the assignment. Have each group provide an example of an entry.

Day 18

3 minutes: Attendance, Housekeeping

7 minutes: Meet in concordance group to compare concordance journals. Have students compare entries to ensure that each appearance is recorded and have students discuss their interpretation of each appearance.

Good Friar Lawrence: Marriage for love vs. Societal Marriage

10 minutes: As a class, reread the 'marriage' scene between Romeo and Juliet (Act 2 scene 6). Then, reread the 'marriage' scene between (Act 4 scene 1). If you have willing volunteers, it may be useful to have an impromptu staged reading.

10 minutes: Have the class form partnerships and compare the two scenes. Instruct the partnership to prepare two comparisons about:

- The language
- Friar Lawrence's relationship to each couple

Also, have the students develop an answer to the question:

- Why doesn't Shakespeare allow the audience to see the marriage ceremony between Romeo and Juliet?

20 minutes: Bring the class together and discuss the ideas. Be sure to point out the rich imagery in the language within Romeo and Juliet's scene and how it contrasts with the short, choppy language between Paris and Juliet. Have students begin to question why the language is different. Does it reflect the passion or lack thereof between the couples? Use the last question to get the class thinking and encourage all responses, as no right answer truly exists. Tie loose ends by discussing again the different definitions of marriage. Refer to the detailed definitions on the wall.

Day 19

Materials: copy of Romeo and Juliet text

3 minutes: Attendance, Housekeeping

40 minutes: Read Act 5 aloud. Assign parts to members of the class and stop between scenes to recapitulate plot.

7 minutes: Review concordance journal assignment and answer any questions. Consider modeling the task. Remind students to complete their concordance journals.

Day 20

Materials: Zeffirelli's Romeo and Juliet 1968 and Baz Luhrmann's Romeo + Juliet 1996

3 minutes: Attendance, Housekeeping

7 minutes: Concordance group meetings to compare concordance journals. Have students compare for accuracy ensuring each appearance is recorded and discuss interpretation of the appearances.

15 minutes: Show the death scene of each film. Encourage students to pay close attention to all aspects of the films (i.e. camera angles, characters, lighting, colors), but specifically how each interpretation deals with the "blood" of Juliet's death.

25 minutes: Compare and Contrast the films specifically the "blood" of Juliet's death.

- Have students form partnerships and discuss;
 - Similarities
 - Differences
 - How does each interpretation deal with the violence of her suicide?
- Conduct a class discussion around these questions. Through the discussion, highlight what 'blood' means or doesn't mean within the play. Reference

other violent scenes such as Tybalt and Mercutio's death. If time is available, refer back to the films. Attempt to drive the discussion to highlight that the words are the same but the interpretations are distinctly different.

Day 21

Materials: Concordance Scene Assignment Handout

3 minutes: Attendance, Housekeeping

7 minutes: Explain Concordance Scene Assignment using handout.

40 minutes: Have groups begin working on assignment.

Day 22

Materials: Concordance Scene Assignment Handout

3 minutes: Attendance, Housekeeping

47 minutes: Continue work and rehearsal of concordance scenes.

Day 23

Materials: Concordance Scene Assignment Handout

3 minutes: Attendance, Housekeeping

47 minutes: Continue work and rehearsal of concordance scenes.

Day 24

3 minutes: Attendance, Housekeeping

47 minutes: Concordance Scene Performances

Each group will perform their scene for the class. During the performance, have audience members answer:

- What idea does this scene support?
- What makes you think that?
- What is one thing you like about the scene?
- What is one thing you would change about the scene?

After each scene, hold a 10-minute discussion about the performance using the questions above as prompts.

Day 25

3 minutes: Attendance, Housekeeping

47 minutes: Concordance Scene Performances (con't)

Each group will perform their scene for the class. During the performance, have audience members answer:

- What idea does this scene support?
- What makes you think that?
- What is one thing you like about the scene?
- What is one thing you would change about the scene

After each scene, hold a 10-minute discussion about the performance using the questions above as prompts.

Day 26

Materials: Evidence Questionnaire Handout

3 minutes: Attendance, Housekeeping

7 minutes: Explain the Evidence Questionnaire

30 minutes: Have each group complete the questionnaire. Tell them that they will be responsible for sharing one idea from the questionnaire at the end of class.

10 minutes: Answer questions and discuss the resulting product. Ask each group to share one idea from their questionnaire.

Day 27

Materials: Concordance Essay Assignment Handout

3 minutes: Attendance, Housekeeping

7 minutes: Explain the Concordance Essay Assignment

40 minutes: Groups begin work on essay.

Day 28

Materials: Concordance Essay Assignment Handout

3 minutes: Attendance, Housekeeping

47 minutes: Groups continue work on essay assignment.

Day 29

Materials: Concordance Essay Assignment Handout

3 minutes: Attendance, Housekeeping

47 minutes: Groups continue work on essay assignment.

Day 30

Materials: Concordance Essay Self and Peer Evaluations.

3 minutes: Attendance, Housekeeping

30 minutes: Groups tie up loose ends with their essays and turn them in.

7 minutes: Explain the self and peer evaluations. Ask students to be complete honest about both his/her self and his/her peers.

10 minutes: Students complete the evaluations.

References

Romeo and Juliet. Dir. Franco Zeffirelli. Perf. Leonard Whiting, Olivia Hussey, John McEnergy, Milo O'Shea. Paramount, 1968.

Romeo + Juliet. Dir. Luhrmann, Baz, Perf. Leonardo DiCaprio, Claire Danes. Bazmark Films, 1996.

Shakespeare, William. *Shakespeare Set Free Teaching Romeo & Juliet, Macbeth & A Midsummer Night's Dream (The Folger Library)*. New York: Washington Square, 1993. Print.

Desmet, Christy (2008) The Six Step of Marriage. Presentation to ENGL 4420 class, UGA Spring 2008

Handouts in order of Reference in the Unit

Shakespeare's Words: Romeo and Juliet

Ongoing Assignment Sheet

Detailed Definition Assignment

(Completed within groups)

Directions: For your group's assigned term, your group will....

1. Compile a complete definition of the term including examples of each usage. You will consult the Oxford English Dictionary Online Edition.
 - Example:
Hand:

B. The end part of arm beyond the wrist
Example usage: The gentlemen shook **hands**.
2. Place the complete definition and examples on the provided bulletin board paper with visually appealing presentation. The definitions will be displayed in our class throughout this unit

Concordance Journal

(Completed by each Individual)

Directions: As we read through the play, you will maintain a journal recording each appearance of your assigned concordance term. For each time the term appears (plural versions of the word such as hands and marriages should also be recorded) in the text, you will.....

1. record scene number and line numbers
2. record the entire line in which the term occurs and both the line before and the line after.
3. provide a modern interpretation considering their previous OED (Oxford English Dictionary) definitions.

After each day of reading, you will complete this assignment for the read text. The next day you will compare your entries with your group members to ensure accuracy and completeness.

Love Connection

Directions: Read the lines listed for each of the following characters. In the first column, write the lines as they appear in the play. Then draw some conclusions about each line or set of lines. What insights do they give into each character's experiences with, feelings toward, or attitudes about love and marriage? Jot down these insights in the third column.

Character	Lines	Conclusions
Romeo 1.1 195-199		
Benvolio 1.1 235-236 1.2 47-48		
Paris 1.2 12	"Younger than she are happy mothers made"	
Capulet 1.2 13 1.2 16-17		
Juliet 1.3 71 1.3 103-105		
Lady Capulet 1.4 75-79		
Nurse 1.3 101		

Concordance Scene Assignment

Your concordance group will stage a scene sited in your concordance journal.

You want to pick a scene:

- With your concordance term
- And supports an idea we have discussed in the play like the meaning of marriage, love vs. marriage, hands and marriage, or blood and violence.

Now stage it!!

- You will edit the scene to five minutes. Remember to edit the scene to support your idea. (Hint: keep the Tybalt exercise we did in mind)
- Provide blocking for the scene
- Memorize lines so that actors are not bound to the book.
- Provide props and costuming (within the limitations of our classroom) for your scene.

What I want to see

	10	7	5	1
Scene Selection	Scene uses concordance term and supports the group's established theme	Scene uses concordance term, but group's established theme is not supported	Scene uses concordance term, but no thought was given to theme	Scene does not use concordance term.
Preparedness	Student is completely prepared and has obviously rehearsed	Student seems pretty prepared but might have needed a couple more rehearsals.	Student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Collaboration with Peers	Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.

Evidence Questionnaire

Directions: Fill in the blank or answer the questions about your group's concordance scene.

Our scene demonstrates the idea that....

II. Our scene demonstrates this idea because....

A. Evidence: (use the text)

B. Evidence: (use your scene)

II. Our scene demonstrates this idea because....

A. Evidence: (use the text)

B. Evidence: (use your scene)

III. Our scene demonstrates this idea because....

A. Evidence: (use the text)

B. Evidence: (use your scene)

Concordance Essay Assignment

Using your Evidence Questionnaire, your group will write an essay arguing for why your scene supports a particular idea within Romeo and Juliet.

Your essay should:

- should cite evidence from both the text and your performance (ie how you edited your script, used blocking, or props).
- Have an introduction and a conclusion
- Give three reasons why the scene was effective

Each group member should be responsible for an equal portion of the essay. The division of these responsibilities will be at the discretion of your group.

What I want to see

The essay will be evaluated on our 6 plus 1 writing trait rubric. I will evaluate group participation through both a self-evaluation and a peer evaluation at the completion of the assignment.

Essay Assignment Self Evaluation

Directions: Response to each prompt by circling the appropriate on number on the scale with 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. Please provide an explanation or comments at the bottom.

I was responsible for an equal portion of the essay assignment.

1 2 3 4 5

I produced quality work.

1 2 3 4 5

My group members would want to work with me in the future.

1 2 3 4 5

Comments:

Essay Assignment Peer Evaluation

Directions: In each blank, fill in the names of your group members. Response to each prompt by circling the appropriate on number on the scale with 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree. Please provide an explanation or comments at the bottom.

My group member was responsible for an equal portion of the essay assignment.

_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

My group member produced quality work.

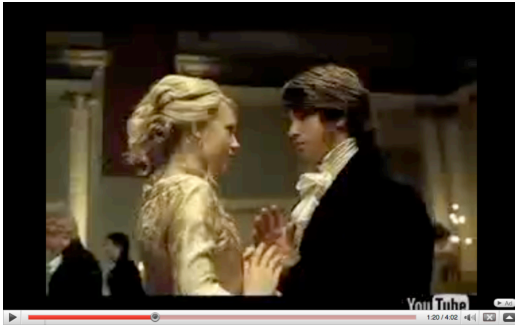
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

I would want to work with this group member in the future.

_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

Comments:

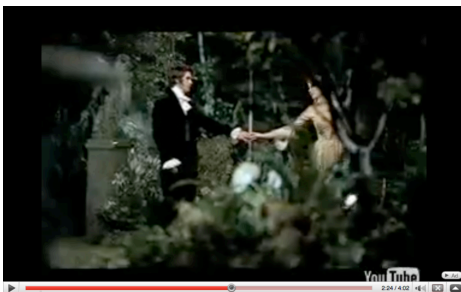
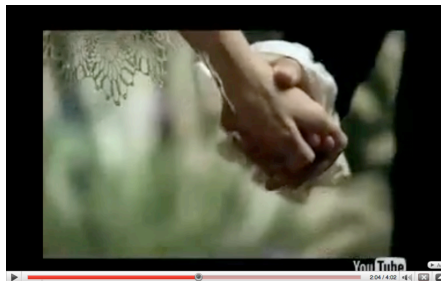
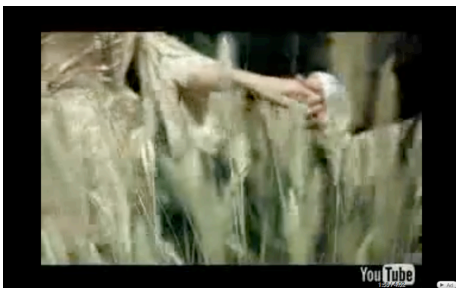
Directions: Included are scene shoots from the video of "Love Story". The clips are in chronically order. Answer the bolded questions after each section of clips. Some lyrics are included to guide your thinking.



*"Begging you please, don't go
Romeo take me somewhere we can be alone
I'll be waiting all there's left to do is run
You'll be the prince and I'll be the princess
It's a love story, baby just say yes"*

Why are their hands not touching?

What is the importance of the hands?



*"Cause you were Romeo, I was a scarlet letter
And daddy said stay away from Juliet
But you were everything to me
I was begging you please don't go and I said
Chorus*

Why do their hands now touch?

What does the connection of the hands mean?



What is the significance of the fruit and the hand picking the fruit?



Why can we not see whether the hands are connected or not?



"He knelt to the ground and pulled out a ring

And said, marry me Juliet

You'll never have to be alone

I love you and that's all I really know

I talked to your dad, go pick out a white dress

It's a love story baby just say yes"

Why is the lighting in the scene so bright?

Why do their hands touch?