On a weekly basis, students will be required to turn in 2 journal entries. The entries will each include a personal reflection, allowing students to express their thoughts and feelings about the material covered in class. It is important for students to write honestly and openly, as this will help them to better understand and internalize the concepts being discussed.

While the major daily grade assignments are listed below, this category is not limited to these assignments. Daily assignments can include:

- Reading and discussion questions
- Writing assignments
- Research projects
- Group discussions
- Quizzes or tests
- Presentations

As you can see, my goals for this teen social issues unit are quite lofty. However, with the scheduled texts and activities, I believe we can achieve these goals. Throughout this unit, I will work on the following aspects of language and literacy development:

- Critical thinking and problem-solving skills
- Effective communication and collaboration
- Informational reading and writing
- Fictional reading and writing
- Research and report writing
- Public speaking and presentation skills
- Self-reflection and self-assessment

I will be using a variety of sources to support my instruction, including the following:

- Textbooks and supplemental materials
- Online resources
- Audio and video recordings
- Real-world examples
- Class discussions and activities

I will be assessing students' progress throughout this unit, using a variety of methods. These may include:

- Self-assessment and reflection
- Peer assessment and feedback
- Teacher observation and informal assessments
- Formal assessments such as quizzes, tests, and projects

I will be using the following reference materials to support my instruction:

- Gwinnett County Academic Knowledge and Skills (A.K.S.)
- State standards and guidelines
- National and international frameworks

I will be engaging students in a variety of activities to help them achieve the goals for this unit. These may include:

- Whole-class discussions
- Small group activities
- Pair work and individual assignments
- Technology-based activities
- Creative projects and assessments

I will be using a variety of strategies to help students develop the skills they need to be successful in this unit. These may include:

- Direct instruction
- Guided practice
- Independent practice
- Formative and summative assessments
- Feedback and reflection

I will be using a variety of methods to evaluate students' progress and provide feedback. These may include:

- Rubrics and checklists
- Portfolios and self-reflection
- Parent-teacher conferences
- Conferences with students

I will be using a variety of methods to provide support and intervention for students who need extra help. These may include:

- One-on-one tutoring
- Small group instruction
- RtI (Response to Intervention) teams
- External referrals

Throughout this unit, the students will be working on a major multigenre research project regarding a teen social issue. In completing this small project, my students consider:

- The social and psychological implications of a given issue
- The impact of a given issue on individuals and communities
- The potential solutions to a given issue

I will be using a variety of sources to support my instruction, including the following:

- Textbooks and supplemental materials
- Online resources
- Audio and video recordings
- Real-world examples
- Class discussions and activities

I will be assessing students' progress throughout this unit, using a variety of methods. These may include:

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- Peer assessment and feedback
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- Small group instruction
- RtI (Response to Intervention) teams
- External referrals

Throughout this unit, I hope to make the students aware of the many concerns that surround them, affecting their lives every day. Through specific works of literature, I will demonstrate the many issues and concerns that are prevalent in society. This will help students to better understand the world around them and to develop empathy and compassion for others.

In conclusion, I believe that this unit will be a valuable learning experience for my students. Through close reading of the text, I expect my students to achieve an understanding of the social issues, such as violence, sex, and substance abuse. Additionally, I believe that students' understanding of these issues will lead to a greater appreciation for the importance of critical thinking and problem-solving skills.

I am excited to see how my students will respond to this unit and how they will use the knowledge they gain to make a positive impact on their own lives and the lives of others.
Rubric:
* Form a research group that will assist in gathering information and developing multi-genre presentation
* Become responsible researchers by developing a “game plan” to aid in research
* Come up with a research topic prior to the final deadline

Goals:
After the students have had several days to form research groups and decide on topics, they will be required to turn in a research proposal. The proposal should indicate who is in the group, as well as what topic will be researched. Additionally, the proposal should state by what means the group intends to gather its information.

Explanation:
This assignment will count as 5% of the final grade. It will be graded by the following rubric and account for a daily grade.

Rubric:
1: 10
2: 8
3: 6
4: 4
5: 2
6 and below: 0

Vocabulary Quizzes
Each weekly submission will be graded by the following rubric and account for a daily grade.

Rubric:
* Write a journal entry that is well-developed, reflective, and insightful
* Make personal connections between his/herself and the world around him/her
* Become aware of the current events around them

Goals:
Students will bring in a copy of their choice presenting a relevant teen issue. The song will be played for the class, and they will have some time period to enjoy. Additionally, they will be required to write a brief explanation of the song. The song will count as a daily grade.

Explanation:
Songs will be played to illustrate the two ideas. The other aspect of the assignment will be to write a short poem that illustrates love devouring death. Details will follow.

Rubric:
* No Credit- Student failed to complete either aspect of the assignment.
* Half Credit- Student either only did one half of the project, or little effort can be noted in the assignment

Vocabulary Quizzes
On a weekly basis, students will take a 10-question vocabulary quiz provided by the school board. The format of the quizzes will be multiple choice.

Goals:
* Gauge the students’ comprehension of assigned vocabulary words on a weekly basis
* Encourage students to broaden their vocabulary

These quizzes will be administered every Friday. Each quiz will have 10 questions, with each question worth 10 points. The quizzes will count for 15% of the final average.

Perfect Mate Activity
Explanations:
This is an activity that has 2 parts: a parent-version and a student-version. The main idea of the activity is to allow the parents to explore their own idea of a perfect mate, as well as learn what their parents’ consider important. This is to allow the parents to explore their own idea of a perfect mate, as well as learn how to connect with their children.

Rubric:
* No credit: Student does not complete either expectation. OR, the chosen song contains profane language.
* Half credit: Student provides song (either the actual song or lyrics) for class to experience. OR, student provides explanation without the song for class to experience. OR, student provides explanation without the song for class to experience. OR, student provides explanation without the song for class to experience.

Song Lyric Presentation
Explanations:
This is an activity that has 2 parts: a parent-version and a student-version. The main idea of the activity is to have the parents and students work together to create a song lyric that illustrates love devouring death. Details will follow.

Rubric:
* No Credit: Student failed to complete either aspect of the assignment.
* Half Credit: Student provides song (either the actual song or lyrics) for class to experience. OR, student provides explanation without the song for class to experience. OR, student provides explanation without the song for class to experience. OR, student provides explanation without the song for class to experience.

Final Grade
Grades are determined by the following rubric:

<table>
<thead>
<tr>
<th>Grade Representation</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>10</td>
<td>90-100</td>
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<td>9</td>
<td>80-89</td>
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</tbody>
</table>
Each student will turn in a 5-7 page research report individually. Although the students will be gathering information and creating a presentation to groups, the reports should be their own. The research report will be worth 20% of the student’s final grade. Each student is required to analyze a significant piece of literature, research, or social commentary. To accomplish this task, each student will research the text. The research presentation will be worth 20% of the final grade. Details will follow.

Explanation:

- The research presentation will be worth 20% of the final grade.
- Each student will turn in a 5-7 page research report individually.
- The research report will be worth 20% of the student’s final grade.
- Each student is required to analyze a significant piece of literature, research, or social commentary.

Explanation:

- The research presentation will be worth 20% of the final grade.
- Each student will turn in a 5-7 page research report individually.
- The research report will be worth 20% of the student’s final grade.
- Each student is required to analyze a significant piece of literature, research, or social commentary.
Guides:
1. Underline the character's motivation, theme, desires, etc.
2. Circle main ideas that incorporate the ideas character through art, poetry, or any other medium they feel
   the author wishes the character's personality through art, poetry, or any other medium they feel
3. Speak in a concise and understandable manner when explaining the body biography to the class.
4. Make and defend inferences and conclusion
Rubrics:
- Students will receive a daily grade for each day that is devoted to the assignment. As long as the students
  understand the importance of the ideas character through art, poetry, or any other medium they feel
  the author wishes the character's personality through art, poetry, or any other medium they feel
  the ideas character through art, poetry, or any other medium they feel
- The lesson plans are divided into minutes and are based on a 50-minute class period. The associated
  activities are also included, although I retain the right to alter any or all of the assignments and/or notes at my
  discretion.

Specific Lessons and Activities
The following pages contain specific lesson plans for the entire "Social Issues as Presented in Romeo and Juliet"

**Introductory Activity**
The Verve Pipe released its first and only hit song, "The Freshman." An instant success, "The Freshman" quickly swept the nation and could be heard on radios everywhere. Despite the song's treacle subject matter, it was an instant hit. "The Freshman" is still on the popular music charts after more than five years. In this activity, students will be introduced to the social issues they may encounter. Each student will receive a copy of the song lyrics as well as possible discussion questions to be addressed. The questions to be addressed are as follows:

1. What social issues does the song address?
2. Why do you believe the song was successful?
3. Do you think that the type of music is an important factor in the song's success? Would a rap or country song
   with the same lyrics have been as successful?
4. Do you think that the song is about the same social issues today as when it was
   released? How do the social issues presented in the song compare with those today?
5. Do you think that most teens can relate to this song in some way?
6. Why do you think this song is so popular? Is it a catchy song, or is it because of the lyrics?
7. Do you think that the song is successful because it is about a sensitive issue like suicide?
8. Do you think that the song is successful because it is about a sensitive issue like suicide?
9. Do you think that the song is successful because it is about a sensitive issue like suicide?

**The Verve Pipe**

* Markers
* Butcher paper
* Spiral notebooks (one per student)
* Computers (in lab)
* Book of vocabulary words
* West Side Story movie
* Beautiful Stories from Shakespeare for Children edited by E. Nesbit
* "The Freshman" by The Verve Pipe
* Romeo and Juliet by William Shakespeare

**Materials**

**The Freshman**

"The Freshman"

Title:
The Freshman

When I was young I knew everything
And she's a girl who rarely took advice
But I'm still alive, you won't catch me
Drinking under the table
Jump a baby's breath and show full of time
I can't be more responsible
Cause she was touching her face
In a minute I can't walk a straight place

For the life of me I cannot remember
They made us think that we were teen and
We'd always compromise
For the life of me I cannot believe
He's dead due for these sins
We were merely freshmen
My best friend took a week's
Vacation to forget her
We'd ever die for these sins

She fell in love in the first place
I won't be held responsible
Cause she was touching her face
And she a punk who rarely ever took advice
Sobbing with my head on the floor
I can't be held responsible
What could we think of this song?
How do the teens in the song deal with the suicide?
What social issues are presented in the song?

**Compare/Contrast Essay**

- This song is intended to encourage students to think about social issues in Shakespeare's time in relation
  to social issues in modern times. Details will follow.
- Students will be able to effectively compare/contrast similar issues or themes
- Students will write to reason and persuade

Rubrics:
- To grade this essay, I will follow the English High School standards. These standards require us to grade
  composition as a whole. I will grade this essay more humanely. This essay will account for 20% of the final
  grade.
- "Romeo and Juliet," by William Shakespeare
- "The Freshman," by The Verve Pipe
- "West Side Story," movie
- "Beautiful Stories from Shakespeare for Children," edited by E. Nesbit
- "Romeo and Juliet," by William Shakespeare
- "The Freshman," by The Verve Pipe
- "West Side Story," movie
- "Beautiful Stories from Shakespeare for Children," edited by E. Nesbit
- "Romeo and Juliet," by William Shakespeare
- "The Freshman," by The Verve Pipe
- "West Side Story," movie
- "Beautiful Stories from Shakespeare for Children," edited by E. Nesbit
- "Romeo and Juliet," by William Shakespeare
- "The Freshman," by The Verve Pipe
- "West Side Story," movie
- "Beautiful Stories from Shakespeare for Children," edited by E. Nesbit

**Goals:**

- To write a compare/contrast essay answering the essay questions following the activity.

**Explanation:**

**Compare/Contrast Essay**

- Students will write to reason and persuade
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Day 1 (February 12)

* For the first 5 minutes, I will take attendance and lead to any necessary housekeeping duties. I will also go
d over the daily agenda at this time.

* Minutes 5-10. This time will be used by the introductory activity. This activity can be found in the
attached pages. After the activity, I will explain to the students that they will need to be prepared to give a
song lyric presentation during the unit. Their presentation should model the introductory unit and last 5 minutes.

* Minutes 11-30. During this time, I will go over the multigenre research project that the students will be
required to complete. I will be sure to go over the rubric and my expectations of them for this project. The
handouts for this project can be found on the following pages.

* Minutes 31-40. Once I have finished going over the research project, I will talk to the students about the
song lyric presentation during the unit. Their presentation should model the introductory unit and last 5 minutes.

* Minutes 41-50. In the final minutes of class, I will hand out the Perfect Mate activity for the students to have
in their writing folders. The worksheet should be filled out by the students and returned by Day 7 (February 21.)

Day 2 (February 13)

* For the first 5 minutes, I will take attendance and tend to any necessary housekeeping duties. I will also go
d over the daily agenda at this time.

* Minutes 5-10. This time will be used by the introductory activity. This activity can be found in the
attached pages. After the activity, I will explain to the students that they will need to be prepared to give a
song lyric presentation during the unit. Their presentation should model the introductory unit and last 5 minutes.

* Minutes 11-30. During this time, I will go over the multigenre research project that the students will be
required to complete. I will be sure to go over the rubric and my expectations of them for this project. The
handouts for this project can be found on the following pages.

* Minutes 31-40. Once I have finished going over the research project, I will talk to the students about the
song lyric presentation during the unit. Their presentation should model the introductory unit and last 5 minutes.

* Minutes 41-50. In the final minutes of class, I will hand out the Perfect Mate activity for the students to have
in their writing folders. The worksheet should be filled out by the students and returned by Day 7 (February 21.)

Day 3 (February 14)

* For the first 5 minutes, I will take attendance and lead to any necessary housekeeping duties. I will also go
d over the daily agenda at this time.

* Minutes 5-10. This time will be used by the introductory activity. This activity can be found in the
attached pages. After the activity, I will explain to the students that they will need to be prepared to give a
song lyric presentation during the unit. Their presentation should model the introductory unit and last 5 minutes.

* Minutes 11-30. During this time, I will go over the multigenre research project that the students will be
required to complete. I will be sure to go over the rubric and my expectations of them for this project. The
handouts for this project can be found on the following pages.

* Minutes 31-40. Once I have finished going over the research project, I will talk to the students about the
song lyric presentation during the unit. Their presentation should model the introductory unit and last 5 minutes.

* Minutes 41-50. In the final minutes of class, I will hand out the Perfect Mate activity for the students to have
in their writing folders. The worksheet should be filled out by the students and returned by Day 7 (February 21.)

Background Information on Shakespeare

* Shakespeare was the most famous writer in the world. He left us no journals or letters; instead, he left us
his writing life.

* By 1592, Shakespeare had become an actor and playwright

* When he was 18, Shakespeare married Anne Hathaway and the couple had 3 children together.

* Shakespeare attended grammar school, but that is the extent of his formal education.

* Shakespeare was born around April 23, 1564 in Strafford, England.

* Shakespeare is the most famous writer in the world, but he left us no journals or letters; instead, he left us
his writing life.

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* Shakespeare is the most famous writer in the world, but he left us no journals or letters; instead, he left us
his writing life.
Romeo asks Juliet to describe her love in elaborate language. But, Juliet argues that true love cannot be measured.

What do you think about this argument? Do you agree with Juliet? Why or why not?

In the conversation? (Consider the tradition of a man asking his love's father for permission to marry.)

* In this act, Romeo tells Friar Lawrence that he's in love with Juliet. Have you ever told an adult (teacher, parent, etc.) that you were in love?

How do you think Rosaline feels about Romeo's "love" for her? Have you ever felt like she does? What should she do?

The discussion should be primarily student-led. But, if the class is "quiet," here are some prompting questions.

* Possible discussion topics for Act I

Day 4 (February 18)

For the first 4 minutes, I will take attendance and lead to my necessary housekeeping duties. I will also go over the daily agenda at this time and collect any Perfect Mate activities that have been filled out.

Minutes 5-10. Student #1 will give her song lyric presentation.

Minutes 11-15. Today, the students will be reading Chapter 1 of Beautiful Stories from Shakespeare for Children edited by E. Nesbit. The chapter tells Romeo and Juliet in a simplistic style fit for small children. My reason for reading this chapter is to give the students an entertaining overview of what the play will entail.

Minutes 16-45. Read Act I of Romeo and Juliet aloud with roles. We will stop as necessary to discuss the social issues presented in the play. I will also ask about the students' love for their daily grade. Be sure to correct the way the lines are said. The way the lines are said sometimes makes all the difference.

Minutes 46-50. In the final minutes of class, I will go over any questions that the students may have and wrap up any discussion that may still be occurring. I will also remind the students that their remaining Perfect Mate activities must be turned in by tomorrow.

Day 5 (February 19)

For the first 4 minutes, I will take attendance and lead to my necessary housekeeping duties. I will also go over the daily agenda at this time and collect any Perfect Mate activities that have been filled out.

Minutes 5-10. Student #2 will give her song lyric presentation.

Minutes 11-15. Today, the students and I will go to the computer lab for research day. The students will be asked to research Romeo and Juliet and their parents will be sent an email to the parents that are not in our class. I will randomly check the students' logs for daily grades. If kept correctly, the log will include literary devices as well as social issues.

Minutes 16-45. Read Act I of Romeo and Juliet aloud with roles. We will stop as necessary to discuss the events that sound like this scene.

Minutes 46-50. In the final minutes of class, I will go over any questions that the students may have and wrap up any discussion that may still be occurring. I will also remind the students that their remaining Perfect Mate activities must be turned in by tomorrow.

Possible discussion topics for Act I

The discussion should be primarily student-led. But, if the class is "quiet," here are some prompting questions.

* The riot is a very vivid opening to the play. Did Shakespeare do a good job painting a picture of the riot for the reader? In a reader's diary, what parts are especially clear or vivid for you? Do you think of a scene or a character's personality?

* Romeo's father claims that he has asked Romeo why he keeps everything to himself, but Romeo won't give him a straight answer. In your opinion, who wants to make sure you know about your feelings even though you don't want to? Why do you think parents do this? Why do you sometimes not want to tell them?

* Romeo and Juliet are in love with each other. Is it easy to believe that they love each other? How can you tell? What do you think parents do to help them?

The discussion should be primarily student-led. But, if the class is "quiet," here are some prompting questions.

* The discussion should be primarily student-led. But, if the class is "quiet," here are some prompting questions.

* The balcony scene is often considered to be one of the most romantic in all of literature. Do you feel about this scene as a reader? In your opinion, what are the strengths and weaknesses of this scene? What are the strengths and weaknesses of this scene?

* Romeo's parents claim that Romeo and Juliet are in love. How do Romeo's parents feel about this? How do Romeo's parents feel about this?

* Choate tells Romeo that he and Juliet are going to meet at the garden. Have you ever told an adult? What did he say?

* Romeo and Juliet will be going to meet at the garden. Have you ever told an adult? What did he say?

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Day 16 (February 26)

For the first 6 minutes, I will take attendance and lead to my necessary handwriting chores. At this time, I will also collect current Romeo and Juliet journals at this time.

Minutes 7-12: Students #12 will give their song lyric presentation.

Minutes 13-15: Students #11 will give their song lyric presentation.

Minutes 16-19: Students #10 will write a short story, or draw a cartoon strip. We will stop as necessary to discuss the new song lyric presentation. West end of the groups to discuss the new song lyric presentation. West end of the discussion. Students will also be given time to write in their Romeo and Juliet logs.

Day 15 (February 25)

For the first 6 minutes, I will take attendance and lead to my necessary handwriting chores. At this time, I will also collect current Romeo and Juliet journals.

Minutes 7-12: Students #12 will give their song lyric presentation.

Minutes 13-15: Students #11 will give their song lyric presentation.

Minutes 16-19: Students #10 will write a short story, or draw a cartoon strip. We will stop as necessary to discuss the new song lyric presentation. West end of the discussion. Students will also be given time to write in their Romeo and Juliet logs.

Day 14 (March 4)

For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties.

Minutes 5-10: Student #12 will give his/her song lyric presentation.

Minutes 11-20: Students will take a vocabulary quiz supplied by the vocabulary quiz bank provided by the school board.

Minutes 21-45: Groups will work on their Love at First Sight Presentations. They will present on the following day.

Minutes 46-50: Groups will finish up and class will be dismissed.

Day 13 (March 3)

For the first 6 minutes, I will take attendance and lead to my necessary handwriting chores. At this time, I will also collect current Romeo and Juliet journals.

Minutes 7-12: Students #12 will give their song lyric presentation.

Minutes 13-15: Students #11 will give their song lyric presentation.

Minutes 16-19: Students #10 will write a short story, or draw a cartoon strip. We will stop as necessary to discuss the new song lyric presentation. West end of the discussion. Students will also be given time to write in their Romeo and Juliet logs.

Day 12 (February 28)

For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties. I will also remind the students that they will have a vocabulary quiz on the following day.

Minutes 5-10: Student #11 will give his/her song lyric presentation.

Minutes 11-20: Students will take a vocabulary quiz supplied by the vocabulary quiz bank provided by the school board.

Minutes 21-45: Groups will give their Love at First Sight Presentations. They will present on the following day.

Minutes 46-50: During this time, I will wrap up my lesson on research writing, as well as give students a handout that the school board provided on this activity. See following page for further details.

LOVE DEVOURING DEATH

Let your imagination run wild! Choose whatever resources you can find, produce a dramatic tableau of love devouring death. If the resource doesn't look or sound right to you, it won't to me either.

1) Rough drafts are due on ____________________________.
2) Rough drafts are due on ____________________________.
3) Rough drafts are due on ____________________________.
4) Rough drafts are due on ____________________________.
5) Rough drafts are due on ____________________________.
6) Rough drafts are due on ____________________________.
7) Rough drafts are due on ____________________________.
8) Rough drafts are due on ____________________________.
9) Rough drafts are due on ____________________________.
10) Rough drafts are due on ____________________________.
11) Final copies will be due ________________.
Day 18 (March 11)

Day 17 (March 10)

Day 16 (March 6)

Day 15 (March 5)

Day 14 (March 4)

Day 13 (March 3)

Day 12 (March 2)

Day 11 (March 1)

Day 10 (February 28)

Day 9 (February 27)

Day 8 (February 26)

Day 7 (February 25)

Day 6 (February 24)

Day 5 (February 23)

Day 4 (February 22)

Day 3 (February 21)

Day 2 (February 20)

Day 1 (February 19)

Possible Discussion topics for Act III

Possible Discussion topics for Act I

Possible Discussion topics for Act IV

Possible Discussion topics for Act II

Social Issues as Seen in Romeo and Juliet

Reading/Assignments:

- **March 23:** Students will be given a social issues research assignment.
- **March 24:** Students will present their social issue research. (Note: This is a formal research paper on a social issue.)
- **March 25:** Students will gather to discuss the social issues research assignment.

Social Issues as Seen in Romeo and Juliet Compare/Contrast Essay

This essay will be an informal log of their thoughts about the reading.

Chapter 1

Chapter 2

Chapter 3

Chapter 4

Day 22 (March 18)

Day 21 (March 17)

Day 20 (March 16)

Day 19 (March 15)

Day 18 (March 14)

Day 17 (March 13)

Day 16 (March 12)

Day 15 (March 11)

Day 14 (March 10)

Day 13 (March 9)

Day 12 (March 8)

Day 11 (March 7)

Day 10 (March 6)

Day 9 (March 5)

Day 8 (March 4)

Day 7 (March 3)

Day 6 (March 2)

Day 5 (March 1)

Day 4 (February 28)

Day 3 (February 27)

Day 2 (February 26)

Day 1 (February 25)

Possible Discussion topics for Act II

Possible Discussion topics for Act I

Possible Discussion topics for Act IV

Possible Discussion topics for Act III

Day 23 (March 20)

Day 22 (March 19)

Day 21 (March 18)

Day 20 (March 17)

Day 19 (March 16)

Day 18 (March 15)

Day 17 (March 14)

Day 16 (March 13)

Day 15 (March 12)

Day 14 (March 11)

Day 13 (March 10)

Day 12 (March 9)

Day 11 (March 8)

Day 10 (March 7)

Day 9 (March 6)

Day 8 (March 5)

Day 7 (March 4)

Day 6 (March 3)

Day 5 (March 2)

Day 4 (March 1)

Possible Discussion topics for Act III

Possible Discussion topics for Act IV

Possible Discussion topics for Act I

Social Issues as Seen in Romeo and Juliet

Reading/Assignments:

- **March 23:** Students will be given a social issues research assignment.
- **March 24:** Students will present their social issue research. (Note: This is a formal research paper on a social issue.)
- **March 25:** Students will gather to discuss the social issues research assignment.

Social Issues as Seen in Romeo and Juliet Compare/Contrast Essay

This essay will be an informal log of their thoughts about the reading.

Chapter 1

Chapter 2

Chapter 3

Chapter 4

Day 22 (March 18)

Day 21 (March 17)

Day 20 (March 16)

Day 19 (March 15)

Day 18 (March 14)

Day 17 (March 13)

Day 16 (March 12)

Day 15 (March 11)

Day 14 (March 10)

Day 13 (March 9)

Day 12 (March 8)

Day 11 (March 7)

Day 10 (March 6)

Day 9 (March 5)

Day 8 (March 4)

Day 7 (March 3)

Day 6 (March 2)

Day 5 (March 1)

Possible Discussion topics for Act II

Possible Discussion topics for Act I

Possible Discussion topics for Act IV

Possible Discussion topics for Act III

Day 23 (March 20)

Day 22 (March 19)

Day 21 (March 18)

Day 20 (March 17)

Day 19 (March 16)

Day 18 (March 15)

Day 17 (March 14)

Day 16 (March 13)

Day 15 (March 12)

Day 14 (March 11)

Day 13 (March 10)

Day 12 (March 9)

Day 11 (March 8)

Day 10 (March 7)

Day 9 (March 6)

Day 8 (March 5)

Day 7 (March 4)

Day 6 (March 3)

Day 5 (March 2)

Day 4 (March 1)
For the first 8 minutes, I will take attendance and tend to any necessary housekeeping duties. I will also go over the daily agenda at this time.

Minutes 9-10. Student #11 will give his/her song lyric presentation.

Minutes 11-12. Students will take a vocabulary quiz supplied by the vocabulary quiz bank provided by the school board.

Minutes 13-25. Students will design a "wanted" poster of Romeo. The activity will be done entirely in class and will receive a daily grade. The Cambridge School Shakespeare book on Romeo and Juliet inspired this activity. See following page for further details.

Minutes 26-30. Students will finish up the poster activity and turn in their finished products to me.

Where's Romeo?

After reading the play, you have learned that Romeo was banished on pain of death. Design a wanted poster that is pasted up on the walls of Verona to announce his sentence. You can be creative with the poster, but remember that you only have today's class to work on your poster.

Days 22-24 (March 18-20)

* On each of these days, I will allot the 1st 4 minutes to attendance, housekeeping, and providing the daily agenda. During this time, I will also collect assignments that are due on those days. In March 18th, I will collect the compare/contrast final draft; on March 19th, I will collect Current Events Journals; on March 20th, I will collect research papers.

* Minutes 5-10 of each day will be allotted to song lyric presentations. March 18th will be slotted for #16, March 19th will be slotted for #17, and March 20th will be slotted for #18.

* Minutes 11-45. This time during each day will be given to students to work on body biographies. The idea for body biographies came from Dr. Peter Smagorinsky. See the following page for details.

* Minutes 46-50. On each day, I will use this time to wrap up the day's activities.

For this assignment, you will work in groups of 3 or 4 to create a body biography. A body biography is a visual representation of a character in the play. In order to successfully create a body biography, follow the steps provided below. If you have any questions or would like to see an example, please see me.

1. Using the butcher paper and a marker, trace the outline of one member of your group. Do NOT trace against the "model's" body... I do not want any marker on your clothes! Also, boys must trace boys and girls must trace girls.

2. Now that you have your character's "body," it is time to give them a "biography." You may draw pictures, write quotes from the play, and use colors to represent their characteristics. Keep in mind that particular body parts traditionally represent (heel = weakness, heart = passion/love, eyes = what characters see, etc.)

3. Once you have completed your body biography, your group will have to present it to the class. Be sure to only include things that are relevant to the character. If you choose to give your character pants with pockets, be sure to say what he/she may have in his/her pockets!

4. Be creative and have fun with this activity. There are several of you working together on this project, so use everybody's individual strengths to your advantage. But, remember to keep your body biography school appropriate... if you have any doubts, it probably shouldn't be included on your picture!

Day 25 (March 21)

* For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties. I will also go over the daily agenda at this time.

* Minutes 9-10. Student #23 will give his/her song lyric presentation.

Day 26 (March 24)

* For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties. I will also go over the daily agenda at this time.

* Minutes 9-10. Student #24 will give his/her song lyric presentation.

* Minutes 11-50. We will continue watching West Side Story. Since today is technically Silent Reading/Vocabulary Day, students will have the option to read silently or work on vocabulary instead of watching the movie.

Days 27-30 (March 25-28)

* During the first 4 minutes of class on each day, I will take attendance and tend to my common housekeeping duties. I will also go over the daily agenda at this time.

* Minutes 9-10. Student #23 will give his/her song lyric presentation.

* Minutes 11-20. We will continue watching West Side Story. Since today is technically Silent Reading/Vocabulary Day, students will have the option to read silently or work on vocabulary instead of watching the movie.

* Minutes 21-30. Students will take a vocabulary quiz supplied by the vocabulary quiz bank provided by the school board.

* Minutes 31-45. Students will design a "wanted" poster of Romeo. The activity will be done entirely in class and will receive a daily grade. The Cambridge School Shakespeare book on Romeo and Juliet inspired this activity. See following page for further details.

* Minutes 46-50. Students will finish up the poster activity and turn in their finished products to me.