# The Shakespeare Unit Plan: 9th Grade

<table>
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<tr>
<th>Unit #</th>
<th>Drama unit</th>
<th>Estimated Duration</th>
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<td></td>
<td>SWBAT examine themes through language and imagery in order to explore the formation of plot and in the genre of drama.</td>
<td>17 days</td>
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<td>SWW construct an essay in which they can chose one of two topics to write on concerning the concept of theme and tragedy through the point of view of a character in Shakespeare's Romeo and Juliet.</td>
<td>In class writing assignment (typed in computer lab)</td>
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## Rationale

This unit will be for 9th grade students and will take place sometime right before or right after spring break so that the students will be comfortable with performance in front of one another. It’s essential to have Shakespeare in class as his work has stood the test of time and his references are found in everyday life. Students, in order to be considered a well rounded student will need to be familiar with the various themes seen in Shakespeare’s play, many of which are common in the life and time of a teenager. By introducing the students to the genre of drama and requiring them to act out parts if not the entire play, I will be opening up another avenue for them to express themselves through the visual arts. Shakespeare and his texts are also highly historical and I would love to bring the history of the Renaissance into my classroom before this unit takes place.

## Prior Knowledge

SWHD (Students will have done) a mini-unit on the Renaissance prior to this drama unit therefore they will have some background knowledge on the historical context of Shakespeare’s time.
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<th>Lesson #</th>
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<th>Lesson Objective</th>
<th>Lesson Assessment</th>
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<tr>
<td>LP1 HISTORY</td>
<td>1</td>
<td><strong>Objective:</strong> SWBAT examine the life and time of William Shakespeare in order to understand historical context such as the renaissance period (Greek and Roman references), the black plague, and people of power in the Elizabethan era, along with authorial intent.</td>
<td><strong>Assessment:</strong> SW listen to an interview administered by the teacher to someone dressed up, acting as Shakespeare. SW then read Shakespeare's Wikipedia site and every student will add one new submission to the site in writing to the teacher. (They will not actually submit online, the additions will be done on a copied version .doc of the site).</td>
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<tr>
<td>LP2 LANGUAGE</td>
<td>2</td>
<td><strong>Objective:</strong> SWBAT investigate the structure of Elizabethan language, verb form, and 2\textsuperscript{nd} person pronouns, in order to enter into the language of the prologue in Romeo and Juliet.</td>
<td><strong>Assessment:</strong> SW have a write a silent conversation in which they will later convert into Shakespearean language. SW then examine various structures taking everyday sentences and turning them into Elizabethan structured sentences using different activities including index cards. SW explain each of their translations. On index card. (This will be their exit card). [<a href="http://www.pbs.org/shakespeare/educators/performance/lesson">http://www.pbs.org/shakespeare/educators/performance/lesson</a> plan.html](<a href="http://www.pbs.org/shakespeare/educators/performance/lesson">http://www.pbs.org/shakespeare/educators/performance/lesson</a> plan.html)</td>
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<tr>
<td>LP3 SONNETS</td>
<td>2</td>
<td><strong>Objective:</strong> SWBAT analyze a Shakespearean sonnet in order to better understand Shakespeare's common themes, language, and writing structure via iambic pentameter, rhyme scheme, and themes of Shakespearean sonnets.</td>
<td><strong>Assessment:</strong> SW (day 1) read sonnets 18, 29, and 130 as a class identifying iambic pentameter, rhyme scheme and theme in groups and turning in their own paraphrased version of one of the sonnets (day 2) also by watching a short clip from &quot;In Search of Shakespeare&quot; in order to examine why Shakespeare chose to write about what he did in his sonnets. SW also write their own sonnet focusing on one of Shakespeare's common themes.</td>
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<td>LP4 ACT 1</td>
<td>2</td>
<td><strong>Objective:</strong> SWBAT examine the consequences of love in order to understand the movement and formation of plot.</td>
<td><strong>Assessment:</strong> SW read the prologue and act 1 of R&amp;J and then complete a worksheet on the types of love in R&amp;J, tracking the changes in the types of love and the consequences that accompany each through act 1 and 2. (Continual worksheet) (WRKSHT can be found at the bottom of unit plan)</td>
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<td>LP5 ACT 2</td>
<td>2</td>
<td><strong>Objective:</strong> SWBAT examine the use of figurative language in order to understand its role in the movement of time and the theme of love.</td>
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<td>LP</td>
<td>Act</td>
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<td>LP6</td>
<td>3</td>
<td><strong>Assessment:</strong> SW read act 2 of R&amp;J and participate in the deliverance of Shakespearian pick up lines. SW then translate the pick up lines into modern day language and deliver them again comparing their effectiveness in each form. How does the use of the Shakespearian language sounds more romantic or persuasive? (<a href="http://www.folger.edu/eduLesPlanDtl.cfm?lpid=602">http://www.folger.edu/eduLesPlanDtl.cfm?lpid=602</a>)</td>
<td><strong>Assessment:</strong> SW read act 3 of R&amp;J and complete a worksheet in which they are asked to examine the vocabulary of act 3 (pg 37). SW also participate in Tableaux Vivants. As students do Tableuks their audience will write down what they are trying to convey with their frozen picture (what act or scene). They will then hold up their answers and we will discuss. (Preferably every student will have a whiteboard for this activity, this way I can visually see who understands who does not.) How could the performers made the scene clearer?</td>
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<td>LP7</td>
<td>4</td>
<td><strong>Objective:</strong> SWBAT retell the consequences of actions in order to understand motivation.</td>
<td><strong>Assessment:</strong> SW read act 4 of R&amp;J and read the short article from Freedom Thinker titled “The Individual versus Society”. (<a href="http://thefreedomthinker.com/2009/09/01/the-individual-versus-society/">http://thefreedomthinker.com/2009/09/01/the-individual-versus-society/</a>) They will then write a short essay that will chose either the Individual or the Society (which ever appeals to them) and compare that to the choices of Juliet in Act 4. Was she choosing the individual or the society? (This will stem off of the last lesson about consequences.) The students will then have a short in class debate about which side they chose and why?</td>
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<tr>
<td>LP8</td>
<td>5</td>
<td><strong>Objective:</strong> SWBAT examine the theme of rebellion and free will through the lens of a character’s role as an individual versus their society.</td>
<td><strong>Assessment:</strong> SW read act 5 of R&amp;J and play the telephone game in an attempt to understand miscommunication. SW also write a short alternate ending that makes the play a comedy instead, focusing on the aspect of communication.</td>
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<td>LP9</td>
<td>FILM</td>
<td><strong>Objective:</strong> SWBAT analyze setting, character representation and plot representation in film in order to explain a director’s interpretation of the theme of violence</td>
<td><strong>Assessment:</strong> SW watch 3 different film clips (R+J w/ Leo, R&amp;J 1968, and R&amp;J Macmillan ballet version below). <a href="http://www.youtube.com/watch?v=wt8ZbuQFV14">http://www.youtube.com/watch?v=wt8ZbuQFV14</a> depicting the of the closing scene of the play. Students will create a 3-way venn-diagram to note the similarities and differences in the way the directors chose to incorporate and depict the theme of violence</td>
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**LP10 ESSAY** 1

**Objective:** SWBAT analyze one character and how their actions perpetuated the plot forward creating the ultimate tragedy.

**Assessment:** SW write an essay, picking one of two topics.

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**DETAILED PLAN #1:**

Lesson Plan #2: Elizabethan Language

# of Days: 2

**LP Prior Knowledge:** SWHL (students will have learned) the background of Shakespeare and the time period in which he lived. SW be familiar with words such as thee and thou.

**Lesson Objective:** SWBAT investigate the structure of Elizabethan language, verb form, and 2nd person pronouns, in order to enter into the language of the prologue.

**Lesson Assessment:** SW have a write a silent conversation in which they will later convert into Shakespearian language. They will watch a few short clips from “In Search of Shakespeare” of actors acting out scenes from Romeo and Juliet asking to students to focus on the actor’s mastery of the language. SW then examine various structures taking everyday sentences and turning them into Elizabethan structured sentences using different activities including index cards. SW explain each of their translations. On index card. (This will be their exit card).

http://www.pbs.org/shakespeare/educators/performance/lessonplan.html

**Standards:** 3.3, 4.1, 4.2

**Enrichment:** n/a

**Accommodations:** Students will work in pairs and be taught in a variety of manners (ie. Visually, verbally, and interactively).

**Changes for next time:**

**Materials Needed:** Handout “80 Troublesome Words”, “125 Odd Words”, and “An Insulting Conversation”, index cards, “In Search of Shakespeare” (Netflix)

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**DAY 1:**

Time: 10 mins

Method: Pairing

**Students:** get into pairs and take out notebook. Silently they write a conversation (similar to passing notes). One student writes first and the other responds until the pair has reach approximately 5 interchanges. Students then put these silent conversations away for later in class.

**Hook:** “I know how much you guys enjoy passing notes in class, so today that’s exactly what we are going to do! We are going to pass notes, or as I like to call it, have silent conversations, with our neighbors. The key word here is SILENT. Have a conversation together until you reach approximately 5 lines of convos. When you are done you and your partner should put your heads down on your desks. I guess if we are going to pass fake notes, we might as well take a fake nap too.” 😊

**Teacher:** as students pair up and “pass notes” the teacher prepares the episode of “In Search of Shakespeare” (Episode 3 Romeo and Juliet).
**Time: 10 mins**
**Method: Discuss/Visual Aids**

**Students:** share what they find most difficult about Shakespeare’s writing and what types of Shakespearean language and writing they have encountered before.

**Teacher:** During this discussion the teacher should be pushing the students towards thinking about confusing words such as thee and though, odd verb endings, sentence structure, and era vocabulary as well as taking notes for all students to see.

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**Time: 5 mins**
**Method: Visual**

**Students:** will watch the 2 min clip from “In Search of Shakespeare taking note of the way in which the actor articulate the language in the script. They must open their ears to the way in which these sentences are structured and the patterns they create when said and performed aloud.

**Teacher:** Promote the students to their above watching of the clip.

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**Time: 20 mins**
**Method: Lecture/Note-Taking**

**Students:** Listen while the teacher recites a typical wedding vow using the words thee and thou. Students take notes in their journals about singular pronouns, plural pronouns, and verb inflection as the teacher explains them. Students will then revisit their silent conversations and modify them using the 2nd person familiar pronouns and verb inflections.

**Teacher:** recites wedding vows using thee and thou. Then they give a short lecture on singular pronouns, plural pronouns, and verb inflection using examples.

(See Shakespearean Conversations link → Procedure)

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**DAY 2:**

**Time: 10 mins**
**Method: Think, Pair, Share**

**Students:** in groups of 4, take index cards that have one word of each and try to sort out the cards to figure out the Shakespearean sentence. Students will then read their sentence aloud and to see if anyone else came up with the same sentence.

**Teacher:** will encourage students to get as close as possible to the original Shakespearean sentence giving decoding clues to push them in the right direction.

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**Time: 25 mins**
**Method: Performance**

**Students:** using the “80 Troublesome Words” handout they will again rework their silent conversations now adding as many of the handout words as possible. (10 words or more). Then each pair performs their own dialogue.

**Teacher:** as the students rework their silent conversations encourage them to completely rearrange their original. Point out that while they are saying something similar the word order may need to be greatly altered.

**Time:** 15 mins  
**Method:** Verbal

**Students:** form two lines divided evenly. Using the handout “An Insulting Conversation”, students will read a series of insulting lines at the opposing side. This will be done chorally at first and then volunteer based afterwards. Students can then translate one or two insult lines as a class into modern day text, similar to the activities done before.


**Teacher:** will facilitate the choral insults being done as scaffolding.

**Homework:** Students will do a similar activity as above with handout “80 Troublesome Words” but now using the “125 Odd Words” handout. This alteration will be done individually and will be turned in.


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**DETAILED PLAN #2**

Lesson #5 Figurative Language  
# of Days: 2

**LP Prior Knowledge:** SWHL (students will have learned) about Act 1 and conflict interacts with love and rebellion.

**Lesson Objective:** SWBAT examine the use of figurative language in order to understand its role in the movement of time and the theme of love.

**Lesson Assessment:** SW read act 2 of R&J and participate in the deliverance of Shakespearian pick up lines. SW then translate the pick up lines into modern day language and deliver them again comparing their effectiveness in each form. How does the use of the Shakespearian language sounds more romantic or persuasive?  
(http://www.folger.edu/eduLesPlanDtl.cfm?lid=602)

**Standards:** 1.2, 1.3, 2.1, 2.3, 3.2

**Enrichment:** n/a

**Accommodations:** Students will read the play aloud.

**Changes for next time:**

**Materials Needed:** Act II, Shakespearean Pick Up Lines  
(http://www.folger.edu/eduLesPlanDtl.cfm?lid =602)

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**DAY 1:**  
Time 10 mins:  
**Method:** Do Now

**Students:** will take 5 mins to write in their journals about one of three prompts about Act 1 on the board. Some students will share.

1. Write about a famous feud in history that correlates with the opening scene in Act 1.
2. Write about a time when you witnessed conflicts similar to that of Act 1 between the Capulets and the Montagues.
3. Infer about the ending of the play. Use evidence from the prologue.

Teacher: Prepare from the assigning of roles for Act II and have some students share what they wrote about in their journals.

Time: 35 mins
Method: Read Aloud

Students: will volunteer for parts of Romeo and Juliet, Benvolio, Mercuito, Nurse, and Friar Lawrence. These students will stand in the front of class whenever their character is on stage focusing on the stage directions set out for them in the play. They will “act out”/read aloud their parts from Act II sc. 1 through Act II sc. 5. Students who are not physically participating in the read aloud will play the part of the chorus.

Purpose for Reading (P4R): Watch the language of Romeo and Juliet during the balcony scene. Who is in charge verbally? How does Romeo’s deliverance of his profession of love come across with urgency? How does Juliet respond to this urgency of time?
Teacher: will encourage certain students to volunteer for specific roles. They will help direct the scenes as they happen interrupting when explanation is needed. Teacher will also be specifically pointing out the language in which Shakespeare employs during the balcony scene.

Day 2:
Time: 20 mins
Method: Do Now

Students: will read through a list of Shakespearian pick up lines keeping the language of Romeo and Juliet during the balcony scene in mind. (Transition from Day 1) They will then have to translate these pick up lines from Shakespearian text to modern text and pick their favorite (one that sounds good in its original form and another that appeals them in its modern form). The students will then line up similar to when they threw insults and dish out their pick up lines to a partner focusing on the tone in their voice, the manner in which they deliver the lines.
Teacher: will help students with the formation of the choral reading and the translations into modern text.

Time: 25 mins
Method: Performance/Read Aloud

Students: will volunteer for parts of Romeo and Juliet, Benvolio, Mercuito, Nurse, Peter, and Friar Lawrence. These students will stand in the front of class whenever their character is on stage focusing on the stage directions set out for them in the play. They will “act out”/read aloud their parts from Act II sc. 5 and Act II sc. 6.
Teacher: will encourage certain students to volunteer for specific roles. They will help direct the scenes as they happen interrupting when explanation is needed. At the close students will be encouraged to make inferences about what this hasty decision of proposal will result in, using the prologue as a guide.
DETAILED PLAN #3
Lesson #6: Tableaux Vivants
# of days: 2

LP Prior Knowledge: SWHL (students will have learned) about Act 1 and conflict interacts with love and rebellion, Act 2 and figurative language

Lesson Objective: SWBAT retell the consequences of actions in order to understand motivation.

Lesson Assessment: SW read act 3 of R&J and complete a worksheet in which they are asked to examine the vocabulary of act 3 (pg 37). SW also participate in Tableaux Vivants. As students do Tableauxs their audience will write down what they are trying to convey with their frozen picture (what act or scene). They will then hold up their answers and we will discuss. (Preferably every student will have a whiteboard for this activity, this way I can visually see who understands are who does not.) How could the performers made the scene clearer?

Standards: 1.2, 1.3, 2.1, 2.3, 3.2
Enrichment: n/a

Accommodations: Students will read the play aloud and be using their bodies to create a visual interpretation of words within groups.

Changes for next time:

Day 1:
Time: 15 mins
Method: Explanation/Lecture

Students: will watch and listen to the teacher while they explain the concept of Tableaux Vivants.

Hook: “Who has ever played freeze tag as a kid? You know when playing freeze tag the rules of the game are that you have to stay in whatever position that you were in when tagged, i.e. running position, sitting, falling. You had to stay in that pose per say. Tableaux Vivants are just a fancy way of explaining that portion of the freeze tag game. We are going to create frozen pictures to explain what is happening in 10 of these lines in Act 3 and see if everyone can understand what your frozen picture represents!”

Teacher: will show clips of Tableaux Vivants while explaining their usage and giving directions of how to do a Tableau Vivant. The students will try their own on day 2.

Time: 25 mins
Method: Read Aloud

Students: will volunteer for parts of Romeo and Juliet, Benvolio, Mercuito, Tybalt, Percuchio, Citizen, Prince, Lady Capulet, Montague, and Nurse. These students will stand in the front of class whenever their character is on stage focusing on the stage directions set out for them in the play. They will “act out”/read aloud their parts from Act III sc. 1 and sc. 2. Students who are not physically involved in the play will be looking for Tableauxs in the play as the other read aloud.

Purpose for Reading (P4R): As we read act 3 keep in mind how the characters are being motivated to make the decision they are making. Is it pride, rage, selfishness, stupidity that run the actions of this act? What are the consequences of these characters action and are these obvious consequences or deserved consequences? What if this happened to you?
**Teacher:** will encourage certain students to volunteer for specific roles. They will help direct the scenes as they happen interrupting when explanation is needed. The teacher will also ask those who did not read, to pick out a Tableaux they found in scenes 1 or 2.

**Time:** 5 mins  
**Method:** Preparation in Groups  
**Students:** that did not read are now responsible for guiding their group towards one Tableaux that they will act out in class the next day.  
**Teacher:** monitors the room and makes sure students understand the concept of a Tableaux.

**DAY 2:**  
**Time:** 15 mins  
**Method:** Do Now  
**Students:** will create a Tableaux Vivant for the 10 lines of their choice in Act two scenes 1 through 3.  
**Teacher:** Readdress the lecture given the day before about the components of a Tableaux Vivant. Place students in groups of 10.

**Time:** 15 mins  
**Method:** Performance  
**Students:** each group will perform their Tableaux Vivant for the class. The class will then explain back to the group what those 10 lines were about in context to the play.  
**Teacher:** there will be two to three groups that will preform for this activity. Engage the students who are not preforming in a discussion of the performance and the language being used.

**Lesson Objective:** SWBAT analyze one character in R&J and how their actions perpetuated the plot forward creating the ultimate tragedy.

**Homework:** Student will fill out the worksheet on vocabulary, prior knowledge and contextual clues for Act III. (Attached below)
Lesson Assessment: SW write an essay, picking one of two topics.

ESSAY PROMPTS:
OPTION #1:
http://spider.nlsd.org/nlhs/CSaville/Lit%20Plans/Romeo%20and%20Juliet%2020LP.PDF (pg. 63) → partly taken from this source.

We have discussed that Romeo and Juliet is a tragedy and we have discussed different aspects that make up said tragedy; actions, communication, thoughts. You are there beside Juliet at the moment she is about to end her life. Your assignment is to persuade Juliet not to commit suicide.

1. First you will need to explain to your audience who Juliet is as a person, giving textual evidence for your findings. (Pretend they have never read R&J).
2. Second, explain her original motive for killing herself and then examine how this motive will change as she is talked out of the decision by you.
3. Third, argue for Shakespeare’s R&J still being a tragedy or not if Juliet does NOT kill herself in the end. How will that one action effect the rest of the play (Think about Paris (who is dead), the Capulet v. Montague Feud, Friar Lawrence, and the Prince.)

OPTION #2:
We have discussed how the language Shakespeare uses in Act 2, the balcony scene, sets up this quick movement of time throughout the remainder of the play. This movement of time creates a set up of continual violence after this peaceful “love” scene between Romeo and Juliet at the balcony. Is there such thing as the violence of love? Can love both literally and figuratively be violent?

1. First, explore how the suicidal impulse of Romeo and Juliet relate to this overall theme of the violence of love?
2. Second, explore your own beliefs in contrast. Do you believe this theme to be true even today?
3. Third, combine your knowledge of #1 and #2 and explore how Shakespeare created this violent word through his choice of language. How is Shakespeare’s self-destructive outlook on love different from many peoples today? Explain the reasons of R&J’s suicide in your search for the answer. In your opinion did they have another choice? What would Shakespeare say? (Think about the time period in which he was living.)
LESSON #6 HOMEWORK SHEET:
Vocabulary - Romeo and Juliet - Act III

Part I: Using Prior Knowledge and Contextual Clues

Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean in the space provided.

1. Doth much excuse the appertaining rage/To such a greeting.
2. Thou, wretched boy, that didst consort him here.
3. With thy black mantle till strange love grown bold/Think true love acted simple modesty.
4. So tedious is this day/As is the night before some festiveal/
   To an impatient child that hath new robes
5. Take up those cords. Poor ropes, you are beguiled,/Both you and I, for Romeo is exiled.
6. More validity,/More honorable state, more courtship, lives
7. Oh, how my heart abhors/To hear him named and cannot come to him,/
   To wreak the love I bore my cousin/Upon his body that hath slaughtered him!
8. Good Father, I beseech you on my knees,/Hear me with patience but to speak a word

Part II: Determining the Meaning

You have tried to figure out the meanings of the vocabulary words for Act III. Now match the vocabulary words to their dictionary definitions. If there are words for which you cannot figure out the definition by contextual clues and by process of elimination, look them up in a dictionary.

27. appertaining A. to deceive by guile
28. consort     B. well grounded
29. mantle     C. to request earnestly
30. tedious   D. a companion or partner
31. beguiled E. to belong as a proper function or part
32. validity F. moving or progressing very slowly
33. abhors G. to reject vehemently
Unrequited Love: Romeo for Rosaline, Paris for Juliet

Romantic Love: Romeo and Juliet

Parental Love: Lord and Lady Capulet for Juliet, Lord and Lady Montague for Romeo, Nurse for Juliet

Friendship: Romeo and Benvolio, Romeo and Mercutio, Romeo and Friar Laurence, Nurse and Juliet

Love of Family Honor: Tybalt, Mercutio, Romeo

Cite examples from the text. Be sure to include where you found the quote (Act, scene, line number). Be prepared to explain how the quote is representative of the specific type of love.

Unrequited Love:

Consequences:

Romantic Love:

Consequences:

Parental Love: Friendship:

Consequences:

Love of Family Honor:

Consequences: