

English I

Unit : Romeo and Juliet

Duration: 42 days

- Students read *The Tragedy of Romeo and Juliet* and various literary and informational texts about choices and consequences. Students understand and express their understanding of how the motivations, decisions, and actions of complex characters propel the action of a story and how patterns and contrasts in language develop various motifs that reveal central ideas. Students will also apply their understanding of the teenage brain to Romeo and Juliet.

Tasks:

Cold Read Task: Literary Analysis (Expository)

- Text: “The Story of Pyramus and Thisbe” from *Metamorphoses* by Ovid
- Tasks:
 - Write an extended response that analyzes how “The Story of Pyramus and Thisbe” from Ovid’s *Metamorphoses* treats the topic of love. How is this theme developed over the course of the text? How do the details surrounding the love of the two ill-fated characters refine and shape the theme throughout the poem? Cite evidence from the text to support your response. Be sure to observe the conventions of standard English.
 - William Shakespeare took inspiration and material for his play *Romeo and Juliet* from “The Story of Pyramus and Thisbe.” Consider your reading of both the play and “The Story of Pyramus and Thisbe,” and write an extended response that explains how Shakespeare used and altered a theme from “The Story of Pyramus and Thisbe” for his play. Cite evidence from both the play and the story to support your explanation. Be sure to observe the conventions of standard English.
 - Standards: RL.9.2, RL.9.3, RL.9.4, RL.9.5, RL.9.9, W.9.2, W.9.10, L.9.1, L.9.2, L.9.4

Culminating Task: Literary Analysis (Explanatory)

- Text: *The Tragedy of Romeo and Juliet*

Lessons:

Informational Texts

- read and analyze an informational pamphlet and make connections to events in a literary work

Literary Texts

- independently read a classical work of literature
- engage in a close read of a section of a literary text
- annotate a literary work, focusing on a specific idea (language and structure developing a central idea)
- understand the conflicts faced by characters in a literary work
- trace patterns of language that create contrast in a literary work
- analyze the effect of diction and sentence structure on a literary work
- analyze motifs that create patterns and contrast in a literary work
- analyze thematic elements of a literary text
- analyze a work of literature as portrayed in multiple mediums
- create a timeline that demonstrates understanding of significant conflicts, character actions, and subsequent effects in each act of a drama

Writing:

- compose a timed essay on a literary topic
- conduct research on a science topic related to unit themes
- participate in a Socratic Seminar, analyzing two works of literature--a poem and a play

- Prompt: How do patterns or contrasts in language reveal a central idea of *The Tragedy of Romeo and Juliet*? Write a literary analysis that supports your claims in answer to the question and demonstrates an understanding of the play. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of strong and thorough textual evidence to support the analysis, including direct quotations and parenthetical citations.
- Standards: RL.9.2, RL.9.4, W.9.2, L.9.1, L.9.2

Extension Task: Research Task (argumentative)

- What are the possible causes of Romeo and Juliet's behavior? Explain how different actions and decisions could have prevented the end results. In a multiparagraph essay, identify the possible causes of Romeo's and Juliet's behavior, explaining how different actions and decisions could have prevented the end results. Cite and compare specific actions from the play and compare them with your research to scientifically explain the behavior. Incorporate textual evidence with proper citations, grade-appropriate words and phrases, and demonstrate proper punctuation and spelling.
- Standards: RL.9.3, W.9.2, W.9.8, W.9.9, L.9.1, L.9.2

Texts:

- RL: *The Tragedy of Romeo and Juliet* by William Shakespeare
- media: selected clips from Act III of *Romeo + Juliet* by Baz Luhrmann
- media: selected clips from Act III of *Romeo and Juliet* by Franco Zeffirelli
- RI: "Teenage Brains Are Malleable and Vulnerable, Researchers Say" by Jon Hamilton
- RI: "Understanding the Mysterious Teenage Brain" from NPR
- RL: "A Poison Tree" by William Blake
- RL: "The Raven" by Edgar Allan Poe"
- image: *Where's Romeo?* by William Hatherell
- image: *The Reconciliation of the Montagues and Capulets over the Dead Bodies of Romeo and Juliet* by Frederic Lord Leighton
- images: "Teenage Brains" from the *Beautiful Brains* photo gallery by National Geographic

- write an expository essay that analyzes a work of literature through the lens of scientific theory

Speaking and Listening:

- explore thematic elements of a literary text through a class discussion
- engage in a class discussion designed to connect ideas in an informational article to those in a literary work

