

# Romeo and Juliet UNIT Syllabus

## Standards and "I Can" Statements

Analyzes the characters, structures, and themes of dramatic literature.

Analyzes and evaluates the effects of language (i.e., diction, imagery, symbolism, figurative language), structure, point of view

1. analyze characters to determine motivation, intent, and responsibility for outcome of the play.

Responds to a variety of texts in multiple modes of discourse.

2. respond to literature in a variety of ways - such as write about it.
3. examine the author's history and make connections
4. track events of the plot as events build suspense toward the climax.

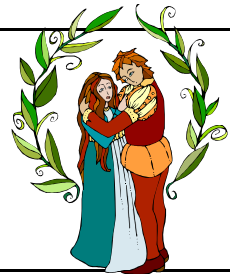
Supports important ideas and viewpoints through accurate and detailed references or allusions to the text.

5. give specific examples, including page numbers, from the text to support your ideas.

### Task 1. Shakespeare Scavenger Hunt.

1. Click the link named "Shakespeare Scavenger Hunt" to complete the activity.
2. Use the Internet for your research!!
3. Cite all sources used.

**NOTE: Google and Yahoo are NOT sources!!!!!!!**



### Task 2. Pre-reading and Reading

Get the 9th grade literature textbook (it is GOLD) and read the following **BEFORE** reading the play itself.

**Page 732-733.** Read "Background."

1. What does this statement mean: He never wrote a play about a contemporary subject.
2. On what is Shakespeare's play *Romeo and Juliet* based?
3. Based on what you read, what do you think "star-crossed" means?

**Page 733.** Read "A Word List."

4. How many years ago was the play *Romeo and Juliet* written?
5. What does "archaic" mean?

Click on the below link to answer the next questions

[http://shakespeare.about.com/od/romeoandjuliet/a/Montague\\_Capulet.htm](http://shakespeare.about.com/od/romeoandjuliet/a/Montague_Capulet.htm)

6. Name and describe the players in each House

*House of Montague*

*House of Capulet*



### Task 3. Read the Play

You may read the version that is in the 9th grade literature textbook (pages 734 - 851)

OR you may read the No Fear Shakespeare version (see me for a copy)

OR you may read the No Fear Shakespeare version ONLINE at the below link:

<http://nfs.sparknotes.com/romeojuliet/>

**NOTE:** Be sure to read the cast of Characters BEFORE you begin to read!!!

1. Study Guide. As you read, Complete the Study Guide questions ON YOUR OWN PAPER.
2. Cause and Effect. After you have read the play and completed the study guide, complete the Cause and Effect Activity on a separate worksheet.

### Task 4. Plot Diagram

1. Complete the Plot Diagram Worksheet, filling in ALL blanks.

1. Exposition - background information (introduces characters, setting, etc)
2. Rising Action - provide AT LEAST FIVE examples of this in the play
3. Climax (Turning Point) - make sure you get this correct! See me for help...
4. Falling Action (things that happen AFTER the climax) - provide AT LEAST TWO examples of falling action
5. Resolution (wrapping up the story) - provide AT LEAST ONE example of this



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### Task 5. Who's to Blame??

Choose the **three** characters **YOU** blame for Romeo's and Juliet's deaths.

In any visual format (poster, diorama, flip book, chart, power point)

1. **Explain in detail** why you blame each character for the deaths - use specific examples (*including page numbers*) from the story to support your claims!!
2. **Use visuals** to support your explanation



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### Task 6. Final Exam Project

1. The Final Exam Project is your final exam in this course and counts as a final exam grade.

It is a Power Point presentation, in which you will reflect upon what you learned in each unit you complete in your English class, you will reflect upon what you did, what standards were addressed and what you learned in each task.

Instead of waiting until the end of the semester to complete this final exam, you will work on it as you complete each unit. That way your final exam will be finished when you complete your last unit for this course.

**2. Get the instructions for the Final Exam Project from your teacher.**

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### Task 7. Grade yourself.

1. Get a blank standards-based rubric from your teacher
2. Write each "Can you..." question in a separate box.
3. Then rate yourself based on the criteria.
4. Put all your work in order as it appears in the syllabus.
5. Bring all your work and completed rubric to your teacher to discuss your work and your grade.