

Using Technology to Differentiate Instruction

Lesson Plan Outline

1. Lesson Title: ENGLISH LITERATURE
 - Introduction to Shakespeare via Cyber Hunt
2. Date of Implementation: Fall, 2008
3. Lesson Author(s): Gail Ford
4. Subject Area(s): Romeo and Juliet (unit)
5. Grade Level: 9 honors
6. Approximate Time Needed: 85 minute blocks, duration, two weeks
7. PA Content Standard(s):
 - 1.1 learning to read independently
 - 1.2 reading critically in all content areas
 - 1.3 reading, analyzing, and interpreting literature
 - 1.4 types of writing
 - 1.5 quality of writing
 - 1.6 speaking and listening
 - 1.8 research

8. Objectives/Lesson Outcomes:

At the conclusion of this lesson, the students will:

- understand the conditions under which both peasants and high society viewed the play *Romeo and Juliet*
- read and discuss the background information
- read and act out the play in class.
- discuss poetic devices associated with the play (similes, metaphors, imagery, plot, , allusion, repetition, irony, analogy, diction, pun, satire, dramatic irony, sonnet, symbolism, and conflict)
- identify literary conventions associated with the play (monologue, an aside, a soliloquy, foreshadowing, theme, foil, epithet, exposition, rising action, turning point, crisis, falling action, climax, blank verse, heroic couplet, internal conflict, prologue, and resolution)
- access William Shakespeare (cyber tour)
- take a virtual tour in order to understand how audiences experienced the Globe Theatre.
- write a five paragraph essay (after viewing the virtual tour) highlighting at least three new informative facts learned about the theatre goers of that time period, information regarding the physical attributes of the Globe Theatre, and a critique describing the performance itself.

9. Materials and Resources Required:

A. Technology (include location and equipment):

- http://aspirations.english.cam.ac.uk/converse/movies/sound_globe.swf
- Trackstar, track # 253887 virtual tour
- English Department Computer Lab

B. Printed Materials:

- *Romeo and Juliet* by William Shakespeare as found in Adventures in Reading published by Harcourt, Brace, Jovanovich
- Printed packet
- Cyber Hunt Instructions
- Various handouts regarding thesis and expository format

C. Other Supplies: DVD Player

10. Lesson Procedures:

Day 1:

- Introduce background on Shakespeare and the Globe Theater
- Introduce the characters in *Romeo and Juliet* and what roles they play throughout the drama
- Explain how the exposition is found in each of Shakespeare's prologues in the form of a sonnet
- Aid the students in uncovering imagery, plot, and theme of the play
- Sit in a circle and act out the parts

Day 2:

- Review Act I, Scenes 4 & 5 by checking the students' responses to their packet via oral discussion of the reading
- Continue acting out Act II in a circle
- Explore Shakespeare's use of the following poetic devices: simile, allusion, figurative language suspense, repetition, irony, analogy, foil, diction, pun, satire, foreshadowing, epithet, and conflict
- Help students discover the beautiful poetry Romeo and Julie use in their courtship

Day 3:

- Engage the students in a discussion regarding the difference between monologue, soliloquy, and an aside
- Strengthen the students' comprehension of Act III, Scenes 4 & 5 by introducing the following literary elements: rising action, turning point, and crisis
- Increase the students' understanding of Shakespeare's use of the following: plot, figurative language, symbolism, foreshadowing, irony, dramatic irony, suspense, and metaphor
- Continue acting out Act III in a circle

Day 4:

- Review Acts I, II, and III by discussing questions at the end of the chapter and by comparing responses written in the students' packets
- Administer test on Acts I – III
- Show the video of *Romeo and Juliet*, Acts I – III

Day 5:

- Act out in a circle Act IV
- Lead the students in a discussion of Act IV regarding suspense and catastrophe
- Analyze Juliet's internal conflict and the staging of Act IV
- Interpret the dramatic speeches and how they contribute to characterization

Day 6:

- Act out Act V in a circle
- Discuss how Shakespeare utilizes falling action, climax, and resolution
- Engage students in the overall theme of the play and whether it would be possible for Romeo and Juliet to happen in today's society
- Discuss the purpose of the usage of puns throughout the tragedy

Day 7:

- Compare the students' answers from their textbook in Acts IV and V versus those in their packet
- Administer test on Acts IV – V
- Show video on the conclusion of Romeo and Juliet

Day 8:

- Escort students to the English Department Computer Lab, Room 378
- Introduce the Cyber Hunt instructions
- Allow students to access the Shakespearean play
- Have students list their response to the play in a narrative format

Day 9:

- Escort students to the English Department Computer Lab, Room 378
- Demonstrate the expository format the students are to utilize in their formal essay
- Use overhead examples as reinforcement and other writing aids
- Lead students in writing a topic paragraph and a strong thesis statement using handouts with examples
- Model topic and concluding sentences for the students
- Lead a discussion in the type of information that should fill the body paragraphs

Day 10:

- Escort students to the English Department Computer Lab, Room 378
- Students will refine their drafts

- Teacher will assist students and monitor the writing process
- Final drafts due Monday

11. Modifications for Differentiated Instruction:

A. Remediation: n/a

B. Enrichment: n/a

12. Student Assessment:

The students will be tested on Acts I – III and a test on Acts IV – V

The students' essays will be assessed using the PSSA standard guidelines

Class participation will be added to homework scores via group discussion based on the homework packet and unit questions at the end of each act.