

Highlighting on pages 3 and 4
March 2007

Teacher: Amanda Kelsey

Unit: Romeo and Juliet

Grade Level: 9th

Lesson Plan Title: Romeo and Juliet Intro and Chorus Act I

Content Area(s)	This is a two-day lesson where students will be introduced to <i>Romeo and Juliet</i> , with specific focus on what will be explored in the play, as well as a lesson on iambic pentameter that will connect to the Chorus sonnet of Act I, Prologue.
Learning Objectives What will students accomplish / be able to do at the end of this lesson? Bloom's Taxonomy levels	<p>Students will understand the main themes that we will be exploring in <i>Romeo and Juliet</i>, focusing on the relationships <i>Romeo and Juliet</i> have with themselves, one another, and the other players in the tragedy.</p> <p>This will be done through an Anticipation guide, class discussions, and the reading of the Chorus in Act I, Prologue of <i>Romeo and Juliet</i>, and will be built up during the course of the unit to be finally evaluated through the worksheets and the test.</p>
Standards	<p>Reading, Listening, and Viewing:</p> <p>STANDARD 2.1 Develop critical reading, listening, and viewing strategies.</p> <p>CE 2.1.1 Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.</p> <p>Literature and Culture:</p> <p>STANDARD 3.1 Develop the skills of close and contextual literary reading.</p> <p>CE 3.1.2 Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.</p>
Pre-thinking:	<p>Considering the learner:</p> <p>I am expecting students to have heard about the story of <i>Romeo and Juliet</i>, although I will only guess that very few students will know the main events of the story, or have only seen the modern movie <i>Romeo+Juliet</i>, which covers the basics but misses some key scenes from the drama. Some students may have limited knowledge because they come from social-economic situations that do not allow them to view movies, or the cultural references to <i>Romeo and Juliet</i></p>