

Manchester College
Education Department/Lesson Plan Format
Lesson By: Stacey Morgan

Lesson: *Romeo and Juliet* Act I Discussion **Approx. length:** 5 min. bell work and 45 minute lesson

Age or Grade Intended: Ninth grade English

Academic (IN State) Standards:

9.3.3 Analyze interactions between characters in a literary text and explain the way those interactions affect the plot.

9.3.4 Determine the characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy.

Performance Objectives:

Students will participate in a class discussion based on their reading, their study guide, and vocabulary grid with 100% participation. ✓

After reading Act I, students will identify ^{in what format?} at least 3 different interactions between characters that affected the plot with 100% accuracy based evidence from the text.

After reading Act I, students will discuss ^{in what format} the personality traits of the main characters with 100% accuracy based on evidence from the text.

Assessment: ^{How will you determine?}

During the discussion, I will mark the names of the students who are participating and award them 5 participation points. Students will fill out flow charts identifying the characters and the effects of their interactions. I will look at the papers to make sure that the students have filled them out before they leave the class. Students will also be asked to list the characteristics of the characters and support their observations on a separate note sheet. I will also check this worksheet for completion as evidence of their participation in the class discussion. If they are both completed, the students will receive another 5 points for participation. During group work, I will walk around the class to make sure that everyone is on task and participating. ✓

Advanced Preparation by Teacher:

I will have to prepare the study guide for Act II, create a flow chart for copies and an overhead sheet, and prepare a worksheet for students to list character traits because not all of the students have or bring paper to class. Pre-assign groups.

Procedure:

Introduction: In the Prologue that I read to you yesterday, Shakespeare wrote that Romeo and Juliet are a "pair of star-crossed lovers" who eventually take their own lives. Can anyone tell me what they think Shakespeare meant by "star-crossed"? (Bloom: Comprehension) (A: Fate—their death was already predestined). For today, you should ^{yahoo! excellent!}

excellent way to provide direction
↓
for the day's lesson

have read Act I of *Romeo and Juliet*. We are going to use what you read to start analyzing some of the characters and their actions to try to determine if fate is really in control over the characters' lives or if the way the people chose to relate towards one another is really the cause of Romeo and Juliet's demise.

Step-by-step:

1. Bell work: Have students write about the following prompt: "What role does fate play in our lives? Can fate ever be changed by our actions?" (M.I. Intrapersonal)
2. Have students take out their Act I study guides, vocabulary grids, and open their books to page 902.
3. Ask a few students to summarize what has happened so far in the play. (Bloom: Comprehension)
4. Ask students if anyone has any new examples from the text to add to the vocabulary grid. Have students fill in their grids.
5. Next, ask students to look over their study guides to see if they have any questions. Lead a 5-10 minute review/discussion of the study guide to check understanding of the main points. (M.I. Verbal/Linguistic) Whenever possible, ask other students to answer study guide questions instead of the teacher.
6. Pass out flow charts and put one on the overhead.
7. Remind students that the way individuals and groups of people interact affect the school and even this classroom. Our actions can have a greater impact on others than we might imagine which is why it is important to analyze the effects of our behavior. For example, how many of you have seen the movie *Mean Girls*? This is an extreme example, but the behavior of that small group of girls affected the whole school and caused a lot of chaos and ruined a lot of friendships. The same cause and effect pattern occurs in *Romeo and Juliet*.
8. To begin, we are going to analyze the first event of the play and its effect on the whole plot and ultimately, Romeo and Juliet's deaths.
9. First, who is involved? What interaction takes place? (Bloom: Knowledge)
Answer: Capulet's Men—Sampson, Gregory, and Benvolio and Montague's Men—Abram and Tybalt. They get into a fight. (Write these on the overhead in the appropriate boxes of the flow chart and ask students to follow along and do the same.) (M.I.: Visual/Spatial)
10. What is the effect on the plot because of their interaction? (Bloom: Analysis)
Answer: The Prince declares that another fight will result in death.
11. After we have read the whole play, we will fill in the last question about how this ultimately affects Romeo and Juliet and how it may have played a part in their deaths. Be sure to keep these charts in a safe place after today because we will refer to them on and off while we continue reading.
12. Now, I want you to take a minute and look through Act I. What other character interactions had a great affect on the plot? (A: Capulet Servant with Romeo and Benvolio → They see Rosaline's name on the guest list → they go to the party where Romeo meets Juliet; Capulet and Tybalt → discuss Romeo's presence at the party → Tybalt becomes angry that he cannot act against Romeo and angry at his uncle's response; Romeo and Juliet → meet and kiss → they fall in love, etc.) Ask for student responses and complete the chart together as a class.
(M.I. Visual/Spatial and Verbal/Linguistic)

Good to connect with their lives! 😊

great!

13. Have students put the charts away in their language arts notebook.
14. Hand out character analysis charts.
15. So far, we have analyzed the actions of some of the characters, but now we are going to look at some of their traits to help us understand their actions. We are going to break into groups and each group is going to be assigned a character. While in your groups, you will need to analyze your character's traits by looking at what they say about themselves through dialogue and soliloquies. Are they brave, fair, hot-headed, wishy-washy, smart, foolish, kind, etc. What or who do they love or hate? Make sure you back up your conclusions with passages from the text along with page number references. (Bloom: Analysis) Refer to your vocabulary sheet to remind you what dialogue and soliloquies are. You will have five minutes to discuss your character, and then you will present your findings to the class. (M.I. Interpersonal)
16. Break students into nine groups and assign character.
17. Set the timer for five minutes.
18. Have each group present their findings while the other groups fill in their character charts using the information from the presentations. (M.I. Verbal/Linguistic)

good -
very clear
directions!

Closure: Today we analyzed how the interactions of different characters have affected the plot so far; we also looked at individual character traits. Based on our analysis today, what is your opinion of fate's role at this point of the story? (Bloom: Evaluation) For tomorrow, I want you to read Act II and fill out the study guide that goes with it. Also, keep looking for examples that match our vocabulary words so we can continue to fill in the grid. (Pass out study guide.) As you read, carefully examine the choices that the characters make and continue to think about the role that fate plays in this story versus the role of personal decisions and choices. Ask students to quietly begin reading if there is any time left in the period.

Adaptations/Enrichment:

The study guide discussion will provide students with learning disabilities to have already formulated answers which will help with their processing and answering time. The use of a study guide will also help with retention and give me a way to check their understanding of the material.

The use of graphic organizers will help students with learning disabilities organize their thoughts and ideas as well as enhance comprehension and remembering.

I am using the same material and characters but presenting them in three different ways to help with understanding and processing. First we are going to go over the study guide which features questions about character and plot, and then we are going to analyze the characters' interactions and how they influence the plot, and then we are going to analyze the characters' personality traits to help us understand their choices and their role within the plot. Being presented with the material in multiple ways will hopefully help reinforce

good analysis

an understanding of the material and help with retention for students with learning disabilities.

I am using group work to help the students analyze character traits which will help with social skills as well as help them learn the content from their peers.

I can also make copies of student notes and overhead notes to give to students with learning disabilities who may not be able to write or process information as quickly as others.

Self Reflection:

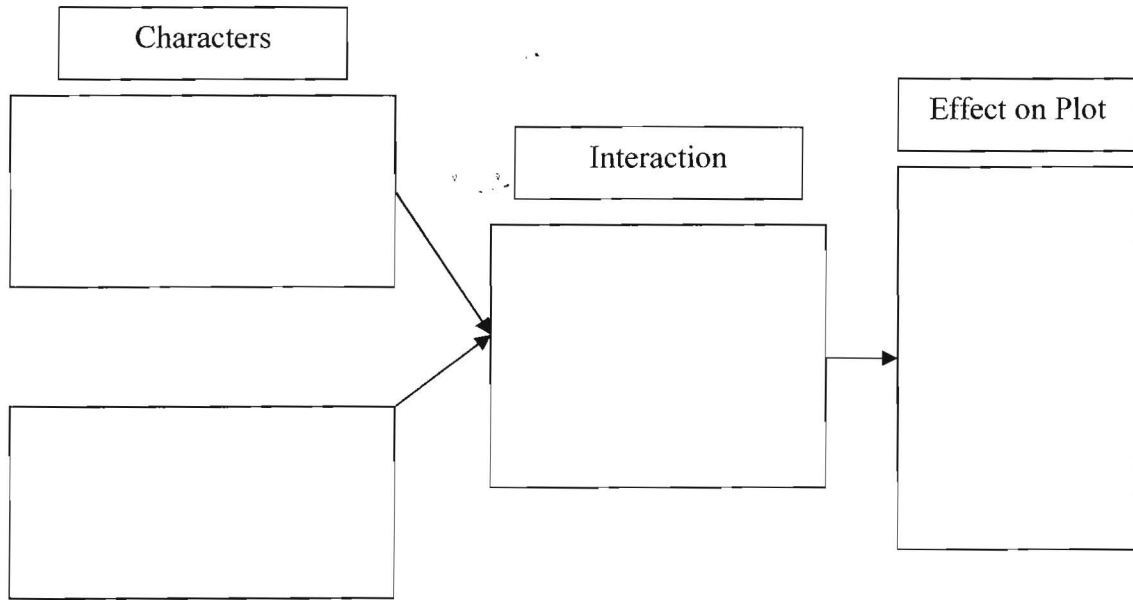
Was there enough time for each activity?

Was there too much information presented at once?

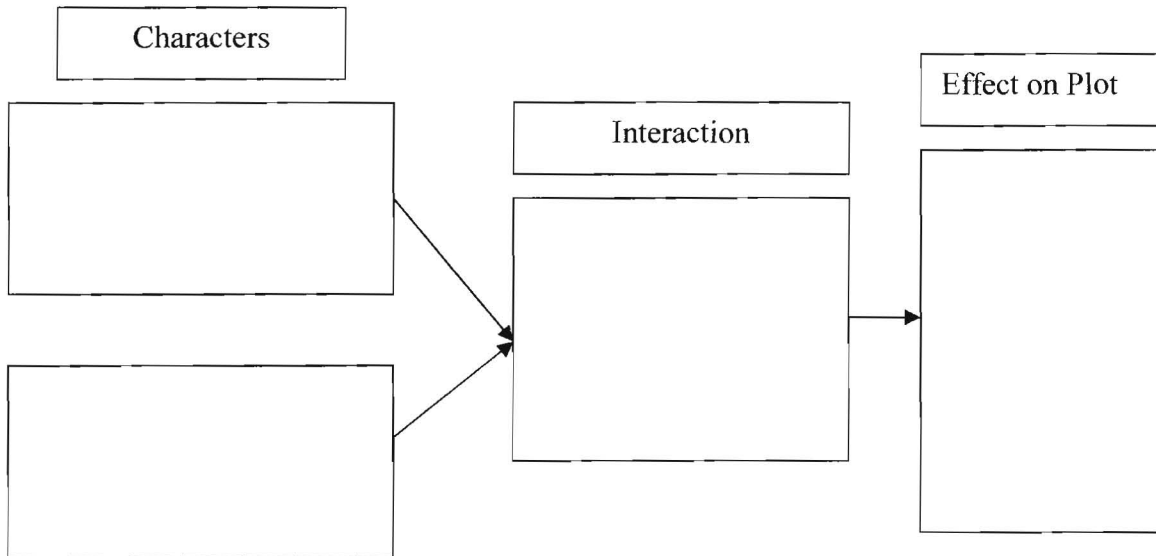
Did the groups work well with each other?

Were the students able to discuss the play with in-depth answers?

Character Interactions and Their Effect on the Plot
Mrs. Morgan English 9



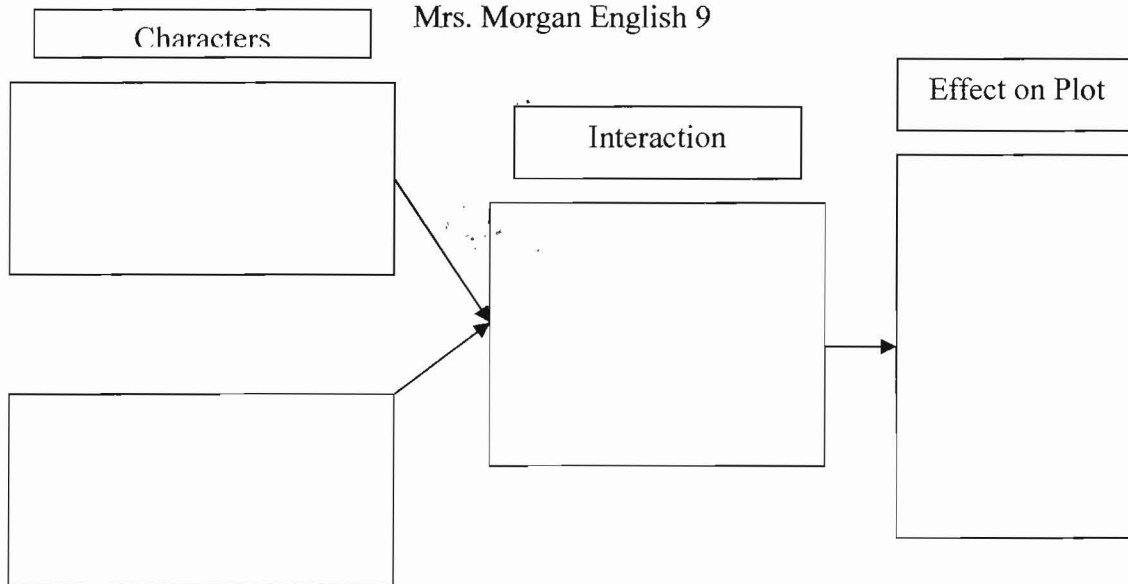
How does this eventually lead to Romeo and Juliet's death?



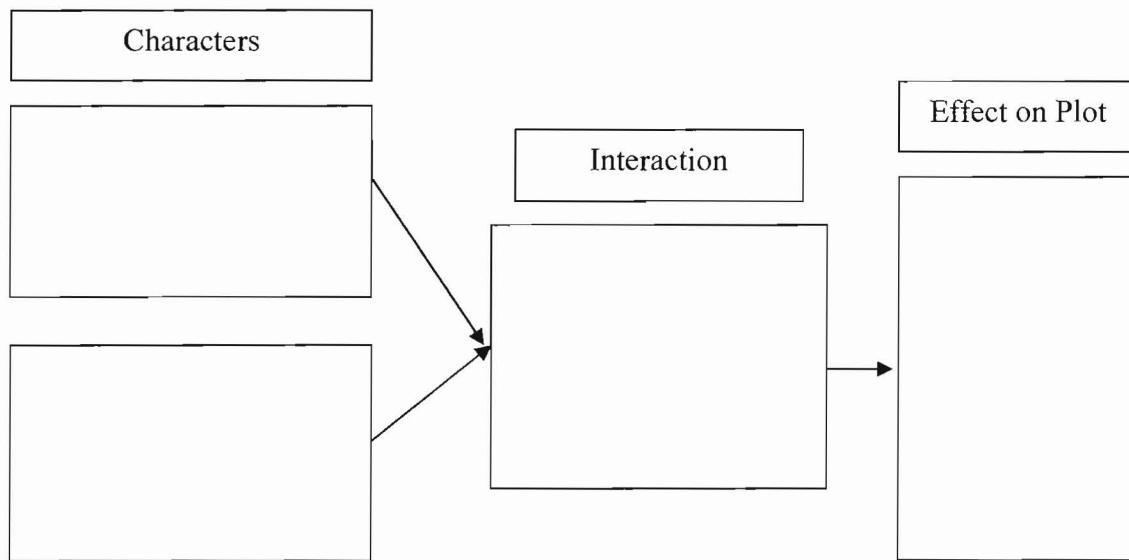
How does this eventually lead to Romeo and Juliet's deaths?

Character Interactions and Their Effect on the Plot

Mrs. Morgan English 9



How does this eventually lead to Romeo and Juliet's deaths?



How does this eventually lead to Romeo and Juliet's deaths?

Character Analysis in *Romeo and Juliet*
Mrs. Morgan English 9

Juliet	
Romeo	
Nurse	
Mercutio	
Friar Laurence	

Character Analysis in *Romeo and Juliet*
Mrs. Morgan English 9

Character Traits	Page References
Tybalt	
Benvolio	
Prince Escalus	
Lord Capulet	
Count Paris	

Act II

Chorus

23. According to the Chorus, what has happened to Romeo's old love?

24. What is Romeo and Juliet's major obstacle now?

Scene 2

25. Why do Romeo and Juliet spend time discussing their names? Why are they important?

26. Who proposed first?

27. In lines 159 and 178, Juliet makes reference to owning a bird—one a falcon and the other a pet. How do these metaphors characterize the kind of relationship Juliet wants with Romeo? What does this say about Juliet's character?

28. How does Romeo respond?

29. How is this Juliet different from the one we first met while she was talking to her mother?

30. Line 184 is an example of what literary term?

Scene 3

31. What is Friar Lawrence's first reaction to the news that Romeo wants to marry Juliet?

32. Why does the Friar agree to help the young couple?

Scene 4

33. What has Tybalt done in the opening of this scene?

34. How does Mercutio describe Tybalt? What does he mean by "Prince of Cats?"

35. What was the main purpose of Romeo and the Nurse's conversation?

Scene 5

36. How would you characterize the nurse?

Scene 6

37. What foreshadowing is given at the beginning of this scene?

38. What event takes place in this scene?

Manchester College - Lesson Plan Rubric

Name: Stacey Morgan Date: 10-22-08 Points: 40 /44 Converted: 10 /10

Title of lesson: Act I Discussion (lesson plan #4)

Criteria	1	2	3	4	PTS
(C1) MC lesson plan format with explicitly stated Academic Standards	Lesson does not follow MC format or state academic standards	Lesson does not follow MC format but does state academic standards	Lesson plan follows most of the MC format and explicitly states academic standards	Lesson plan follows MC format correctly and explicitly states academic standards	4
(C1) Lesson Plan Objectives	Objectives are not included	Objectives are included, but are not correctly written or do not relate to the stated academic standard(s)	Objectives are included, related to stated academic standard(s), but are not written correctly	Objectives are written well and fully correlate to stated academic standard(s)	4
(A1) Assessment	Assessment is unrelated to objectives and standards	Assessment is somewhat related to objectives and standards; assessment is not appropriate for all students' learning styles and strengths	Assessment is related to objectives and standards; assessment is less accessible for students with certain learning styles and strengths	Assessment is directly related to objectives and standards; assessments provides for students with varying learning styles and strengths to excel; variety is used	4
(C1) Introduction /Hook	No introduction is provided	Introduction is vague or procedural	Introduction provides some structure for lesson, but lacks connections	Introduction clearly pulls students into the lesson, drawing connections to previous lesson	4 excellent!
(C1) Supporting materials	No supporting materials are included	Supporting material and student handouts are messy, incomplete, and/or unappealing to students; material does not enhance the lesson	Supporting materials and student handout are clear and complete. Materials enhance the lesson	Supporting materials and student handouts are clear, complete, and appealing to students; materials enhance lesson significantly	4
(C1) Procedures/ Instructional activities	Procedures are unclear; do not relate to objectives; no attempt is made to individualize activities for learning styles or strengths	Procedures are mostly clear; areas of vagueness	Procedures are clear and relate to the objectives	Procedures can be easily replicated by others	4
(C6) Bloom's	Lesson makes reference to 1 level of Bloom	A few (2) levels of Bloom's are used	Some (3) levels of Bloom's are used	A variety (4+) of Bloom's are used	4
(E1) Gardner's	Lesson makes reference to 1 level of Gardner	2) examples of Gardner's ideas	(3) examples of Gardner's ideas are identified	and (4+) ideas of Gardner's are identified	4
(E1) Adaptations /Modifications	Lesson does not include reasonable adaptations and/or modifications	Lesson includes one or two reasonable adaptations and/or modifications	Lesson includes more than two reasonable adaptations and/or modifications	Lesson thoroughly details reasonable adaptations and/or modifications that are exemplary	4
(R6)(E2) Engaging/ Creativity	Lesson lacks opportunity for student engagement	Lesson makes an attempt at engaging students in the learning process	Lesson mostly engages students in the learning process	Entire lesson engages students in the learning process	4
(R5) Grammar and Spelling	4 or more errors in grammar and/or spelling are present	3 errors in grammar and/or spelling are present	1-2 errors in grammar and/or spelling are present	No errors in grammar and/or spelling are present	4

Teacher comments *Stacey - You have good objectives, but I have asked a few questions I just want you to think about - 😊*
You have an amazing lesson plan - Will you send it to me electronically so I can post it? 😊