Romeo and Juliet

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| Teacher / Class:Mr. Griffin / English 1 | Play:*Romeo and Juliet* | Date:Friday Jan. 8th, 2016 |
| Context:After having learned the English sonnet form and seen it executed by more contemporary writers, particularly the sonnets of Claude McKay, students wrote their own sonnets around a social issue. They did a questionnaire about the major themes of the play. The statements they responded to will form the basis of our study of the play. They read a NY Times article about the role of arranged marriage in modern times. They took notes on Elizabethan marriage, read a list of Elizabethan “pick-up lines” and extracted an understanding of idealized love in the era. Students read the prologue, has killed Tybalt. Students made a chart examining particular quotes from Acts 1 to 3 to evaluate their relevancy opening fight scene, and the conversation between Benvolio and Romeo. They have read the first three acts. They looked at an excerpt from a critical essay on the play. They have explored the scene in which Juliet discovers that Romeo to the action and themes of the play. Today, students will be considering how the entire play evokes themes that are relevant throughout time and analyzing those themes through the lens of a critical essay.Instructional Objective: Understanding how Shakespeare develops theme over the course of the play.  |
| Connection to Larger Unit: How does Shakespeare develop the conflict between R and J’s love for each other and their devotion to warring families? |
| CCLS Standards Addressed:CCLS.ELA-Literarcy.RL.9-10.3 characterCCLS.ELA.Literacy.RL.9-10.5a fig. lang.L9.4b parts of speech |
| Learning Outcomes:Students will * identify textual evidence that shows how events in the play develop theme
* discuss the quotes in terms of plot and theme
* connect evidence to central ideas
* deconstruct argument
 | Connected Assessments:Informal: teacher visits students during their individual and paired work to assess the quality of their interpretation of the text, assisting and clarifying as needed.Share aloud: Teacher rotates to make sure each student understands and able to apply his or her learning.Exit Ticket: turn in chart |
| Materials:booksHomework reading |
| Differentiation Plan, with Names: audio book, large print form, film Selected students will be called for one-on –one coaching based on prior and ongoing assessments, including but not restricted to  |
| Board Notes:The relevant vocabulary will be displayed on the class website, which students can access as needed.  |

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| Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class\_\_\_\_\_\_\_\_\_\_Friday 1/8/16 Mr. Griffin Jgriffi5@schools.nyc.gov<http://nycmsenglish.weebly.com>Do Now: On page 261, Read the first paragraph and the second quote. How does the quote reflect the irony in Juliet’s position in society? Aim: How does the author build her argument around the following concepts?* Individual identity/individual desire
* The nature of desire
* Romantic individualism and Petrarchan desire
* Cultural innovation
* Dualities/Paradox
* Traditional authority
* Social dynamics
* Alienation
* Tribal loyalty
* Social roles for men and women
* Misogyny
* Social management

Instructions:1. Example from p. 261
2. Outline the essay: Imagine you were the writer. For instance, 1) the first 2 paragraphs provide an introduction that leads up to the 2) thesis in the third paragraph. What follows is the author’s development of that central claim.
3. Introduction – usual reading of play and historical reading
4. Central claim – It is a play of warring values—the individual pursuit of desire versus the socially acceptable one.
5. Supporting Claim 1 – social management: The need to control marriage as a socially constructed tradition forces readers to question whether Juliet’s desire for Romeo is acceptable. Because of their choice to marry in secret without their parents’ permission, they are challenging social standards. Thus, for an audience to accept the marriage is to accept a changing world in which women are able to create their own destiny.
6. Supporting Claim 2 – romantic individualism
7. Supporting Claim 3 – feuding
8. Supporting Claim 4 – objectification of women
9. Supporting Claim 5 – Juliet’s disobedience
10. Supporting Claim 6 – Romeo’s friends
11. Supporting Claim 7 – Individualism vs. male-bonding
12. Conclusion – Rehash of argument/solution to question raised by central claim

Essential Question(s):* How does the relationship between R and J reflect new ideas about love developing in Shakespeare’s time? (lovers go against family)
* How does figurative language evoke conflict? (use of oxymoron)
* How does character development show conflict? (internal/external)
* What are the themes of love and rivalry that emerge from the family feud?
* Can R and J’s love for each other overcome their families’ enmity?
* Are R and J too immature to know true love?
* Why does Shakespeare establish a duality between love and hate?

 Activities & Assessments:1. Establish central claim
2. What claims are being made about each concept on the list above
3. What evidence from the play can you find to support or refute those claims? Use the quotes from your notes about the entire play
4. Exit: What is the difference between the idea that the play has timeless universal appeal and the author’s argument?

From Thurs and Friday1. Consider the quotes from the first three acts; for each quote, provide context and analysis
* “O me! What fray was here?” (1.1.178)
* "But, soft! What light through yonder window breaks? It is the east, and Juliet is the sun!" (2.2.2-3)
* "O Romeo, Romeo! Wherefore art thou Romeo?" (2.2.36)
* "Wisely and slow; they stumble that run fast"- William Shakespeare, *Romeo and Juliet*, (2.3.101)
* "A plague o' both your houses!" (3.1.94) O serpent heart, hid with a flowering face!Did ever dragon keep so fair a cave?Beautiful tyrant! fiend angelical!Dove-feather'd raven! wolvish-ravening lamb! (III, ii)
* O serpent heart, hid with a flowering face!Did ever dragon keep so fair a cave?Beautiful tyrant! fiend angelical!Dove-feather'd raven! wolvish-ravening lamb! (III, ii)"Romeo is banished,There is no end, no limit, measure, bound,In that word's death. No words can that woe sound."- William Shakespeare, *Romeo and Juliet*, (3.2.135-138)
* “Thou art wedded to calamity.” (3.3.2)

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| Quote: | Context (plot): | Meaning (theme) |
| 3.3.2“Thou art…”Translation:You are married to disaster | Friar Lawrence says this to Romeo after he has killed Juliet’s cousin as revenge for Mercutio | Romeo is married to Juliet, which they thought would bring the families together, but fate has intervened forcing the normally peaceful Romeo to murder Tybalt. This plot twist allows Shakespeare to highlight the deleterious nature of a groundless feud. It is a thematically complex statement, because Romeo is now “fortune’s fool.” (3.1.140) Thus, the reader must question the relationship between fate and men’s actions. For, if fate is man-made, the lovers are star-crossed because of the feud, not for any act of G-d or fate |
| 3.3.18“There is no world without Verona walls.” Translation:The world does not exist outside of Verona | Romeo says this to Fr. Law. In reaction to his banishment.  | This quote shows that Romeo is so deeply in love with Juliet that he does not care that the world is larger than Verona. His world is Juliet, which blinds him to the fact that he might be with her if he could be patient. It also suggests that Fr. Law. Does know the outside world, and if Romeo would only be glad he is alive, in spite of the Prince’s threat, he might be with Juliet again. Once again, he highlights the theme that people might be better off with patience rather than haste.  |
| 3.5.55-56“Methinks I see thee, now thou art so low, as one dead in the bottom of a tomb”Translation:I think I see you dead and buried | Juliet says this to Romeo as he is leaving for his banishment after they spent the night together. He is descending the rope ladder from Juliet’s bedroom. | A: Juliet looks down at Romeo as he isLeaving for his banishment and she imagines him dead. This imagining is not by accident. |

1. How does each quote develop theme?
2. Study Acts 1 through 3
3. Make a chart in which you provide quote with line number, who is speaking, the context, and explain how each quote develops the story
4. Exit Ticket: Turn in chart
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| Homework:Read remainder of play. Consider – ? |