Romeo woos Juliet

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| Teacher / Class:  Griffin E1 | play:  *Romeo and Juliet* | | Date:  Monday November 30, 2015 |
| Instructional Objective:  What are the basic human ideals underpinning the tragedy? | | | |
| Connection to Larger Unit:  How have stylistic conventions of artistry and language shifted over the centuries? | | | |
| CCLS Standards Addressed: Wr 9b and 11a  CCLS.ELA-Literarcy.RL.9-12.2  CCLS.ELA.Literacy.RL.9-12.3 | | | |
| Learning Outcomes:   * The questions we have about the relationship between individuals and society is the same throughout time * Though the language may have changed, the basic way in which people woo each other is the same as it was in Shakespeare’s day * Understand the language of love in Shakespeare’s time as one example of the connection between statements about the human condition and the expression of romantic love | | Connected Assessments:  Informal: teacher visits teacher visits students during their individual and shared research to assess the quality of their evidence and argument, assisting and clarifying as needed. And ensuring that ALL students are engaged.  Share aloud: Teacher calls on students to share their research to make sure each student has been informally assessed for their understanding and application.  Exit Ticket: Which statement from the questionnaire is most interesting to you? What statement would you add? | |
| Materials: copies | | | |
| Differentiation Plan, with Names:  Selected students will be called for one-on –one coaching based on prior and ongoing assessments, including but not restricted to | | | |
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| Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ English 1, period \_\_\_\_\_\_\_\_  Monday Nov. 30, 2015 Mr. Griffin  [*http://nycmsenglish.weebly.com*](http://nycmsenglish@weebly.com)  *Jgriffi5@schools.nyc.gov*  **Do Now**: Do you plan to marry? What, or who, will determine who your partner is?  **Aim**: What can the culture of autonomous, or “free-range”, marriage learn from the culture of arranged marriage?  Read article from the *Times*. Please do not write on.  Activities & Assessments:   1. Individually - Read statements about social values. Circle the degree to which you agree or disagree. (5 min) 2. In groups of 3, decide where you stand. Everyone must agree   and write a brief explanation (10 min)   1. In same groups, discuss assertion about marriage as it is presented in the article about arranged marriage. What are the different forms of marriage presented in the article? (5 min) 2. Use the article to defend or attack your opinions about assertions 2, 5, 6 and 9 3. What might the typical American form of marriage by choice learn from the tradition of arranged marriage? Where is the middle ground? 4. If you had kids, how would you raise them in terms of love and marriage? Write a paragraph defending your position using the Times article. |
| Homework:   1. Read the Prologue 2. Do Vocab from website |