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 11aCCLS.ELA-Literarcy.RL.9-12.2CCLS.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 \_\_\_\_\_\_\_\_Tuesday Dec 1, 2015 Mr. Griffin[*http://nycmsenglish.weebly.com*](http://nycmsenglish@weebly.com)*Jgriffi5@schools.nyc.gov***Do Now**: What is a Sonnet? Compare your notes from prologue to the following list-can be thought of as a little song (tells a story)-usually deals with the subject of love-presents a problem or question and provides an answer-Structure tells the storyStructure (English or Shakespearean sonnet)-14 lines-iambic pentameter (10 syllable line)-rhyme abab cdcd efef gg (three quatrains and a couplet)-first 8 lines are the octave (asks a question)-last six are the sestet (offers a response)**Aim**: Why is structure important in the sonnet and in writing in general? How does structure deliver meaning?Structure: essays on Annie John.1. Reread your essay. Use the rubric to find areas you need to work on.
2. Read the sample essay on board. Pay attention to thesis and transitions. Note the moves the writer makes to support his/her claim.
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| Homework:1. Watch
2. Do Vocab from website
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