9th Grade ELA: Inter-Relationships and Self Reliance

Unit 9.5 – Inter-Relationships and Self-Reliance – *The Tragedy of Romeo and Juliet*

DURATION OF UNIT: 20-25 days (50 minute periods)

Theme, Enduring Understandings, & Essential Questions for This Unit	HSCE'S	How Students will Demonstrate Their Understanding	Standards-based Essential Skills & Concepts to be Targeted Throughout the Unit	Strategies / Best Practices Used to Explicitly Teach the Skills & Concepts	Resources for this Multi-Genre Unit
Theme: *Decisions have long-term effects* **Enduring Understandings:** • *Responsibility, conflict resolution and choices* • *Cultural and historical influences, call to action* **Essential Questions:** *How may personal decisions affect your family or neighborhood?* *Can decisions based on violence or anger have a peaceful resolution?* *Which historical figures have made crucial decisions affecting society?*	C.E. 3.1.1, 3.1.2, 3.1.3, 3.1.4.,3.1.5, 3.1.9 C.E. 3.3.1, 3.3.2 C.E. 3.2.1, 3.2.3, 3.2.4 3.2.5 C.E. 2.3.2, 2.3.5, 2.3.7, C.E. 2.2.1, 2.2.2, 2.2.3	**Summative Assessment (at the end of the unit):** Multimedia Presentation in addition to a written research paper to include: • An explanation of research regarding the human brain and it's development • Examples of ineffective decision making that lead to tragic outcomes (from real life and literature) • Advice on how to say "no" • Advice on a process to help teens during the adolescent years • Connect your knowledge of brain research to Romeo and Juliet's inability to grasp the consequences of their hasty decisions **Criteria for Written Paper:** • MLA Format • Clearly address all four of above the bulleted points.	**Reading:** Elements and structure of Shakespearean drama, Elizabethan syntax Literary elements: monologue, soliloquy, aside, tragedy, iambic pentameter, blank verse **Writing:** Letter writing Quick writes to express opinion and/or reactions Critique each act upon completion	Reading Comprehension/ Critical Thinking Strategies: • Retelling • Paraphrasing • Summarizing • Visualizing Use of footnotes or margin notes Introduce/teach iambic pentameter Review the six parts of a block letter Tear and Share activities by scene or act Study Guides (See MISD units) Word Wall for new or	**Anchor Text(s):** • *The Tragedy of Romeo and Juliet* by William Shakespeare • "The Gettysburg Address" – Abraham Lincoln • *Teens Can Make it Happen: Nine Steps for Success* by Stedman Graham **Poetry**: • Selected Sonnets by William Shakespeare • "The Badger" by John Clare http://www.poemhunter.com/poem/badger/ **Short Stories/Articles:** • *Romiette and Julio* by Sharon Draper • "Romeo and Juliet are Palestinian and Jewish" by Carl Rosenburg http://www.highbeam.com/doc/1G1-15462828.html • "Romeo and Juliet in Bosnia" – Robert Herbert (editorial) http://query.nytimes.com/gst/fullpage.html?res=9901E1DA1539F93BA35756C0A962958260 • "Romeo and Juliet in Sarajevo" CBS Evening News May 10, 1994 (FRONTLINE)

Are decisions based on common good or personal gain? *How do world conditions affect our decisions?* *Can decisions be reversed?* *How can potential consequences guide decision making?*	2.1.2, 2.1.3, 2.1.4, 2.1.7, 2.1.8, 2.1.10, 2.1.11, 2.1.12 CE 2.3.6 CE 1.4.1,1.4.2, 1.4.3, 1.4.4, 1.4.5, 1.4.6, 1.4.7 C.E. 3.4.1, 3.4.2 C.E. 4.1.1, 4.1.2, 4.1.3	**Criteria for Media Presentation** • Introduction that explains the recent research • Concrete examples from <u>both</u> real life and literature. • Your suggestions on saying "no" • Your advice to help teens make better choices. **Formative Assessments (throughout the unit):** **Reflective Speech** to incoming freshmen: what advice would you give for success/surviving the first year of high school? Translating Shakespearean language to "modern" English Quick Writes: compare/contrast the relationships of Romeo and Juliet with their parents to your own life. Write a formal letter (as Romeo) to Lord Capulet asking for permission to marry Juliet and explain your reasons.	Sonnet/poetry writing **Speaking & Listening:** Listening to teacher read-alouds Listening for meaning Practice fluency with Reader's Theater Participate in whole class, small group and peer discussions (See Group Norms from Unit 9.1)	unusual vocabulary Shakespearian Insult Kit Locate and share the lyrics for a (school appropriate) song that illustrates the concept of star-crossed lovers Profundity Chart: Analyze Romeo's change of heart (Rosaline to Juliet) in the beginning act of the play.	http://www.pbs.org/wgbh/pages/frontline/programs/transcripts/1217.html • "The Telltale Heart" by Edgar Allen Poe http://www.classicshorts.com/stories/telltale.html • "Achieving the American Dream" by Mario Cuomo **Drama:** • Opening Scene from *Romeo and Juliet* (Leonardo di Caprio version) • *Six Degrees of Separation* (film) • *Westside Story* score by Stephen Sondheim • *Parents Just Don't Understand* Musical Lyrics by Will Smith http://www.tsrocks.com/w/will_smith_texts/parents_just_dont_understand.html **Nonfiction:** • Michigan Merit Curriculum – English/Language Arts Grade 9 http://www.michigan.gov/documents/ELA_9_167747_7.pdf • No Fear Shakespeare http://nfs.sparknotes.com/romeojuliet/ • Help with Shakespeare's Language http://www.webenglishteacher.com/shakesonnets.html • Shakespeare's Insults http://www.pangloss.com/seidel/shake_rule.html • Virtual Tour of the Globe Theatre http://www.shakespeares-globe.org/virtualtour/stage/ *Learning Life's Lessons through Literature: Grade 9-Inter-Relationships and Self*

					Reliance *Anchor text: Short Story Unit. MISD* Michigan Merit Curriculum: Grade 9 http://www.michigan.gov/documents/ELA_9_167747_7.pdf