

GRADE 9

ELA CCGPS UNIT PLAN: 3RD 9 WEEKS

This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to investigate the resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the purchase or use of any particular resource.

READING FOCUS: LITERARY

THEME: Universal Themes: Love, Hate, and Destiny

ONE EXTENDED TEXT: *Romeo and Juliet*, William Shakespeare

SHORT TEXTS LITERARY:

1. Teacher-Selected Sonnets – Sonnet 30 is on page 960 of the textbook. A Complete List of Shakespeare's sonnets are contained here:
<http://www.shakespeares-sonnets.com/all.php> - To be used as a pre-reading activity.
2. Teacher-Selected Scene from West Side Story – Complete Text <http://www.aellea.com/script/westside.txt>
3. "Myth of Phaeton" by Edith Hamilton <http://sunnyokanagan.com/joshua/phaethon.html> - To be read prior to Act III scene 2.

SHORT TEXTS INFORMATIONAL:

"Montague and Capulet as Shiite and Sunni" – NYT article about a production of Shakespeare's play being produced in Iraq.
<http://www.nytimes.com/2012/04/29/world/middleeast/in-iraq-romeo-and-juliet-portrays-montague-and-capulet-as-shiite-and-sunni.html>

“Romeo and Juliet in Sarejevo” – transcript of PBS Frontline report on a “real life Romeo and Juliet”.

<http://www.pbs.org/wgbh/pages/frontline/programs/transcripts/1217.html>

“The Tragical History of Romeus and Juliet” – Article analyzing the poem thought to be source material for Shakespeare’s play.

<http://public.wsu.edu/~delahoyd/shakespeare/romeus.html>

SUPPLEMENTAL MATERIALS:

Film:

Much Ado About Nothing – A useful comparison to illustrate the difference between comedy and tragedy. The play has some plot point that correspond to Romeo and Juliet (priest faking a young girl’s death). <http://www.imdb.com/title/tt0107616/>

Slumdog Millionaire – Subtitled, rated R. Parent Permission required to view parts in class. Academy-award winning film that makes an excellent piece for comparing the development of the theme of “Fate/Destiny” <http://www.imdb.com/title/tt1010048/>

Romeo and Juliet 1996 <http://www.imdb.com/title/tt0117509/>

Romeo and Juliet 1968 <http://www.imdb.com/title/tt0063518/>

West Side Story – modern re-telling of the story of Romeo and Juliet <http://www.imdb.com/title/tt0055614/>

Music:

The following selections help illustrate the universal appeal of Romeo and Juliet:

(Just Like) Romeo and Juliet 1964– The Reflections <http://www.youtube.com/watch?v=6QnDzM6xLSI>

Romeo and Juliet 2008 – Taylor Swift <http://www.youtube.com/watch?v=6Pj7OP48V1k>

Romeo and Juliet 1978 (disco version) – Alec R. Costadinas http://www.youtube.com/watch?v=e_QNkOvNvLM

Romeo Had Juliette – 1989 – Lou Reed http://www.youtube.com/watch?v=0_8-Fm1vfw0

Romeo and Juliet – 1992 – Indigo Girls <http://www.youtube.com/watch?v=0fiXkvsKpdk>

Not Romeo Not Juliet 2005 – Bryan Adams <http://www.youtube.com/watch?v=sIMX7H5xVXg>

You Tube Videos:

“A Woman In A Man’s Profession” – short clip from Shakespeare in Love showing the Globe theater and Queen Elizabeth. References the ban on women on stage. http://www.youtube.com/watch?v=o_KXbKa2crl

Very short and humorous whiteboard illustration on Shakespeare’s contributions the History of the English Language
<http://www.youtube.com/watch?v=BMkuUADWW2A>

Excellent TED talk about Shakespeare’s Insults – includes strategies for decoding language and links insults to mood and character development: <http://www.youtube.com/watch?v=vdCjKH5IKJ8>

WRITING FOCUS: ARGUMENTATIVE

ASSESSMENT TASKS (These writing prompts will serve as the assessments for this unit.)

Argumentative writing should focus on a explaining and validating a topic that the student chooses after conducting research. Students must establish the validity of their topic through researched facts, as well as specific textual evidence. Argumentative/opinion writing must advance a specific claim or claim(s) and provide strong and logical support, based solidly in text, for claims.

1. Discuss the theme of love at first sight. Are Romeo and Juliet truly in love with one another, or is it simply physical attraction and infatuation? Write an editorial to your school newspaper arguing whether or not teenagers are capable of “true love”. Use examples from *Romeo and Juliet* to support your argument.
2. Choose one of the major relationships in the play. (Romeo and Mercutio, Romeo and Friar Lawrence, Juliet and her Nurse, Juliet and her Parents). Make an argument about the nature of that relationship. How does Shakespeare develop the relationship? Do you think this relationship is beneficial to the characters or not? Use specifics and textual evidence to support your thesis.
3. Discuss the theme of “haste”. Specifically, how does haste impact the course of events? What message does Shakespeare send about impulsiveness?
4. Discuss the theme of “fate”. Specifically, how much of a role does “fate” play in the events of the play? Are Romeo and Juliet in control of their destiny, or are they merely “pawns” and victims of bad luck/circumstance/fate. **EXTENSION ACTIVITY:** Compare the development of the theme of fate in *Romeo and Juliet* with the development of the same theme in the film *Slumdog Millionaire*.
5. Who is to blame for the deaths of Romeo and Juliet? Decide as a class who should be blamed for the deaths of Romeo and Juliet and conduct a mock trial for the selected character(s). Students should come to class with fully prepared cases and testimony, drawing explicitly from the text of the play to support their position.

Resources:

Roles in a Mock Trial: http://www.readwritethink.org/files/resources/lesson_images/lesson799/Roles.pdf

Researching the Judicial System: http://interactives.mped.org/view_interactive.aspx?id=402&title=

STANDARDS:

ELACC9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC9-10RL2: Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELACC9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

ELACC9-10RL10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

ELACC9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

(UP TO TWO ADDITIONAL ANALYSIS PROMPTS PER UNIT AT INSTRUCTOR DISCRETION)

1. Read “The Tragical History of Romeus and Juliet” – article analyzing the poem thought to be source material for Shakespeare’s play.
<http://public.wsu.edu/~delahoyd/shakespeare/romeus.html> .

Work with a group to analyze how a modern writer transforms the source material of Shakespeare’s play. (Use one of the songs based on Romeo and Juliet or a scene from west Side Story). Answer the following questions:

- **How faithful is the writer to Shakespeare’s characterization, plot, and theme?**
- **What elements of Shakespeare’s story are emphasized? What is omitted? What is changed?**
- **How does the writer’s changes impact the meaning of their text?**

STANDARD:

ELACC9-10RL9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

2. Introduce Shakespearean language with the following videos:

- Very short and humorous whiteboard illustration on Shakespeare’s contributions the History of the English Language
<http://www.youtube.com/watch?v=BMkuUADWW2A>
- Excellent TED talk about Shakespeare’s Insults – includes strategies for decoding language and links insults to mood and character development: <http://www.youtube.com/watch?v=vdCjKH5IKJ8>

Next, teach students about sonnet structure and how the structure impacts meaning. In groups, have them analyze one of Shakespeare’s sonnets using TPCASTT <http://skyview.vansd.org/bquestad/cw/poetry/TPCASTT%20Template.htm> and present their analysis to the class.

EXTENSION ACTIVITY: Have students write their own sonnet.

STANDARDS:

ELACC9-10W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

ELACC9-10W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time

frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

ELACC9-10L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

ELACC9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)

ELACC9-10RL5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

NOTE: AT LEAST 3 OF THE MINIMUM OF 4 ANALYSIS ESSAYS MUST BE WITH THE GENRE FOCUS IDENTIFIED FOR THE UNIT

NARRATIVE/RESEARCH/ROUTINE WRITING

RESEARCH CONNECTION(S)

Shakespeare's Life Gang Violence Courtly Love Elizabethan Theater Shakespeare's contributions to the English Language

ROUTINE WRITING Notes, summaries, process journals, and short responses across **all genres**

- Note taking on literary and poetry terms as they pertain to works read together in class.
- Annotations of texts throughout unit
- TPCASTT poems read in class
- Literary log of imagery, sensory language, poetry devices and figurative language used throughout *Romeo and Juliet*.
- Short responses to visual art presented in class

PLANS FOR ASSESSMENT 1: *integrating reading selections from the unit into a writing task***Read the following articles about modern parallels to the story of Romeo and Juliet:**

"Montague and Capulet as Shiite and Sunni" – NYT article about a production of Shakespeare's play being produced in Iraq.

<http://www.nytimes.com/2012/04/29/world/middleeast/in-iraq-romeo-and-juliet-portrays-montague-and-capulet-as-shiite-and-sunni.html>

"Romeo and Juliet in Sarejevo" – transcript of PBS Frontline report on a "real life Romeo and Juliet".

<http://www.pbs.org/wgbh/pages/frontline/programs/transcripts/1217.html>

Think about other real-world situations that could parallel the feud in Romeo and Juliet and write a fictional news article about a modern day "Romeo and Juliet" set in that situation.

STANDARDS:

ELACC9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SKILL BUILDING TASKS *Note: tasks may take more than a single day.*

Include a task to teach EVERY skill students will need to succeed on the assessment prompt above. Language, Foundations, and Speaking/Listening standards must be incorporated so that all standards are adequately addressed throughout the year.