

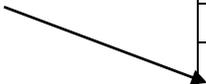
**Figure 4.1: Sample Unit Outline for *Romeo and Juliet*.**

Romeo and Juliet Unit	
Essential Question: Have love and social conflict changed since Shakespeare's time?	
Learning Objectives. Students will be able to: <ul style="list-style-type: none"> <li>• Read and discuss Shakespeare's <i>Romeo and Juliet</i>, showing both literal understanding and personal interpretation of characters and their actions.</li> <li>• Analyze a short scene and prepare it for performance, explaining how the analysis led to particular choices in acting, directing, and design.</li> <li>• Engage in whole-class discussion of themes and action.</li> <li>• Make productive use of small-group time in preparing a scene for performance</li> <li>• Prepare for discussion through careful reading, note-taking, and writing questions on selected readings.</li> <li>• Write an essay that demonstrates understanding of Shakespeare's language through its interpretation in one scene.</li> </ul>	
Final Project: In groups of three or four, students will: <ol style="list-style-type: none"> <li>1. Choose a short scene (40-60 lines) from <i>Romeo and Juliet</i></li> <li>2. Choose a modern-day setting for the scene, and write up an explanation of the context.</li> <li>3. Block and rehearse the scene in the original language.</li> <li>4. Using props, costume pieces, and simple furniture, perform the scene for the class.</li> <li>5. Individual work: <ol style="list-style-type: none"> <li>a. Write a self-evaluation of the work done by self and group</li> <li>b. Write responses to two other scenes performed by classmates</li> <li>c. Write an essay explaining one character perspective on the scene, and what he or she was trying to achieve.</li> </ol> </li> </ol>	
Unit activities:	
Pre-reading anticipation guide: Given eight values statements related to issues in the play, each student will mark a position between "Strongly agree" and "Strongly disagree" and be ready to explain the choice in a Four Corners activity.	
While reading play: Student will keep a chart recording	

Note that bullets 3, 4, and 5 define objectives for growth in dialogic interaction.

The anticipation guide is a teacher-led tool. Although students have engaged in student-led activity in previous units, teacher-structured and led activity is quite appropriate at the beginning of the unit, before students have had a chance to become familiar with the play.

Note that the unit activities build towards the final project, and activities and final project together are designed to achieve the unit objectives.



Dialogues between yesterday and today, between R&J and versions of the story, and among the various 20<sup>th</sup>-century means of presenting the story are recorded in each students' notes and become the basis for whole-group discussion. Students can refer to them to make points, or to compose student-written questions.

reactions to the filmed scenes shown in class. At least once during each act, the teacher will show two contrasting scenes from filmed versions of Romeo and Juliet (Zeffirelli, BBC, Luhrman) or a modernized version of the story (e.g., West Side Story, Romeo Must Die, Simba's Pride). These notes will form the basis for whole-class discussions occurring each week of the unit.

Reading and writing peer "reviews" of performance is another form of dialogue, by this point by an audience that is well acquainted with the play and its performance history.

In small groups, students will choose and prepare their ← scene for performance, following norms for respectful and productive small group interaction established earlier in the year.

→ During performances, students will be taking notes and completing peer evaluations of each other's scenes.

After reading and performances: Culminating Socratic Seminar on essential question, Have love and social conflict changed since Shakespeare's time?

This final Socratic seminar provides an opportunity for students to create classroom knowledge by drawing on the work they have done over several weeks.