

Jay
R&J Intro
Thursday, October 17

Instructional Context

What do I know about my students that will inform this lesson?

Many of my students are really into Twilight and The Hunger Games, but they're pretty sure that they hate Shakespeare. He's, like, writing about Victorian stuff or something. They need some way to connect what they already know and like to something that feels difficult.

How does this lesson connect with and build on the previous lesson(s)?

From this point on, it's all R&J for about 4 weeks. This lesson will hopefully set them up to buy into the play.

How do you expect to build on this lesson in subsequent lessons?

As the students have some (very incipient) knowledge of the general trajectory of the story from the Prologue, this lesson will help them access one of the drama's major themes, examine their own thoughts on this theme, see how it is expressed in popular culture, and formulate a working definition of the theme to aid their reading. The students' ability to articulate this theme will aid in their ability to make accurate predictions about the story and revise those predictions as they read. Following this introduction, students will make predictions about the play based on the contents of the Prologue.

Standards Addressed

CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a 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.

CCSS.ELA-Literacy.RL.9-10.4 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.

CCSS.ELA-Literacy.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work.

Learning Objectives

Objective	Assessment
Students will utilize "stars" in a sentence relating to fortune/fate.	Oral (Criteria: use of stars in complete sentence, connected to idea of fate/fortune)
Students will develop definitions of "star-crossed" in whole-class discussion.	Oral (Criteria: group discussion and definition that includes fate and idea that star-crossed means not meant to be together)
Students will connect "star-crossed" in relationship to known couples.	Graphic Organizer (Criteria: characteristics of "star-crossed" and evidence from movies/books)
Students will make predictions about R&J based on this theme.	Predictions: (Criteria: complete sentence that provides a best guess about content of play. Incorporates theme into guess.)

Academic Language Function

Language Function	Support/Scaffold
o Analyze-- Students will develop an argument about "star crossed" lovers in connection to current popular movies/books.	Guided Questions & Image prompts, graphic organizer
o argue	
o describe	
o evaluate	
o explain	
o interpret—Students will interpret the meaning of the phrases "star-crossed"	Guided Questions, Images

and “when the stars align.”	
o justify	
o synthesize	

Assessments

Completed “When the stars align... “statement
 Group discussion
 Class discussion
 Graphic Organizer

Instructional Strategies and Learning Tasks (Procedures & Timelines)

Time	Instructional Strategies/Learning Tasks	Purpose
2 minutes	Introduction – Teacher introduces “stars” as metaphor and “star-crossed”	This scaffolds the rest of the lesson.
3 minutes	Students complete phrase “When the stars align...”; class discussion	This gets the students using stars in a metaphorical sense related to destiny/fate
5 minutes	Students discuss in groups the “star-crossed”-ness of Twilight and The Hunger Games; list 5 qualities that make the protagonist couples star-crossed	Students begin to hash out an important theme that occurs in R&J; This scaffolds the predictions they will make later in the lesson
10 minutes	Students formulate a definition of “star-crossed lovers” in their groups; all groups present to class	The students formulate a working definition of an important theme in Shakespeare. This allows the teacher to check the students’ ability to articulate a full definition
10 minutes	Students watch a trailer of <i>The Hunger Games</i> and pull out elements of the star-crossed lover theme from it in groups	The students begin to apply their definition of star-crossed lovers to the text; the teacher is able to check for their ability to do this accurately
20 minutes	Teacher reads the Prologue of R&J out loud; students write out 5 predictions for the story based on the class’ definition of star-crossed lovers and the details presented in the text	The students begin to participate in an important skill for reading difficult texts, predicting. This will aid the students’ reading of R&J.
3 minutes	Assign homework (First scene); Distribute graphic organizer	Students will read on their own with the aid of their working

definition of a major theme of R&J. The graphic organizer will help them place details that they're reading into known categories

Student Supports

Visual media; familiar texts
Graphic organizers

Materials and Resources

PowerPoint
Romeo and Juliet
Photocopied "Prologue" (after Introduction)
The Hunger Games trailer (YouTube)

Reflection