

Weekly Lesson Plans Template

Name: Kelley Reeder, JBHS, 9th Grade English

Unit Title: Romeo & Juliet

Week of: March 15, 2011 – Note – This is a lesson for the major project in Romeo & Juliet, and would last for 5 days. Therefore, there are a few questions students are working to find, not just one, as this is a major project in the class based on work from previous classes.

Use www.pde.sas.org to locate standards, essential questions, assessments, materials and resources.

	Monday, March 14-Friday March 18, 2011
State Standards/Eligible Content Must be written in words and number form	State Standards 1.3.9.C – Analyze the use and effectiveness of literary elements, including characterization, setting, plot, theme, POV, tone, mood, style 1.5.9.A – Write with a clear focus, identifying topic, task, and audience 1.6.9.A – Listen critically and respond to others in small and large group settings Eligible Content R11.B.2.1 – Identify, interpret, describe, and analyze figurative language and literary structures in fiction and nonfiction.
Essential Questions Have at least 1 question	Essential Questions 1) How do direct and indirect characterization present a different view of the characters in Romeo and Juliet? 2) How do author's use symbols within literary texts to help with identify important characters?
Objectives: SWBAT... Have at least 1 objective	Objectives: SWBAT... SWBAT provide examples to differentiate between direct and indirect characterization. SWBAT identify and define symbolism and provide examples of symbolism within the text. SWBAT analyze the author's characterization techniques to assess the importance of characters within a text.
Materials Bulletpointed list	Materials <ul style="list-style-type: none"> • <i>Romeo & Juliet</i> text • Butcher paper • Colored pencils, markers, paint, other art supplies • Pencils, erasers • Computers – to type up quotes and responses • Body Biography Project handout with directions

<p>Procedures</p> <p>Hook:</p> <p>Numbered sentence statements with detailed explanation</p>	<p>Procedures</p> <p>Hook: Have students browse around the examples of Body Biographies and make general notes about the upcoming assignment.</p> <p><u>Day 1</u></p> <ol style="list-style-type: none"> 1. Write the objectives on the board 2. Go over the Body Biography handout. 3. Have students walk around the classroom to see different examples of Body Biographies from past year, and have students write down reasons why they would receive a certain grade. <ol style="list-style-type: none"> a. Discuss grading and reference examples for students to have exemplars to guide them in their work 4. Have students get their butcher paper and begin tracing a member of the group. <p><u>Day 2</u></p> <ol style="list-style-type: none"> 1. Have students pull up symbolism and characterization journals from Moodle and begin discussion within their groups of symbols they will use <ol style="list-style-type: none"> a. Symbols and explanations should be solidified by the end of the period 2. Continue working on artwork. 3. Assign each member of the group to one find one quote for homework for their assigned character and identify what type of characterization. <p><u>Day 3</u></p> <ol style="list-style-type: none"> 1. Students circle and discuss quotes they each located – identify whether they are direct and indirect characterization and discuss why they are important and what they say about their character <ol style="list-style-type: none"> a. Quotations and explanations should be solidified by the end of the period 2. Continue working on artwork. 3. Assign a member of the group to type up symbols explanations and another 2 members to split quotations and explanations – ready to print for tomorrow. <p><u>Day 4</u></p> <ol style="list-style-type: none"> 1. Finalization of artwork 2. Glue on quotes and symbols explanations onto biography. <p><u>Day 5</u></p> <ol style="list-style-type: none"> 1. Students present complete Body Biographies to the class. 2. Each member of the group participates, explaining quotes
---	---

	<p>and what they say about the character, as well as symbols.</p> <p>3. Final member of the group evaluates our essential question, stating why Shakespeare uses different types of characterization and symbolism to provide a better explanation for a character.</p>
<p>Homework</p> <p>Short explanation of activity</p>	<p>Homework</p> <p>Day 1 – Brainstorm ideas for artwork for the project.</p> <p>Day 2 – Finalize symbols and assign explanation to each group member.</p> <p>Day 3 – Finalize quotations and assign explanations to each group member.</p> <p>Day 4 – Final touches on the project – due tomorrow.</p>
<p>Assessment</p> <p>Short explanation, informal, formal</p>	<p>Assessment</p> <p>Informal exit slips each day asking a question about topics covered (direct vs. indirect characterization, symbolism, characterization, etc.)</p> <p>Final assessment – presentation of project to the class, explaining choices for characterization and symbolism</p>
<p>Reflection/Modification</p> <p>Optional</p>	<p>Reflection/Modification</p>