

9.1.3

Unit Overview

“A pair of star-crossed lovers”

Text	<i>Romeo and Juliet</i> by William Shakespeare
Number of Lessons in Unit	20

Introduction

In the final unit of 9.1, students read and analyze William Shakespeare’s *Romeo and Juliet*. Through their study of this play, students analyze the development and interaction of complex characters and multiple central ideas. Throughout the unit, students engage in close reading, text annotation, and evidence-based discussion and writing.

In this unit, students analyze how Shakespeare unfolds a tragedy and tells a story of fate, love, beauty, and identity. Students analyze Shakespeare’s craft and how he uses the structure of the text and elements of classical tragedy to refine central ideas, advance the plot, and create effects such as tension.

There are two formal assessments in this unit, a Mid-Unit Assessment and an End-of-Unit Assessment, both of which ask students to produce multi-paragraph written analyses of *Romeo and Juliet*. For the Mid-Unit Assessment, students respond to the following prompt: How does Shakespeare’s development of the characters of Romeo and Juliet refine a central idea in the play? For the End-of-Unit Assessment, students respond to the following prompt: Select either Romeo or Juliet. How does Shakespeare develop this character as a tragic hero(ine)?

Student learning throughout the unit extends beyond the classroom with additional homework activities that provide students with continued opportunities to analyze the text independently.

Literacy Skills and Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis

- Engage in productive evidence-based discussions about the text
- Collect and organize content from the text to support analysis in writing
- Analyze an author’s craft

Standards for This Unit

College and Career Readiness Anchor Standards for Reading	
None.	
CCS Standards: Reading — Literature	
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.
RL.9-10.3	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.
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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.5	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.
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).
CCS Standards: Writing	
W.9-10.2.a, c, f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text,</p>

	<p>create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
CCS Standards: Speaking & Listening	
SL.9-10.1.b, c	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>b. Work with peers to set rules for collegial discussion and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>
CCS Standards: Language	
L.9-10.4.a, b, c	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>
L.9-10.5.a	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>

Note: Bold text indicates targeted standards that will be assessed in the unit.

Unit Assessments

Ongoing Assessment	
Standards Assessed	RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.7, SL.9-10.1.c, L.9-10.5.a
Description of Assessment	Students participate in reading and discussion, write informally in response to text-based prompts, present information in an organized and logical manner, and participate in evidence-based, collaborative discussion.

Mid-Unit Assessment	
Standards Assessed	RL.9-10.2, RL.9-10.3, W.9-10.2.a, f
Description of Assessment	Students write a formal, multi-paragraph response to the following prompt: How does Shakespeare’s development of the characters of Romeo and Juliet refine a central idea in the play?

End-of-Unit Assessment	
Standards Assessed	RL.9-10.3, RI.9-10.5, W.9-10.a, c, f
Description of Assessment	Students write a formal, multi-paragraph response to the following prompt: Select either Romeo or Juliet. How does Shakespeare develop this character as a tragic hero(ine)?

Unit-at-a-Glance Calendar

Lesson	Text	Learning Outcomes/Goals
1	<i>Romeo and Juliet</i> by William Shakespeare, Prologue	Students begin their study of <i>Romeo and Juliet</i> by reading the 14-line Prologue in which the Chorus introduces the events of the play. Students begin to acquaint themselves with Shakespeare’s language and explore how his specific word choices create tone.

Lesson	Text	Learning Outcomes/Goals
2	<i>Romeo and Juliet</i> by William Shakespeare, Act 1.1: lines 158–202	Students read Act 1.1 lines 158–202, in which Romeo tells Benvolio that he is in love with someone who does not love him in return, and analyze how Shakespeare introduces Romeo in this scene. Prior to reading, students view a clip of Baz Luhrmann’s <i>Romeo + Juliet</i> , which introduces major characters and depicts the violence between the Montagues and the Capulets.
3	<i>Romeo and Juliet</i> by William Shakespeare, Act 1.1: lines 203–236	Students read Act 1.1 lines 203–236, in which Romeo reveals that his love interest does not return his feelings. Students analyze how Shakespeare develops a central idea using figurative language.
4	<i>Romeo and Juliet</i> by William Shakespeare, Act 1.3: lines 64–100	Students read Act 1.3 lines 64–100, in which Juliet and her mother discuss Paris’s proposal of marriage. Prior to reading, students watch a clip of Baz Luhrmann’s <i>Romeo + Juliet</i> in which Benvolio persuades Romeo to go with him to the Capulet ball to see Rosaline. Students analyze how Shakespeare develops Juliet’s character through her interactions with her mother.
5	<i>Romeo and Juliet</i> by William Shakespeare, Act 1.5: lines 92–109	Students analyze Shakespeare’s use of figurative language in lines 92–109, in which Romeo and Juliet meet for the first time, engage in flirtatious dialogue, and eventually kiss. Students analyze Shakespeare’s use of figurative language in this portion of text. Prior to reading, students watch a clip from <i>Romeo + Juliet</i> directed by Baz Luhrmann.
6	<i>Romeo and Juliet</i> by William Shakespeare, Act 2.2: lines 1–61	Students read Act 2.2, lines 1–61, in which both Romeo and Juliet perform soliloquies. Students explore the effect of Shakespeare’s structural choices in these lines, as well as consider how he develops the central idea of individual identity versus group identification.
7	<i>Romeo and Juliet</i> by William Shakespeare, Act 2.2: lines 62–141	Students read Act 2.2, lines 62–141. In these lines, Romeo and Juliet declare their love for each other, despite Juliet’s protests that “[i]t is too rash, too unadvised, too sudden” (line 118). Students analyze how Shakespeare uses the dialogue between Romeo and Juliet to develop a central idea.

Lesson	Text	Learning Outcomes/Goals
8	<i>Romeo and Juliet</i> by William Shakespeare	In this lesson, the Mid-Unit Assessment, students craft a formal, multi-paragraph response to the following prompt: How does Shakespeare’s development of the characters of Romeo and Juliet refine a central idea in the play?
9	<i>Romeo and Juliet</i> by William Shakespeare, Act 3.1: lines 59–110	Student pairs read Act 3.1, lines 59–110, in which Tybalt kills Mercutio, and analyze how Shakespeare develops Romeo’s character through his interactions with Tybalt and Mercutio. Prior to reading, students view a clip of Baz Luhrmann’s <i>Romeo + Juliet</i> that depicts the marriage of Romeo and Juliet.
10	<i>Romeo and Juliet</i> by William Shakespeare, Act 3.1: lines 111–138	Students read Act 3.1, lines 111–138, in which Romeo kills Tybalt, and analyze how the excerpt develops a central idea of fate. At the end of the lesson, students view a clip of Baz Luhrmann’s <i>Romeo + Juliet</i> in which the Prince banishes Romeo from Verona as punishment for killing Tybalt.
11	<i>Romeo and Juliet</i> by William Shakespeare, Act 3.2: lines 1–31	Students read and analyze Juliet’s soliloquy in Act 3.2, lines 1–31, in which Juliet expresses how eager she is for Romeo’s arrival. Students analyze the effects of Shakespeare’s structural choices in this scene.
12	<i>Romeo and Juliet</i> by William Shakespeare, Act 3.2: lines 1–31	Students analyze how artists treat the same subject in different media. Building on their understanding of Act 3.2, lines 1–31, students analyze how the artist Marc Chagall treats the same subject in his painting, “Romeo and Juliet.” Next, students consider Baz Luhrmann’s cinematic treatment of the same scene in his film, <i>Romeo + Juliet</i> .
13	<i>Romeo and Juliet</i> by William Shakespeare, Act 3.3: lines 1–70	Students read Act 3.3, lines 1–70, in which Friar Laurence tells Romeo that Romeo has been banished from Verona, and Romeo describes how living in exile, apart from Juliet, would be torture. Students analyze the cumulative impact of Shakespeare’s word choices on the development of Romeo’s character.

Lesson	Text	Learning Outcomes/Goals
14	<i>Romeo and Juliet</i> by William Shakespeare, Act 4.1: lines 44–88	Students read Act 4.1, lines 44–88, in which Juliet tells Friar Laurence that she will kill herself to avoid marrying Paris, and Friar Laurence suggests a plan to save Juliet from the marriage. Students analyze how Shakespeare develops Juliet’s character through her interactions with Friar Laurence. Students also view a clip of Baz Luhrmann’s <i>Romeo + Juliet</i> in which Juliet quarrels with her parents because she does not want to marry Paris.
15	<i>Romeo and Juliet</i> by William Shakespeare, Act 4.1: lines 89–126	Students read Act 4.1, lines 89–126, in which Friar Laurence explains his plan for Juliet to avoid marrying Paris so that she can be with Romeo instead. Students analyze how the plan advances the plot and write an objective summary of the excerpt for the lesson assessment.
16	<i>Romeo and Juliet</i> by William Shakespeare, Act 5.3: lines 88–120	Students read Act 5.3, lines 88–120, in which Romeo drinks a fatal poison in Juliet’s tomb, and analyze how central ideas are developed and refined in this excerpt. Students also view a clip of Baz Luhrmann’s <i>Romeo + Juliet</i> in which Romeo purchases a vial of poison from the Apothecary and Friar Laurence learns that Romeo never received his letter about the plan to fake Juliet’s death.
17	<i>Romeo and Juliet</i> by William Shakespeare, Act 5.3: lines 139–170	Students read Act 5.3, lines 139–170, in which Juliet wakes up, learns from Friar Laurence about Romeo’s death, and then kills herself with Romeo’s dagger. Throughout their reading, students explore a central idea of fate before participating in an assessed discussion on the following prompt: Who or what is responsible for Juliet’s death? Students assess their own contributions to the discussion and complete an Exit Slip that asks them to compare their ideas before and after the discussion and analyze the arguments and evidence that changed or confirmed their thinking.

Lesson	Text	Learning Outcomes/Goals
18	<i>Romeo and Juliet</i> by William Shakespeare, Act 5.3: lines 291-310	Students read Act 5.3, lines 291–310, in which the Montagues and Capulets reconcile following Romeo and Juliet’s deaths, and the Prince declares a “glooming peace” (line 305). Students explore the elements of tragedy and discuss how <i>Romeo and Juliet</i> is an example of tragedy.
19	<i>Romeo and Juliet</i> by William Shakespeare	Students prepare for the End-of-Unit Assessment as they collect evidence about Romeo and Juliet as tragic hero and heroine. After participating in an evidence-based group discussion, students make a claim about who is the tragic hero(ine) of the play and why.
20	<i>Romeo and Juliet</i> by William Shakespeare	In this End-of-Unit Assessment, students craft a formal, multi-paragraph response to the following prompt: Select either Romeo or Juliet. How does Shakespeare develop this character as a tragic hero(ine)?

Preparation, Materials, and Resources

Preparation

- Read and annotate *Romeo and Juliet*.
- Review the Short Response Rubric and Checklist.
- Review the 9.1.3 Mid-Unit and End-of-Unit Text Analysis Rubrics and Checklists.
- Review the 9.1 Speaking and Listening Rubric and Checklist for standard SL.9-10.1.c.
- Review all unit standards and post them in the classroom.
- Consider creating a word wall of the vocabulary provided in all lessons.

Materials and Resources

- Copies of *Romeo and Juliet* by William Shakespeare
- Copy of Baz Luhrmann’s motion picture *Romeo + Juliet*
- Masterful recording of *Romeo and Juliet* (optional)
- Self-stick notes for students
- Writing utensils including pencils, pens, markers, and highlighters

- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the 9.1.3 Mid-Unit and End-of-Unit Text Analysis Rubrics and Checklists
- Copies of the Short Response Rubric and Checklist
- Copies of the 9.1 Speaking and Listening Rubric and Checklist for standard SL.9-10.1.c.
- Copies of 9.1 Common Core Learning Standards Tool
- Copies of the Central Ideas Tracking Tool
- Copies of the Character Tracking Tool