

LESSON PLAN:

Romeo and Juliet Multiliteracies

Teacher Candidate:	Kayla Gibson, Jacob Spurdza, Kendal Ryan, Becca MacKay		
Grade/Subject:	Grade Nine Academic English		
Date:	Thursday, October 27 th , 2022	Time & Duration:	75 minutes
Lesson Topic:	<i>Romeo and Juliet</i> : Act V Review		

CURRICULUM EXPECTATION(S):

1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;

SPECIFIC EXPECTATION(S):

1.2 Use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts

1.3 Identify the important ideas and supporting details in both simple and complex texts

1.5 Extend understanding of both simple and complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

SUCCESS CRITERIA:

By the end of the lesson students should/will be able to:

1. Identify key figures and events that take place in *Romeo and Juliet* Act V, and how they are responsible for the ending of this play.
2. Create a timeline of events in chronological order for Act V of *Romeo and Juliet*.
3. Adapt written content to visual mediums to communicate key ideas and events from the text.

LEARNING/TEACHING RESOURCES:

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| <ul style="list-style-type: none">- Instagram account - https://www.instagram.com/romeojulietmultiliteracies/?next=%2Fp%2FCg22MHfpXi2%2F- Romeo and Juliet http://shakespeare.mit.edu/romeo_juliet/full.html |
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LESSON SEQUENCE

A) INTRODUCTORY ACTIVITY:

The Minds On activity will help students form opinions on the main characters, events, and ending of the play *Romeo and Juliet*. With the 'Think Pair Share' strategy, students will be mentally and actively engaged with their partners and larger group. First, the teacher will have students turn to their elbow partner and discuss the key question: "What single character is most to blame for the ending of the play?" After a couple minutes, students will then discuss their ideas to their larger group (this will be organized based off the seating arrangements. Students will be arranged in clusters of four.)

This activity can lead into a larger 'Four Corners' exercise where each corner will represent a different set of characters that are to blame for Romeo and Juliet's death. The four corners will include the parents, Romeo and Juliet, the friar, and the nurse. This is a great activity that can help excite and stimulate students through movement and discussion. Although there is not one person that is more to blame over the others, students will be able to provide details about their chosen person and retain details in favor of the other characters. These developmental strategies will ultimately help students become active in their learning.

B) DEVELOPMENT STRATEGIES:

Activity 1: Minds On

- The teacher will utilize the 'Think Pair Share' strategy
- Students will begin by discussing the ending of *Romeo and Juliet* with a partner, and then discuss with people in their group.
- Key questions:
 1. "What single character is most to blame for the ending of the play?"
 2. Do you feel this is a satisfying ending to the play?

Activity 2: 'Four Corners'

- The teacher will have 'The Parents' (Capulets and Montagues), 'Romeo and Juliet', 'The Nurse', and 'The Friar' labeling the four corners of the room.
- Students will move to the character corner that they identified in their pairs as being most responsible in *Romeo and Juliet's* death.
- They will then discuss as a group their reasoning behind this choice and select a representative from their group to share these ideas with the class.

Activity 3: Instagram Account

- The teacher will show students the Instagram account
- Students will use prior knowledge and the information on the Instagram account to make a timeline of key events that occur in Act Five with references to specific lines of the play included.

Activity 4: Assigning Cumulative Assessment

- The teacher will split students up into groups of 5-6.
- Students will have to create Instagram posts for Acts 1-4, that will successfully summarize the key events of each act.
- Students will begin by selecting which act they would like to focus on and will decide which key events they should include in their posts.

Activity 5: Exit Ticket

- Each group will have to hand in a piece of paper that includes their Act and a brainstorm of what they want to do.

C) DIFFERENTIATED INSTRUCTIONAL STRATEGIES:

Students can choose to do any group assessment on their own if they struggle with group work and group discussions. With assistance from the teacher the students can complete their own. This will allow the work to continue to be completed if the student prefers to do it alone or if the workload is too big for a single person; smaller groups or pairs can be created, or the individual student could do posts on 2 acts instead depending on the student's needs.

Students can present fewer key points if they are struggling to create or produce ideas, they can instead give a more in-depth reasoning behind their ideas and create points on their key ideas that will aid their discussion and thought processes. These thoughts can be written down, typed if a computer is needed, or produced in different ways in order to allow students to create the assignment in a way that works the best for them.

Students who have problems with written language can use videos and verbalize their summaries in the assigning cumulative assessment and the culminating activity. This will allow students who show difficulties with their writing skills to still show their comprehension of the play and complete the assignments by using videos and/or verbal summaries.

If the internet fails and creating an Instagram cannot be accessed students will be asked to create a summary of the acts and the key events that occurred in a creative way of their choice. Options such as a written summary, a cartoon reel, a timeline of events, etc. will be provided. Students can choose from these or come up with their own idea that will then have to be approved by the teacher.

D) CULMINATING ACTIVITY:

Students in groups of 5-6 will be expected to make a series of posts similar to the ones shown in class to act as a summary tool for one of the other 4 Acts of *Romeo and Juliet*. Each group will be assigned an Act of the play and will be expected to make a minimum of 10 posts, Groups will also be expected to write a one-page response explaining their choice of scenes used to represent key moments in the text.

E) ON-GOING ASSESSMENT/EVALUATION (TO IDENTIFY IF SUCCESS CRITERIA HAS BEEN MET):

During the minds on and 'four corners' activities students will all be given two cards. They will have the cards face down on their table or desk and when they participate in the group discussions, they can then turn the cards face up. This allows each student to talk at least two times in each discussion, which allows everyone to have a chance to participate. This will be monitored by the teacher who is circulating the room and listening in on the conversations. Students will be encouraged to participate for the two times, but the cards will then make it obvious if a student has participated in the discussion a minimum of 2 times.

The exit ticket at the end of class where the students outline the act, they will be focusing their culminating activity on and create an outline that will identify if the students are grasping the key aspects of the lesson. This provides the teacher with the ability to provide feedback and check on the process the students have laid out for themselves in order to ensure their success.

REFLECTION & SELF-EVALUATION:

The lesson we have created relies on the internet and electronics for the culminating activity and the cumulative assessment to properly be done. To ensure the lesson can continue in case internet and electronic devices are not available, different creative options for the summaries will be encouraged only in the case that using Instagram is unavailable.

Students when engaging in group discussion may not always be fully engaged in the content. We will continue to do consistent check-ins with the students during their discussions in order to encourage consistent and relevant conversations and full understanding of the play.

When including group work in a lesson it is important to consider the problems that can come up. Students may complain about their groups or argue that some members in the group did more work than others. To avoid the arguments that may come from picking groups, assigning people to work in groups may make things easier. Constant check ins with the groups and the exit tickets showing the comprehension of the assignment from each student and make sure everyone is completing their parts.

This lesson should allow students the ability to discuss the acts in Romeo and Juliet and understand exactly what is happening in each act. The students will be able to discuss their thoughts and understandings and then apply them to their cumulative assessment and culminating activity. It allows the students to share their thoughts and processes with each other and then in a creative way go into more detail on a specific act.

FOLLOW-UP ACTIVITIES/IDEAS OR NEXT STEPS:

Next steps:

A portion of the next class will be dedicated to group work. Students will be tasked with:

1. Choosing which students will play the characters.
2. Determining which key events, they want to depict in their posts.
3. Hand in an outline of the specific details in their act.