



6-12 ELA Unit Preparation Guide

Teacher: Williamson, Y.

Unit: *The Tragedy of Romeo and Juliet* by William Shakespeare

Purpose: The Unit Preparation Guide provides a structure that encourages teachers to think through and internalize the unit expectations. This guide only needs to be completed one time before the beginning of each unit.

Step 1: Unit Orientation	Step 2: Discuss the texts
Read the Unit Overview Preview the Texts: Whole Group/Small Group/ Independent Learning Read Historical Context Discuss Characterization Answer Essential Questions Write Objective Summaries Compose an essay.	What is the relationship between the texts? The texts (print and non-print) build student knowledge around the topics, Teenage Brain and Adolescent Development. The purpose in studying the text is to provide access for students to make connections with major themes and ideas of the unit.
Step 3: Understand the Big Picture	Step 4: Understand the Task and Standard(s) Alignment
What is the topic of the Unit? Students read <i>The Tragedy of Romeo and Juliet</i> and various literary and informational texts about choices and consequences. Students understand and express their understanding of how the motivations, decisions, and actions of complex characters propel the action of a story and how patterns and contrasts in language develop various motifs that reveal central ideas. Students will also apply their understanding of the teenage brain to decisions that characters make in <i>Romeo and Juliet</i> .	What is the key learning for the whole group and small group performance tasks as they relate to the standards?
Step 5: Understand how Students Show Mastery	

Review the Performance-Based Assessment at the end of the unit. Identify key “look fors” that will indicate student mastery as you prepare to review student responses.

Analyze Information Text.

Determine associations between audio-visual and print material.

Interpret the text to write a literary analysis that: 1) supports claims demonstrates an understanding of the play; 2) use proper grammar, conventions, spelling, and grade-appropriate words and phrases; and 3) cite several pieces of strong and thorough textual evidence to support the analysis, including direct quotations and parenthetical citations.

What is the key to learning for the Performance-based Assessment?

Students should construct a well-developed essay that explains key concepts, specifically, how figurative language, motifs, and word choice establish patterns or concepts in language to reveal a central idea.



6-12 ELA Weekly Lesson Preparation Guide

Teacher Name: Williamson, Y.	Grade: 9th
Week of: October 14-18, 2024	MyPerspectives Unit: ____ Lesson Numbers: ____ N/A

Purpose: The Weekly Lesson Preparation Guide is to provide a structure that encourages teachers to think through and internalize the daily/weekly instructional expectations.

Planning Questions	Lesson _	Lesson _	Lesson _	Lesson _	Lesson _
1. Read the text(s) for this lesson and answer /complete the associated questions/tasks.	What is the purpose of the Prologue in Romeo and Juliet?	How does the connotation of words and phrases contribute to the writer's intended message?	How does an author communicate a theme throughout the text?	How do characters' actions and motivations impact the plot?	How do authors use patterns and contrasts to create meaning?
2. What standard(s) are the primary focus of the lesson?	9-10.RL.CS.4 9-10.RL.KID.2 9-10.W.PDW.5	9-10.RL.KID.1 9-10.RL.CS.4	9-10.RL.KID.2 9-10.SL.CC.1	9-10.RL.KID.3	9-10.RL.CS.4

3. Based on the objectives, what will students know and be able to do after the lesson?	SWBAT write an objective summary of the Prologue.	SWBAT analyze syntax and tone.	SWBAT analyze the text to compile a log of the major characters, descriptions, actions, and key quotations of Act.	SWBAT construct the characters and motivations graphic organizer.	SWBAT compile a dialectical journal with motifs (words, phrases, and quotations that create patterns and/or contrasts) throughout Act I. Record the motifs on the dialectical journal handout and write meaningful interpretations/commentary.
<p>4. What are the most important aspects of this text and how are questions focused on them?</p> <p><i>Note the “Must Ask” questions that are crucial to the goal of communicating the essential understandings of the text and standard(s). These questions should represent part of your “Checks for Understanding” during the lesson.</i></p>	<p>Students should have a keen understanding of how characters’ actions impact the way a story unfolds.</p> <p>Is there any background information? Who are the characters? Where is this story taking place? What is the setting? When does the action take place? What seems to be the conflict? Why is there a conflict? What words stick out to you? What words and phrases have a lot of strong meaning to you? What similarities do you</p>	<p>Students should have a keen understanding of how characters’ actions impact the way a story unfolds.</p> <p>What is the tone of the Prologue? How do words, phrases, and clauses create tone? What does the audience learn in lines 5-6 about the relationship between the lovers and the “two households”? How does Shakespeare’s choice of the word fatal develop the</p>	<p>Students should have a keen understanding of how characters’ actions impact the way a story unfolds.</p> <p>How does an author communicate a theme throughout the text? What does the text teach the audience about thematic concepts (ex. love, family, revenge, prejudice, hate, conflict, friendships, etc.) Why does the concept of “star-crossed lovers” appear</p>	<p>Students should have a keen understanding of how characters’ actions impact the way a story unfolds.</p> <p>How does Juliet’s comment in Act I, Scene v, lines 137-138, echo the Prologue? Explain your response. How do the comments of Mercutio and Benvolio add to your understanding of Romeo’s character? Explain your answer. What threats to Romeo and Juliet’s love</p>	<p>Students should have a keen understanding of how characters’ actions impact the way a story unfolds.</p> <p>What are contrasts? What are patterns? What are contrasts and patterns of quotations about light and dark, which reveal patterns and contrasts in imagery. How are reoccurring words incorporated for contrasts and patterns?</p>

	<p>notice about all the words you selected?</p> <p>What do those words have in common?</p> <p>Why might the author have selected those words?</p> <p>What message is the author trying to send?</p> <p>How does the author's choice of words impact your understanding of the Prologue?</p>	<p>tragic tone of the play?</p> <p>How do Shakespeare's specific word choices in lines 5-8 develop the definition of star-crossed?</p> <p>To whom do "our" and "you" refer to in these lines? Cite evidence from the text to support your response.</p> <p>Paraphrase what happens during the "two hours traffic" on the stage.</p> <p>What does the Chorus ask of the audience?</p> <p>How do lines 9-11 and the definition of prologue develop the role of the Chorus?</p>	<p>throughout literature old and new?</p> <p>What makes it appeal across time and place?</p> <p>What are classic works?</p>	<p>already exist in Act I?</p> <p>How do you think Romeo and Juliet will react to these threats?</p> <p>Explain your response. How do the differences between Romeo and Juliet define their relationship?</p> <p>Explain</p> <p>How does Juliet's comment in Act I, Scene v, lines 137-138, echo the Prologue?</p> <p>Explain. How do comments of Mercutio and Benvolio add to your understanding of Romeo's character?</p> <p>Explain.</p> <p>What threats to Romeo and Juliet's love already exist in Act I?</p> <p>How do you think Romeo and Juliet will react to these threats?</p>	
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				Explain. How do the differences between Romeo and Juliet define their relationship? Explain.	
5. Note the areas in which students will face challenges or may have misconceptions. Note how you might respond.	Shakespeare's The Tragedy of Romeo and Juliet consists of language from Elizabethan times and a historical setting that might make the text challenging for students. However, it is based on a relatable and accessible concept for teenagers. Provide word studies during the reading.	Shakespeare's The Tragedy of Romeo and Juliet consists of language from Elizabethan times and a historical setting that might make the text challenging for students. However, it is based on a relatable and accessible concept for teenagers. Provide word studies during the reading.	Shakespeare's The Tragedy of Romeo and Juliet consists of language from Elizabethan times and a historical setting that might make the text challenging for students. However, it is based on a relatable and accessible concept for teenagers. Provide word studies during the reading.	Shakespeare's The Tragedy of Romeo and Juliet consists of language from Elizabethan times and a historical setting that might make the text challenging for students. However, it is based on a relatable and accessible concept for teenagers. Provide word studies during the reading.	Shakespeare's The Tragedy of Romeo and Juliet consists of language from Elizabethan times and a historical setting that might make the text challenging for students. However, it is based on a relatable and accessible concept for teenagers. Provide word studies during the reading.
6. What is your literacy-based focusing activity? How does this focusing activity connect to the previous or current lesson?	Groups analyze The Prologue, exposing students to complex language and universal themes.	Groups analyze The Prologue.	Groups analyze Act I.	Groups analyze Act I.	Groups analyze Act I.
7. Where are the opportunities for student engagement (turn and talks, think-pair-share, etc.)?	Formative assessments occur after Focused Instruction "I do" and Guided Instruction "We do."	Formative assessments occur after Focused Instruction "I do" and Guided Instruction "We do."	Formative assessments occur after Focused Instruction "I do" and Guided Instruction "We do."	Formative assessments occur after Focused Instruction "I do" and Guided Instruction "We do."	Formative assessments occur after Focused Instruction "I do" and Guided Instruction "We do."

8. Note the questions you could ask within the lesson to probe students' answers and to ensure they are being precise with the evidence they are using.	How would you describe the characters? What are words the author uses to evoke the reader's mood? What is the conflict? What are recurrent motifs? Which literary devices are in the text?	How would you describe the characters? What are words the author uses to evoke the reader's mood? What is the conflict? What are recurrent motifs? Which literary devices are in the text?	How would you describe the characters? What are words the author uses to evoke the reader's mood? What is the conflict? What are recurrent motifs? Which literary devices are in the text?	How would you describe the characters? What are words the author uses to evoke the reader's mood? What is the conflict? What are recurrent motifs? Which literary devices are in the text?	How would you describe the characters? What are words the author uses to evoke the reader's mood? What is the conflict? What are recurrent motifs? Which literary devices are in the text?
9. What will serve as your literacy-based closing activity to demonstrate mastery of the lesson objective?	Students will write an Objective Summary.	Students will write an Objective Summary.	Students will write an Objective Summary.	Students will write an Objective Summary.	Students will write an Objective Summary.
10. What data about student learning do I want to collect during this lesson? When and how will I check on progress or gather this data?	90% Mastery After Guided Instruction, "We do" After Collaborative Learning, "You do collaboratively" Multiple Choice Question(s)	90% Mastery After Guided Instruction, "We do" After Collaborative Learning, "You do collaboratively" Multiple Choice Question(s)	90% Mastery After Guided Instruction, "We do" After Collaborative Learning, "You do collaboratively" Multiple Choice Question(s)	90% Mastery After Guided Instruction, "We do" After Collaborative Learning, "You do collaboratively" Multiple Choice Question(s)	90% Mastery After Guided Instruction, "We do" After Collaborative Learning, "You do collaboratively" Multiple Choice Question(s)
Additional Considerations					
If your lesson contains homework, how will you utilize the work? Will you need to send scaffolding notes home? Is there a strategy you can use to maximize homework?	N/A	N/A	N/A	N/A	N/A

What materials are needed to execute the lesson?	Copy of <i>The Tragedy of Romeo and Juliet</i> Highlighter Chart paper Marker	Copy of <i>The Tragedy of Romeo and Juliet</i> Highlighter Chart paper Marker	Copy of <i>The Tragedy of Romeo and Juliet</i> Highlighter Chart paper Marker	Copy of <i>The Tragedy of Romeo and Juliet</i> Highlighter Chart paper Marker	Copy of <i>The Tragedy of Romeo and Juliet</i> Highlighter Chart paper Marker
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