

**Unit Title:** *Romeo and Juliet - Pyramus and Thisbe*, Background, Prologue, and Act 1

**Grade Level:** 9

**Subject Area:** English/Language Arts

**Duration/Length/Number of class periods:** 1-2 weeks

**Description:**

In this section of the unit, students will be building background knowledge and connections to *Romeo and Juliet*, as well as beginning to read the play.

**Established Goals (National, State, Local):**

9.4.2.2 - Theme/Central Idea

9.4.4.4, 9.4.5.5, 9.4.6.6 - Craft and Structure (Word meaning, Author choice, POV)

9.4.10.10 - Variety of texts and mediums

9.9.1.1 - Collaborative discussion

**What Enduring Understandings are desired?**

The skills gained in reading this text will improve their ability to understand and utilize a variety of texts and topics, both professionally and personally.

**What Essential Questions will be considered?**

1. How do the topics and themes in *Pyramus and Thisbe* relate to *Romeo and Juliet*?
2. How does the author's background affect their writings?
3. What skills are essential to understand an unfamiliar text?
4. How are the topics in *Romeo and Juliet* culturally relevant today?
5. What would the play look like in different formats (short story, visual format, poem, etc.) and how does format change the meaning of the story?

**Students will know / be able to:**

- Convey the development of various topics and themes over the course of *Romeo and Juliet*; connect topics and themes to today's society
- Understand how an author's background and set of experiences affect their writings
- Navigate, understand, and utilize an unfamiliar text
- Understand how different formats/mediums affect/change the meaning of the story

<b>Description</b>  <i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	<a href="#">Fo rm ati ve</a>	<a href="#">Su m m ati ve</a>	Intr odu ctor y Acti vity	Lea rnin g Acti vity	Stu den t Tec hno log y Use d	Teac her Tec hno logy Use d	<a href="#">ISTE Stan dard s</a>
Interview with Shakespeare and <i>Pyramus and Thisbe</i> reading (Quiz on Google Forms)	X			X	X	X	5, 6
WS and R+J Background Info (Test on Google Forms)		X		X	X	X	5, 6
Anticipation Guide (Philosophical Chairs)	X		X				1
Experiencing Prologue multiple ways (read silent/aloud, watch play/movie)	X			X		X	4
Translate Prologue to Modern Day/Annotate and Insert Info	X			X			2, 3, 4, 6
Read aloud and watch Act 1 (Guiding Questions leading to Test)	X	X		X	X	X	5, 6
Variety of Small Group Project Options (using the design cycle)		X		X	X		1, 2, 3, 4, 5, 6

<p><b>Materials, tools and resources</b></p> <ul style="list-style-type: none"> <li>● <i>Romeo and Juliet</i></li> <li>● <i>Pyramus and Thisbe</i> (text and reading guide)</li> <li>● Interview with Shakespeare (text and reading guide)</li> <li>● William Shakespeare and <i>Romeo and Juliet</i> Presentation on Google Slides</li> <li>● Shakespeare and <i>Pyramus and Thisbe</i> Quiz on Google Forms</li> <li>● Anticipation Guide</li> <li>● Video of play and movie</li> <li>● Translate Prologue to Modern Day sheet</li> <li>● Romeo and Juliet Test on Google Forms</li> <li>● List of Small Group Project Options and variety of resources and technology necessary to accomplish project</li> </ul>
<p><b>Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page)</b> John Palm, Rockford High School</p>
<p><b>Additional credit given to</b></p>