

# Romeo and Juliet: Lesson Plans

## Overview

- At the end of each act, there will be a quiz.
- Time permitting (and approval pending), students will watch the 1996 *Romeo + Juliet* adaptation in its virtual entirety.

## Resources

These lessons are adapted from materials provided by the Folger Shakespeare Library .

## Standards

This unit plan covers the following standards:

- E1-1.1 Compare/contrast ideas within and across literary **texts** to make **inferences**.
- E1-1.2 Analyze the impact of **point of view** on literary **texts**.
- E1-1.3 Interpret devices of **figurative language** (including **extended metaphor, oxymoron, pun, and paradox**).
- E1-1.4 Analyze the relationship among **character, plot, conflict, and theme** in a given literary **text**.
- E1-1.5 Analyze the effect of the **author's craft** (including **tone** and the use of **imagery, flashback, foreshadowing, symbolism, irony, and allusion**) on the meaning of literary **texts**.
- E1-1.6 Create responses to literary **texts** through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
- E1-1.7 Compare/contrast literary **texts** from various genres (for example, poetry, **drama**, novels, and short stories).
- E1-1.8 Read independently for extended periods of time for pleasure.
- E1-3.1 Use **context clues** to determine the meaning of technical terms and other unfamiliar words.
- E1-3.2 Analyze the meaning of words by using Greek and Latin roots and **affixes**. (See *Instructional Appendix: Greek and Latin Roots and Affixes*.)
- E1-3.3 Interpret **euphemisms** and **connotations** of words to understand the meaning of a given **text**.
- E1-4.1 Organize written works using prewriting techniques, discussions, **graphic organizers**, models, and outlines.
- E1-4.2 Use complete sentences in a variety of types (including simple, compound, complex, and compound-complex).
- E1-4.3 Create multiple-paragraph compositions that have an introduction and a conclusion, include a coherent **thesis**, and use support (for example, definitions and descriptions).



E1-4.4

Use grammatical conventions of written **Standard American English**.

E1-5.3

Create descriptions for use in other modes of written works (for example, narrative, **expository**, and persuasive).