

Social Issues as Presented in Romeo and Juliet (ninth grade)
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Inventory

Because I have already had the opportunity to get to know my students for whom this unit is designed for, I have the advantage of knowing a bit about them. For instance, through reading samples of their essays, I have learned that their overall writing ability can be described as average to below-average. Consequently, the unit allows for ample opportunity to write (in journals and two papers) with revision opportunities for both papers. In order to gain a more personal understanding of my students, I will also have them fill out a questionnaire prior to the beginning of the unit. The questionnaire is included at the end of this section.

Rationale

Think back with me for just a moment to when you walked through the front doors of your first high school class. Can you remember the feelings you had on that memorable day? If you were like most teens, you probably felt anxious, nervous, and possibly even a little apathetic. While you probably understood that school was important to your future, chances are you had much more on your mind. The activities and events going on around you probably occupied many of your thoughts. The most recent progress with your crush, a fight you had with your parents about cleaning your room, and how you'd manage to be accepted by the "cool" kids was likely to be at the top of your list of concerns. The teens of today face many of these same issues, in addition to many more. At fifteen, many students get overlooked and disregarded by the adults around them. Because they are so "young," many adults feel that they may not have any real concerns or stresses. However, the adults who hold this view must be made aware that times have changed. Many controversial issues plaguing society are greatly affecting our youth. A steady decline in moral and psychological well-being has been noted in America's youth in recent years. In consideration of teens' desires to be accepted by the "cool group," it is important to explore the issue of influential peer groups. As Dr. Peter Smagorinsky points out, "Some peer groups adopt values that condone predatory actions. A number of such cases have made national news, including the ritual rape of girls, and the routine taunting of social groups with little power in the school" (Teaching English Through Principled Practice 311). Dr. Smagorinsky's point demonstrates that peer groups have the ability to heavily influence teens and should not be taken lightly. Teen violence, as demonstrated with the tragic Columbine high school shooting in 1999, is representative of the serious psychological pain many youths are feeling. In addition to harming other students, an alarming number of students are resorting to self-destruction. During the 2001-02 school year, Decula high school had 4 suicides (Kessler 25 September 2002). Due to the esteemed reputation of Decula high school and Gwinnett County, these suicides were kept low profile and not made known to the general public. Because parents are often left in the dark regarding the prevalence of teen suicide, the cries of many teens go unheard. Another startling statistic regarding teen social issues surrounds youth drug use. A recent study conducted by the National Institute of Drug Abuse found that typically around 30% of 9th graders use marijuana regularly (www.nida.nih.gov). Finally, I would like to make a note regarding the sexual practices of many teens. According to www.focusus.com, more than 1/2 of females and nearly 2/3 of males have had intercourse by their 18th birthday. While these statistics are all quite dismal and unfortunate, I firmly believe that educating today's youth is the key to change. While the natural reaction is to shield children from the brutal truths of the world, such an action would undoubtedly have a devastating effect on the teens.

While sensitive teen social issues will certainly be on the minds of many of the students, that is not to suggest that every student has contemplated suicide, experienced some form of youth violence, or participated in sexual intercourse. However, as the previously supplied statistics demonstrate, the majority of my students will have at least some opinion regarding the various social issues surrounding them. While I maintain that discussing the student's concerns is important to their personal development, I must not stray from their role as a Language Arts teacher. In coming to this realization, I am pleased to have the resources available to achieve my lofty goal of educating my students about pertinent teen issues through the use of classic and modern literature, as well as fostering independent thought and enhancing the reading comprehension and writing abilities of my students.

In teaching a unit of teen issues, I hope to make the students aware of the many concerns that surround them, affect their lives every day. Through specific works of literature, I will demonstrate the many themes and issues that have been present for teens throughout time, and conduct productive discussions regarding how these issues have been dealt with throughout time. Students will be asked to recognize teen issues as presented in the literature and be asked to independently think of productive ways of dealing with such sensitive issues. While many of the teen issues and concerns that will be discussed during this unit will seem negative, I also intend to focus a significant portion of the unit on positive teen issues. Among these issues will be family values, peer groups, and extra-curricular involvement. Additionally, I intend to cover a great number of requirements as outlined in the Gwinnett County Academic Knowledge and Skills (A.K.S.).

In order to achieve these many goals, I will focus my unit around William Shakespeare's Romeo and Juliet. This timeless play presents many social issues that are quite relevant to the teens I will be teaching. Violence, rebellious sex, and family relationships are among the many issues Shakespeare presents to his reader. Through a close reading of the text, I expect my students to achieve an understanding of the social issues, such as violence, sex, and familial relationships that were dominant during Shakespeare's time. Additionally, the students will be asked to draw conclusions regarding the similarities as well as differences between Shakespeare's societal reactions and modern reactions to the sensitive issues. While teaching students about murder and suicide may seem rather touchy, I stand firm in my belief that education is the key to change. According to the Center for Disease Control, homicide is the 2nd leading cause of death for persons 15-24 years old and the leading cause of death for African Americans of the same age (www.cdc.gov). Because all of my students will be between the ages of 15-24 and many of the students will be African American, I feel that this statistic is especially relevant. Yet another startling statistic about young people is regarding the increased suicide rate. Currently, suicide is the 3rd leading cause of death among people 15-24 years old (www.psych.org). Because murder and suicide are obviously very relevant to teens, I feel that it is necessary to consider these issues alongside reading Romeo and Juliet.

In addition to reading and examining William Shakespeare's Romeo and Juliet, we will be reading a children's version of Romeo and Juliet and listening to the popular song "The Freshman" by The Verve Pipe. We will also listen to and discuss other popular songs of the students' choosing. In reading the children's version of the play, I hope to introduce the students to the play without the confusing and sometimes complicated language of Shakespeare. In discussing "The Freshman" the students will be expected to consider why music presenting difficult teen issues is so successful. Additionally, they will be asked to think about other popular songs that present teen social issues and will give a short presentation with their chosen song. In completing this small project, my students consider why they listen to and appreciate different songs, as well as consider what message the artist may be presenting. Throughout the unit, the students will be working on a major multigenre research project regarding a teen social issue of their choosing. My reason for assigning this project is to give the students an opportunity to find substantial information regarding issues that have extreme pertinence in their lives. While many of the issues will be brought up and discussed in class, I feel that it is quite important for students to gain substantial evidence surrounding the issues. I will ask that the students take this report seriously, as it will count for a significant portion of their final grades, and the issues that will be reported on are quite serious. Additionally, this project will serve to fulfill several A.K.S. writing standards, including "write to report answers to research questions" (Gwinnett County A.K.S.).

Finally, I would just like to clarify how each of my goals for the unit will aid in the students' achievement with the Gwinnett County A.K.S. requirements. Listed below are the many requirements I hope to succeed in fulfilling throughout this unit:

- Speak in a clear, understandable manner (through reading Romeo and Juliet aloud in class)
- Read for a purpose: expect reading to make sense, to answer questions or to stimulate ideas
- Make and defend inferences and conclusions
- Follow written technical directions and procedures
- Evaluate consistency of information among maps, graphs, and charts (as an aspect of the research report)
- Interpret author's meaning
- Read orally with appropriate fluency and phrasing (through reading Romeo and Juliet aloud in class)
- Expand vocabulary through reading, etymology and the use of dictionaries and other references
- Identify synonyms and antonyms for given words
- Analyze and construct word analogies
- Use context clues to identify unknown words while reading
- Identify and use prefixes, root words and suffixes to identify words
- Use phonetic respelling, key words and diacritics to pronounce unknown words
- Use dictionary, glossary, thesaurus, and other references to identify word meanings
- Listen to, read and identify characteristics of drama, short stories, and poetry
- Analyze relationship between plot and theme in a work
- Distinguish between first person and third person point of view
- Identify protagonists and antagonists and their motivation
- Distinguish between metaphors and similes
- Identify imagery, sensory language, and exaggeration
- Identify alliteration and onomatopoeia
- Identify blank verse, meter, rhyme scheme, rhythm, and stanza
- Rewrite to generate ideas
- Draft, revise, and edit writing to improve fluency, content, organization, and style
- Edit for spelling, fragments and run-on sentences
- Use writing handbooks, grammar checkers and references to edit usage and mechanics
- Write and support thesis statement
- Develop central idea with examples, illustrations, facts and details
- Write logical and effective transitions between ideas and paragraphs
- Write to reports answers to research questions
- Write to compare and contrast objects, groups or concepts
- Write to persuade an identified audience using supporting facts and arguments
- Document sources of quotations, idea and facts
- Write, combine and vary sentences to match purposes and audience
- Use parallel sentence structure
- Use available technology to assist in writing

As you can see, my goals for this teen social issues unit are quite lofty. However, with the scheduled texts and activities, I feel that the students will have no problem achieving each of these goals. Additionally, the students should conclude this unit with a stronger sense of self, as well as a firmer understanding of their own personal feelings and views regarding the many teen issues that they are faced with on a daily basis.

Goals and Rubrics

Daily Grades

Several activities and assignments will receive daily grades, which account for 20% of the final average. While the major daily grade assignments are listed below, this category is not limited to these assignments. Daily grades may also come from random attendance checks, participation, and any other form I feel is necessary.

Current Events Journal

Explanation:

On a weekly basis, students will be required to turn in 2 journal entries. The entries will each include a

current event (found in newspaper, magazine, or journal) along with a reflective entry.

- Goals:
- Become aware of the current events around them
 - Make personal connections between him/herself and the world around him/her
 - Write a journal entry that is well-developed, reflective, and insightful
 - Find his/her voice as a writer

Rubric:
Each weekly submission will be graded by the following rubric and account for a daily grade.

CATEGORY
4
3
2
1

LENGTH
2 well-developed, detailed entries
2 entries, lacking in development
Only 1 entry, poorly developed
Includes articles, but no entries

DEPTH/ VOICE
Shows insight, introspection, and reflection; sounds like "you"
Entries are adequately reflective, but I'd like to see you dig deeper
Entries are somewhat shallow or superficial; simply summarize the articles
Entries show little to no reflection of articles

RELEVANCE/ ORGANIZATION
Both articles are clearly about teen social issues
Both articles are about social issues, although the direct relevance to teens is not obvious
Only one article is about a teen social issue
Neither article is about a teen social issue

T. Johnson
Grade Representation:
16: 100
15: 90
14: 85
13: 80
12: 70
11: 65
10 and below: 60

Song Lyric Presentation

Explanation:
Students will bring in a song of their choice presenting a relevant teen issue. The song will be "clean" for school use, but can be from any time period or style. Additionally, they will be required to write a brief explanation of the song and its meaning. The song lyric presentation will count as a daily grade.

- Goals:
- Consider why music presenting difficult teen issues is successful
 - Consider what message the artist is presenting in his/her song
 - Make personal connections between him/herself and the song lyrics

Rubric:
Student can receive full credit, half credit, or no credit at all. The song lyric presentation will count as a daily grade.

- Full credit: Student provides song (either the actual song or lyrics) for class to experience. Student also provides a short (one-page maximum) explanation of the song, as well as what he/she thinks that the artist is trying to say about the particular social issue.
- Half credit: Student provides song (either the actual song or lyrics) for class to experience, but does not have the accompanying explanation. OR, student provides explanation without the song for class to experience.
- No credit: Student does not complete either expectation. OR, the chosen song contains profane language.

Vocabulary Quizzes

Explanation:
On a weekly basis, students will take a 10-question vocabulary quiz provided by the school board. The format of the quizzes will be multiple choice.

- Goals:
- Gauge the students' comprehension of assigned vocabulary words on a weekly basis
 - Encourage students to broaden their vocabulary

Rubric:
These quizzes will be administered every Friday. Each quiz will have 10 questions, with each question worth 10 points. The quizzes will be worth 5% of the final average.

Perfect Mate Activity

Explanation:
This is an activity that has 2 parts: a parent-version and a student-version. The main idea of the activity is to allow the parents to explore their own idea of a perfect mate, as well as learn what their parents' consider to be as their ideal mates. Details will follow.

- Goals:
- Explore and learn about self
 - Encourage a healthy conversation with parents

Rubric:
Each segment of this assignment will count as a daily grade. Students will receive full credit as long as both questionnaires are filled out completely.

Love Devouring Death

Explanation:
This assignment will be an activity that encourages students to "think outside the box." In the activity, students will have to find a creative way to illustrate love devouring death. Because both love and death at not concrete objects, the challenge will lie in deciding how to illustrate the two ideas. The other aspect of the assignment will be to write a short poem that illustrates love devouring death. Details will follow.

- Goals:
- Think about love and death in a new way
 - Effectively express feelings through art

Rubric:
This assignment will count as 5% of the final grade. It will be graded by the following rubric.

- Full Credit- Student made an obvious effort to illustrate love devouring death and student included a short poem to accompany the picture.
- Half Credit- Student either only did one half of the project, or little effort can be noted in the assignment
- No Credit- Student failed to complete either aspect of the assignment.

Research Proposal

Explanation:
After the students have had several days to form research groups and decide on topics, they will be required to turn in a research proposal. The proposal should indicate who is in the group, as well as what topic will be researched. Additionally, the proposal should state by what means the group intends to gather its information.

- Goals:
- Come up with a research topic prior to the final deadline
 - Become responsible researchers by developing a "game plan" to aid in research
 - Form a research group that will assist in gathering information and developing multi-genre presentation
 - Prewrite to generate ideas for writing and researching

Rubric:
The research proposal will account for 10% of the final average.

CATEGORY
4
3
2
1

ORGANIZATION
States what topic will be researched, as well as how the students will gain information; Also includes why said topic was chosen
States what topic will be researched as well as why said topic was chosen, but does not provide information regarding the how aspect
Simply states what topic will be researched with little or no other information
Students have not decided what they will research for the project

CORRECTNESS
Paper is typed and clear of surface errors
Paper is typed with occasional errors, but not enough to detract from the purpose
Paper is typed but errors detract from the content
Paper is not typed and surface errors make paper difficult to read

Grade Representation:
8: 100
7: 90
6: 80
5: 75
4: 70

3 and below: 65

Research Report**Explanation:**

Each student will turn in a 5-7-page research report individually. Although the students will be gathering information and creating a presentation in groups, the reports should be done alone. The report should include substantial support, as well as a clear stance on the author's part. The research report will also be a necessary component of the student's writing folder, as it is required by the A.K.S. Details will follow.

Goals:

- * Write to report answers to research questions
- * Write and support thesis statements
- * Develop a central idea with examples, illustrations, facts, and details
- * Write to persuade an identified audience using supporting facts and arguments
- * Document sources of quotations, ideas, and facts
- * Evaluate consistency of information among maps, graphs, and charts

Rubric:

The research report will be worth 20% of the final average.

CATEGORY

4

3

2

1

INTRODUCTION

Catchy, draws the reader's interest from the first sentence

Functional, introduces topic and narrows to thesis

Underdeveloped or not clearly relevant to the thesis

Nonexistent: may start with the thesis statement

THESIS

Stated clearly and directly; about what are you trying to inform the audience?

Is clear but too broad

Is indirectly referred to in the introduction

Is not evident

BODY: relevance

At least 3 well-developed examples that support your stance, as well as views from the opposing side

3 relevant examples and opposing views, but not sufficiently developed or connected to the thesis

Only a few examples, or poorly developed; some writing that isn't relevant

Vague examples and not enough to sufficiently support the thesis

BODY: organization

Well organized into logical paragraphs and focused around the thesis; smooth transitions

Too organized (not smooth transitions) or some minor order/arrangement problems

Lack of organization detracts from the overall meaning of the report; wanders

No sense of organization is evident

SUPPORT

Supports are correctly set up, documented, and relevant to the paper

Not sufficient support (facts) with minor documentation problems

Support is either not documented or its relevance is unclear to the topic

Very little or no support is evident

GRAMMAR

Report is generally free of surface errors

Occasional errors, but not enough to detract from the content

Errors detract from the content

Errors make report difficult to read

VOICE

Report is original and creative; sounds like "you"

Functional, but not exciting; sounds a little forced and predictable

Superficial or shallow; lacks originality or doesn't engage the reader

No sense of "you"

CONCLUSION

Thesis/main idea is restated with different wording; message is applied to "us" or the world in general; loose ends tied up

Thesis is restated using same wording; loose ends aren't tied up; could be more developed

Thesis is not restated, but a final statement is given; OR, thesis is restated, but no final statement is given

Thesis is not restated; no attempt is made to tie up loose ends; no final statement is given

T. Johnson

Grade Representation:

32: 100

30-31: 95

29: 90

28: 88

27: 85

26: 80

25: 78

24: 75

23: 70

22: 68

21: 65

20 and below: 60

Research Presentation**Explanation:**

The research group will present their project in a multi-genre style. Each member of the group is expected to equally contribute to the presentation, as only a group grade will be given. Details will follow.

Goals:

- * Utilize the multi-genre presentation style
- * Speak in a clear, understandable manner
- * Use available technology to assist in writing and presenting
- * Inform peers about the relevancy and importance of topic
- * Work with others in a group setting
- * Apply various skills to a single project (hands-on, writing, speaking, visual, auditory, etc.)
- * Use graphs, charts, or statistics to represent the facts about topic

Rubric:

The research presentation will be worth 20% of the final average.

CATEGORY

4

3

2

1

MULTI-GENRE

Incorporates at least 3 different genres effectively

Incorporates 3 different genres, but not very effectively

1 or 2 genres are noticeably incorporated, but they are used effectively

Project largely relies on only 1 genre

GROUP PARTICIPATION

Each member of the group actively participates in the presentation process

Each member participates in the presentation, but one person seems to be "lost"

One member carries the group through the presentation; other seem "lost"

No unity is obvious in the presentation; each member seems to have his/her own presentation

ORGANIZATION

Presented in a manner that makes sense; follows a logical path

Follows a logical path, but some parts seem to wander and not "fit"

Lack of organization detracts from the presentation; difficult to follow

No organization evident; each genre seems to be a report of it's own

OVERALL EFFECTIVENESS

Unique ideas that urge audience to consider the topic even after the presentation

Audience understood and enjoyed the presentation, but it did not leave a lasting impression

Audience has hard time following the presentation

Audience is completely lost and uninterested in the presentation

Grade Representation:

16: 100

15: 90

14: 85

13: 80

12: 70

11: 65

10 and below: 60

Body Biographies**Explanation:**

This activity was inspired by Teaching as Principled Practice by Dr. Peter Smagorinsky. It is an artistic activity that forces students to think about characters in an interesting and non-traditional way. For the activity, students will work in groups of 3 or 4 to create a "body biography" of a chosen character in Romeo and Juliet. Once the body biography is completed, the group will present their masterpiece to the class. More details will follow.

Goals:

- Understand the characters motivation, vices, desires, etc.
- Be able to illustrate their perceptions of the chosen character through art, poetry, or any other medium they feel can adequately represent their opinions.
- Speak in a clear and understandable manner when explaining the body biography to the class.
- Make and defend inferences and conclusions

Rubric: Students will receive a daily grade for each day that is devoted to the assignment. As long as the students work successfully in their groups and achieve a detailed body biography, they will receive full credit. If students have an unexcused absence on one of the days the groups will be working on body biographies, he/she will receive a zero on that daily grade.

Compare/Contrast Essay
Explanation: This essay is intended to encourage students to think about social issues in Shakespeare's times in relation to social issues in modern times. Details will follow.

Goals:

- Students will be able to effectively compare/contrast similar issues or themes
- Students will write to revise and persuade

Rubric: To grade this essay, I will follow the Dacula High School standards. These standard require me to grade sternly on MLA format, although I will weigh persuasiveness and effectiveness more heavily. This essay will account for 20% of the final grade.

Materials

- Romeo and Juliet by William Shakespeare
- "The Freshman" by The Verve Pipe
- Beautiful Stories from Shakespeare for Children edited by E. Nesbit
- West Side Story movie
- Book of vocabulary words
- Computers (in lab)
- Internet access
- Spiral notebooks (one per student)
- Butcher paper
- Markers
- "The Freshman" lyrics

Artist:
Verve Pipe

Album:
Villains

Title:
The Freshmen

When I was young I knew everything
And she a punk who rarely ever took advice
Now I'm guilt stricken,
Sobbing with my head on the floor
Stop a baby's breath and a shoe full of rice
I can't be held responsible
Cause she was touching her face
I won't be held responsible
She fell in love in the first place

For the life of me I cannot remember
What made us think that we were wise and
We'd never compromise
For the life of me I cannot believe
We'd ever die for these sins
We were merely freshmen

My best friend took a week's
Vacation to forget her
His girl took a week's worth of
Valium and slept
Now he's guilt stricken sobbing with his
Head on the floor
Thinks about her now and how he never really
Wept, he says

We've tried to wash our hands of all this
We never talk of our lacking relationships
And how we're guilt stricken sobbing with our
Heads on the floor
We fell through the ice when we tried not to
Slip, we'd say

Introductory Activity
The Message of a Song
In 1997, The Verve Pipe released its first and only hit song, "The Freshman." An instant success, "The Freshman" quickly swept the nation and could be heard on radios everywhere. Despite the song's touchy subject matter including suicide, drug abuse, and depression, "The Freshman" is still quite popular even five years after its release. For this introductory activity, we will listen to and discuss "The Freshman" in relation to the many social issues teens may encounter. Each student will receive a copy of the song lyrics as well as possible discussion questions to be addressed. The questions will be addressed are as follows:

- What social issues are presented in the song?
- How do the teens in the song deal with the suicide?
- Can you recall a time in your own life when you had to deal with something tragic like a suicide? How did you deal with it?
- What message could the Verve Pipe be sending about suicide or other social issues?
- Why do you think this song is so popular? Is it a catchy song, or is it because of the lyrics?
- Do you think that most teens can relate to this song in some way?
- Does this song provide teens with a positive or negative view of social issues? Defend your answer.
- Do you think that the type of music is an important factor in the song's success? Would a rap or country song with the same lyrics have been as successful?
- Do you think that the issues sang about in this song are relevant to you? Why or why not?
- What other social issues do teens have to face that were not addressed in the song?

This activity will serve as an introduction to a unit on social issues that focuses around Romeo and Juliet. Shakespeare's classic play contains many social issues that are relevant today, such as youth violence, suicide, and rebellion. By focusing on the issues presented in the play in conjunction with other issues teens face, the students will gain a better understanding about the world around them and the concerns that they have regarding the many sensitive issues they may face.

In addition to acting as a stepping stone for the unit on social issues, the introductory activity will serve as a sample for the song lyric activity each student will be required to complete. At the conclusion of this introductory activity, students will be randomly assigned days for their presentations. Each day of the unit, one student will give a five-minute presentation about a pre-approved song that deals with social issues. The students will be expected to discuss any or all of the prompt questions from the introductory activity.

Specific Lessons and Activities
The following pages contain specific lesson plans for the entire "Social Issues as Presented in Romeo and Juliet" unit. The lesson plans are divided into minutes and are based on a 50-minute class period. The associated activities are also included, although I retain the right to alter any or all of the assignments and/or notes at my discretion.

file:///C:/My Documents/website/VirtualLibrary/2002-3/Trudel.txt

Day 1 (February 12)
* For the first 5 minutes, I will take attendance and tend to any necessary housekeeping duties. I will also go over the daily agenda at this time.
* Minutes 6-20. This time will be used by the introductory activity. Explanation of this activity can be found in the attached pages. After the activity, I will explain to the students that they will each be required to give a song lyric presentation during the unit. Their presentation should model the introductory unit and last 5 minutes. I will draw names for the assigned dates of the song lyric presentation at this time.
* Minutes 21-40. The class will have a discussion about the social issues presented in Romeo and Juliet. Among the issues that will be discussed are teen violence, sex, rebellion, and suicide. Through the discussion, I hope to gauge the students' views regarding these issues.
* Minutes 40-45. During this time, I will go over the Current Events Journals that the students will be required to keep. Every Wednesday, students will be required to turn in two articles about social issues. Additionally, students will turn in a short response to the article.
* Minutes 46-50. In the final minutes of class, I will wrap up the discussion and hand out the "What are These Crazy Literary Devices" worksheet. This worksheet will be the first homework assignment of the unit, and serve as a way for me to learn how much prior knowledge the students have about literary devices that they will encounter in the play. The assignment will receive a daily grade for its completion.

Introductory Activity
The information for this activity can be found under the "Introductory Activity" heading earlier in this unit.
Discussion of social issues in the play
Although I hope for this discussion to be primarily student-led, I will provide some prompting questions in the case of a silent class. The questions are as follows:
* The issue of teen violence is extremely dominant in the play. Why do you think Shakespeare spent so much time describing the many fight scenes? What affect does violent literature or entertainment have on you as the reader? Do you think that books/movies/plays are as interesting without violence?
* Romeo and Juliet have to overcome many obstacles to be with each other; namely, their parents' disapproval. If your parents hated the person you loved, how do you think you would handle it? What would your options be?
What are These Crazy Literary Devices?
See following page.

Name _____
Date _____
Period _____

What Are These Crazy Literary Devices?
Fill in the following chart to the best of your ability. I do not expect you to know every answer, just do your best. If you think that you have an idea on some of them, feel free to take a guess. You will not be penalized for wrong answers. Have fun and good luck!

Literary Device
Definition
Example
Alliteration

Metaphor

Simile

Exaggeration

Imagery

Sensory Language

Onomatopoeia

CAT 2002
Day 2 (February 13)
* For the first 5 minutes, I will take attendance and tend to any necessary housekeeping duties. I will also go over the daily agenda at this time.
* Minutes 6-35. This time will be devoted to literary devices. We will go over the homework and the students will gain an understanding of literary devices through this discussion.
* Minutes 36- 45. Once the literary devices notes are completed, the students will be given a handout of Shakespearean background information. We will go over the handout as a class. I will not spend too much time going over the background, since my main focus in this unit is social issues, not the actual play. See following page for handout.
* Minutes 46-50. In the final minutes of class, I will wrap up the discussion of background information. I will also answer any questions that the students may have.

Background Information on Shakespeare
* Shakespeare is the most famous writer in the world, but he left us no journals or letters; instead, he left us only his poems and his plays
* Everything that we know about Shakespeare comes from church and legal documents.
* Shakespeare was born around April 23, 1564 in Stratford, England.
* Shakespeare attended grammar school, but that is the extent of his formal education.
* When he was 18, Shakespeare married Anne Hathaway and the couple had 3 children together.
* A short time after the births of his 2nd and 3rd children (twins), Shakespeare left his family and moved to London to pursue theaterics.
* By 1592, Shakespeare had become an actor and playwright
* By 1594, he was a charter member of the theatrical company, The Lord Chamberlain's Men, which later became the King's Men.
* The King's Men was supported by King James and was the acting company that Shakespeare worked with for the rest of his writing life.
CT & AK 2002

Day 3 (February 14)
* For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties. I will also go over the daily agenda at this time.
* Minutes 5-10. Student #1 will give his/her song lyric presentation.
* Minutes 11-30. During this time, I will go over the multigenre research project that the students will be required to complete. I will be sure to go over the rubric and my expectations of them for this project. The handouts for this project can be found on the following pages.
* Minutes 31-40. Once I have finished going over the research project, I will talk to the students about the research proposal that they will also be expected to turn in. Details for the proposal can also be found on the following pages.
* Minutes 41-50. In the final minutes of class, I will hand out the Perfect Mate activity for the students to have their parents fill out. The worksheet should be filled out by the parents and returned by Day 7 (February 21.). I will also answer any questions that the students may have regarding the day's activities and/or discussions. This activity can be found in the following pages.

For this project, you will work in groups of 3-4 to produce a multigenre presentation. I will provide you with a list of optional genres for this presentation; however, you are not limited to these choices. Feel free to come up with any other way to present your information. In order to receive full credit for this assignment, you must

incorporate at least 3 different genres (choices) effectively. Each member of your group must contribute to the final project, as you will receive one group grade for the assignment. Your final presentation should last 10-15 minutes. If you have any questions regarding this assignment, please feel free to see me.

Possible Genres:

- Public Service Announcement
- Comic Strip
- Editorial
- Play
- Collage
- Short Story
- Ghost Story
- Information Guide
- Song
- Puppet Show
- Powerpoint Presentation
- Journal
- Scrapbook
- Newspaper Article

Please fill out the following sheet to the best of your ability. One you are finished, seal the worksheet in an envelope and give it to your child to return it to class. The students are required to turn it back in within 5 class days. Thank you for your time and interest!

My child's name is _____
In general, I approve/ disapprove of my child's preference in the dating (please circle)

In my opinion, my child's perfect mate can be described as...

Day 4 (February 18)

- * For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties. I will also go over the daily agenda at this time and collect any Perfect Mate Activities that have been filled out.
- * Minutes 5-10. Student #2 will give his/her song lyric presentation.
- * Minutes 11-20. During this time, I will go over the Romeo and Juliet log that the students will be required to keep. This will be an ongoing log kept by the students during the duration of our reading of Romeo and Juliet. The log will include literary devices as well as any feelings that the students may have about the reading and the social issues presented in the play. I will randomly check the students' logs for daily grades. If kept correctly, the log will aid in the students' understanding of literary devices as well as social issues.
- * Minutes 21-45. Once I have gone over the Romeo and Juliet log, I will read the Romeo and Juliet chapter of Beautiful Stories from Shakespeare for Children edited by E. Nesbit. The chapter tells Romeo and Juliet in a simplistic style fit for small children. My reason for reading this chapter is to give the students an entertaining overview of what the play will entail.
- * Minutes 46-50. In the final minutes of class, I will go over any questions that the students may have and wrap up any discussion that may still be occurring. I will also remind the students that their Current Events Journals will be due the following day.

Day 5 (February 19)

- * For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties. I will also go over the daily agenda at this time. Also during this time, I will collect the Current Events Journals due today and any Perfect Mate Activities that have been filled out.
- * Minutes 5-10. Student #3 will give his/her song lyric presentation.
- * Minutes 11-15. During this time, the students and I will go to the computer lab for research day.
- * Minutes 16-45. Once in the computer lab, the students will have the chance to decide on research topics and brainstorm ideas for the research proposals that will be due on Day 8 (February 24.)
- * Minutes 46-50. In the final minutes of class, I will go over any questions that the students may have.

Day 6 (February 20)

- * For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties. I will also go over the daily agenda at this time and collect any Perfect Mate Activities that have been filled out.
 - * Minutes 5-10. Student #4 will give his/her song lyric presentation.
 - * Minutes 11-15. During this time, students will be assigned roles that will be used during the day's reading of Romeo and Juliet.
 - * Minutes 16-45. Read Act I of Romeo and Juliet aloud with roles. We will stop as necessary for questions and discussion. Students will also be given time to write in their Romeo and Juliet logs. If we do not finish reading Act I, we will conclude the act the following day.
 - * Minutes 46-50. Wrap up the daily reading and end class. I will also remind students that any remaining Perfect Mate Activities must be turned in by tomorrow.
- Possible Discussion topics for Act I

The discussion should be primarily student-led. But, if the class is "quiet," here are some prompting questions.

- * The riot is a very vivid opening to the play. Did Shakespeare do a good job painting a picture of the riot for the reader? As a reader, what parts are especially clear or visual for you? Can you think of a movie or real-life event that sounds like this scene?
- * Romeo's father claims that he has asked Romeo why he keeps everything to himself, but Romeo won't give him a straight answer. Do your parents ever try to make you talk about your feelings when you don't want to? Why do you think parents do this? Why do you sometimes not want to tell them?
- * Romeo says that he is in love with Rosaline. Since he uses a lot of flowery and poetic language to describe her, many people believe his "love." Do you? Do you think that he's really in love with her? Have you ever used or wanted to use poetic language to talk about someone you "love"?
- * Benvolio tells Romeo that the cure for love is to look at other girls. What do you think about his advice? How do you think Rosaline feels about Romeo's "love" for her? Have you ever felt like she does? What should she do about her feelings for Romeo?

Day 7 (February 21)

- * For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties. I will also go over the daily agenda at this time.
- * Minutes 5-10. Student #5 will give his/her song lyric presentation.
- * Minutes 11-17. If necessary, we will continue reading Act I aloud with roles. We will stop as necessary to discuss the act and address any concerns that may arise. Students will also be given time to write in their Romeo and Juliet logs.
- * Minutes 17-45. Once we have completed reading and discussing Act I, I will hand out the student-version on the Perfect Mate activity. The students will have class time to fill out the worksheet.
- * Minutes 46-50. At the end of class, I will collect the Perfect Mate activities from the students and answer any questions that the students may have. I will also remind the students that their research proposals will be due tomorrow.

Day 8 (February 24)

- * For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties. I will also go over the daily agenda at this time and I will collect the research proposals.
- * Minutes 5-10. Student #6 will give his/her song lyric presentation.
- * Minutes 11-15. I will hand back the parent-version of the Perfect Mate Activities.
- * Minutes 16-45. Today is Silent Reading/Vocabulary Day, so the students can silently read their parent responses. Or, the students can work on their vocabulary words. The vocabulary words can be found in the book provided by the school board.
- * Minutes 46-50. I will wrap up class and encourage students to go home and discuss their "Perfect Mates" with their parents.

Day 9 (February 25)

- * For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties.
 - * Minutes 5-10. Student #7 will give his/her song lyric presentation
 - * Minutes 11-15. During this time, students will be assigned roles that will be used during the day's reading of Romeo and Juliet.
 - * Minutes 16-44. Read Act II of Romeo and Juliet aloud with roles. We will stop as necessary for questions and discussion. Students will also be given time to write in their Romeo and Juliet logs. If we do not finish reading Act II, we will conclude the act the following day.
 - * Minutes 45-50. In the last 5 minutes of class, I will handout the Love at First Sight Activity that will be due on Day 12 (February 28.) The Cambridge School Shakespeare book on Romeo and Juliet inspired this activity. See following page for further details. I will also answer any questions that may come up about the reading or assignment and I will remind the students that Current Events Journals will be due the following day.
- Possible Discussion topics for Act II

The discussion should be primarily student-led. But, if the class is "quiet," here are some prompting questions.

- * The balcony scene is often considered to be one of the most romantic in all of literature. How do you feel about the scene? Do you feel like the lines said are sincere or just flowery?
- * In this act, Romeo tells Friar Lawrence that he's in love with Juliet. Have you ever told an adult (teacher, parent, priest, etc.) that you're in love? How might that conversation be uncomfortable? How might you construct the conversation? (Consider the tradition of a man asking his love's father for permission to marry.)
- * The famous question "What's in a name?" is asked in this act. So, what's in a name to you? What kind of implications or meanings may be associated with names?
- Romeo asks Juliet to describe her love in elaborate language. But, Juliet argues that true love cannot be measured

in words. Who do you agree with? Why do you feel this way?

Do you believe in love at first sight? Romeo loves Juliet from the first moment he sees her. She falls instantly in love with him. In groups of 4 or 5, talk together about what happens in that electrifying moment when two people fall head over heels in love. Then take the title "Love at first sight" and make up and perform a short play, or write a short story, or draw a cartoon strip. See if you can end your play, story or cartoon with the line "For I ne'er saw true beauty till this night."

You will have one day in class to work on this presentation, but I encourage your group to meet outside of school time. Be prepared to present your play, short story or comic on _____.

Day 10 (February 26)

- * For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties. At this time, I will also collect Current Events Journals at this time.
- * Minutes 5-10. Student #8 will give his/her song lyric presentation.
- * Minutes 11-? If necessary, we will continue reading Act II aloud with roles. We will stop as necessary to discuss the act and address any concerns that may arise. Students will also be given time to write in their Romeo and Juliet logs.
- * Minutes 2-45. For the remaining of the class, I will conduct a lesson on research writing. The goal of the lesson is to educate the students on how to write a research report (they will be required to write a formal research paper on their social issue at the end of this unit with the information that they have gathered in their groups.)
- * Minutes 46-50. During this time, I will wrap up my lesson on research writing, as well as give students a handout with information on research writing. I will also answer any questions that the students may have about research writing or Act II.

9th Grade Research Report Handout
Social Issues Unit

You have already chosen a social issue to research for this report. Along with several other students, you will be researching your chosen topic in preparation of a final multigenre presentation. In addition to the group multigenre presentation, you will be required to turn in a research report on your own. Here is a list of steps to ensure that you conduct successful research.

- 1) Search for sources. You can look in a variety of places including the library, computer newspaper database, computer magazine database, the Internet, etc. Be sure that if it comes from a newspaper or magazine database, you need to cite the source, not the Internet.
- 2) Make a source card BEFORE you start taking notes. Make sure to use the correct format found on page 985 in your literature book. Also, make sure that you number the source cards in the upper right hand corner of the card.
- 3) Take notes from your source. Make sure that you keep only one fact per card. Link your source cards to your note cards through the same number in the upper right hand corner.
- 4) Make sure all of your sources are not coming from the same type of database. Also, not all of your sources can be from the Internet. You need 3-5 sources and 20-25 note cards.
- 5) Begin thinking of the topics you would like to discuss and create an outline. Make sure there is some logic and order to your plan. Outlines are due _____.
- 6) Look back at your note cards. Not all of your note cards may fit neatly into your outline. You may have to do more research. Expect to have to do research outside of class.
- 7) In the upper left hand corner, label your note cards according to their place in your outline. All of your note cards should fit neatly into a place in your outline. If the information on the card does not fit, the information may be useless.
- 8) Begin your rough draft. Don't forget to cite your quotes and facts or you will be guilty of plagiarism and not receive credit for your report. If you paraphrase, make sure you cite your source as well.
- 9) Rough drafts are due on _____.
- 10) When writing your final copy, look for careless errors. Check spelling, punctuation, grammar, style, and format. Don't use tired cliches. Make sure there is no references to you or your opinion. If something doesn't look or sound right to you, it won't to me either.
- 11) Final copies will be due _____.

Day 11 (February 27)

- * For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties. I will also go over the daily agenda at this time.
- * Minutes 5-10. Student #9 will give his/her song lyric presentation.
- * Minutes 11-? If necessary, we will continue any lingering discussion of Act II. Students will also be given time to write in their Romeo and Juliet logs.
- * Minutes 2-45. Groups will work on their Love at First Sight Presentations. They will present on the following day (February 28.)
- * Minutes 46-50. Students will pack up their belongings and I will answer any questions that the students may have about their presentations or Act II. I will also remind the students that they will have a vocabulary quiz on the following day (February 28.)

Day 12 (February 28)

- * For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties.
- * Minutes 5-10. Student #10 will give his/her song lyric presentation.
- * Minutes 11-20. Students will take a vocabulary quiz supplied by the vocabulary quiz bank provided by the school board.
- * Minutes 21-45. Groups will give their Love at First Sight presentations.
- * Minutes 46-50. Groups will finish up and class will be dismissed.

Day 13 (March 3)

- * For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties.
- * Minutes 5-10. Student #11 will give his/her song lyric presentation.
- * Minutes 11-45. Today is Silent Reading/Vocabulary Day. Students can silently read or work on their vocabulary provided by the school board.
- * Minutes 46-50. Students will pack up their belongings and I will hand out the "Love Devouring Death" homework assignment that will be due on Day 15 (March 5.) The Cambridge School Shakespeare book on Romeo and Juliet inspired this activity. See following page for further details.

LOVE DEVOURING DEATH

Let your imagination run wild! Using whatever resources you can find, produce a dramatic tableau of love devouring death. Once you have created your tableau, write a short poem with the title "Love Devouring Death."

Day 14 (March 4)

- * For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties.
- * Minutes 5-10. Student #12 will give his/her song lyric presentation.
- * Minutes 11-15. During this time, students will be assigned roles that will be used during the day's reading of Romeo and Juliet.
- * Minutes 16-44. Read Act III of Romeo and Juliet aloud with roles. We will stop as necessary for questions and discussion. Students will also be given time to write in their Romeo and Juliet logs. If we do not finish reading Act III, the students will be required to finish reading at home and write a short reaction paper. The reaction paper will be an informal log of their thoughts about the reading.

* Minutes 45-50. At the end of class, I will wrap up discussion of Act III and answer any questions that the students may have. I will also remind the students that Current Events Journals and the Love Devouring Death activities will be due on the following day (March 5.)
Possible Discussion topics for Act III

The discussion should be primarily student-led. But, if the class is "quiet," here are some prompting questions.

- * Why do you think Mercutio had to die so early in the play? What affect does his death have on the reader? Would his role be as significant if he didn't die?
- * In Victorian times, many readers found Juliet's speech (Act III, Scene 2) embarrassingly sexual. What lines do you think they objected to? Do you think these lines are still embarrassing today?
- * In this act, Juliet's view of Romeo seems to switch from love to hate quite abruptly. What explanation do you have for her change of heart? Is it believable?
- * Romeo feels that banishment is a far worse punishment than death. Do you agree with this? Why do you think he feels this way?
- * Romeo accuses the Friar of not understanding how it feels to be young and in love. Many teens feel the same way about adults in their lives. Do you agree that adults don't understand being in love?
- * The concept of arranged marriages comes up in this act. How do you feel about arranged marriages? If you are a female, do you think that your father should be able to decide whom you will marry? If you are a male, do you think that fathers should have the right to decide who their daughters will marry?

Day 15 (March 5)

- * For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties. I will also collect Current Events Journals and Love Devouring Death activities.
- * Minutes 5-10. Student #13 will give his/her song lyric presentation.
- * Minutes 11-15. During this time, the students and I will go to the computer lab for research day.
- * Minutes 16-45. Once in the computer lab, the students will have the chance to work on their social issue research topic.
- * Minutes 46-50. In the final minutes of class, I will go over any questions that the students may have.

Day 16 (March 6)

- * For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties.
 - * Minutes 5-10. Student #14 will give his/her song lyric presentation.
 - * Minutes 11-15. During this time, students will be assigned roles that will be used during the day's reading of Romeo and Juliet.
 - * Minutes 16-44. Read Act IV of Romeo and Juliet aloud with roles. We will stop as necessary for questions and discussion. Students will also be given time to write in their Romeo and Juliet logs. If we do not finish reading Act IV, the students will be required to finish reading at home and write a short reaction paper. The reaction paper will be an informal log of their thoughts about the reading.
 - * Minutes 45-50. We will wrap up discussion of Act IV and answer any questions about the act. I will also remind students about the vocabulary quiz on the following day (March 7.)
- Possible Discussion topics for Act IV

The discussion should be primarily student-led. But, if the class is "quiet," here are some prompting questions.

- * Juliet comes up with at least six things that she's rather do than marry Paris. What sort of things would you do than marry someone who you didn't love? OR, would you listen to your father and marry someone who you don't love? Juliet deceives her father and everyone else when she fakes her own death in order to be with Romeo. Do you think that deceit is always wrong? Society seems to put so much pressure on honesty, yet even our most trusted leaders often lie, how are we supposed to deal with the contradiction? What circumstances, if any, merit a lie?

Day 17 (March 7)

- * For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties.
- * Minutes 5-10. Student #15 will give his/her song lyric presentation.
- * Minutes 11-20. Students will take a vocabulary quiz supplied by the vocabulary quiz bank provided by the school board.
- * Minutes 21-40. Using students' reaction papers to Acts III and IV as a prompt, we will have a class discussion.
- * Minutes 41-50. I will hand out and explain the compare/contrast essay that will be due on Day 22 (March 18.) I will also answer any questions that the students may have. Rough draft of the essay will be due on Day 18 (March 11.)

College Prep Freshman Language Arts
Ms. Trudel
Spring 2003

Social Issues as Seen in Romeo and Juliet Compare/Contrast Essay

As we have discussed throughout the reading of Romeo and Juliet, Shakespeare obviously addresses many social issues that were playing his society. Pick an issue that we have seen in Romeo and Juliet and discuss how Shakespeare dealt with the issue. Compare and contrast Shakespeare's way of dealing with the issue to modern day dealings with the same issue. If you do not think that your chosen social issue is relevant today, you may say that. OR, you can pick a modern social issue and discuss how you think it would have been dealt with in Shakespeare's time. Whichever you decide, remember to back up any claim that you make. Whatever issue you choose or stance you take, be sure to support your claims and proofread your essay. Your essay should be no more than 3 pages long. In order to receive full credit, you must follow MLA format (you can see me if you have any questions regarding the format.)

The rough draft is due on March 11, 2002

The final draft is due on March 18, 2002

Day 18 (March 11)

- * For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties. I will also collect the compare/contrast essay rough draft at this time.
- * Minutes 5-10. Student #16 will give his/her song lyric presentation.
- * Minutes 11-15. During this time, students will be assigned roles that will be used during the day's reading of Romeo and Juliet.
- * Minutes 16-44. Read Act V of Romeo and Juliet aloud with roles. We will stop as necessary for questions and discussion. Students will also be given time to write in their Romeo and Juliet logs.
- * Minutes 45-50. We will wrap up discussion on Act V and I will answer any questions that the students may have about the act. Act this time, I will also remind the students that Current Events Journals will be due the following day (March 12.)

Possible Discussion topics for Act IV

The discussion should be primarily student-led. But, if the class is "quiet," here are some prompting questions.

- * Romeo decides to kill himself since his "love" is dead. Do you think that his decision is brave or foolish? Think about modern examples of lovers doing the same thing. How do you feel about their actions?
 - * Why does Juliet have such a shorter "death speech" than Romeo? What affect does this have on the reader?
 - * Who do you think is to blame for the deaths of Romeo and Juliet? Themselves? Their parents? Friar Lawrence? Society? Who should have a finger pointed at them?
- Do you think that the feud between the two families is really ended? Could their differences have been resolved any other way?

Day 19 (March 12)

- * For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties. I will also go over the daily agenda at this time and collect Current Events Journals.
- * Minutes 5-10. Student #17 will give his/her song lyric presentation.
- * Minutes 11-15. During this time, the students and I will go to the computer lab for research day.
- * Minutes 16-45. Once in the computer lab, the students will work on their social issues research.
- * Minutes 46-50. In the final minutes of class, I will go over any questions that the students may have.

Day 20 (March 13)

- * For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties. I will also go over the daily agenda at this time.
- * Minutes 5-45. Students will be handed back their rough draft of their compare/contrast essays. I will have made minor editing remarks for the students to consider. They will have the opportunity to confer with other students or myself and revise their essays. Final drafts will be due on Day 22 (March 18.)
- * Minutes 46-50. I will answer any final questions that students may have regarding their essays and encourage them to continue the revision process. I will also remind the students about their vocabulary quiz on the following day (March 14.)

Day 21 (March 14)

- * For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties. I will also go over the daily agenda at this time.
- * Minutes 5-10. Student #15 will give his/her song lyric presentation.
- * Minutes 11-20. Students will take a vocabulary quiz supplied by the vocabulary quiz bank provided by the school board.
- * Minutes 21-45. Students will design a 'wanted' poster of Romeo. The activity will be done entirely in class and will receive a daily grade. The Cambridge School Shakespeare book on Romeo and Juliet inspired this activity. See following page for further details.
- * Minutes 46-50. Students will finish up the poster activity and turn in their finished products to me.

Where's
Romeo?

After reading the play, you have learned that Romeo was banished on pain of death. Design a wanted poster that is pasted up on the walls of Verona to announce his sentence. You can be creative with the poster, but remember that you only have today's class to work on your poster.

Days 22-24 (March 18-20)

- * On each of these days, I will allot the 1st 4 minutes to attendance, housekeeping, and providing the daily agenda. During this time, I will also collect assignments that are due on these days. On March 18th, I will collect the compare/contrast final draft; on March 19th, I will collect Current Events Journals; on March 20th, I will collect research papers.
- * Minutes 5-10 of each day will be allotted to song lyric presentations. March 18th will be slotted for #16, March 19th will be slotted for #17, and March 20th will be slotted for #18.
- * Minutes 11-45. This time during each day will be given to students to work on body biographies. The idea for body biographies came from Dr. Peter Smagorinsky. See the following page for details.
- * Minutes 46-50. On each day, I will use this time to wrap up the day's activities.

For this assignment, you will work in groups of 3 or 4 to create a body biography. A body biography is a visual representation of a character in the play. In order to successfully create a body biography, follow the steps provided below. If you have any questions or would like to see an example, please see me.

1. Using the butcher paper and a marker, trace the outline of one member of your group. Do NOT trace against the "model's" body... I do not want any marker on your clothes! Also, boys must trace boys and girls must trace girls!
2. Now that you have your character's "body," it is time to give them a "biography." You may draw pictures, write quotes from the play, and use colors to represent your character. Keep in mind what particular body parts traditionally represent (heel = weakness, heart = passion/love, eyes = what character sees, etc.)
3. Once you have completed your body biography, your group will have to present it to the class. Be sure to only include things that are relevant to the character. For instance, if you choose to give your character pants with pockets, be sure to say what he/she may have in his/her pockets!
4. Be creative and have fun with this activity. There are several of you working together on this project, so use everyone's individual strengths to your advantage. But, remember to keep your body biography school appropriate... if you have any doubts, it probably shouldn't be included on your picture!

Day25 (March 21)

- * For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties. I will also go over the daily agenda at this time.
- * Minutes 5-10. Student #23 will give his/her song lyric presentation.
- * Minutes 11-20. Students will take a vocabulary quiz supplied by the vocabulary quiz bank provided by the school board.
- * Minutes 21-50. We will watch the popular movie West Side Story.

Day 26 (March 24)

- * For the first 4 minutes, I will take attendance and tend to any necessary housekeeping duties. I will also go over the daily agenda at this time.
- * Minutes 5-10. Student #24 will give his/her song lyric presentation.
- * Minutes 11-50. We will continue watching West Side Story. Since today is technically Silent Reading/Vocabulary Day, students will have the option to read silently or work on vocabulary instead of watching the movie.

Days 27-30 (March 25-28)

- * During the 1st 4 minutes of class on each day, I will take attendance and tend to any necessary housekeeping duties. I will also go over the daily agenda at this time.
- * Minutes 5-10 of each day will be allotted to song lyric presentations. March 25th will be slotted for #23, March 26th will be slotted for #24, March 27th will be slotted for #25, and March 28th will be slotted for #26.
- * Minutes 11-50. On each day, with the exception of Day 30 (March 28), this time will be entirely devoted to social issues multigenre presentations. On Day 30, Minutes 11-20 will be devoted to the vocabulary quiz that has been provided by the school board.