

Lesson Plan: Introduction to Shakespeare

Objectives:

This lesson will introduce students to the writings of William Shakespeare. We will learn about Victorian England, the setting time period in which Shakespeare was writing. In this lesson, students will read sonnets to become familiar with Shakespeare's language and style.

Standards Addressed: Common Core Standards

1. College and Career Readiness Anchor Standards for Reading: 4,5
2. Reading - Literature, Grades 9 - 10: 2, 4, 10
3. Language, Grades 9 – 10: 1, 2, 4, 5

Materials Required:

- Projector and power point "Introduction to Shakespeare"
- Thesaurus/Dictionary (electronic or hard copy)
- Copies of handouts attached.
- Copies of *Romeo and Juliet* for each student

Procedures:

- I will provide the students with a brief biographical background of William Shakespeare. We will discuss his writing in relation to the time period.
- I will introduce the students to Shakespeare's use of the Petrarchan sonnet and we will read and analyze two sonnets.
 - Number 18 and number 73.
- As a class, the students and I will read number 18. We will discuss lines and try to figure out what Shakespeare is saying.
- For number 73, the students will be put in groups to decipher the sonnet together. I will let them use dictionaries or thesaurus' to look up words they do not understand. I will circulate between the groups to monitor their progress and answer any questions they may have.
- When they have finished reading sonnet 73 in their groups, we will discuss what they thought of the sonnet, and what ideas they had.
- I will pass out their copies of *Romeo and Juliet*. Their homework will be to read the prologue (in sonnet form), and analyze it as we had. I will give them a sheet to record their thoughts.

Assessment:

- I will assess the students by how they decipher sonnet 73. I will gauge their understanding by how well they seem to decipher the figurative language.

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Comment [1]: This could be a lesson to use preview-view-review for ELL students. It would be helpful for students to preview this very specific material in their own language first to have an idea of what they will be learning before we view it together in English. Then, they could review the material with "English speaking peers and use English to negotiate the meanings of the academic content" (Li and Edwards 199-200).

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Comment [2]: Because of the popularity of Shakespeare's work, I imagine I could find this text in multiple languages. Having copies of *Romeo and Juliet* for ELL students to read in both languages would allow them to develop their ability to read in English, and give them a resource to check for understanding. Li and Edwards encourage access to texts in multiple languages on page 200.

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Comment [3]: I could change a focus from about the time period to more specifically about the author and give students a biography of William Shakespeare to read. With that, I could use an activity to have students write an autobiography to have an understanding of the information they can look for in this type of text. Li and Edwards highlight that "Critical autobiographies allow students to explore their own identities in multiple ways and provide authentic context for language and literacy development" (198). Having an understanding of what information is presented in this type of text might help them read and understand it better.

- I will also assess the students based on their prologue homework.

Homework: The students' homework will be to read the prologue of *Romeo and Juliet* and record their observations, thoughts, and predictions. The students will be expected to analyze the prologue similar to how we did in class, such as looking up words they don't know, reacting to figurative language, etc.

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Comment [4]: This would be a good place to implement challenging curriculum and allow students to become experts of the text. Students could pick the themes they think will be present in *Romeo and Juliet* based on reading the prologue. Challenging students to find the themes and take on curriculum organization allows for more student involvement and responsibility. For English language learners, this type of challenge is important because it "...encourages their involvement, provides them with opportunities for success, and includes scaffolding...to draw on their background knowledge and give them access to the content" (Freeman and Freeman, 54).

SONNET 73

That time of year thou mayst in me behold
When yellow leaves, or none, or few, do hang
Upon those boughs which shake against the cold,
Bare ruin'd **choirs**, (*choro*) where late the sweet birds sang.
In me thou seest the twilight of such **day** (*día*)
As after sunset fadeth in the west,
Which by and by black night doth take away,
Death's second self, that seals up all in rest.
In me thou see'st the glowing of such fire
That on the ashes of his youth doth lie,
As the death-bed whereon it must **expire** (*expirar*)
Consumed with that which it was nourish'd by.
This thou perceivest, which makes thy love more strong,
To love that well which thou must leave ere **long** (*largo*).

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Comment [5]: I could draw attention to cognates for this particular sonnet. Freeman and Freeman mention that, "Teachers can help Spanish speakers develop academic vocabulary by making connections between everyday Spanish terms and English academic vocabulary" (87). These cognates could be put on a cognate wall that is updated throughout the reading of *Romeo and Juliet*.

Name _____

Romeo and Juliet Prologue Activity

As you read the prologue of *Romeo and Juliet*, fill in this worksheet.
Remember techniques for analyzing sonnets we used today.

1. Words I do not understand:

2. Definitions of those words (you may paraphrase):

3. What I think this sonnet means:

4. Predictions I have about *Romeo and Juliet*:

5. Questions I have about *Romeo and Juliet*:

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Comment [6]: Instead of independent work, this activity of reading the prologue could be done in a reader's workshop. This type of activity would give students specific, practiced routines to complete the reading together make sense of the text. This would be especially helpful for ELL students because they are able to "learn and use the written and oral language of a literate discourse community as they write in response to what they read, share their thoughts within peer-led discussion groups, and make their ideas public..." (Li and Edwards 215). This document could be easily reformatted to reflect questions and tasks that allow for peer led reading and discussion.