

Lesson Plan

Name: Monica Wolf

Subject: ELA

Grade level: 9th

Time Limit: 50 minutes

Lesson Title: Romeo and Juliet – Act 1, Scene 1 – Dictionary Project

Standard, Benchmark, Indicator	RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
Lesson Goal	Students will create a dictionary that will “translate” Shakespearean language into their every day English language.
Lesson Objective	SWBAT use context clues and supplementary materials to determine the meaning of unknown or unfamiliar words.
Essential Question(s)	Why is it important to decode Shakespeare’s text? What’s the purpose of creating a personalized dictionary?
Assessment and Criteria	Students will watch Act 1 Scene 1 video for comprehension and understanding of the vocabulary used in the scene.
Resources (books, articles, video links, etc.)	<i>Romeo and Juliet</i> by William Shakespeare YouTube: https://youtu.be/XgdJeTH0IG4 Booklets – for dictionaries

	Est. Time of Task	Lesson Activities
Beginning	5-15 minutes	Students will answer the following in their journals: Write about a time when you have experienced violence. This is open to personal experiences, media portrayal, or the way it is discussed in certain works of literature. (Write for 5 minutes) Share with table groups. Then share a few people whole group.

Middle	20-35 minutes	<p>Introduce the Dictionary Project</p> <ul style="list-style-type: none"> • Work as a class — Create a cover page for the dictionary <ul style="list-style-type: none"> ○ Shakespeare era themed ○ Brainstorm/Create for 10-15 minutes • Work in table groups — Create pages <ul style="list-style-type: none"> ○ Teams will be assigned 6 words ○ Shakespearean word ○ Modern word ○ Definition ○ Image – if it applies or is necessary <p>STUDENTS MAY NEED TO BE GIVEN A SECOND DAY TO WORK ON THESE IF NOT FINISHED.</p>
End	5-10 minutes	<p>Teams will present their words to the class. Students will copy down the words they don't have as peers are presenting.</p>

<p>Strategies: What instructional strategies did you utilize in this lesson? (Ex: graphic organizer, cooperative learning, discussion, technology integration, etc.)</p>	<p>Cooperative Learning Discussion Technology (for looking up the words) Graphics (for dictionary)</p>
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Shakespearan Words: (assign 5-6 per group)

ONLY GIVE STUDENTS THE WORD ON THE LEFT

Shakespeare Word	Modern Word
'tis	it is
gi'	give
e'er	ever
e'en	even
coy	to caress
prevailment	power
collied	darkened
aby	atone, to pay for
afeard	afraid
on	of
ope	open
ne'er	never
oft	often
new	newly
square	to fight, quarrel
beteem	allow
eyne	eyes
wot	know
in	on
against	in anticipation from
o'er	over
i'	in
a'	he
fair	beauty
waxen	to increase
an	if
neaf	fist
upon	by
to	in
anon	presently