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ABSTRACT

This unit is designed for a high school English class and can be used with students in 10th through 12th grade. The lessons are made for classes that are 50 minutes long. The unit is based on classes that have about 25 students, and the small group activities will consist of five groups of five students. The unit prior to this one will have been a unit in understanding Shakespeare's language and the format of his plays--"Romiette and Julio" is used to bridge the gap between Shakespeare and modern themes of love, prejudice, and violence to which students can relate. The unit first offers a class description/breakdown of assessment and then provides lesson plans, study guide questions/discussion questions, quizzes/test, and a bibliography. It gives educational objectives, related content areas, materials needed, motivational focus, teaching procedures, follow-up activities, and assessment/evaluation information. Contains many worksheets. (NKA)

# Shakespeare's "Romeo and Juliet" Meets Draper's "Romiette and Julio"

By

Lisa O'Brien and Jessica Fisher

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## Class Description

This unit is designed to teach a high school English class. It could be used for tenth through twelfth grade. The lessons are made for classes that are fifty minutes long. This unit is based on classes that have approximately twenty-five students, and the small group activities will consist of five groups of five students. The groups will be able to select their partners at first, and then they will be paired according to ability and personality.

Students with strengths in an area will work with students who have weaknesses in that same area. We are fully aware that we will have students covering the complete spectrum of academia from the gifted student to the mentally challenged student. We plan on meeting the strengths and needs of all students. The unit prior to this one will have been a unit in understanding Shakespeare's language and the format of plays. We are using *Romiette and Julio* to bridge the gap between Shakespeare and modern themes of love, prejudice and violence to which students can relate.

## Breakdown of Assessment

Daily activities - 5% of total grade

Quizzes - 20% of total grade

Tests - 30% of total grade

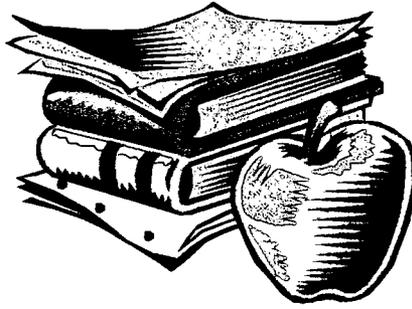
Final project - 30% of total grade

Participation - 5% of total grade

Vocabulary journal - 5% of total grade

Character response journal - 5% of total grade

## Table of Contents



**Class Description / Breakdown of Assessment**

**Lesson Plans**

**Study Guide Questions / Discussion Questions**

**Quizzes / Tests**

**Bibliography**

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## ***Romiette and Julio***

### **Chapters 1-32**

### **Character response journal**

#### **Objectives: TSWBA:**

1. To assume the voice of either Romiette, Julio, Destiny, or Ben.
2. To record events as if they are happening to them.
3. To design an appropriate cover for their journals.

#### **Content Area(s):**

1. Reading
2. Writing (character development)
3. Art

#### **Materials:**

1. The book *Romiette and Julio*
2. Construction paper and lined paper to make journal (example provided by teacher)
3. Pen or pencil
4. Colored pencils

#### **Motivational focus:**

1. The teacher will play a musical selection entitled: "Youth of the Nation" by P. O. D. as students arrive in the classroom.

#### **Procedures:**

1. Students will be able to post new questions and pick new questions to answer.
2. The teacher will ask if there are any questions from the reading.
3. Teacher will ask students what are the characteristics of their chosen character with which they can identify.
4. Teacher will ask students to choose one of the characters in the story and record journal entries as the character progresses through their lives.
5. Students will record their feelings as that character in a character journal.
6. Students can present their own feelings within parentheses.
7. The teacher will assign the next reading assignment.

#### **Follow-up activity:**

1. Students will design the cover of their journals to demonstrate knowledge of the story and their character.
2. Class discussion.

#### **Assessment / Evaluation:**

Students will be assessed using a rubric for their writing. They will need to substantiate their feelings with details from the story.

**Romiette and Julio**  
**Character Response Journal Rubric**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Trait 1 : Ideas and Content**

- \_\_\_\_\_ my journal makes comments on events from the book.
- \_\_\_\_\_ my journal makes comments on the character's frame of mind or feelings.
- \_\_\_\_\_ my journal makes comments on my feelings about these events.
- \_\_\_\_\_ my journal's cover is designed to reflect my character.
- \_\_\_\_\_ my journal is to the point.

- 6 = exceptional ideas and content; way above expectations.
- 5 = excellent ideas and content; outstanding meeting of expectations.
- 4 = proficient ideas and content; passable.
- 3 = inadequate ideas and content; close, but not good enough.
- 2 = limited ideas and content; tried to meet expectations, but needs more effort.
- 1 = missing ideas and content; no attempt to meet expectations.

**Trait 2: Writing Conventions**

- \_\_\_\_\_ my journal has legible handwriting.
- \_\_\_\_\_ my journal has been checked to eliminate spelling errors.
- \_\_\_\_\_ my journal has been checked to fix any capitalization errors.
- \_\_\_\_\_ my journal has been checked to fix any punctuation errors.
- \_\_\_\_\_ my journal has been checked to fix any paragraph indentation errors.

- 6 = exceptional writing conventions; way above expectations.
- 5 = excellent writing conventions; outstanding meeting of expectations.
- 4 = proficient writing conventions; passable.
- 3 = inadequate writing conventions; close, but not good enough.
- 2 = limited writing conventions; tried to meet expectations, but needs more effort.
- 1 = missing writing conventions; no attempt to meet expectation.

Student reflections on this assignment: \_\_\_\_\_

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Teacher comments to student: \_\_\_\_\_

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## ***Romiette and Julio***

### **Chapters 1-32 Vocabulary Lesson**

#### **Objectives: TSWBA**

1. To use the vocabulary list in conjunction with the reading of ***Romiette and Julio***. As the book is read, students will identify words on the vocabulary list in the text.
2. To define vocabulary words from the text through the use of outside resources.
3. To define and use each vocabulary word in a sentence upon completion of ***Romiette and Julio***.

#### **Content Area(s):**

1. Vocabulary
2. Reading comprehension
3. Spelling

#### **Materials:**

1. Vocabulary word list
2. Vocabulary worksheets (provided by teacher)
3. ***Romiette and Julio***, the novel
4. Journal
5. Dictionary or other outside resources for word definitions

#### **Motivational focus:**

1. "At the end of today's lesson you will have a 'just-for-fun' puzzle activity."

#### **Procedures:**

1. The teacher will give a five minute quiz.
2. Students will be able to post new questions and pick new questions to answer.
3. The teacher will ask if there are any questions from the reading.
4. As each student reads the chapter assignments from ***Romiette and Julio***, they will search for words identified on the vocabulary list.
5. The teacher will model specific steps to locate the vocabulary words. Students will define words based on the usage of that word in the text.
6. As words are defined, the vocabulary worksheets will be completed. The vocabulary worksheets will be maintained in the vocabulary chapter of the journal.
7. Vocabulary definitions and usage will be discussed in class.
8. Upon completion of the unit, the vocabulary worksheets will be turned in as a graded journal assignment.
9. The teacher will conduct a review of all vocabulary words, spelling, and usage.

**Follow-up activity:**

1. Students will complete an “Unscramble Romiette and Julio” word search puzzle which will be provided by the teacher.

**Assessment / Evaluation:**

1. Students will define and accurately use the vocabulary words in a sentence. Students will complete the vocabulary worksheets after each reading assignment. The worksheets will be completed in a neat and legible manner.
2. Students will maintain the vocabulary worksheets in the vocabulary chapter of their journal. The teacher will review journal entries periodically.
3. Upon completion of the unit, students will submit the completed vocabulary worksheets. The worksheets will be assessed based on the vocabulary rubric.
4. The teacher will conduct a final review of the vocabulary words. The teacher will announce a quiz date to test comprehension of word definitions, spelling and usage.

## ***Romiette and Julio***

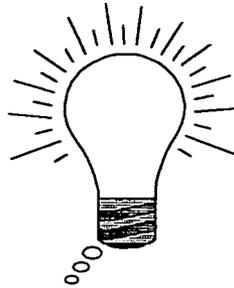
### **Vocabulary Words**

unconsciousness  
guerilla  
macho  
monotone  
perverts  
mandolin  
infectious  
idealistic

viciously  
flamboyant  
shrug  
lured  
compatible  
smirked  
cultivate  
poetic

abandoned  
boutique  
fluently  
methodically  
astrology  
coincidence  
mariachi  
passionate

dignitaries  
authentic  
karma  
scrawny  
self-expression  
gangbangers  
thugs  
defiance



*Romiette and Julio*  
**Vocabulary Worksheet**



Vocabulary Word

Page number

Definition

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***Romiette and Julio***

**Vocabulary Rubric**

<b>Criteria</b>	<b>Point Value</b>	<b>Points Earned</b>
<b>Vocabulary Worksheet</b>		
--Complete / Neatness	20	
--Correct Definitions	20	
--Accurate Usage	20	
<b>Quiz</b>	40	
<b>Total Value</b>	100	

**Teacher Comments:**

**Students are permitted to use outside resources to complete the vocabulary worksheets. Students may discuss the worksheets and compare notes. Emphasis should be given to acquiring accurate information, usage, and neatness.**

FUN WITH ROMIETTE AND JULIO



UNSCRAMBLE THE WORDS

# Unscramble Romiette and Julio

M D P E S S G S C Y A D Y T G C  
 C E B A H U C U G I I U N T S O  
 I B T R S R O O E G T A J S V I  
 T D U H A S L I N R Y E E X I N  
 S G E W O O I I T O I N O E C C  
 I M N N R D T O B C S L U P I I  
 L Y I T O A I M N U E Q L O O D  
 A U S R R D A C O A I F H A U E  
 E A R I K L N I A T T C N J S N  
 D M E E F E C A U L A E Q I L C  
 I S X C D S D O B M L F Y P Y E  
 S R E G N A B G N A G Y L H Q A  
 Y R D O Y E C O M P A T I B L E  
 F D C E T A V I T L U C J Y X Y  
 I N S E L F E X P R E S S I O N  
 U K A R M A U T H E N T I C ' A I

ABANDONED  
 BOUTIQUE  
 CULTIVATE  
 GANGBANGERS  
 INFECTIOUS  
 MACHO  
 POETIC  
 SHRUG  
 VICIOUSLY

ASTROLOGY  
 COINCIDENCE  
 DIGNITARIES  
 GUERILLA  
 KARMA  
 METHODICALLY  
 SCRAWNY  
 SMIRKED

AUTHENTIC  
 COMPATIBLE  
 FLAMBOYANT  
 IDEALISTIC  
 LURED  
 PASSIONATE  
 SELFEXPRESSION  
 UNCONSCIOUSNESS

# Unscramble Romiette and Julio Solution

M + P + S S G S C Y + D + T + C  
 C E + A H U C U G I I + N + S O  
 I + T R S R O O E G T A + S V I  
 T D U H A S L I N R Y E E + I N  
 S G E W O O I I T O I N O E C C  
 I M N N R D T O B C S L U P I I  
 L Y I T O A I M N U E Q L O O D  
 A U S R R D A C O A I F H A U E  
 E A R I K L N I A T T C N + S N  
 D + E E F E C A U L A E + I L C  
 I S + + D S D O B M L + + + Y E  
 S R E G N A B G N A G Y + + + +  
 + + + O + + C O M P A T I B L E  
 + + C E T A V I T L U C + + + +  
 + N S E L F E X P R E S S I O N  
 U K A R M A U T H E N T I C + +

(Over, Down, Direction)

ABANDONED (10, 12, NW)  
 ASTROLOGY (2, 9, NE)  
 AUTHENTIC (6, 16, E)  
 BOUTIQUE (7, 12, NE)  
 COINCIDENCE (16, 1, S)  
 COMPATIBLE (7, 13, E)  
 CULTIVATE (12, 14, W)  
 DIGNITARIES (12, 1, SW)  
 FLAMBOYANT (5, 10, NE)  
 GANGBANGERS (11, 12, W)  
 GUERILLA (7, 1, SE)  
 IDEALISTIC (1, 11, N)  
 INFECTIOUS (14, 10, NW)  
 KARMA (2, 16, E)  
 LURED (1, 7, SE)  
 MACHO (10, 11, NE)  
 METHODICALLY (1, 1, SE)  
 PASSIONATE (3, 1, SE)  
 POETIC (14, 6, NW)  
 SCRAWNY (8, 1, SW)  
 SELFEXPRESSION (3, 15, E)  
 SHRUG (6, 1, SW)  
 SMIRKED (1, 5, SE)  
 UNCONSCIOUSNESS (1, 16, NE)  
 VICIOUSLY (15, 3, S)

## ***Romiette and Julio***

### **Chapters 33-62 Vocabulary Puzzle Lesson**

#### **Objectives:**

1. Students will make a link between reading and writing.
2. Students will learn important vocabulary in *Romiette and Julio*.
3. Students will be able to participate in a meaningful group activity.

#### **Content Areas:**

1. Reading
2. Writing

#### **Materials:**

1. *Romiette and Julio*
2. Literature Map Worksheet (for follow-up activities)
3. Character Map Worksheet (for follow-up activities)
4. Vocabulary Puzzles
5. Dictionaries
6. Student Questions
7. General Discussion Questions
8. Index Cards
9. Overhead Projector
10. Quiz Questions

#### **Motivation:**

There will be a quote from the assigned reading on the overhead projector so that the students can see it as they are coming into the classroom.

#### **Procedure:**

1. The teacher will give a quick five-min. quiz.
2. The students will post new discussion questions and pick new questions to answer.
3. The teacher will ask if there are any questions from the reading or from the assigned questions and answer them.
4. The teacher will explain what vocabulary puzzles are and demonstrate how to do them.
5. The teacher will divide the class into groups, hand out the puzzles, and then let the groups complete them. (The students will have to provide the definitions for the words that are on the word search worksheet and the double puzzle worksheet.)
6. The teacher will use the remaining time to engage the students in a discussion using the prepared discussion questions.

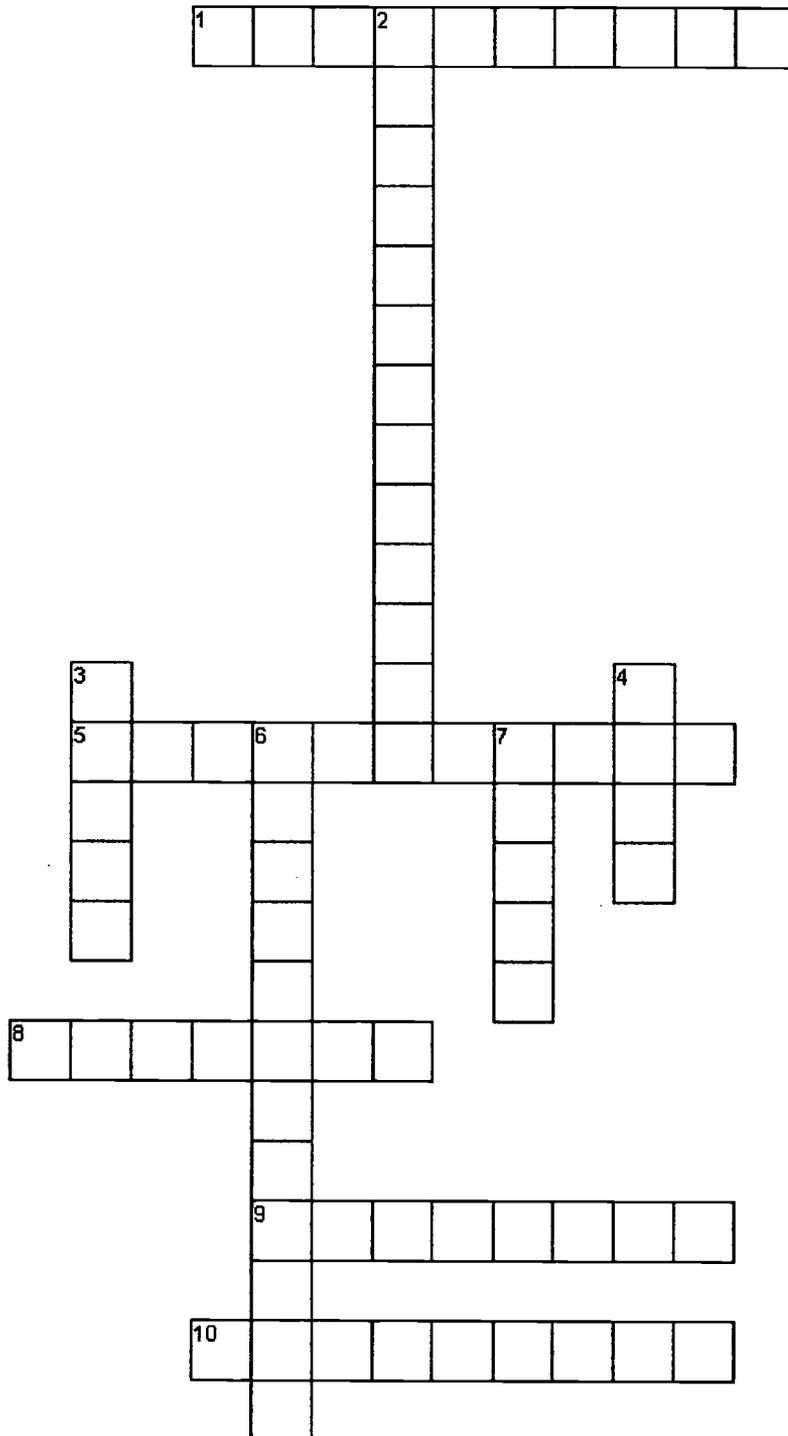
7. Students will be given their next reading assignment, the questions that go with it, and they will be responsible for bringing five discussion questions to class.

**Follow-Up Activities:**

1. Literature Map – For this activity students will describe characters, make predictions, and ask questions about what might happen in the story.
2. Minilesson on Characters
3. Character Map – For this activity students will describe two characters and how the characters feel about each other.

**Assessment / Evaluation:**

The students will receive a grade for completing the vocabulary puzzles, and for the quiz.



Across

- 1. thankfully (pg.163)
- 5. giving up (pg.221)
- 8. possibility (pg.206)
- 9. little strands (pg.200)
- 10. something loud & distracting (pg.195)

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Down

2. dismay (pg.209)
3. new (pg.168)
4. present (pg.181)
6. when things become clear (pg.158)
7. trouble-makers (pg.186)

10 of 10 words were placed into the puzzle.

[Visit Puzzlemaker at DiscoverySchool.com](http://www.puzzlemaker.com)



M C Z Q M K N C D H S R P W C  
 Y U G Q W Z G A W E X A M A I  
 F L O X I V C I D J S Y S I N  
 R N D N Q W T W T G P U R L Q  
 X W G E D E F I A N C E M E Y  
 Y H J B T B U A E R B E F D F  
 L S E D L C Q C L U V M F E Q  
 H I U E T N E M T I U R C E R  
 G B A B S A D J S D E B B E T  
 U K L N S Z F S E E I Z D D P  
 O V O V S I A G M D Z R C W G  
 R C T N Q P D Y G D U V Y L Y  
 O F H W M N I E Z E S R F N O  
 H P J I U B I P D A S U H D C  
 T L Z E Y N G F H F K H W N O

BLEAK pg. 255  
 EBBED pg. 266  
 RECRUITMENT pg. 231  
 WAILED pg. 260

DEFIANCE pg. 226  
 IMPASSIVE pg. 237  
 SUBSIDED pg. 268

DEJECTEDLY pg. 246  
 MUSED pg. 232  
 THOROUGHLY pg. 243

10 of 10 words were placed into the puzzle.

**Solution**

Visit Puzzlemaker at [DiscoverySchool.com](http://www.discoveryschool.com)

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NSRUCPISEO 

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 pg. 277  
8   16   13

FIYFULTL 

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 pg. 280  
11

LYALODRIC 

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 pg. 281  
6

REEDAHMP 

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 pg. 284  
7

SATLIYH 

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 pg. 287  
6

TIACOESLPUN 

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 pg. 291  
9   14

LIED 

--	--	--	--	--

 pg. 293  
12

SMOLEN 

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 pg. 299  
2

DSCELYVEII 

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 pg. 303  
1

REEDETGAN 

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 pg. 314  
4   3   10

1	2	3	4	6	6	7	8	9	10	11	12	13	14	16			

Unscramble each of the clue words.  
 Copy the letters in the numbered cells to other cells with the same number.

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**Vocabulary List:**

Illumination – pg. 158

Mercifully – pg. 163

Fresh – pg. 168

Pose – pg. 181

Thugs – pg. 186

Commotion – pg. 195

Tendrils – pg. 200

Reality – pg. 206

Consternation – pg. 209

Resignation – pg. 221

Defiance – pg. 226

Recruitment – pg. 231

Mused – pg. 232

Impassive – pg. 237

Thoroughly – pg. 243

Dejectedly – pg. 246

Bleak – pg. 255

Wailed – pg. 260

Ebbed – pg. 266

Subsided – pg. 268

Percussion – pg. 277

Fitfully – pg. 280

Cordially – pg. 281

Hampered – pg. 284

Hastily – pg. 287

Speculation – pg. 291

Idle – pg. 293

Solemn – pg. 299

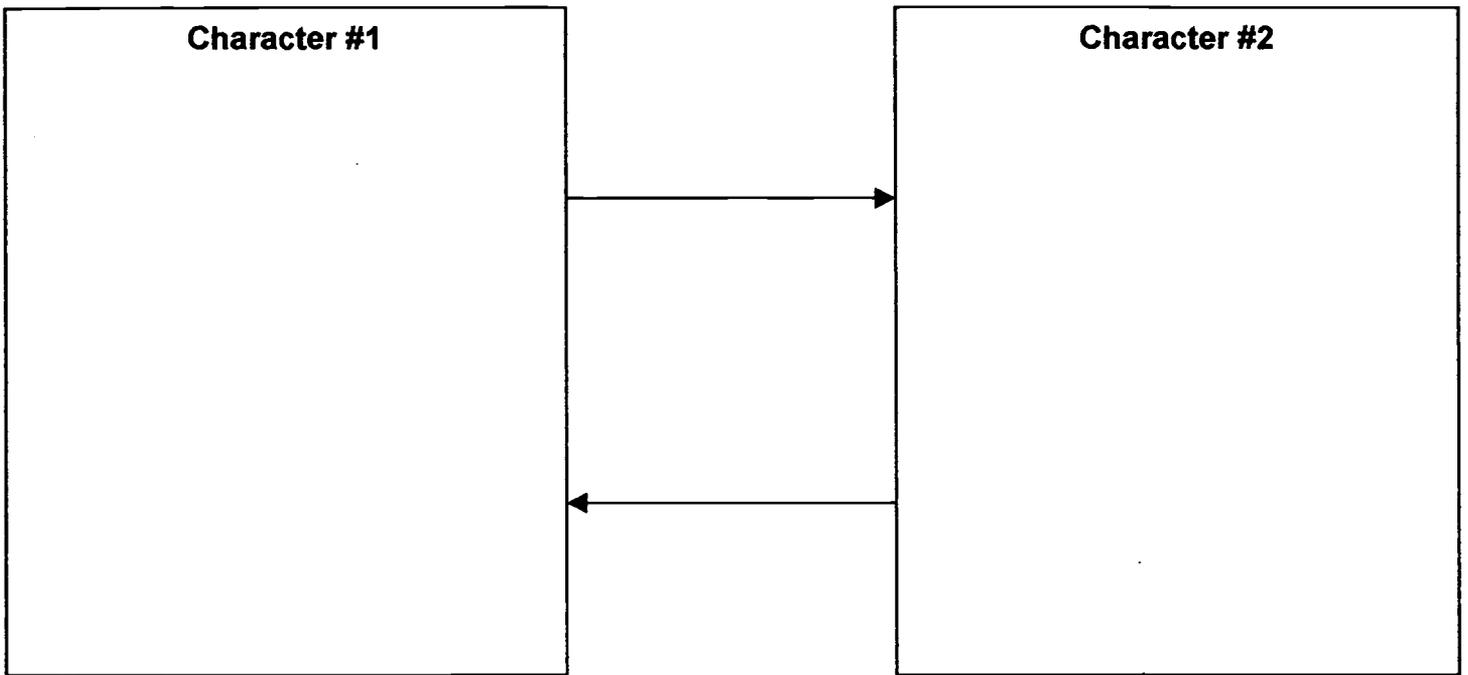
Decisively – pg. 303

Generated – pg. 314

## Literature Map Worksheet

<b>Character #1</b>	<b>Character #2</b>
<b>Predictions</b>	<b>Questions</b>

# Character Map Worksheet



## ***Romiette and Julio***

### **Chapters 33-62**

#### **Inner/Outer Circle Discussion**

##### **Objectives:**

1. Students will be able to analyze characters' reactions and events that take place in the novel.
2. Students will be able to identify good discussion questions, and the characteristics of a good discussion.
3. Students will be able to express their thoughts both in an oral and written form, and they will be able to integrate reading and writing.

##### **Content Areas:**

1. Reading
2. Writing
3. Listening and Speaking

##### **Materials:**

1. *Romiette and Julio*
2. Feelings Chart Worksheet (for follow-up activities)
3. General Discussion Questions
4. Index Cards
5. Video Camera / Microphone
6. Quiz Questions

##### **Motivation:**

The teacher will hold a video camera and a microphone and pretend to interview people as the students come into the classroom.

##### **Procedure:**

1. The teacher will give a quick five-min. quiz.
2. Students will be able to post new questions and pick new questions to answer.
3. The teacher will ask if there are any questions from the reading or from the assigned questions.
4. The teacher will describe what an inner/outer circle discussion is and demonstrate how they work.
5. The teacher will have the students give the criteria for behavior that promotes a good discussion and behavior that is non-productive.
6. The teacher will divide the students into an inner and outer circle, and the students in the outer circle will begin the discussion by asking the questions that they were assigned to bring to class.
7. After the first discussion is finished the circles will switch.
8. The teacher will pass out index cards and have the students do a quickwrite on their reactions to the discussion.

9. The teacher will collect the cards and then use the remaining time to engage the entire class in a discussion by using the prepared questions.

**Follow-Up Activities:**

Feelings Chart Worksheet – For this activity students list a specific event or series of events on the left-hand side of the worksheet. On the right-hand side they list characters who took place in the events. Then the students describe what each character was feeling as the events took place.

**Assessment / Evaluation:**

There will be a rubric for the inner/outer circle discussions. The rubric will contain the class-determined criteria for productive and non-productive behavior. The teacher will assign the point value for the behaviors. There will also be a quiz.

***Romiette and Julio***  
**Scored Discussion Rubric for Inner/Outer Circles**

Name:

Productive Behavior    +Point Value        Non-Productive Behavior    -Point Value

Total Points Earned:

Grade:

Comments:

\*(Behaviors are determined by the class, and the teacher determines the point value of the behaviors. Productive behavior earns positive points, and non-productive behavior earns negative points.)

## Feelings Chart Worksheet

**Events**

**Characters**

## ***Romeo and Juliet***

### **Introduction**

#### **Objectives:**

1. Students will be introduced to the novel.
2. The students will be motivated to read.
3. The students will have a tool that they can use to help them understand the beginning of the play.

#### **Content Areas:**

1. Writing
2. Listening

#### **Materials:**

1. *Romeo and Juliet* (the play)
2. TV and VCR
3. "Romeo and Juliet" (the movie)
4. Character Tree Worksheet
5. Student Questions

#### **Motivation:**

A music video that is on the beginning of "Romeo and Juliet" will be playing as the students enter the classroom.

#### **Procedure:**

1. The teacher will introduce *Romeo and Juliet* by giving a short book talk, tying the music video to the actual plot, and by discussing some of the themes in the play.
2. The teacher will explain what a character tree is and demonstrate how to do one.
3. The teacher will hand out the character tree worksheet and then the teacher and the class will fill it out together.
4. The teacher will show the prologue as it is portrayed in the movie.
5. With the remaining time the class will begin reading *Romeo and Juliet*. The students will read independently, and the teacher will also read aloud.
6. The teacher will give the reading assignment and assign questions to answer.

#### **Follow-Up Activities:**

The students can begin acting out some of the play.

#### **Assessment / Evaluation:**

All students who participate will receive participation points for the day.

## **Character Tree**

**Capulet Family – importance/role**

**Montague Family – importance/role**

**Extra Characters – importance/role**

**Characters to Pay Special Attention to:**

## ***Romeo and Juliet***

### **Acts 1&2**

#### **Venn Diagram Lesson**

##### **Objectives:**

1. The students will be able to complete a Venn Diagram.
2. The students will be able to compare and contrast the Montagues and the Capulets.
3. The students will be able to verbally respond to the text.

##### **Content Areas:**

1. Reading
2. Writing
3. Speaking / Listening

##### **Materials:**

1. *Romeo and Juliet* (play)
2. "Romeo and Juliet" (movie)
3. Venn Diagram Worksheet
4. Student Questions
5. Discussion Questions
6. Index Cards
7. Quiz Questions

##### **Motivation:**

The party scene from "Romeo and Juliet" will be playing as the students enter the classroom.

##### **Procedure:**

1. The teacher will give a quick five-min. quiz.
2. The teacher will give students a chance to post questions and pick new questions to answer.
3. The teacher will ask if there are any questions from the reading or from the assigned questions.
4. The teacher will show the balcony scene from the movie.
5. The teacher will explain what a Venn Diagram is and demonstrate how to do one.
6. The teacher will hand out the Venn Diagram worksheet, and the students will complete it independently for the Capulets and the Montagues.
7. The teacher will collect the worksheet.
8. With the remaining time the teacher will engage the students in a discussion by using the prepared discussion questions.
9. Students will be given their next reading assignment and set of questions.

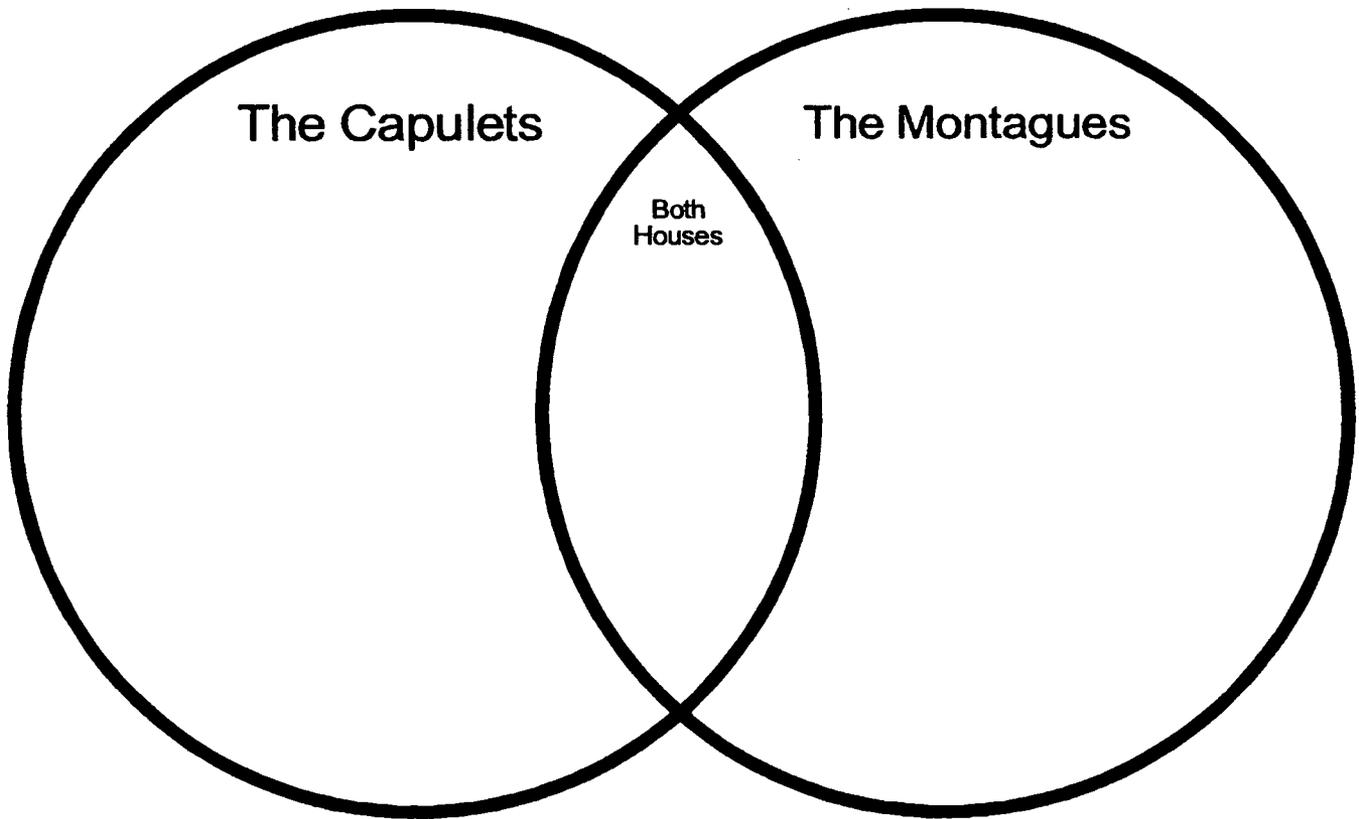
**Follow-Up Activities:**

Think Alouds – For this activity students will read parts of the play aloud and at the same time express the thoughts and feelings that they are having while they are reading.

**Assessment / Evaluation:**

There will be a rubric for the Venn Diagram, and there will also be a quiz.

# Venn Diagram Worksheet



***Romeo and Juliet***  
**Venn Diagram Rubric**

Student's Name:

Excellent (5) Complete (4) Good (3) Limited (2) Deficient (0)

characteristics  
for Capulets

characteristics  
for Montagues

shared  
characteristics

Comments:

## ***Romeo and Juliet***

### **Acts 3-5**

#### **Friendship cards**

#### **Objectives: TSWBA**

1. To look up a site on the Internet.
2. To choose an appropriate quotation from a friendship card.
3. To rewrite quotes in their own words.

#### **Content Area(s):**

1. Language Arts / Literature
2. Computer application

#### **Materials:**

1. Access to the Internet
2. Construction paper
3. Art supplies such as magic markers, stickers, buttons, ribbons, etc. . .

#### **Motivational focus:**

1. The teacher will have a large banner on the wall with a quote from ***Romeo and Juliet***.

#### **Procedures:**

1. The teacher will give a five minute quiz.
2. Students will be able to post new questions and pick new questions to answer.
3. The teacher will ask if there are any questions from the reading.
4. The teacher will demonstrate how to locate an appropriate quotation using net sources such as:  
<http://www.shakespeare.com>  
<http://www.columbia.edu/acis/bartleby/barlett/138.html>  
<http://www.the-tech.mit.edu/Shakespeare/>
5. Copy the quote on the outside of a student-made friendship card.
6. Rewrite the quote on the inside of the card using today's language.
7. Decorate / color letter friendship card and exchange it with a classmate.

#### **Follow-up activity:**

1. Upon completion of the cards, students will exchange them with their classmates. Volunteers will read their card aloud allowing students to gain more experience with the language.

***Romeo and Juliet***  
**Friendship card Rubric**

	<b><u>Excellent</u></b>	<b><u>Complete</u></b>	<b><u>Good</u></b>	<b><u>Limited</u></b>	<b><u>Deficient</u></b>
Productive use of the Internet	5	4	3	2	1
Interpretation of quote	5	4	3	2	1
Neatness of card	5	4	3	2	1
Oral presentation	5	4	3	2	1

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ***Romeo and Juliet***

### **Acts 3-5**

#### **Author's Corner**

#### **Objectives: TSWBA**

1. To rewrite a creative ending to the play *Romeo and Juliet* as a post-reading assignment writing ten sentences or more.
2. To use correct spelling, grammar, and punctuation skills.

#### **Content Area(s):**

1. Reading comprehension
2. Writing skills
3. Creativity skills

#### **Materials:**

1. The text of the play *Romeo and Juliet*
2. "Author's Corner" worksheet (provided by teacher)
3. Pen or pencil

#### **Motivational focus:**

1. The teacher will ask the question: "What changes would have occurred if Juliet survived?"

#### **Procedures:**

1. The teacher will give a five minute quiz.
2. Students will be able to post new questions and pick new questions to answer.
3. The teacher will ask if there are any questions from the reading.
4. The teacher will lead students in class discussion relating to the ending events in the play *Romeo and Juliet*.
5. The teacher will create two columns on the board labeled "what I liked" and "what I didn't like."
6. The teacher will write students' responses to the ending of the play under the appropriate column.
7. The teacher will explain to students their assignment on rewriting the ending of the story and the expectation regarding spelling, grammar, and punctuation.
8. The students will complete the rewriting assignment for a homework grade.
9. Teacher will display the writing assignment on a bulletin board.

#### **Follow-up activity:**

1. Students will share their creative endings with the class by reading them aloud to the class.

#### **Assessment / Evaluation:**

The teacher will grade the writing assignment using a rubric system.



Student name: \_\_\_\_\_

**“Author’s Corner” Rubric**

	<b>Excellent</b>	<b>Complete</b>	<b>Good</b>	<b>Limited</b>	<b>Deficient</b>
10 sentences or more	5	4	3	2	1
Spelling	5	4	3	2	1
Grammar	5	4	3	2	1
Punctuation	5	4	3	2	1
Creativity	5	4	3	2	1

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Total Points: \_\_\_\_\_

## ***Romiette and Julio / Romeo and Juliet***

### **Combined Lesson**

#### **Objectives:**

1. The students will be able to compare and contrast the main characters from both novels.
2. The students will be able to trace the authors' uses of foreshadowing, and they will be able to compare and contrast the foreshadowing
3. The students will be able to identify important symbols in the text, and they will be able to compare and contrast the symbols.

#### **Content Areas:**

1. Reading
2. Writing

#### **Materials:**

1. *Romiette and Julio*
2. *Romeo and Juliet*
3. Venn Diagram Worksheet
4. Discussion Questions
5. Overhead Projector

#### **Motivation:**

The teacher will have a transparency with different symbols from both of the novels on it. The overhead projector will be on so that the students will be able to see the transparency as they are coming into the classroom.

#### **Procedure:**

1. The teacher will pass out the Venn Diagram worksheet and the students will complete it independently.
2. The teacher will collect the worksheet.
3. The teacher will give a minilesson on foreshadowing.
4. The teacher will give a few examples of foreshadowing from both novels and then ask the class for other examples.
5. After discussing the foreshadows the teacher will give a minilesson on symbols.
6. The teacher will give a few examples of symbols from both novels and then ask the class for other examples.
7. The teacher will break the class into groups and give each group one of the prepared discussion questions.
8. The groups will discuss their questions, and then each group will be given a chance to share their answers with the rest of the class.

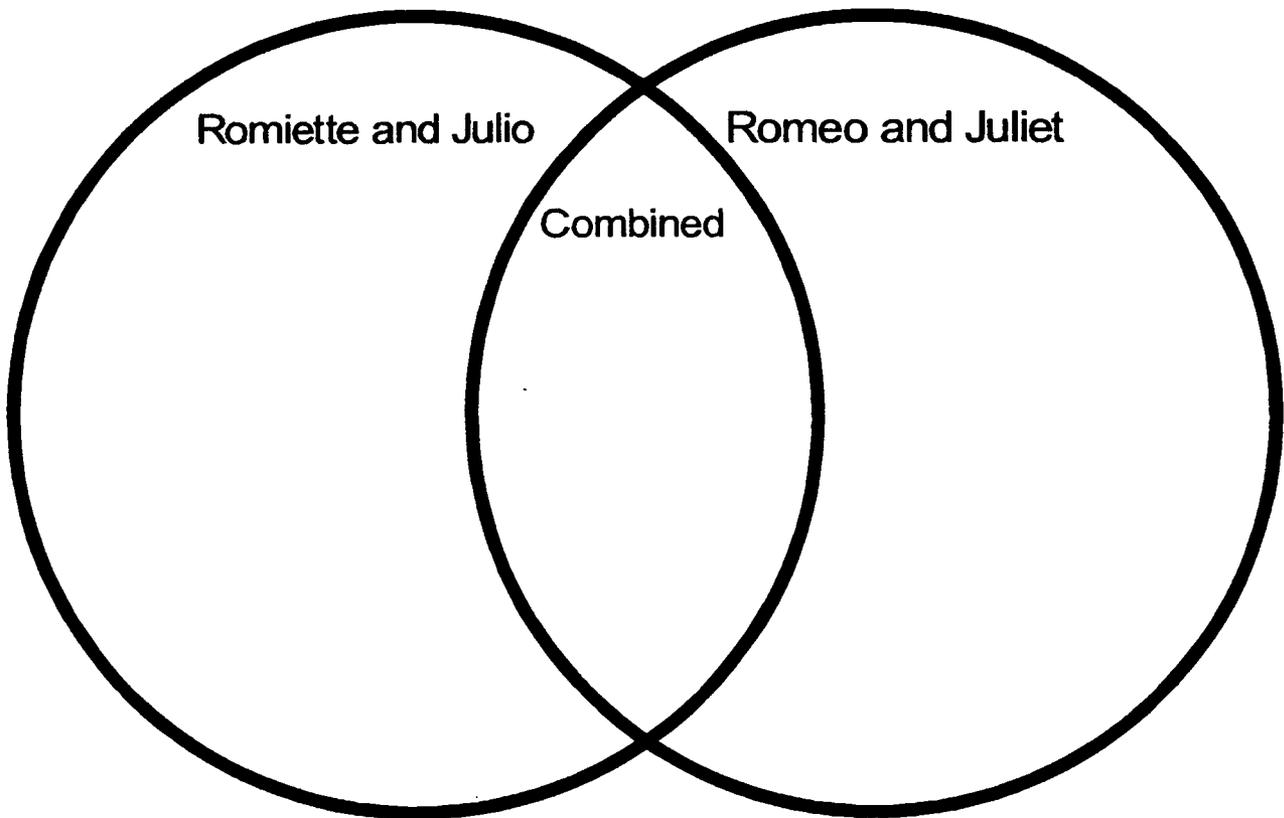
**Follow-Up Activities:**

1. Quickwrite
2. Have the students write a letter from Romiette and Julio to Romeo and Juliet or vice-versa.

**Assessment / Evaluation:**

There will be a rubric for the Venn Diagram.

# Venn Diagram Worksheet



***Romiette and Julio / Romeo and Juliet***  
**Venn Diagram Rubric**

Student's Name:

Excellent (5) Complete (4) Good (3) Limited (2) Deficient (0)

characteristics  
for Romiette  
and Julio

characteristics  
for Romeo  
and Juliet

shared  
characteristics

Comments:

***Romeo and Juliet***  
***Romiette and Julio***

**Combined Lesson Plan**  
**Peer Communication**

**Objectives: TSWBA:**

1. To write letters in class while exploring the language, characterization, plot, and themes of ***Romeo and Juliet*** and ***Romiette and Julio***.
2. To communicate successfully with peers.

**Content Area(s):**

1. Writing skills
2. Computer application

**Materials:**

1. ***Romeo and Juliet***, text of the play
2. ***Romiette and Julio***, the novel
3. Access to a computer
4. Computer disks with numbers (one for each student)

**Motivational focus:**

1. The teacher will ask how many students found that the major theme in both ***Romeo and Juliet*** and ***Romiette and Julio*** was romance.

**Procedures:**

1. The teacher will give a five minute quiz.
2. Label computer disks with students' numbers.
3. Go to the computer lab and give each student a computer disk.
4. Instruct half of the students to locate romantic passages in both the novel and the play. The remaining students will write letters to both Romeo and Romiette about their romantic problems based on their classmates findings.
5. All students may offer advice, commiserate, or question Romeo and Romiette's feelings. Signing letters with a pseudonym might help some students feel more willing to share their thoughts.
6. Letters should be saved on the disks, identified by the class period and the date the letters were written.
7. Reverse the responsibilities allowing all students to write letters by giving the disks to the students who originally looked up passages. These students are to read and respond to the letters written.
8. The students will address their responses to the letter-writer and explain where they agree or disagree with the ideas expressed to Romeo and Romiette.
9. Continue to read and write letters as class progresses through the play and the novel. Students may stick with the same disk and writing partner or

- choose to change disks and vary the conversations.
10. At the end of the readings, have each student write two letters. One letter should be addressed to any specific character (play or novel) and express the student's thoughts and feelings about that character at the end of the play / novel. The second letter should be addressed to the other users of the computer disk.
  11. Ask each student to the other users what he or she most enjoyed or learned from writing to them. Students should identify themselves if they have been using a pseudonym.

**Follow-up activities:**

1. Bring students together for a live production or film of *Romeo and Juliet* so that students may socialize with their "pen pals" and view the play together.
2. Arrange a classroom visit from *Romiette and Julio*'s author, Sharon M. Draper.

**Assessment / Evaluation:**

Students will be assessed on their responses to the letter-writing process, teamwork, and what they learned from the play, the novel and each other.

***Romeo and Juliet***  
***Romiette and Julio***  
**Combined lesson plan Rubric**

	<b><u>Excellent</u></b>	<b><u>Complete</u></b>	<b><u>Good</u></b>	<b><u>Limited</u></b>	<b><u>Deficient</u></b>
Response to letter-writing	5	4	3	2	1
Teamwork	5	4	3	2	1
Knowledge gained from play / novel	5	4	3	2	1
What you learned from each other	5	4	3	2	1

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## ***Romiette and Julio / Romeo and Juliet***

### **Culminating Activity (2-3 class periods)**

#### **Objective:**

1. Students will gain a sense of closure to the unit.
2. Students will be able to make a personal connection to the text.
3. Students will be able to work together and share their responses.

#### **Content Areas:**

1. Reading
2. Writing
3. Listening / Speaking

#### **Materials:**

1. "Romeo and Juliet" (movie)
2. TV and VCR
3. glue, tape, scissors
4. pieces of posterboard
5. construction paper
6. markers, crayons

#### **Motivation:**

The soundtrack from the movie will be playing as students enter the classroom.

#### **Procedure:**

1. The teacher will play the movie "Romeo and Juliet".
2. While the movie is playing the students will have an opportunity to pick their favorite question and response index cards.
3. The students will make a collage of their favorite cards on the posterboard.
4. Each students will also write down what they learned from the unit and put that on the posterboard.

#### **Follow-Up Activities:**

Discussion

#### **Assessment / Evaluation:**

A rubric will be written for the poster activity.

***Romiette and Julio / Romeo and Juliet***  
**Poster Activity Rubric**

Student's Name:

Excellent (5) Complete (4) Good (3) Limited (2) Deficient (0)

# of questions

# of responses

quality of  
questions

quality of  
responses

participation  
in poster  
activity

creativity/  
organization

Comments:

## **Study Guide / Student Questions for *Romiette and Julio***

### **Sample Questions for Chapters 1-32:**

1. What are Romiette's fears that she writes about in her journal? Be specific.
2. Under what circumstances did Julio and Ben meet?
3. What is Romiette's reoccurring dream and what does this prevent her from doing?
4. What are the six items from Julio's childhood and which one does he give to Romiette?
5. What event in Mr. Montague's life causes him to be afraid of African-American people?
6. Why does Julio describe his mother as having, "...a face that was beautiful but somehow very sad?"
7. What is Julio's mom's advice regarding his relationship with Romiette?

### **Sample Questions for Chapters 33-47:**

1. What were the results of Romi and Destiny's Scientific Soul Mate Experiment?
2. What plan did Romi and Julio come up with to get the Devildogs to stop bothering them?
3. What went wrong with Romi and Julio's plan?
4. What were the parents of Romi and Julio going through when they discovered that their children were missing?
5. Describe the first encounter between the Cappelles and the Montagues.

### **Sample Questions for Chapters 48-62:**

1. What happened between Ben and Destiny when they went to search for Romi and Julio?
2. What happened to Romi and Julio after they were taken from the park?
3. Describe the emotions of the volunteers and the parents during the search efforts.
4. How did the community react to Romi and Julio's rescue?
5. Describe Romi and Julio's relationship at the close of the novel.

## Discussion Questions for *Romiette and Julio*

### Sample Questions for Chapters 1-32:

1. Would you choose to be friends with Romiette, Julio, Ben, or Destiny? Why?
2. Who would you choose not to be friends with? Why?
3. What would it be like for you to move to a new school? Be specific by including similar details from the novel.
4. List 10 things you think you know about gangs.
5. Chapter 7 – “Chat Room”, involves several characters. List 5 facts each about spanishlover and afroqueen.
6. Destiny’s name fits her well. How do her actions and words support her beliefs about the world?
7. What are the differences and similarities between Romiette and Julio’s mothers?
8. Does Ben’s physical appearance influence your opinion of Ben? Why or why not?
9. What purpose does Nannette Norris serve in the novel?
10. What foreshadowing clues does Draper give as the novel progresses?

### Sample Questions for Chapters 33-47:

1. What do you think of Romi and Julio’s plan to get the Devildogs to stop bothering them? What would you have done?
2. Imagine that you were Romi and Julio’s parents. What do you think would be going on through your mind when you discovered that your children were missing?
3. Why did Mr. Montague want to place the blame on Romi for the children’s disappearance? Why did Mr. Cappelle want to blame Julio?
4. Do you blame Destiny or Ben at all for the “plan” going wrong?
5. How do you think the story will end?

### Sample Questions for Chapters 48-62:

1. What do you think should happen to the gang members?
2. What is your reaction to the news coverage of Romi and Julio’s disappearance?
3. How would you have reacted if you had been in the boat instead of Romi or Julio? What would your thoughts or feelings have been?
4. Do you think that the community and/or school will change as a result of what happened to Romi and Julio? Should they change?
5. When the novel made reference to Shakespeare’s *Romeo and Juliet* what thoughts or feelings did you have? Did it make you think about the story of Romeo and Juliet? Do you expect or anticipate anything from the play now?

## Study Guide / Student Questions for *Romeo and Juliet*

### Sample Questions for Acts 1&2:

1. What is Romeo so sad about at the beginning of the play?
2. How do the Montagues find out about the Capulet party? How do they manage to get into the party?
3. Why doesn't Capulet want Tybalt to fight Romeo?
4. What is the plan that Romeo and Juliet come up with after he leaves her balcony?
5. Why was the Nurse concerned about who Romeo's man was? (Act 2.4, line 192)

### Sample Questions for Acts 3-5:

1. Benvolio steps between Tybalt and Mercutio, trying to keep peace between them. What does he suggest they do?
2. Why does Lady Capulet think Benvolio is lying? What wild accusation does she go on to make?
3. What message does Juliet give to the Nurse for her parents?
4. What was Romeo's dream?
5. What does Montague promise to do for the memory of Juliet?
6. In Act 3, Romeo and Paris are again contrasted—this time in how they contract and seal a marriage with Juliet. How do you compare their methods?
7. How does Romeo and Paris's marriage methods effect the larger welfare of their families and cities?
8. Why does Capulet rush Juliet into marriage a day early in Act 4? Note that Paris cooperates. Is this a good idea? Why or why not?

## **Discussion Questions for *Romeo and Juliet***

### **Sample Questions for Acts 1&2:**

1. What do you think happened to make the Montagues and the Capulets hate each other so much?
2. Why does Nurse and Friar Laurence agree to go along with Romeo and Juliet's wishes?
3. Do you think that Romeo really loves Juliet, or is he just fickle?
4. Why do you think that Romeo and Juliet can get past the Capulet and Montague names when the rest of the families cannot?
5. Why do you think Nurse delays in telling Juliet what Romeo's response is?

### **Sample Questions for Acts 3-5:**

1. As in any play of this era, the major themes of the play are concentrated in Act 3. This is both the thematic and geographical center of the play, so the big issues are most clear here. What are they in this play?
2. Note that Mercutio mistakes the Nurse for a bawd on their first meeting. Is he correct in any way and how do the motives of the Nurse compare to those of Friar Laurence?
3. What are the effects on Verona of banishing the heir to the Montague family?
4. What is Friar Laurence's plan after Romeo's banishment?
5. Note how Romeo's scenes of wooing and wedding are often followed immediately by those of Paris doing the same. How do the two men compare as lovers?
6. Would you rather have Romeo or Paris courting your daughter? Why?
7. Who dies first and how does he die? What is his relationship to the two families?
8. What is the Nurse's plan after Romeo's banishment?
9. At the end of the play, the Prince says that some shall be pardoned and some punished. Who would be punished legally and why?
10. Who would you like to see punished or pardoned and why?

## **Discussion Questions for *Romiette and Julio* / *Romeo and Juliet***

### **Sample Questions:**

1. How did fate play a role in both novels?
2. How did prejudice and discrimination play a role in both novels?
3. Compare and contrast Romiette and Julio's parents with Romeo and Juliet's parents.
4. How did the Prince handle the feud between the Capulets and the Montagues? If the Prince would have done something differently, would the play have ended the same? How did the police handle Romiette and Julio's disappearance? Was there anything that the police could have or should have done differently?
5. How do you think the communities in both novels will react to what happened? Will the communities change at all? If so, in what ways will they change?
6. Give five examples each of young adult life similarities between Romeo / Juliet and Romiette / Julio.
7. Compare and contrast the types of fears the main characters deal with in both stories.
8. Who does Destiny represent in Romeo and Juliet? Give reasons.
9. What significant role does fire and water play in both works?
10. Discuss what causes and effects occur simultaneously in both works.

## Quiz Questions for *Romeo and Juliet*

### Sample questions for Acts 1 & 2:

1. Who is fighting at the beginning of the play?
2. What is Capulet's objection to Paris's suite?
3. What is Juliet's reaction when her mother tells her that Paris wants to marry her?
4. What is Friar Laurence's objection when Romeo first tells him that he is in love with Juliet?
5. Why do you think that Romeo keeps his love a secret?

### Sample questions for Acts 3-5:

1. What does Romeo mean when he says, "Look, love, what envious streaks / Do lace the severing clouds in yonder East?" ( 3.4.7-8 )
2. In Greek mythology, what does Paris's name mean and what significance does this have in the play?
3. What effects occur to the Montague family as a result of the banishment of the heir?
4. Why do both Friar Laurence and the Nurse's plans fail after Romeo's banishment?
5. In Act 3, Romeo and Paris are again contrasted--this time in how they contract and seal a marriage with Juliet. How do you compare their methods?
6. Why does Capulet rush Juliet into marriage a day early in Act 4?
7. How do Romeo and Juliet compare in terms of emotional and sexual maturity?
8. What does Benvolio's name roughly translate to mean from the Italian language?
9. Is it justified to blame the Nurse and Friar Laurence for Romeo's banishment? Give reasons.
10. What does Paris think Romeo intends to do at the tomb?

## **Quiz Questions for *Romiette and Julio***

### **Sample Questions for Chapters 1-32:**

1. What is the item that Julio decides to give to Romiette and why does he give her this particular item?
2. Why is Romiette so afraid of fire and water?

### **Sample Questions for Chapters 33-47:**

1. What is the Fantastic Five?
2. Describe the first encounter between Mrs. Cappelle and Julio.
3. What did Channel Six news first report about the presence of gangs in Cincinnati?
4. What was the gist of the note that Mr. and Mrs. Cappelle found?
5. What is the lead that the police get?

### **Sample Questions for Chapters 48-62:**

1. Why did Ben and Destiny stop searching?
2. What kept Romi from dying?

### **Sample Vocabulary Questions for Chapters 1-32:**

1. Define idealistic.
2. Define cultivate.
3. Define methodically.

### **Sample Vocabulary Questions for Chapters 48-62:**

1. Define consternation.
2. Define impassive.
3. Define dejectedly.

## ***Romiette and Julio***

### **Sample Test**

#### **Outline:**

##### **I. Vocabulary**

- a. identification of vocabulary words
- b. creating sentences with the vocabulary words

##### **II. Quotes**

- a. identify the character who said the quote
- b. describe the meaning of the quote

##### **III. Short Answer**

- a. how were the Devildogs defeated
- b. under what circumstances did Julio and Ben meet

##### **IV. Essay**

- a. do you think this story really could have happened – why or why not
- b. create your own news story covering the events that happened after the disappearance of Romiette and Julio
- c. pretend you are a court reporter during the trial of the Devildogs
  1. should they be convicted
  2. why or why not

## ***Romeo and Juliet***

### **Sample Test**

#### **Outline:**

##### **I. Quotes**

- a. identify speaker
- b. describe the importance of the quote

##### **II. Short Answer**

- a. why are Romeo's parents so concerned about him at the beginning of the novel
- b. what message did Juliet give to the Nurse for her parents

##### **III. Essay**

- a. what would have happened if Friar Laurence's message would have reached Romeo in time
- b. if you were Capulet, who would you choose to marry your daughter

## ***Romiette and Julio / Romeo and Juliet***

### **Sample Test**

#### **Essay:**

- I. Compare and contrast symbols and foreshadowing in *Romiette and Julio* and *Romeo and Juliet*.
- II. Discuss the differences between Romeo's dream and Romiette's dream.
- III. Describe the prejudices and stereotypes in both novels.
- IV. How does fate play a role in both novels?

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