

Ashley M. Hinerman

Project-Based Unit							
Created by Ashley Hinerman, Harrison County Schools							
Part I: Designing a Standards-Based Project							
<p>1. On what topic or unit of study will your project focus? The topic and unit of study on which this project will focus is <i>Romeo and Juliet</i> and how literature helps us to better understand ourselves.</p>							
<p>2. Describe how this project will address standards in various curriculum areas:</p> <table border="1"> <tbody> <tr> <td> <p>Language Arts This project will allow students to read and research Shakespeare's <i>Romeo and Juliet</i>. Students will also fulfill writing requirements and recognize literary devices through this study.</p> </td> <td> <p>Science</p> </td> </tr> <tr> <td> <p>Social Studies The study of <i>Romeo and Juliet</i> will provide students with the opportunity to research not only the historical background of this play, but also William Shakespeare and the time in which he lived to better understand the play.</p> </td> <td> <p>Math</p> </td> </tr> <tr> <td> <p>Technology During this unit of study, students will be able to utilize technology frequently. Students will create information using advanced skills of analysis, synthesis and evaluation and will share this information through multimedia communications.</p> </td> <td> <p>Other</p> </td> </tr> </tbody> </table>		<p>Language Arts This project will allow students to read and research Shakespeare's <i>Romeo and Juliet</i>. Students will also fulfill writing requirements and recognize literary devices through this study.</p>	<p>Science</p>	<p>Social Studies The study of <i>Romeo and Juliet</i> will provide students with the opportunity to research not only the historical background of this play, but also William Shakespeare and the time in which he lived to better understand the play.</p>	<p>Math</p>	<p>Technology During this unit of study, students will be able to utilize technology frequently. Students will create information using advanced skills of analysis, synthesis and evaluation and will share this information through multimedia communications.</p>	<p>Other</p>
<p>Language Arts This project will allow students to read and research Shakespeare's <i>Romeo and Juliet</i>. Students will also fulfill writing requirements and recognize literary devices through this study.</p>	<p>Science</p>						
<p>Social Studies The study of <i>Romeo and Juliet</i> will provide students with the opportunity to research not only the historical background of this play, but also William Shakespeare and the time in which he lived to better understand the play.</p>	<p>Math</p>						
<p>Technology During this unit of study, students will be able to utilize technology frequently. Students will create information using advanced skills of analysis, synthesis and evaluation and will share this information through multimedia communications.</p>	<p>Other</p>						
<p>3. List two or three learning goals for this project: What is imagery, and what are some examples of how Shakespeare uses imagery in <i>Romeo and Juliet</i> to present a compelling and powerful message? What are the themes and issues in <i>Romeo and Juliet</i> that are relevant to today?</p>							
<p>4. How will you involve students in the planning process for this project? Students will be involved in the planning process for the project by collaborating with the instructor and other students on their project assignments and project checklist. The culminating group project for this unit will be a presentation on current-day situations that are comparable to the problems and situations faced in <i>Romeo and Juliet</i>. Students will research these current-day issues and present their findings and solutions to an appropriate audience. Students may choose to supplement their message with multimedia presentations, brochures, newsletters, flyers, or wiki. Students will discuss options for presenting to an audience as well as courses of action to solve these issues. Students will discuss the requirements for the research and presentation. Students will be given a project scoring guide at the beginning of the project so they may self-assess as they present their message and associated projects.</p>							

5. After the project is selected, describe strategies you will use to help students develop **essential questions** to be answered during their participation in this project. (You can refer to <http://www.tnellen.com/alt/essential.html> to help you craft your essential questions.)

The essential question for this unit is: How does literature help us better understand ourselves?

Students will be involved in class discussions and group discussion concerning how the issues in *Romeo and Juliet* are related to modern day problems. Students will also write in reader response journals/blogs to write about what they have read, how it connects to their life and/or the world around them. Students will research age-old problems in an effort to educate classmates and people in the community as well as find solutions.

6. Describe the learning activities students will be engaged in during this project:

Teacher-Led	Individual Tasks	Team Investigations	Community Connections
Class discussions concerning <i>Romeo and Juliet</i> and how literature helps us better understand ourselves.	Reading response journals/blogs.	Group discussions on the play, social issues, and literary devices.	Students will research community resources for teen suicide, communicating better with parents, violence prevention, bullying, road rage, etc.
Presentation of background information on Shakespeare, his time, and Elizabethan theatre.	Use an online ranking tool to rank the seriousness of 12 social offenses. (Beginning of the unit)	Use online ranking tool to rank the seriousness of 12 social offenses just as they did at the beginning of the unit. This time, however, the social offenses will identify the elements of the play that correspond to the first list. (End of the unit)	Students will have the opportunity to work with parents, community members, guest speakers, faculty members, etc. to aid in the research of their projects.
	Independent reading and occasional quizzes on readings.	Students will work together to apply the themes and issues within the play to modern life and work on solutions to age-old problems. Students will present their findings to classmates and possibly parents, faculty, administrators, and other classrooms.	Students will have the opportunity to host a "meeting" when parents and administrators can attend. Students will discuss their experiences, what they presented, and how their message was received.

7. What strategies will you use to help students plan their final products to present their findings and demonstrate their learning?

While students work on their projects many materials and resources will be made available to them to utilize during the research phase of the unit. Students will also be given a rubric and be involved in constructing an action plan to execute their presentations effectively.

8. List the required materials and resources (other than technology).

Text of *Romeo and Juliet*, preferably with footnotes to define archaic words, journals/response logs, *Shakespeare's Grammar* (www.bardweb.net/grammar/04gloss.html), *Shakespeare Help* (www.shakespearehelp.com/romeo/main.htm), information, activities, new stories, and policies aimed at preventing suicide (www.afsp.org), field trips, experiments, guest speakers, mentors, other students/classrooms, community members, and parents.

Part II: The Role of Technology

1. What technology tools and resources will be used in the project?

For this project, students will utilize computers to complete research and projection systems for presentations. Students will also need an Internet connection for conducting research. Along with this hardware, students will also need the following software: desktop publishing for creating brochures or newsletters, internet browser for conducting research and creating wikis or blogs, presentation software for creating slideshows, and word processing for worksheets. Internet resources will also be made available to students such as *Shakespeare's Grammar* (glossary search), *Shakespeare Help* (information about *Romeo and Juliet*), and the American Foundation for Suicide Prevention (information, activities, new stories, and policies aimed at preventing suicide).

2. How will technology tools will be used in this learning unit and how will this use help meet the learning goals?

Students will begin the unit by ranking socially offensive acts in order from 1-12 (1 being the worst social offense and 12 being the least social offense). Some of these socially offensive acts include advising someone to marry for money, calling someone names, committing suicide, crashing a party, hating someone because of the person's association (gang, ethnicity, family, and so forth), killing someone by mistake while fighting, lying to parents, etc. At the conclusion of the unit, students will rank the same socially offensive acts; however this list of actions will identify the elements of the play that corresponds to the first list. A few socially offensive acts in *Romeo and Juliet* are Juliet lying to her parents, Romeo killing Tybalt, nurse advising Juliet to marry Paris, Romeo and Juliet killing themselves, Tybalt picking a fight with Romeo, and Lord Capulet calling Juliet awful names. Using this computer ranking tool will help students being to understand the unit question: How does Shakespeare still speak to a 21st century audience?

Students will also use a variety of resources such as the Shakespeare Resource Center and Shakespeare's Theatre (internet resources) to aid in their understanding of the background of Shakespeare and his work.

Students will be required to keep a reading response log/journal. Students may choose to keep this journal in the form of a blog. In these journals/blogs, students may choose to write about what they have read and how they feel about the section or they can choose to write from the point of view of one of the characters. By having the option of blogging, students are able to take a traditional classroom exercise and use 21st century skills. Students will be given a blog rubric that will help guide their work. Also, *Juliet's Blog* online can be used as a resource and example of what is expected from their blogs.

For the culminating group activity, students will apply the themes and issues within the play to modern life and work on solutions to age-old problems. Students will present their findings and solutions to an audience and create appropriate products to supplement their message, such as a multimedia presentation, brochure, newsletter, flyer, or wiki. By using these tools and resources, students will make a difference in the school, community, or even the world. Also, this will aid in their understanding of the unit question: How does Shakespeare still speak to a 21st century audience.

Technology will be used throughout the unit to help students reach the following objectives:

1. Student creates information using advanced skills of analysis, synthesis, and evaluation and shares this information through a variety of oral, written and multimedia communications that target academic, professional and technical audiences and purposes.
2. Student visualizes the connection between seemingly unrelated ideas and independently produces solutions that are fresh, unique, original and well developed. Student shows capacity for originality, concentration, commitment to completion, and persistence to develop unique and cogent products.
3. Student demonstrates ownership of his/her learning by setting goals, monitoring and adjusting performance, extending learning, using what he/she has learned to adapt to new situations, and displaying perseverance and commitment to continued learning.
4. Student demonstrates ethical behavior and works responsibly and collaboratively with others in the context of the school and the larger community, and he/she demonstrates civic responsibility through engagement in public discourse and participation in service learning.

Part III: Assessment

1. Describe the expected final project product students will prepare and your assessment strategies.

Students will be expected to use an analogy to identify and explain in detail how an age-old problem from *Romeo and Juliet* continues to plague the community, propose several creative and feasible solutions to help combat the problem, draw many insightful conclusions as to how Shakespeare still speaks to a 21st century audience, reflect on how specific conflicts in *Romeo and Juliet* connect to modern times with well developed explanations, and write with the intended audience in mind for the most impact. Students will also conduct extensive research by

consulting more than 10 resources, of which at least half are from completely different sources and accurately document more than five credible resources to identify current needs of the community. Students will aim to engage the audience with a creative, well-rehearsed, smooth delivery, reflect equal participation by all group members who all show expertise on the subject, use effective materials and resources to deliver to an appropriate outside audience, and complete a summary of outside presentation experience.

In addition to areas of content, research, and presentations, students will also be assessed based on mechanic skills, the design and layout of their presentation, and the overall group effort and teamwork put forth by members.

Students will be given a rubric with all expectations listed that will be used during assessment.

2. What interim or formative assessment strategies will you use during the course of the project?

Students will keep journals or blogs while reading *Romeo and Juliet* and while researching their projects. Also, students will participate in short quizzes periodically/as needed throughout the unit. Another formative assessment strategy that will be used during the course of this project is class discussion. Students will have the opportunity to engage in discussions to pose and answer questions about the readings, assignments, and projects. They will also write down any thoughts, ideas, and questions to summarize what they have taken from discussions.

3. How will students received feedback about their performance?

Student journals/blogs will be commented on weekly and will receive written feedback for their final presentations. Students will also be given peer feedback forms on which they will write three good aspects about the project and two aspects of the project that could be improved upon.

Part IV: Timeline

Draft a timeline of the learning experiences for this project.

Week	Learning Activities	Standards	Assessment
One	<p>Students will use the Intel Visual Ranking tool to rank socially offensive acts and discuss how Shakespeare still speaks to a 21st century audience and discussions to determine what students already know about Shakespeare and his plays.</p> <p>Students will also bring examples of Shakespeare's influence on the world today.</p>	<p>RLA.9.1.8, RLA.9.1.11, RLA.9.3.4,</p>	<p>Class participation, discussion, and journal/blog.</p>

	<p>Students will keep reading response journals or blogs and will begin reading <i>Romeo and Juliet</i>.</p> <p>Discuss Shakespearean language and literary elements such as prologue and pun.</p> <p>Begin reading <i>Romeo and Juliet</i> through Act I, scene iii.</p>		
Two	<p>Discuss foreshadowing, imagery, and soliloquy and the presence of these literary terms in <i>Romeo and Juliet</i>.</p> <p>Discussions of main characters.</p> <p>Journals/blogs. Quiz on Act I (if needed).</p> <p>Continue reading <i>Romeo and Juliet</i> through Act II, scene iii.</p>	<p>RLA.9.1.8, RLA.9.1.11, RLA.9.2.4, RLA.9.2.8, RLA.9.3.4, 21C.O.9-12.1.LS3</p>	<p>Class participation, discussions, journals/blogs, quiz</p>
Three	<p>Discuss climax, dramatic irony, and reversal. Students will record examples of these terms in journals or blogs.</p> <p>Discuss meter, iambic pentameter, and other poetic devices used in <i>Romeo and Juliet</i>.</p> <p>Students will act out the fight scene in Act III, scene i. Discussion on the increasing violence between families and current day situations.</p> <p>Discuss the heated scene between Juliet and her father, as well as expectations of children (girls), during that time.</p> <p>Continue reading <i>Romeo and Juliet</i> through Act III, scene v.</p> <p>Act II quiz (if needed).</p>	<p>RLA.9.1.8, RLA.9.1.11, RLA.9.2.4, RLA.9.2.8, RLA.9.3.4, 21C.O.9-12.1.LS3, 21C.O.9-12.2.LS4</p>	<p>Class participation, discussions, journals/blogs, and quiz.</p>
Four and Five	<p>Class discussion on Juliet's first death and the involvement of characters.</p> <p>Discussion on "fate" and</p>	<p>RLA.9.1.8, RLA.9.1.11, RLA.9.2.4, RLA.9.2.8,</p>	<p>Class participation, discussion, journals/blogs, culminating group</p>

	<p>fate in the play.</p> <p>Reading response journals/blogs.</p> <p>Finish reading <i>Romeo and Juliet</i>.</p> <p>Intel Visual Ranking tool. Students will rank the same list of social offenses they had at the beginning of the unit, only now the list will identify the elements of the play that corresponded to the original list of acts. Compare/contrast their before and after lists.</p> <p>Discuss group project in further detail.</p> <p>Students will research Internet sites, interview experts, and read books to find solutions to age-old problems such as better parent-teenager communication, community violence prevention, dealing with peer pressure, suicide prevention (for adults and teens), combating hate crimes, prevention of bullying, etc.</p> <p>Students will work together to create a multimedia presentation to present their research.</p> <p>Discuss how students must tie in their research findings and what they have learned from <i>Romeo and Juliet</i> to answer the unit question, <i>How does Shakespeare still speak to a 21st century audience?</i></p> <p>Conference with groups.</p> <p>Class reflection (discussion/journals/blogs): <i>How does literature help us better understand ourselves?</i></p>	<p>RLA.9.2.11, RLA.9.3.4, 21C.O.9-12.1.LS3, 21C.O.9-12.2.LS4, 21C.O.9-12.3.LS3, 21C.O.9-12.3.LS4</p>	<p>project and presentation, final reflection.</p>

Part V: Sample Project Planning Table for Students

1. Draft an explanation for students for using the Planning Table below and completing their project:
 Students will use the planning table to better manage their time and stay on task.

Tasks	Assigned to:	Description	Resources	Timeline
Read Romeo and Juliet.	Whole class	Read Romeo and Juliet and connect the play with the 21st century.	Romeo and Juliet	Four weeks
Use Intel tools.	Small groups	Use Visual Ranking tool	Intel web site	Two days
Reader response journals or blogs.	Individual/whole class	Students will write notes, questions, comments, etc. in journals or keep a blog.	Notebooks/Internet	Daily – Five Weeks
Read supplemental materials for unit	Individual/whole class	Read supplemental materials concerning Shakespeare, archaic language, Shakespeare's plays, and social issues during Shakespeare's time and how they relate to the 21st century.	Internet, library, printed handouts.	Three days
Create multimedia presentation.	Small groups	Students will create a multimedia presentation to be presented to the class and appropriate audience.	Internet, library, interviews, print materials.	One week
Presentation of projects.	Small groups	Students will present projects to the class.	PowerPoint and Internet.	One day