Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
10th Grade	Reading	10th Grade English	(Interdisciplinary Writing/Reading Unit) What's Love Got to do With It?

Length of Unit	Time of Year Taught	Expected Prior Knowledge
Five 60-90 minute class sessions	2nd Quarter	HSR-S2C1-PO2 is the 9th grade reading standard for comprehending literary text: Strand 2: Comprehending Literary Text Concept 1: Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature. PO 2: Explain different elements of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection. Students will have studied literary examples of figurative language in 9th grade reading. Prior learning (first quarter) includes the study *simile, metaphor, personification and imagery.* Immediately prior to this lesson, they will have completed their reading of *Romeo and Juliet.* Students continually practice the Writing Process and the 6-Traits of Writing. The writing standard PO's that address both the writing process and the 6-traits are reinforced throughout previous instruction, as well as on the 6-Traits-based Peer Response Sheets used with Editing Teams, and the scoring rubric for every writing assignment. Prior learning also includes instruction on the Editing Team process, and the use of the 6-Traits-based Peer Response Sheets to record their editing efforts. Students have previously used Reading Response Journals, read and compared different types of fiction and non-fiction writing, and have practiced identifying the author's purpose in nonfiction selections and the universal theme in fiction selections.

Unit Description

This unit will analyze a section of *Romeo and Juliet* for Shakespeare's use of the elements of figurative language. *Students will write a literary analysis* essay and explain how the author uses figurative language such as simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery to create a romantic tone.

Strand(s), Concept(s), and PO(s)	HSR-S2C1-PO2. Strand 2: Comprehending Literary Text Concept 1: Elements of Literature: Identify, analyze, and apply knowledge of the structures and elements of literature. PO 2. Analyze the author's use of figurative language, including simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery in a literary selection.
Summative Assessment	Students will demonstrate an analysis of literature by writing a multi-paragraph essay explaining how Shakespeare's use of figurative language (such as *simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery*) creates a romantic tone for the audience in *Romeo and Juliet.*
Assessment Scoring	The essay will be scored using the 6-trait 6-point scoring guide and rubric.
Materials/Resources Needed	*Romeo and Juliet* by William Shakespeare, SMARTBoard or overhead projector, the 6-Traits-based Peer Response Sheets, a copy of the 6-Trait 6-Point Scoring Guide and Rubric, Editing Team Guidelines, and the students' Reading Response Journals.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
PO Focus	HSR-S2C1-PO2. HSW-S1C1PO1-6	HSR-S2C1-PO2	HSR-S2C1-PO2, HSW-S1C2PO1-2, HSW-S1C3PO1-8	HSR-S2C1-PO2, HSW-S1C4PO1-4, HSW-S2C1, HSW-S2C2, HSW-S2C3, HSW-S2C4, HSW-S2C5, HSW-S2C6	HSR-S2C1-PO2, HSW-S1C5PO1,
Lesson Instruction	**Objective**: The student will identify examples of Shakespeare's use of literary elements to create a romantic tone. The teacher will direct students to refer to the list of literary elements in their Reading Response Journal. The teacher will re-introduce *simile, metaphor, personification and imagery*, and provide additional definitions to be included in their Journals for *hyperbole, symbolism, and allusion*. The teacher will give them direct instruction on the definitions of the new literary elements, and specific examples from Romeo *and Juliet*, asking students to explain how each example works to create meaning. The teacher will read aloud, Act II, Scene ii from Romeo and Juliet, and ask students, as they listen and follow along, to take notes on the words and phrases	**Objective:** The student will compose an original romantic passage using simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery. As a review for Lesson One, the teacher will direct the students to share with the class the examples of literary elements to create tone, found in Romeo and Juliet. Then, ask students to, with a partner, create an original romantic passage of prose using *simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery*. (See assignment prompt below) The teacher tells the students they will have the rest of the class period to write their prose and their	**Objective:** Students will write a draft of a literary response essay that explains how Shakespeare uses literary elements to create a romantic tone. Class opens with students being asked to share their original prose and analysis from yesterday's lesson (see writing prompt for lesson 2). (see writing prompt for lesson 3 below) The teacher refers students to the board/SMARTboard for today's writing prompt. The teacher provides a Peer Response Sheet and a copy of the Scoring Guide and Rubric for the essay. Explain this assignment and address any questions students may have. The students will have the remainder of class time to work on their	**Objective:** Students will use the writing process by participating in their Editing Team. [This lesson will follow two days after the preceding lesson so that students have an opportunity to complete their rough draft.] Students will use the Peer Response Sheets to review each other's essays (one at a time) in the Editing Team. Students will have the entire class time to work in their editing teams and begin their final drafts if possible. Teacher reinforces the DUE DATE for the Final essays, which will not be due for class publication until two days after the editing	**SUMMATVE ASSESSMENT:** Students will demonstrate an analysis of literature by writing a multi-paragraph essay explaining how Shakespeare's use of figurative language (*simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery*) creates a romantic tone for the audience in *Romeo and Juliet.* Students will meet in "new" groups to share their essays by exchanging papers for silent reading. Members of the new group share "one compliment" in writing on the back of the last page of each essay read. At the conclusion of the group read, the teacher collects all essays for scoring. Students are required to turn in the additional papers with their final copy: one copy of their draft, all Peer Response Sheets

	Shakespeare uses to create a romantic tone. Ask students to respond to a writing prompt on the board in their notebooks (see below). The teacher will circulate and informally assesses the writing.	short analysis. They will share with the class in the next lesson. The teacher circulates and informally assesses the writing. Offer guidance to students when needed.	draft, which will be due in two days. The teacher circulates and offers guidance to students when needed.	team process.	completed by their editing Exhibition: The top 5% of the completed essays are displayed on the wall of the classroom for two weeks.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities	Students record new literary terms (*hyperbole, symbolism, and allusion)* in their Reading Response Journals, along with a definition and original example. Students listen as the teacher reads from a scene from *Romeo and Juliet,* and follow along to take notes on the words and phrases Shakespeare uses to create a romantic tone. Students work with a partner to complete the writing prompt.	Students complete writing activity with a classmate.	Students orally share their original prose and analysis from yesterday's lesson. After reviewing the Scoring Guide and Rubric, students begin the draft of their essay.	Students use the Peer Response Sheets to review each others' essays one at a time in the Editing Teams. Students revise/edit their rough draft papers and begin their final draft of the essay.	Students meet in new groups to "publish" their essays in a group read. After reading each paper, they write one compliment on the back page of the essay. Papers are then turned in to the teacher for final scoring.

What's Love Got to Do with It?

Writing prompt for Lesson 1:

In your notes you have identified words and phrases used by Shakespeare to create a romantic tone. You and your partner will each choose your own passages from the scene and complete these steps:

Identify where Shakespeare uses *simile, metaphor, personification, hyperbole, symbolism, allusion, or imagery* to create a romantic tone.
Choose one example of the above literary elements and in a paragraph, explain how you think he has managed to do this.
Share your paragraph with your partner and discuss the accuracy of your explanation.

Writing prompt for Lesson 2:

Write your own romantic passage utilizing figurative language and other literary elements we have studied in class. Use Act II scene ii of *Romeo and Juliet* as a model.

Write a short analysis explaining why you chose certain literary elements in your romantic passage and the intended affect upon your audience. Be prepared to share both with the class.

Writing prompt for Lesson 3:

Your assignment is to write a multi-paragraph literary analysis in which you explain how Shakespeare uses figurative language to create a romantic tone. STEPS:

1. Using your notes from Lesson 1 and Lesson 2 to guide you, select three passages from *Romeo and Juliet* where you can identify three different elements of figurative language (from a selection from *simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery*) Shakespeare uses to create a romantic tone.
2. Identify the passages, identify the literary elements, and write an explanation of each (*how* his use of the elements effectively create tone.)
3. Use specific examples from the play to assist in your support of your analysis.
4. Develop an introductory paragraph with a thesis that explains your intent in the essay.
5. Develop a concluding paragraph that brings effective closure to your analysis.

EDITING TEAM GUIDELINES

WHY?	Editing teams support the writer.
WHEN?	Editing teams meet before major essay assignments are due to the teacher for evaluation.
HOW?	Conditions: 1. Members must be committed to working, putting effort in to their work, and doing QUALITY editing. 2. Members must be prepared with 3 rough draft (1 original, 2 xerox) copies of their assigned work on editing team day. 3. Each line of all rough draft copies must be numbered.
STEPS:	1. Pass out copies of one person's rough draft. 2. All team members read the entire paper. 3. Team reads the entire paper again, placing an "X" in the margin next to a line containing effective writing (specific words, phrases, or sentences that have flair, style, concrete detail, figurative language, or some kind of <u>describable</u> "wonderfulness." 4. The team discusses the "X's." The writer should listen, mark his/her own paper, and be receptive to the comments. 5. Everyone reads the entire paper again, placing a "-" in the margin next to a line that is awkward, confusing, doesn't sound right, or needs some work. 6. The team discusses the "-'s." The writer should listen to comments, mark his/her own paper, answer questions, and avoid becoming defensive. 7. The writer then asks questions about any comments that were made and asks for additional feedback if necessary. 8. The team reads the entire paper again, circling any areas that contain errors in punctuation, capitalization, or spelling. 9. Team members (except the student author) fill out a peer response sheet for the student author's paper. 10. Editors return their copies of the rough draft to the author, along with the completed peer response sheets. Begin the process again with another team member's rough draft.
WATCH OUT FOR THIS DEADLY DISEASE	The fastest way to kill the effectiveness of the editing team process is to simply trade papers. Your team will be warned once.

We will model this process in class at the beginning of each semester and when necessary.

Peer Response Sheet Student Editor's Name _____

Literary Analysis Essay: What's Love Got To Do With It?

Writer's Name: _____

Directions to student editor: After carefully reading the analysis of the play, complete this peer response sheet. Provide explanations when necessary.

Rate the Following 1-5 (high)

INTRODUCTION

a. The introductory paragraph(s) begins with a motivator.	1	2	3	4	5
b. The introduction contains a thesis which indicates the topic of the assignment: "romantic tone created by Shakespeare"	1	2	3	4	5
c. The introduction states the elements of figurative the author uses to create the romantic tone.	1	2	3	4	5

d. List the elements of figurative language indicated by the writer:

_____

BODY

a. Each support paragraph contains a topic sentence which indicates discussion of one of the elements of figurative language mentioned in the essay's introduction.	1	2	3	4	5

Comment: _____

_____

b. Each support paragraph provides concrete evidence to support its topic sentence; which in turn, follows through on the thesis contract.	1	2	3	4	5

Comment: _____

_____

c. List the types of concrete evidence used in the support paragraphs (summary, paraphrase, quotes):

_____

CONCLUSION

a. In the conclusion paragraph the writer comments on his reaction to the literary selection and used figurative language to create the mood.	1	2	3	4	5
b. The conclusion contains a reworded thesis.	1	2	3	4	5

Comment: _____

_____

OVER

Please provide feedback to the writer on the following 6-Traits criteria:

TRAIT	CRITERIA	Looks Good	Revisit This
Ideas & Content	Title and author of the play are included in the essay.		
	The assignment topic is clearly addressed as the thesis.		
	The main idea is supported with important details.		
	The analysis summarizes the work as needed to clarify main points but does not retell the work.		
	The analysis **describes the romantic tone created by Shakespeare.**		
	No fewer than 3 identified elements of figurative language are interpreted in the writing to show their effect on the romantic tone.		
	The author's use of figurative language to create a romantic tone is supported with identified quotes from the speech.		
Organization	Details are placed in logical order leading to a clear analysis.		
	Includes a topic sentence for each body paragraph that supports the thesis.		
	There is a developed introduction and thesis.		
	The concluding paragraph brings effective closure to the essay.		
	Transition words/phrases used effectively and smoothly.		
Voice	Writer's personality is expressed with confidence and feeling.		
	The voice expresses interest and complete understanding.		
Word Choice	Precise, vivid, natural language creates a clear and complete picture in the reader's mind.		
	Powerful verbs, precise nouns, appropriate adjectives and phrases enhance meaning.		
	Word choice reflects careful thinking about the reading.		
Sentence Fluency	Sentences contain words that are relevant, so the meaning is enhanced.		
	Sentences vary in beginnings, length and structure.		
	Sentences sound smooth and rhythmic when read aloud; they invite expressive reading.		
Conventions	Dialogue, if used, sounds natural.		
	Capital letters and punctuation are used correctly.		
	Words are spelled correctly.		
	Commas and internal punctuation are used correctly.		
	Subject and verb agree.		

This paper represents a thorough, mature, clear analysis of the literature and demonstrates the writer's personal best. 1 2 3 4 5

1. Indicate what specific areas of the paper are confusing or unclear:

   Comment: _____

   _____

2. Describe the effectiveness or ineffectiveness of any section of the paper (introduction, support paragraphs, conclusion.)

   Comment: _____

   _____

2. Tell what you liked best about the paper. Be as specific as possible.

   Comment: _____

   _____

ADDITIONAL COMMENTS MAY BE APPRECIATED BY THE WRITER:

Student Name: _____

Scoring Guide and Rubric for a Literary Response Writing

What's Love Got To Do With It?

OUTCOME: Students will demonstrate an analysis of literature by writing a multi-paragraph essay explaining how Shakespeare's use of figurative language (such as *simile, metaphor, personification, hyperbole, symbolism, allusion, and imagery*) creates a romantic tone for the audience in *Romeo and Juliet.*

Writing Trait	Criteria	Score			
		F 1-2	A 3	M 4	E 5-6
Ideas & Content	1. Title and author of the play are included in the essay.				
	2. The assignment topic is clearly addressed as the thesis.				
	3. The main idea is supported with important details.				
	4. The analysis summarizes the work as needed to clarify main points but does not retell the work.				
	5. The analysis **describes the romantic tone created by Shakespeare.**				
	6. No fewer than 3 identified elements of figurative language are analyzed in the writing to show their effect on the romantic tone.				
	7. **The author's use of figurative language to create a romantic tone is supported with identified quotes from the play.**				
Organization	8. Details are placed in logical order leading to a clear analysis.				
	9. Includes a topic sentence for each body paragraph that supports the thesis.				
	10. There is a developed introduction and thesis.				
	11. The concluding paragraph brings effective closure to the essay.				
	12. Transition words/phrases used effectively and smoothly.				
Voice	13. Writer's personality is expressed with confidence and feeling.				
	14. The voice expresses interest and complete understanding.				
Word Choice	15. Precise, vivid, natural language creates a clear and complete picture in the reader's mind.				
	16. Powerful verbs, precise nouns, appropriate adjectives and phrases enhance meaning.				
	17. Word choice reflects careful thinking about the reading.				
Sentence Fluency	18. Sentences contain words that are relevant, so the meaning is enhanced.				
	19. Sentences vary in beginnings, length and structure.				
	20. Sentences sound smooth and rhythmic when read aloud; they invite expressive reading.				
Conventions	21. Dialogue, if used, sounds natural.				
	22. Capital letters and punctuation are used correctly.				
	23. Words are spelled correctly.				
	24. Commas and internal punctuation are used correctly.				
	25. Subject and verb agree.				

Scores are awarded percentages:
6 = 100%
5 = 90%
4 = 80%
3 = 70%
2 = 60%
1 = 50%

FINAL SCORE: ___/6___

Scoring criteria are shown at MEETS the Standard from the ADE Rubric for Writing