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GRAPHIC ORGANIZER TIPS:

- ✦ The video for the humorous example is from American Idol. You can search for Lioz Shem Tov as a mentalist or telekinesis. Students have varying opinions on his humor which allows for great discussion.
- ✦ Five graphic organizers are included specifically for an act— one for each act.
- ✦ Five graphic organizers can be used at different parts of the teaching unit. I use the anticipation guide and Shakespeare search before starting the unit. The overall review works as students progress through the play. The dramatic structure works nicely to review the entire play. The connection to today works nicely at the end or toward the end of the unit.

Anticipation: Comedy

Directions: Do you think that *Romeo and Juliet* will be funny? It has many humorous moments. Answer the following questions about humor in your life, watch the video, and then answer questions about comedy.

What do you find humorous? Be as specific or general as you like.

What do your parents find humorous?

What do your grandparents find humorous?

Watch the video of Lioz Shem Tov.

1. What were the various responses of the judges?
2. Did you find the video funny? With which judge did you most agree?
3. What could influence the possible differences in opinion concerning humor?

Look at your above observations. What determines if a situation is humorous? List as many factors as possible.

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What do you find humorous? Be as specific or general as you like.

Answers will vary. Keep students on track with school-appropriate examples.

What do your parents find humorous?

Answers will vary.

What do your grandparents find humorous?

Answers will vary.

Watch this video and answer the following questions. <https://youtu.be/6erBpdV-fi0>

1. What were the various responses of the judges?

Some judges laughed and enjoyed the performance. Another judge found no humor in the performance. The final judge changed his mind and eventually enjoyed the show.

2. Did you find the video funny? With which judge did you most agree?

Answers will vary.

3. What could influence the possible differences in opinion concerning humor?

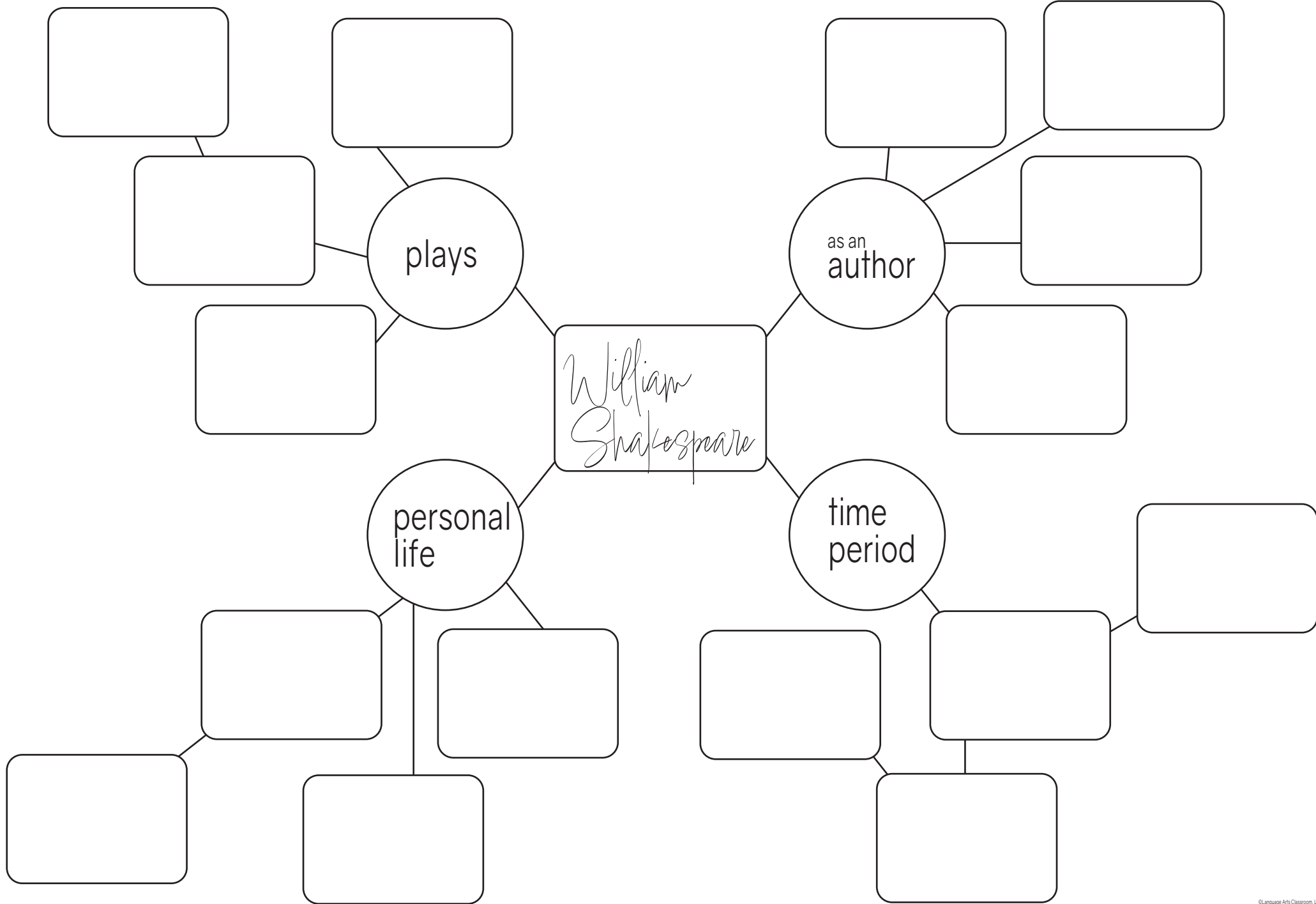
Students might say ages or backgrounds influence humor.

Look at your above observations. What determines if a situation is humorous? List as many factors as possible.

Students will probably realize that factors vary for everyone. No two people will find the same situation funny.

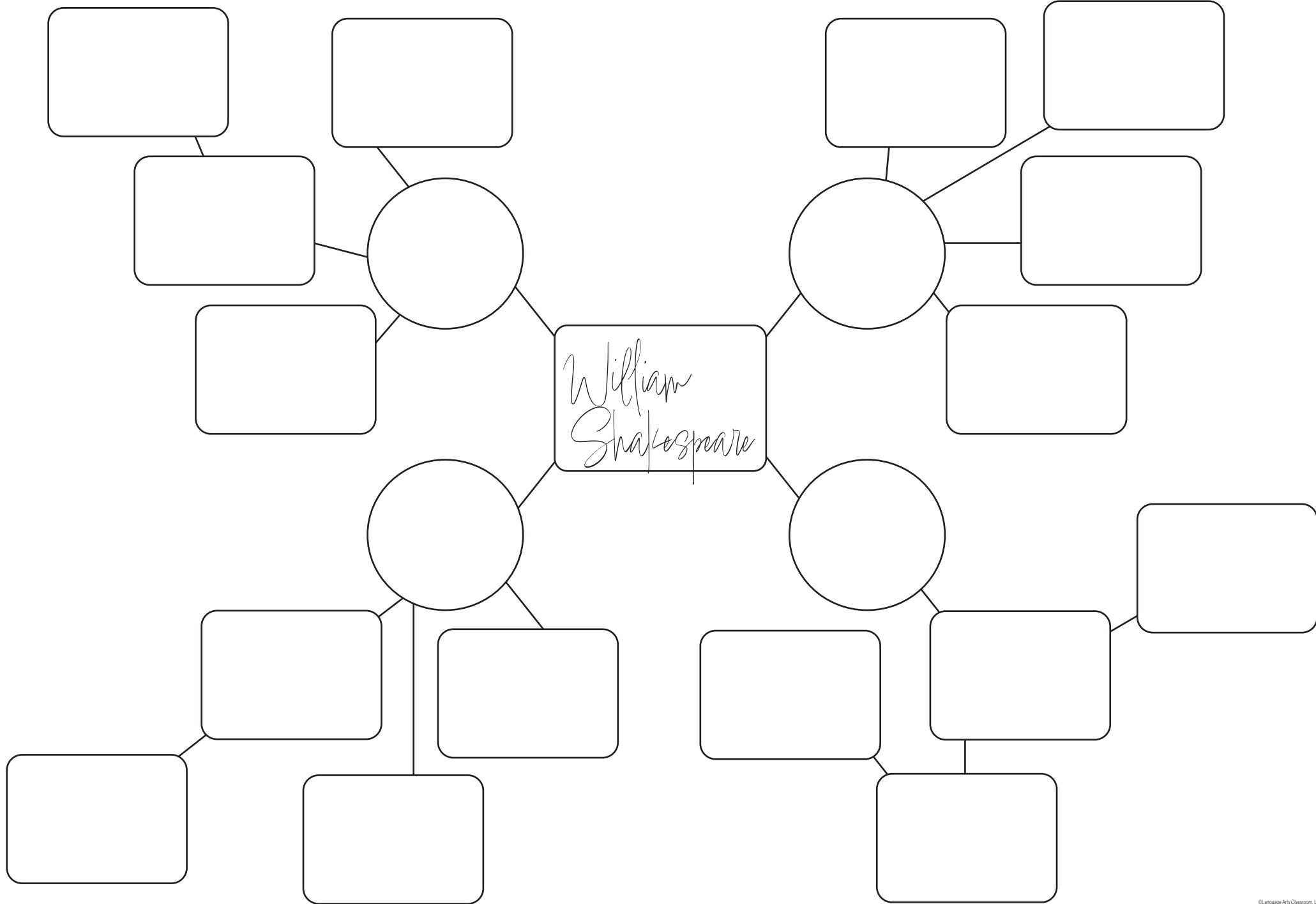
Shakespeare Concept Map

Directions: Complete each section with information that you learn about Shakespeare.



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Act One

Directions: Many portions of *Romeo and Juliet* are humorous. Recall funny moments concerning Mercutio and the Nurse. Then, write what you found overall funny concerning the play.

Mercutio		
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Nurse		
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overall		
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Act One

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Mercutio

Mercutio teases Romeo and Romeo's love life. He criticizes and ridicules how Romeo behaves because of love.

During the "Queen Mab" speech, Mercutio uses puns. One example is at the start: "dreamers often lie."

Nurse

The Nurse tells embarrassing stories about Juliet as a baby.

The Nurse also mentions that she only has four teeth.

The Nurse prattles on, telling a story that very much interrupts Lady Capulet's story. She is oblivious that she should not be the center of attention.

overall

Students might find very little funny about the play. Take the opportunity to remind them about the previous activity and watching the video. Humor is different for each person.

Others might find the pieces humorous.

Act Two

Directions: Watch different versions of the balcony scene. Make notes about blocking, costumes, and vocal delivery.

Version:

Version:

Act Three: Irony

Directions: Act III of *Romeo and Juliet* has many examples of irony. List an example in each sector and label it as verbal, dramatic, or situational.



irony

Act Four

Directions: Pull examples of characterization, conflict, irony, tone, and setting from Act IV. Then, explain how one of those elements shapes the play's theme.

characterization

conflict

irony

tone

setting

theme:

Act Five

Directions: Many interactions result in the sad ending of *Romeo and Juliet*. Explain the significance of each interaction from the final act.

Romeo & Balthasar

Romeo & Apothecary

Friar Lawrence &
Friar John

Romeo & Paris

Friar Lawrence &
Balthasar

Juliet &
Friar Lawrence

Lady Montague

Family & Prince

Overall Reviews

Directions: In the "Act" category, write what act you will review. Then, summarize what Romeo, Juliet, and another character did in that act. Be sure you focus on important events.

Act

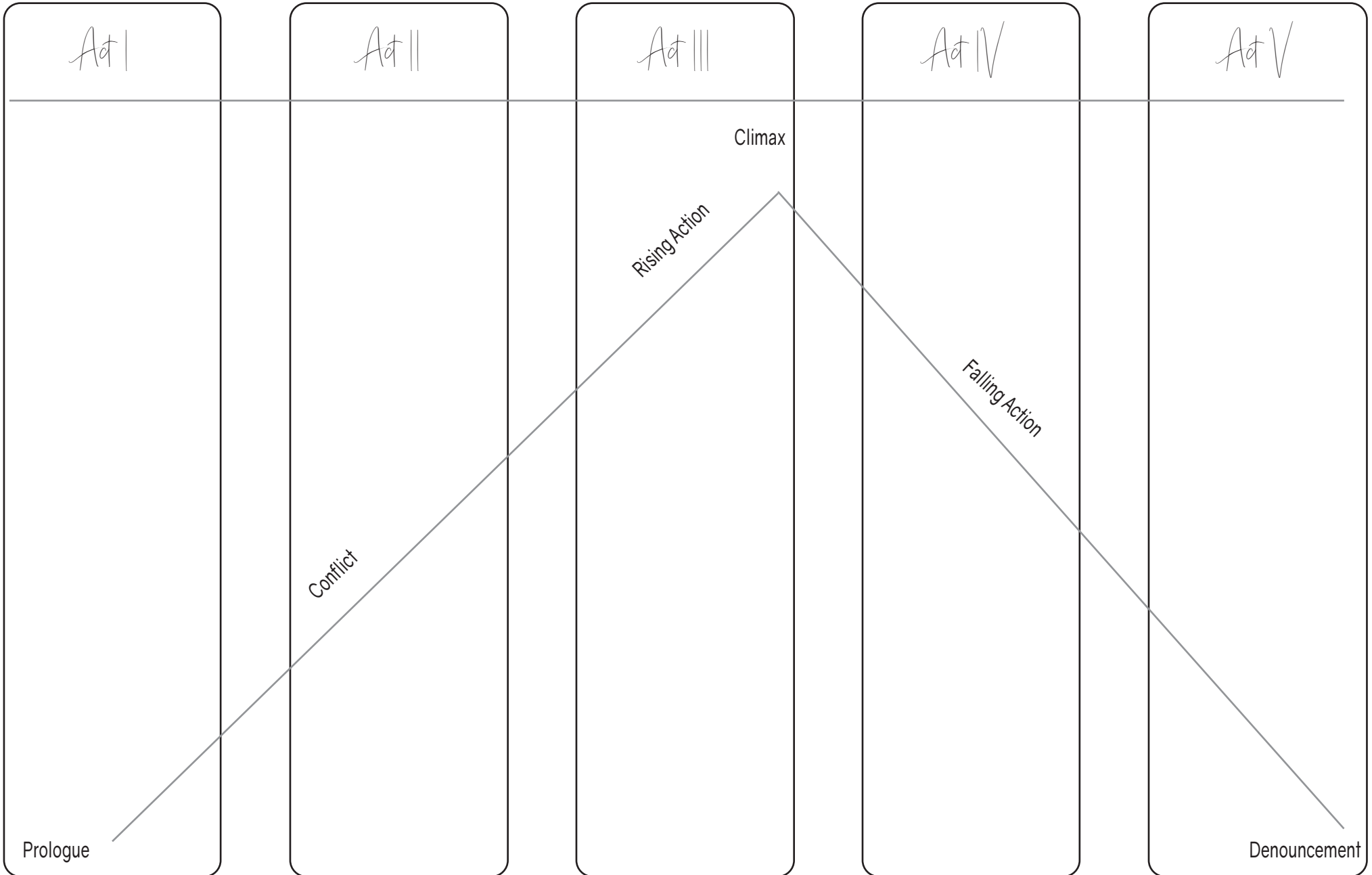
Romeo

Juliet

other

Dramatic Structure

Directions: *Romeo and Juliet* follows the standard five-act structure. Add summaries to each component.



Connection to Today

Directions: Why do we read Shakespeare four hundred years later? Write an event from *Romeo and Juliet* in each square. Then in the circle, write how that even connects to present day.

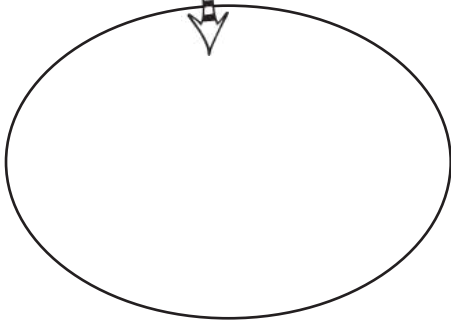


Draw a conclusion:

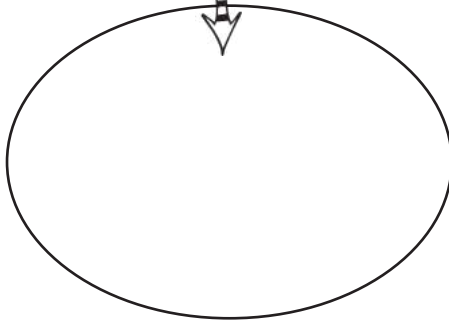
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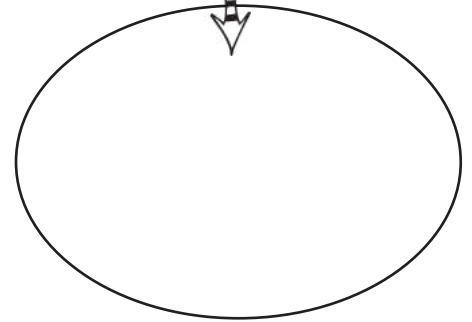
Lord Capulet is having a large feast to celebrate.



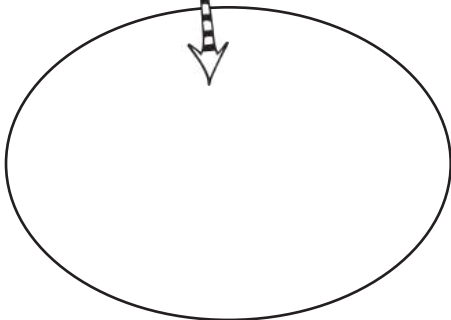
Romeo has a bad feeling about attending the party.



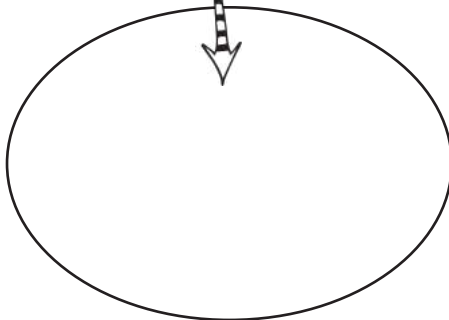
Romeo's friends are trying to cheer him up because he can't date the girl he likes.



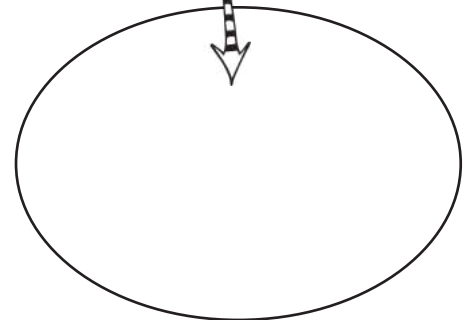
Romeo and his friends sneak into a party.



Weird dance and party customs.



Romeo is avoiding his parents.



Draw a conclusion:

The specifics from *Romeo and Juliet* might seem strange, but teenagers face similar situations and relationships today.