

ROMEO & JULIET: REWRITTEN

KATE BAKER

Students use sound as cues for mood and vocabulary acquisition.

OBJECTIVES:

Students will...

- Practice digital literacy skills.
- Write in Shakespearean style.
- Enhance a text using sounds and music.
- Practice interpersonal skills.
- Practice presentation skills.
- Practice verbal communication skills.
- Publish writing for an audience.
- Use digital tools to enhance writing.
- Engage in the writing process.
- Acquire knowledge of vocabulary words.
- Demonstrate accurate knowledge acquisition.

TARGET AGE GROUP:

- High School Language Arts
- Grades 9-10

LEARNING OBJECTIVES FROM THE COMMON CORE STATE STANDARDS ADDRESSED IN THIS LESSON

CCSS.ELA-LITERACY.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-LITERACY.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 [here](#).)

CCSS.ELA-LITERACY.W.9-10.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

BEFORE THE FIRST DAY OF THE LESSON

1. **Get informed.** Register your teacher account for Booktrack Classroom and add all of your students. Create a quick sample Booktrack project, just to see how everything works. It's very easy to use! But just in case you or your students have questions along the way, there are [video tutorials available here](#) that will guide you through the process of using Booktrack.
2. **What is Booktrack Classroom?** Introduce your students to Booktrack Classroom using [this promotional video](#). Briefly discuss what Booktrack can do, and field initial student questions and comments about this awesome educational tool!
3. **Supply headphones.** While working with Booktrack Classroom, the ability for each individual student to listen to sound on their device is crucial. Make sure that each student will be able to provide headphones of their own, or borrow sets from your classroom library on the days of the lesson.

4. **Sign-up.** Have your students sign in to Booktrack Classroom accounts on a school computer or by adding the Booktrack Classroom App to their internet devices. Select the type of sign-up that works best for your school's technology capabilities. It might be good to have a Booktrack Classroom "play day" at the time of sign-up, too, so that students can get an initial feel for how Booktrack Classroom looks and works. They can also use this chance to get out some of the inevitable first giggles of excitement about the fact that they have control over their own sound effects!

TIMELINE:

2-4 class periods.

TEXTS:

- *Romeo and Juliet* text
- *Romeo and Juliet* Booktrack:
<http://booktrackclassroom.com/booktrack/a90c47d30f4445a19b9c3112f6e9664d>
- Literary concepts:
 - Tone
 - Mood
 - Diction
- SAT-type vocabulary word lists
 - <http://www.freevocabulary.com/>
 - <http://img.sparknotes.com/content/testprep/pdf/sat.vocab.pdf>

ACTIVITIES:

After students have completed reading *Romeo and Juliet*, they will work in groups to transform a scene and incorporate complex vocabulary words that change the mood of the scene.

1. Students will work in groups to rewrite an assigned scene from *Romeo and Juliet* by changing the wording to transform the tone and mood of the scene. Rather than writing the scene from scratch, students will swap out words as necessary, incorporating as many SAT-type vocabulary words as possible.
2. Students continue the writing process at home and/or in school, revising as needed. Teacher checks on progress until scene is completed.
3. Using Booktrack Classroom, students type up their completed scene, adding ambient music and sounds as appropriate to enhance the mood of the scene and cues for understanding of the vocabulary words.
4. Students read aloud the scene with the Booktrack playing.
5. The class discusses the changes in the scene and how the wording affected the mood.
6. Students also discuss how the sound cues assisted with knowledge acquisition of the vocabulary words.
7. After all scenes have been read and discussed, students will take a quiz on the vocabulary words used.
8. The teacher leads a wrap-up class discussion debriefing the process and outcomes of the activity.

ASSESSMENTS:

- Scene Performance (rubric below)
- Vocabulary Word List Quiz (as generated from the words used in the scenes)
- Self-Reflection

SCORING RUBRIC:

Requirements	Needs Improvement	Satisfactory	Outstanding
<i>Diction and Vocabulary Acquisition</i>	<ul style="list-style-type: none"> Does not use complex vocabulary words in the scene The mood of the scene is minimally transformed. 	<ul style="list-style-type: none"> Acceptable amount of vocabulary words used in the scene. Mood of the scene is sufficiently transformed from original. 	<ul style="list-style-type: none"> Masterful incorporation of vocabulary words in the scene. Mood of the scene is transformed significantly from the original
<i>Booktrack enhancements</i>	<ul style="list-style-type: none"> No Booktrack enhancements. Booktrack enhancements are inappropriate or do not align with the vocabulary words or mood of the scene. 	<ul style="list-style-type: none"> Some Booktrack enhancements. Includes some ambient music and/or sound effects. Some alignment of vocabulary words with sound cues. Demonstrates satisfactory use of Booktrack platform. 	<ul style="list-style-type: none"> Varied Booktrack enhancements. Includes music and sound effects. Music and sound effects greatly enhance the vocabulary words and mood of scene. Demonstrates masterful use of Booktrack platform.
<i>Completion of tasks</i>	<ul style="list-style-type: none"> Incomplete tasks. Tasks are not completed on time. Distracts other classmates. 	<ul style="list-style-type: none"> Completes tasks as per directed. Works okay with others. 	<ul style="list-style-type: none"> Completes tasks ahead of schedule and/or with advanced proficiency. Works well with others. Helps struggling classmates.

STUDENT SELF REFLECTION

Students are to answer the following questions reflecting on the activity.

1. What did you like best about this activity? Why?
2. What do you like least about this activity?
3. If you could back in time, what would you have done differently? Explain.
4. How do you think you scored on the entire assignment? Why?

ADAPTATIONS:

- This lesson plan can also be used for Grades 11-12 by rewriting scenes for Shakespeare's *Hamlet* or other grade-level texts.