



Unit – Shakespeare’s Romeo and Juliet

Tablets for Special Needs Students

Theme

4th Cycle

- 1) Language - Theatre – Body language
- 2) Approaching other cultures

Thesis:

Can Romeo and Juliet be considered as a modern work? Can you identify yourself with Romeo and Juliet?

What are the tools the students need to perform their final task:

- Intonation (voice up/down)
- Pronunciation
- Sentence structure (interrogative/declarative sentences)
- Perform on stage – use what we learned in SPA

Main Objectives:

- Phonology
- Theatre / acting class – interdisciplinary approach
- Methodology – Students must be able to use the tools at their disposal to speak/write properly in English.
- Grammar points – adapted to the needs of the students.

- **Tenses**

http://esl.about.com/od/grammarstructures/a/verb_formation.htm

http://www.edufind.com/english/grammar/grammar_topics.php#Verbs%20and%20Verb%20Tenses

- **Passive voice?**

I’ve been told that

Shakespeare was born in

Romeo and Juliet was written by S. in

You must abide by the law – Rules must be respected.

Theater:

Suicide scene – kill yourself with a knife.

Follow/avoid s.o. exercise – love /hate themes.

Yes/no exercise – tone of voice / body language.

Interpret some lines “ You must marry him and you will”.

Look up/down / to the left / to the right to make your audience feel included.

“I am begging you!” (no stage directions = directions included in the lines (=didascalies))

Singing:

Anticipation or fun conclusion with the song “Love story”, by Taylor Swift, using the website:
Lyricstraining.com



Lesson 1 and 2 – General Knowledge + Webquest (tablets) + Memorize

Estimated Length:

- 2 hours

Objectives:

- Get acquainted with Shakespeare and his time. (cultural objective)
- Navigate a website (methodology)
- Skim and scan to find answers to specific questions (written comprehension)
- Listen for specific elements in a video (oral comprehension)

Differentiation:

- Gradual accessibility - simple accessible questions with some themes (Shakespeare's life - A2) + medium difficulty (Elizabethan Era - A2+) + more thorough questions (The Globe Theater / Shakespeare's Quotes - B1). We can differentiate between topics easy to work on and others that require a higher level of language.
- Help to the students - provide Multiple Choice Questions for those who need it.
- Help to the students – two versions of the video (with or without subtitles/ transcript)
- ++ Tablets: Students can listen to the videos as many times as they would like.
- ++ Tablets: Students can find their own pace to go through the documents.
- ++ Tablets enable us to group students according to their skills and difficulties.
- All the students feel included even if they usually encounter difficulties when it comes to English.

Material:

1 video per theme (link through **flashcodes** if the app: PLICKERS, is available on the tablet)

1 general website for all

groups www.bbc.co.uk/schools/primaryhistory/famouspeople/william_shakespeare/

1 specific website

Realization:

1) Repartition of the workload by groups of experts (“groups d’experts”) – information gap activity.

- Shakespeare's life – Shakespeare in Love
- The Globe Theater
- Shakespeare's works & quotes / genres / tragedies / comedies (London / Verona / Stratford Upon Avon)
- Elizabethan Era – what happened during Shakespeare's life

2) Students have to answer the parts of the questionnaires attributed to them.

3) Students share their newly acquired knowledge with the other members of their team on the printed version of the whole quiz.

++ All the students feel implicated, because they all contribute.

4) Classwork - The students check out their answers via an interactive version of the quiz projected on the white board. Hotpotatoes / Powerpoint

5) Quiz time! Memorize before the test! The students fill in their answers to the quiz's questions on their tablets. –Kahoot (or test and correction via **flashcodes** if the app PLICKERS is available on the tablet).

NOTE: Everything is available online on Educ'Horus.



Lesson 3 – General Knowledge + test

Estimated Length:

- 1 hour (test 15 min)

Objectives:

- Get acquainted with Shakespeare and his time. (cultural objective)
- Get acquainted with Romeo and Juliet (cultural objective)
- Use a recording software such as Audacity (methodology)

Differentiation:

- Class memorization to level all students. It maximizes the chances of success for the students who do not study at home.
- Self-confidence boost.
- Positive evaluation. Just by listening in class, students should have the means to pass the test.

Material:

- Printed test
- Poster
- Audacity (or another recording software)
- Document Help Sheet - "Who is who in Romeo and Juliet."

Realization:

- 1) Classwork - Reactivate – 6 - 10 questions.
- 2) Test 10 questions per student – 4 versions (A/B/C/D) to prevent cheating.
- 3) Project a poster or a screenshot from the movie.
- 4) Students react - free comments on the poster. "Imagine the story behind the poster. What's happening?"
- 5) While the students talk, someone writes key words on the board.
- 6) Help to involve students for whom talking is more challenging.

Prompts –

Who do you see?

I can see...

What are they doing?

They are ...

What do you think will happen next?

I think ...

- 7) Starting from the keywords, the students have to rebuild the story told through the poster.
- 8) Help the students pronounce properly
- 9) Oral Recap ("Trace orale") – recorded and put online on Educ'Horus
- 10) Homework: read Help Sheet "Who is who in Romeo and Juliet."



Lesson 4 - Written Comprehension

Estimated Length:

- 1 hour

Objectives:

- Get acquainted with *Romeo and Juliet* (cultural objective)
- Word formation (written comprehension)
- Remind the students that *Romeo and Juliet* is a theatre play and not a prose text.
- From Shakespeare's English to modern English – students rephrase in their own words.
- Discover the functions of a prologue (methodology)

Differentiation:

- Ask the students who have less vocabulary to participate first
- Homework
- Go further

Material:

- Prologue
- Vocabulary exercise
- Modern English/French
- Help sheet

Realization:

1. Fill in the gaps on Romeo and Juliet's poster's recapt to reactivate the elements of the story. (5min) (lovers / fight / conflict / impossible love)
2. Anticipation: A prologue is an introduction. So what do you expect to find in the text? Students share their hypotheses. They list the elements they need to state to bring context to a story. The teacher writes them down. (10min)
3. Distribute the text.
4. Read and highlight the words you understand (5 min).
5. The students verify their hypotheses through elements they find in the text. These elements should appear.
WHO (the characters) WHAT (the plot) WHERE (the place) WHEN (modern/old)
6. The teacher adds that a prologue also sets the TONE. Determine the LITERARY GENRE of this text – Tragedy? / Drama? / COMEDY?
7. Class Recap – “Les Fonctions du prologue” in English or in French (depending on the level of the class)

Go further

- Bonus homework (can be marked).
- Vocabulary exercises.
- Help sheet – recap of the strategies seen in the exercises.
- Modern English / French - homework.



Lesson 5 – Pronunciation

Estimated Length:

- 1 hour

Objectives:

- Remind the students that *Romeo and Juliet* is a theatre play and not a prose text. (10 min)
- Work on pronunciation
- Work on word and sentence stress
- Work on intonation
- Make the students feel more at ease with their pronunciation by showing to them how easily they can make progress
- Train them to speak in public – initiation to acting.

Differentiation:

- Students who feel less at ease with performing in public can read only two lines or they can read the lines prepared with the whole class (the first 4 lines or the last 2).
- Students can record themselves on the tablets.
- Students can look up as many words as they need online using the tablets.
- Those who feel more at ease might not even need the tablets and can focus on their diction or even on their acting.
- They can choose to imitate an American or a British accent.

Material:

- Tablets
- Internet connection
- Headsets
- Quick Voice / Voice memo / Audacity / other recording app.
- Prologue (modern English worksheet)

Realization:

Prologue(Pronunciation) – INTERMEDIARY TASK

1. Let's listen to the lines of Shakespeare. – React
2. Modern English (Homework) Handout – correction
3. Volunteer students read parts of the text and we record them.
4. Highlight the stressed words in the first FOUR sentences. (either by listening to the audio or by listening to the teacher reading the lines) + correction
5. Underline the stressed 'syllables. (Read the words individually – HOUSEholds – aLIKE – Dignity – VeRONa – anCIENt – MUTiny - unCLEAN)
6. Sentence Rhythm – when can you breathe in? (groupes de souffle) + intonation.

Two households, / both alike in dignity /

(In fair Verona, / where we lay our scene /),

From ancient grudge / break to new mutiny, /

Where civil blood / makes civil hands / unclean. /

7. Pronunciation – Cambridge online dictionary links.



<http://dictionary.cambridge.org>

Show the students that you can choose either the American accent or the British one.

The teacher warns the students that they are going to be recorded at the end of the class again. Students work on the text and apply the rules we just reminded them on their own. They look up the words that they don't know how to pronounce online. They practice one part each on their own and they regroup and read it to each other to check their pronunciation and overall diction.

(Students with learning difficulties)

Two households, both alike in dignity

(In fair Verona, where we lay our scene),

From ancient grudge break to new mutiny,

Where civil blood makes civil hands unclean.

(Autonomous students)

From forth the fatal loins of these two foes

A pair of star-crossed lovers take their life,

Whose misadventured piteous overthrows

Doth with their death bury their parents' strife.

(Autonomous students)

The fearful passage of their death-marked love

And the continuance of their parents' rage,

Which, but their children's end, naught could remove,

Is now the two hours' traffic of our stage—

(Autonomous students – but shy or students with learning difficulties)

The which, if you with patient ears attend,

What here shall miss, our toil shall strive to mend.

8. Students read again and they record themselves (Quick Voice + send it to us by email englishclassmrsboyer@gmail.com)
9. We compare the first recording with the second.

Extra step: The performances of the students can be evaluated. For example: great performances can get a bonus mark. For those who did not do so well, it can remain a simple exercise.



Lesson 6 – Oral Comprehension

Estimated Length:

- 1 hour

Objectives:

- Oral Comprehension
- Written expression – write a prologue and respect the methodology and functions of a prologue.
- Get familiar with the theater genre.
- Watch an authentic play.
- Compare a scene that is conform to Shakespearean time and a modern adaptation of the same scene
- Identify timeless elements in Shakespeare’s work, especially in the issues his work raises, and in the narrative (fights between families, star-crossed lovers...). Shakespeare’s work speaks to students even though it was written centuries ago. -> First elements to answer the thesis.

Differentiation:

- They can confront each other’s prologue and thus they can make sure they understood properly.
- The students can watch the scene on the tablet as many times as they need to understand it.
- If there is the appropriate software installed on the tablets, you can slow down the flow of the video. (VLC or similar)
- Shared responsibilities – All the students participate in elaborating the content of the prologue – a student is responsible for typing and sending the document to the teacher. / another is responsible for looking unknown words in the dictionary – Wordreference/Larousse/Cambridge Online Dictionary / another is responsible for looking words up in the dictionary (pronunciation – Cambridge Online Dictionary) / another is responsible for reading the prologue out loud and presenting it to the class.

Material:

- Tablets
- Videos - first encounter / first kiss (BBC adaptation or Globe adaptation of the scene)–
- Videos - first encounter / first kiss (Romeo+Juliet)

Realization:

1. Watch a scene on the tablets – (BBC adaptation or Globe adaptation of the scene)– first encounter / first kiss
2. Write a prologue to the scene (2/3 lines)(group work)(20 min)
WHO / WHAT / WHERE / WHEN
3. The groups read their prologue (20 min)–and the teacher grades their work.
4. Modern adaptation with Romeo + Juliet (Class work) (15 min)
5. Pick up the elements that are anachronistic compared to Shakespeare’s Elizabethan time.



Lesson 7 – Written Expression

Estimated Length:

- 1 hour

Objectives:

- The students train for their final task.
- They learn how to adapt a scene written by a classic writer and turn it into a play that can speak to a contemporary audience.
- Writing
- Pronunciation
- Student can identify with Shakespeare's characters ->More elements to answer the thesis.

Differentiation:

- Some students have to read the prologue (old material - prepared the day before – feel more comfortable).
- If some students don't feel comfortable with the rewriting, they can work on their memorization and learn it by heart.
- Other students have to read the adapted scene. (new material)
- They all pronounce and perform.
- Groups who finish in advance can learn it by heart.

Material:

- Comic strip – fill in the bubbles.

Realization:

1. Group work. You are Romeo, Juliet, and the nurse. Imagine you are in 2016. Adapt the scene in today's world. (30 min)
2. Read it in front of the class.(25 min)
3. Oral recap. Some groups could be recorded and put online so that they can listen to it and use it as an example.



Lesson 8 – Acting Class

Estimated Length:

- 1 hour

Objectives:

- Learn how to act.
- Get familiar with the art of acting / performing.
- Make students feel more comfortable with their performing in front of the class.

Differentiation:

- None

Material:

- SPA
- Prompts
- Objects
- Julie Constant – French and acting teacher

Realization:

1. Suicide scene – kill yourself with a knife.
2. Follow/avoid s.o. exercise – love /hate themes.
3. Yes/no exercise – tone of voice / body language.
4. Interpret some lines “ You must marry him and you will”.
5. Look up/ down / to the left / to the right to make your audience feel included.
6. “I am begging you!” (no stage directions = directions included in the lines (=didascalies))



Lesson 9 - Oral Comprehension

Estimated Length:

- 1 hour

Objectives:

- Understand the scenes to play them better.
- Get familiar with the rest of the story.

Differentiation:

- Length of the scene (shorter A2 – longer B1)
- Subtitles in English (A2)

Material:

- Tablets
- Videos
- Help Sheet “Who is who in Romeo and Juliet.”

Realization:

1. Let's watch the scenes on the tablets (group work on the scenes) Oral Comprehension expert groups (information gap activity – each group works on one scene)
 - Fight and Mercutio's death A2 - image/sound ratio (2 groups)
 - Balcony scene B1 - image/sound ratio (2 groups)
 - Romeo's death scene A2-B1 - image/sound ratio (2 groups)
2. Write down a summary in French to explain what happens to your original group of four. Use the Characters' Help Sheet “Who is who in Romeo and Juliet” to make sure you understand the links between the characters – who they are and how they relate to each other.
3. If there is still some time left:
 - Volunteer groups read their summaries out loud.
 - BubblR – correction (available online).



Final Task

Estimated Length:

1 hour to write the script + the prologue

1 hour to prepare / act / memorize

1 hour to perform / act

Objectives:

- Students use everything they have learned throughout the unit.
- Create a scene combining their newly acquired knowledge and their own sensibility and life experiences.
- Identify with Shakespeare characters.
- Feel closer to Shakespeare's work.
- Perform / act in public.
- Memorize

Differentiation:

- Help is provided through the whisperer.
- Students who don't feel at ease acting can recite the prologue.

Material:

Nothing special.

Prompts. Memo cards.

Accessories to use on stage.

SPA.

Realization:

You are a modern scriptwriter. Your favorite play is Shakespeare's Romeo and Juliet's. You want to show to today's audience that they can still identify with your favorite author's most acclaimed work.

Rewrite a scene from this play.

- They meet for the first time.
- The balcony scene "I love you"
- Romeo's death

There are a few elements you need to keep.

Whisperer (=souffleur) / audience (did the actors look at you?)

Contest – the best teams of each class will get to perform in SPA in front of the headmaster and juries who will vote for the best performance.

Go Further – Film yourself and give it to your teacher. (bonus assessment – make-up assignment)



Prologue in French

- a) Si vous nous écoutez patiemment, nous compenserons tout ce que nous n'avons pas dit dans ce prologue sur scène.
- b) Deux enfants malchanceux de ses familles ennemies deviennent amants et se suicident.
- c) Dans la belle ville de Vérone, où se passe notre histoire, une haine ancestrale entre deux familles fait jaillir de nouveaux actes de violence.
- d) Pendant les deux prochaines heures, nous regarderons l'histoire de leur amour maudit et de la colère de leurs parents, que rien si ce n'est la mort de leurs enfants ne pouvait arrêter.
- e) et les citoyens salissent leurs mains avec le sang de leurs concitoyens.
- f) Leur mort tragique mit fin à la querelle de leurs parents.

Videos

https://www.youtube.com/watch?v=FAfih_YUgMk (Shakespeare in Love | 'Bonus Feature' (HD) - Joseph Fiennes, Gwyneth Paltrow | MIRAMAX)

<https://www.youtube.com/watch?v=B7DirIvtMYo>(Shakespeare in Love | 'Auditions' (HD) - Gwyneth Paltrow, Joseph Fiennes | MIRAMAX)

<http://learnenglishkids.britishcouncil.org/en/short-stories/william-shakespeare>

Remarks on the realization of this beautiful project

- Problems encountered with the weak Internet connection of the school. We could not connect more than ten tablets at a time.
- We had to make the videos available on each and every tablet – extremely time consuming.
- We had to download some videos illegally – British council – when with a working Internet connection we could simply have sent the students on a web quest and do it legally.