

PDP Lesson Plan “English Poetic Language”

Teaching Time: 50 Minutes

Target Students low advanced English Poetic Literature Lycée Students in France

Target Language English

Overview: Students will focus on and dissect the poetic language in a scene from Shakespeare’s *Romeo and Juliet*, which they have already read up to this point.

Key Words:	Additional Vocabulary/ Expressions
Metaphor, Simile, yonder, thou art/wilt/ , doth, o’er, doff,	Covered in Powerpoint, to be discussed in class prior to lesson

Language Skills: Listening Ss will listen to *Romeo and Juliet*

SLO: By the end of the lesson SWBAT demonstrate an understanding of the poetic language in Act II, Scene II of *Romeo and Juliet* by creating and retelling, in pairs, the scene being studied using screenshots from a YouTube video that was presented in class during the lesson.

When/how in the lesson will you check Ss progress toward the above learning objectives? What behaviors/activities will show me whether they have mastered the material? In the final activity and in the homework, Ss will demonstrate their understanding of poetic language by creating a poem or a scene using contemporary English, and then for homework by creating a piece in poetic language using metaphors, similes and, where appropriate, Shakespearean English. I will also be able to gauge their understanding through the fourth during activity with the information gap, where they are able to determine where certain phrases belong in the information gap wksht provided.

Preliminary considerations:

a) **What do your students already know in relation to today's lesson?**

Ss have already read *Romeo and Juliet* through Act II, Scene II which will be the focus of today’s lesson over the course of a few days. Ss have also had other units on poetry and poetic language, but haven’t explored older English poets. T will have compiled a list of words Ss want to better understand from the previous class.

b) What aspects of the lesson do you anticipate your students might find challenging/difficult?

Ss will have difficulty with the outdated English used in *Romeo and Juliet* but will have been reading a version with footnotes that explain complicated words or phrases.

c) How will you avoid and/or address these problem areas in your last?

T will support Ss by providing them with materials that assist them with comprehension of the book (a book with notes to explain complicated words) and by presenting a Ppt covering frequently concerning words or phrases at the beginning of the lesson.

Procedural Portion of the Lesson Plan

Time Min.	Stage	Procedure/ Steps	Interaction	Purpose of Activity
2-5	P	1. Great Ss and ask how they've liked their reading so far of <i>Romeo and Juliet</i> 2. Ask Ss if they've had any troubles or have any specific questions about the reading or words they didn't understand with the help from the book Does anyone find the relationships between the families to be concerning? Annoying? Justified? Is the play boring? Are you curious to know how everything plays out? Slide 1: No information, title slide	T – Ss	T engages Ss in the book, prompts them to reflect on their experiences thus far to prepare them for the lesson, which is focused on the reading.
10	P	1. T introduces that the lesson will go over the balcony scene (Act II, Scene II) of <i>Romeo and Juliet</i> and focus on the metaphors and poetic language that is used and that has been introduced in the class 2. T presents Ppt presentation with words/ phrases from the reading that Ss have previously stated they want to go over Slide 2 ≈ 12	T – Ss	T prepares Ss for difficult words they may encounter in the lesson as well as reviewing any words that Ss have pointed out that require extra attention.

8	P	<ol style="list-style-type: none"> In pairs, Ss match and compare with other Ss, Shakespearean English words/ phrases presented in the Ppt to their contemporary English counterparts Switch and compare with other Ss Ss compare their results to answers on the board T asks if anyone still has questions or may have thought of something else they want clarification on If questions posed, T asks if any Ss can answer, if no T answers 	<p>Ss – Ss Ss – T</p>	<p>Ss get comfortable with working with partners to answer questions relating to the lesson Generate understanding through collaboration</p>
3	P	<ol style="list-style-type: none"> In pairs Ss point to phrases or words on the wksht and partner gives the answer w/o consulting the answers Ss consult answers on the board after identification exercise 	<p>Ss – Ss Ss – T</p>	<p>Ss begin to answer questions with no outside help/ prompts</p>
	D	<p>First Listening Task (GCQs)</p> <ol style="list-style-type: none"> T announces T will now be playing the audio of Act II Scene II T hands out a wksht containing general comprehension questions Ss have a short amount of time to look at the wksht before Ss are asked to lay it face down on their desks T plays 1:45m audio clip of the scene T asks Ss to flip over the wksht and with the person next to them, answer the general comprehension questions Ss switch to a new partner and compare answers Ss compare their answers with answers on the board <p>Activity #1</p>	<p>Ss – Ss Ss – T</p>	<p>Introduces Ss to the audio and forces Ss to identify aspects of the passage through listening Ss have prompts to illicit responses Ss are comfortable with comparing answers with other Ss</p>
	D	<p>Second Listening Task (T/F)</p> <ol style="list-style-type: none"> T gets Ss attention T introduces the next activity as a T/F activity using the audio clip with visual as well T puts T/F questions up on Ppt then presents audio/visual scene T hands out wksht with the previously shown T/F questions Ss answer T/F questions with new partners based off of clip Switch and compare 	<p>T – Ss Ss – Ss</p>	<p>Ss have to draw from their understanding of the clip to answer the T/F questions but still have prompts in the questions to help them Ss are able to identify key points and themes in the</p>

		7. T puts answers on the board and Ss compare <u>Activity #2</u>		play by what is highlighted in the wksht
	D	Third Listening Task (Fill in the Blanks) 1. T gets Ss attention 2. T introduces the fill in the blanks activity by handing out the worksheet <ul style="list-style-type: none"> • Instructions: Ss will listen to the clip (played twice) and fill in the blanks in the wksht with the appropriate words/ lines 3. T plays audio/ video clip once, prompting Ss to fill in the correct answers as it goes along 4. T prompts Ss to check their answers and listen for answers they may have missed and then T plays audio/ video clip again 5. Ss confer with each other and compare answers in partners 6. Ss switch partners and check answers on board <u>Activity #3</u>	T – Ss Ss – Ss	Ss draw from their previous exposure to the dialogue to guess/ identify which words or phrases go where in the script, using the given information in the video
	D	Fourth Listening Task (Information Gap) 1. T gets Ss attention 2. T introduces next activity as an information gap activity <ul style="list-style-type: none"> • Instructions: There will be no clip played, but there will be a bank on the board of possible answers to the gaps in the worksheet, Ss work with partners to find the answers 3. Ss work with partners using the word/ phrase bank on the board (on a Ppt slide) to complete the script with missing lines or phrases, some Ss have first half of script, others have second half of script (evenly distributed but same amongst partners) 4. When Ss finish their script, they find another pair with the other half of the script, form a group of 4 Ss and compare answers 5. Ss then check answers against T’s answers on the board <u>Activity #4</u> <u>Ppt Slide #13</u>	T – Ss Ss - Ss	Ss use their knowledge of the passage to complete a script, demonstrating their understanding of the meanings of the phrases or words due to contextual relation to surrounding phrases and sentences Ss demonstrate understanding of the passage by being able to identify where in the script they are and which phrases are appropriate

	D	<p>Fifth Listening Task (SLO; Picture Support and Dialogue)</p> <ol style="list-style-type: none"> 1. T gets Ss attention 2. T introduces next activity as a partner work storyboard activity 3. Ss are given an envelope with 14 screenshots from the video 4. Ss arrange the screenshots in order from beginning of the scene to the end 5. Ss compare screenshots with other Ss and retell the scene in whatever way they see fit ex: if Ss use contemporary English or Shakespearean English words that stuck out to them it's fine as long as they can generally retell the dialogue with translations of the metaphors 6. Ss compare screenshots to the answers on board <p><u>Activity #5</u></p>	T – Ss Ss – Ss S	Ss demonstrate an understanding of the poetic language in <i>Romeo and Juliet</i> by creating and retelling the story from their heads using a combination of their own words, and/or the words that were studied, also showing an understanding of the progression of the scene with appropriate words and metaphors
	P	<p>Post Activity</p> <ol style="list-style-type: none"> 1. T gets Ss attention 2. T gives instructions for assignment/ gives handout with instructions on it and blank space 3. Ss create a short poem or scene in contemporary English 10 or more lines long 4. T instructs Ss to translate their poem into poetic language using metaphors and similes and if appropriate using the learned Shakespearean words 5. T asks if anyone has questions 6. Class dismissed 	S – (Ss) (Ss may consult with others but it's generally a solo activity)	Ss develop their poetic language by creating their own poems drawing on the lesson learned in class, and applying it to themselves by producing an original work. Ss practice metaphor other forms of English to write poems
30		<p>Post Activity (Homework)</p> <ol style="list-style-type: none"> 1. Ss translate prepared contemporary English poem or scene into poetic language to be presented to partners in the next class and turned in for grading (did or didn't try/do) 	S	