

Best Practices of Technology Integration

Title: *Experiencing Romeo and Juliet*

Subjects: Language Arts, Social Studies, and Technology

Intended Grade Level: Grade 9

Description:

Experiencing Romeo and Juliet is a multimedia approach to the play. The core of the unit centers around viewing and reading the play prior to comparing it to a contemporary version of the story. Because prior knowledge is important to both understanding and enjoying Shakespeare, the unit begins with student created projects concerning the Elizabethan Age, Shakespeare's life, and the nature of Shakespeare's theater. The prior activities lead to viewing the 1996 "modern" movie version of the play, reading aloud selected sections of the play with assigned parts, and viewing West Side Story. Following these activities, students will write a major composition comparing and contrasting the original play, the modern version, and the musical comedy. The final segment of the unit returns to student-led and created presentations. These should illuminate some aspect of the play, build upon the plot line and themes of the play, and create new materials based on the play.

The lessons will also give hands-on experience using technology available, encourage them to become self-directed learners/producers, and require them to use higher level thinking skills.

NOTE: The nature and content of the student-led segments will vary from year to year depending on the abilities and interests of the students. Also, a major factor dictating the student-led segments will involve the technology comfort level of the instructor, the level of technological help available, and the range of technology possible in the school at the time. It is anticipated that the range of possibilities will grow as teacher experience, student experience, and technology opportunities grow.

It would be the goal of this unit to combine the achievement of Language Arts Standards and Benchmarks with Technology Standards and Benchmarks. Rather than rely entirely on the teacher to provide enrichment and teaching materials and presentations, the students would be required to provide as much of these areas as possible.

Curriculum Benchmarks:

[MI.ELA.1.HS.5](#)

Respond personally, analytically, and critically to a variety of oral, visual, written, and electronic texts.

[MI.ELA.2.HS.1](#)

Write fluently for multiple purposes to produce compositions, such as stories, poetry, personal narratives, editorials, research reports, persuasive essays, resumes, and memos.

MI.ELA.3.HS.1

Integrate listening, viewing, speaking, reading, and writing skills for multiple purposes and in varied contexts.

MI.ELA.5.HS.1

Select, read, listen to, view, and respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.

MI.ELA.6.HS.2

Evaluate the power of using multiple voices in their oral and written communication to persuade, inform, entertain, and inspire their audiences.

MI.TEC.2.HS.2

Given a scenario, develop multiple options and present the solutions using a variety of technologies.

MI.TEC.2.HS.3

Retrieve, communicate, organize, evaluate, and manipulate information using a technological system (voice, data, video, graphics, etc).

MI.TEC.3.HS.2

Represent ideas using a combination of technologies aimed at reaching a diverse audience (voice, data, video, graphics, etc).

MI.TEC.3.HS.4

Use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc).

Materials/Hardware/Software:

To complete the pre-teaching, composing, and post-teaching sections of this unit, students will need access to a variety of the following:

Internet access

Word processing software such as ClarisWorks

HyperStudio®

PowerPoint®

Video taping and editing equipment

Video tapes, audio tapes, and CD's

Digital camera

Scanner

Tape recorder

Activities/Procedures:

Students will be required to produce three major pieces during the Shakespeare unit. The first piece will be a presentation prior to reading/viewing the play and movie. Students will be divided into cooperative learning groups for these presentations. These groups will receive an overview of the unit and must decide which presentation they choose to develop. The second piece will be a composition comparing and contrasting Romeo and Juliet and West Side Story. All students will have access to word processing for this segment. Finally, students will make presentations after we have viewed/read the movies and the play and written the accompanying piece. This piece should build on their understanding of Romeo and Juliet and some expertise developed in creating the first piece.

Pre-teaching Segment:

It is desirable for students to have prior knowledge before viewing and/or reading Romeo and Juliet. Before beginning the unit on Romeo and Juliet, my traditional approach was to present two videos to the classes, one concerning Shakespeare in general and the other discussing the play in particular. Rather than attempting to spoon feed this information to the students, students may elect to create a presentation prior to working with the play as part of their self-directed segment. The basic prior knowledge desired centers around:

Life of Shakespeare
Elizabethan Age
Shakespearean drama

Students may select presentation projects from the following pre-teaching menu or develop their own projects. Once the students are placed in the cooperative learning groups, we will brainstorm ideas to add to the menu. The groups will be encouraged to share their ideas and progress with the other groups as they proceed.

Pre-teaching Menu:

Presentations using slide shows with/without additional narration

Video tapes:

Panel discussions (students as experts on various aspects of Shakespeare)

Historical reenactments

Magazine or newspaper articles with text and pictures

Period music (recorded examples and text or narration)

Original presentations based on concepts proposed by the students

Post-teaching Segment:

The post-teaching segment combines two basic expectations. First, the students will be required to use their basic understanding of Romeo and Juliet to create presentations. Second, the students will be expected to build on their knowledge of technology and information used to create the pre-teaching pieces.

A major difference in this segment will be to allow students to pursue individual projects or continue with cooperative learning groups.

Post-teaching Activities:

Comparison/Contrast of different versions or media for the play

Staged play versions versus movie versions

Animated

Ballet

Opera

Game shows such as Family Feud and Jeopardy

Board games

Video games presented as storyboards

Story board for animated movie

Amusement park attraction using Romeo and Juliet

“Translation” of section of original compared directly to original

Slide show version of story
News broadcast: weather, news, and sports

Newspaper: weather, news, sports, advice columns, editorials

1940's radio production of one scene from the play

Original presentations

Teacher Activities:

1. Locate the hardware (computers, color printers, scanner, video cameras tape recorders, etc.) Familiarize the students with policies for the use of the hardware. Reserve use of the hardware when possible.
2. Identify the software applications useful to the students in creating their presentations. Provide time and location for working with the software.
3. Identify the staff members proficient in the use of hardware and software who have agreed to provide technical support to the students and the teacher.
4. Establish a time line for completing the projects and presenting them to the class.
5. Create a rubric for grading both the process of creating the piece and the actual piece in completed form, and the presentation of the piece, where applicable.
6. Establishing a list of suggested web sites for pursuing information about Shakespeare and the Elizabethan Age. Example: www.folger.edu
7. Identify books, videos, and tapes for use by the students. This would include videos of various movie versions of Romeo and Juliet, videos of the opera and ballet versions, video versions taped from live performances, books that “translate” the play to modern English, and any other materials available.

Student Activities:

1. Using the practices of cooperative learning, select a facilitator, gofer and recorder. Part of the grade is the ability of the group to work together.
2. Choose the piece the group will develop. Work to create an outline of what the final product will contain.

3. Select the appropriate course of action to develop the piece, including appropriate hardware, software, support personnel, time line, and supplies needed.
4. Work at a reasonable pace to complete the project, including arranging for time outside of the classroom, if necessary.
5. Present the final piece to the class.

Composition Segment: Assessment/Evaluation

The students are directed to write a composition discussing Romeo and Juliet and West Side Story. The piece will include detailed comparison/contrasts of the two, discussions of the cinematic techniques used, the aspects peculiar to musical comedy, and personal reactions to the play, the 1996 filmed version, and the movie musical.

A detailed set of instructions will be provided to the students.

The students work first in small groups to establish a base of information and observations on which to base the writing. Then the students work individually to write rough drafts of their compositions. The rough drafts are shared with a minimum of two peer editors using evaluation rubrics. Last, the final drafts are prepared.

Students will be required to produce high quality final drafts using word processing. They will be allowed to choose between hand written rough drafts and word processed rough drafts. Class access to the computer labs will be provided.

A grading rubric will be provided to the students as they prepare the composition. A significant portion of the grade will be devoted to the word processing skill level of the paper (lack of spelling errors, no “typo’s”, even margins, appearance, etc.).

Instructions to students follow.

Submitted By:

Name: Edward Johnson

School District: Carson City - Crystal Area Schools

School: Carson City - Crystal High School

Address: 213 E Sherman Street, Carson City MI 48811

Email: ejohnson@carsoncity.k12.mi.us

Romeo and Juliet/West Side Story Group Work

STEP ONE

Divide the paper into two columns. On one side put the heading ROMEO AND JULIET at the top. On the other side put the heading WEST SIDE STORY. Then compare first the characters from each. Next compare scenes from each, telling how they are similar and how they are different.

<u>ROMEO AND JULIET</u>	<u>WEST SIDE STORY</u>
Romeo	Tony
Friar Laurence	Doc

Balcony of Capulets	Fire escape in New York
Harass Nurse in Verona	Attack Anita at candy store

STEP TWO

Write a description of each song in the movie. Try to describe it visually and musically. You may mention the choreography, the camera shots, the songs, the lyrics, and the orchestrations.

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|----------------------|---------------------------------|
| “Prologue” | “Gee, Officer Krupke” |
| “Jet Song” | “I Feel Pretty” |
| “Something’s Coming” | “One Hand, One Heart” |
| “Dance at the Gym” | “Quintet” |
| “Maria” | “The Rumble” |
| “America” | “Somewhere” |
| “Tonight” | “Cool” |
| | “A Boy Like That/I Have a Love” |

STEP THREE

Make a list of all of the special lighting, colors, effects, and camera shots/angles that you noticed in the movie. Be as specific and descriptive as possible.

ROMEO AND JULIET/WEST SIDE STORY COMPOSITION

Notes: Include the notes taken while watching the movie.

Group Work: Include the notes brainstormed during group work.

Rough Draft

1. EOL
2. Visible changes in editing and revision.
3. Provide handwritten copy or print a first draft copy.

Final Draft

1. Double space
2. Size: 12
3. Basic formal font style
4. Carefully proofread (not just a quick Spell Check)

What to Include

1. Specific comparisons between Romeo and Juliet and West Side Story. Be as specific as possible and give lots of detail.
2. Discuss the musical numbers from West Side Story. Use the various aspects from group discussion for several of the songs.
3. Discuss the various special effects, lighting, camera shots, etc. that were used in the movie.
4. Discuss the acting in the movie.
5. Discuss how well or poorly the movie has held up in the nearly 40 years since it was made.
6. Give your personal reactions to the movie beyond what you may have already mentioned.

ROMEO AND JULIET/WEST SIDE STORY
GRADE SHEET

MOVIE VIEWING NOTES [25 PTS] _____

GROUP DISCUSSION NOTES [25 PTS] _____

ROUGH DRAFT

EOL/DOUBLE SPACED [25 PTS] _____

CHANGES [25 PTS] _____

RD TOTAL _____

FINAL DRAFT [400 PTS] _____

MECHANICS/NEATNESS/FOLLOWING DIRECTIONS

COMPARISONS BETWEEN MOVIE AND PLAY

MUSICAL NUMBERS FROM MOVIE

SPECIAL EFFECTS, LIGHTING, CAMERA SHOTS, ETC

ACTING IN MOVIE

LASTING QUALITY OF MOVIE OVER 40 YEARS

PERSON REACTIONS TO MOVIE

ADDITIONAL COMMENTS