

NINTH GRADE BELLWORK

SpringBoard Unit 5

Purpose of Bellwork:

- To activate student engagement in preparation for upcoming activity, utilize the preview column.
- To review and/or add closure to the activity, utilize review column.
- 3 to 5 minutes

ACTIVITY #: 5.1: Preview the big ideas and vocabulary for the unit; Identify the skills and knowledge required to complete Embedded Assessment 1 successfully.

Preview: Think of your favorite movie or play. What might be one question you would ask a film director or actor? Share with a partner.

Review/Closure: Summarize in your own words the skills and knowledge required in EA 1.

ACTIVITY #: 5.2: Analyze a monologue and make connections to the themes in the unit; Research Shakespeare to develop a context for the play.

Preview: You have 3 minutes to list as many things you know about Shakespeare, theater, or plays. Everything counts! Just list as many things as possible. Go!

Review/Closure: Using the monologue we analyzed today, what connections were you able to make to the theme *coming of age*?

ACTIVITY #: 5.3: Analyze the prologue to *Romeo and Juliet* to preview and make inferences about the play; Define *drama* and *tragedy* in context of the play; Create a collaborative tableau to preview the characters and their relationships.

Preview: The word *prologue* means “before the play.” What might a writer want an audience member to know “before the play”? Brainstorm a few ideas with an elbow partner and be ready to share.

Review/Closure: Look back at the prologue. Make a prediction about what might happen in the play, based on evidence from today’s reading.

ACTIVITY #: 5.4: Analyze the opening scene of *Romeo and Juliet* to understand Shakespeare’s language; Annotate the text for vocal and visual delivery to communicate meaning in a performance.

Preview: Independent Quickwrite-Do you prefer to read a piece of text silently to yourself, watch a performance of a piece of text, or listen to a piece of text being read aloud? Explain why.

Review/Closure: Turn to a partner and explain the difference between vocal and visual delivery. Briefly explain their purpose in a performance.

NINTH GRADE BELLWORK

ACTIVITY #: 5.5: Make inferences about characters from textual evidence; Explore symbols, imagery, and figurative language within monologues.

Preview:

When a reader needs to know and understand more about a character in a story, what should a reader pay close attention to? Be ready to explain your thinking to the class.

Review/Closure:

How would you describe the purpose of a monologue to someone who has never heard term?

ACTIVITY #: 5.6: Compare and contrast two interpretations of a scene; Visualize a stage performance of a text and make a plan for blocking a scene.

Preview:

If you had a choice of watching a film or attending a live performance, which would you choose and why? Be ready to discuss.

Review/Closure:

How would you define the term blocking in your own words?

ACTIVITY #: 5.7: Discuss and evaluate possible scenes for performance; Preview the requirements for the Staging Notebooks.

Preview:

If you had to choose between being a director or actor on stage, which would you choose and why?

Review/Closure:

Look over your Staging Notebook. What is one item on your "to do" list.

ACTIVITY #: 5.8: Analyze set designs, blocking, and other theatrical elements to compare and contrast two interpretations of a scene; Evaluate the effectiveness of a director's choices.

Preview:

Is it possible for two people to watch the exact same thing, yet have totally different interpretations? Explain.

Review/Closure:

Suppose you are the director for theatrical performance. Which theatrical element do you think is most effective and why?

ACTIVITY #: 5.9: Analyze the relationships between the protagonists and their foils, and emphasize interactions in vocal and visual delivery; Create a visual representation of a character's motivation: thoughts, desires, actions, and obstacles.

Preview:

Recall the definition of a protagonist. Share your definition with a partner.

Review/Closure:

Why might a writer include a foil character in a story? Explain all possible reasons that come to mind.

NINTH GRADE BELLWORK

ACTIVITY #: 5.10: Analyze a scene for dramatic irony; Compare and contrast the representation of a scene in two different media; Analyze characters' interactions and evaluate how their conflicting motives advance the plot.

Preview:

This activity requires you to have a basic understanding of dramatic irony. Briefly describe what this is in your own words. Be ready to share.

Review/Closure:

Briefly recall and describe how your interpretations differed from that of your peers.

ACTIVITY #: 5.11: Analyze the development of a theme over the course of the play through an illustrated timeline; Make connections between plot events and their effect on characters' emotions.

Preview:

Brainstorm a list of "ups" and "downs" someone experiencing young adulthood might experience.

Review/Closure:

Imagine Shakespeare is still alive and it is 2019. What might Shakespeare add to his play *Romeo and Juliet* to engage a contemporary audience?

ACTIVITY #: 5.12: Analyze soliloquies for performance cues; Examine how complex characters develop a theme.

Preview:

Monologue = talking BY myself with others listening
Soliloquy = talking TO myself when I'm alone

Review/Closure:

What other purposes does a soliloquy serve? Why does Shakespeare include them?

ACTIVITY #: 5.13: Analyze the subtext of a passage to determine the true meaning and impact of a character's words; Plan, rehearse, and perform exaggerated visual delivery to communicate meaning to an audience.

Preview:

Explicit- Clearly Stated
Implicit- Not directly Expressed (Implied)
Subtext- Implied meaning in the dialogue

Review/Closure:

Why might it be important to keep the subtext in mind when you are performing a scene?

ACTIVITY #: 5.14: Plan an interpretation that emphasizes the emotional impact and dramatic irony of Act V; Compare a personal plan to a film director's interpretation and evaluate the effectiveness of each.

Preview:

What accidental and unfortunate events in the play support the theme that Romeo and Juliet are the victims of fate, or "the stars"?

Review/Closure:

How effective are today's directors in intensifying the emotional impact of dramatic irony? Do your best to recall a specific detail or example to support your claim.

NINTH GRADE BELLWORK

ACTIVITY #EA1: Your assignment is to work collaboratively with your acting company to interpret, rehearse, and perform a scene from William Shakespeare's *Romeo and Juliet*. In preparation, each member of the acting company will create a staging notebook providing textual evidence and commentary on the planned interpretation. Finally, you will write a reflection evaluating your final performance.

Preview:

What norms might we create as a class to support one another through the successful completion of EA 1?

Review/Closure:

Exit Ticket: What do you anticipate will be the most challenging part of this EA? What might I do, or we do as a class, to help you be successful?

ACTIVITY #: 5.15: Analyze the skills and knowledge needed to complete Embedded Assessment 2 successfully; Analyze and evaluate reasons and evidence in an online debate; Identify and apply rhetorical appeals in a debate.

Preview:

Briefly summarize some of the activities we did in the first half of this unit. Think about one of the activities you remember the most and describe what you learned or remember about this activity.

Review/Closure:

What was the most convincing evidence that you heard or used today? Why? What kind of appeals were used?

ACTIVITY #: 5.16: Analyze an article to evaluate whether the author's tone is appropriate to the audience and purpose; Identify reasons and gather evidence to support a claim.

Preview:

In your own words, describe to your partner your understanding of the word *tone*. Be ready to share.

Review/Closure:

Imagine you are writing a thesis statement against the inclusion of *Romeo and Juliet* in the ninth-grade curriculum. What are some words you might use in your thesis to convey tone?

ACTIVITY #: 5.17: Gather and evaluate evidence from two articles as well as synthesize information to make inferences; Write a synthesis paragraph about Shakespeare's global influence.

Preview:

Read the following quote and make an inference. Be ready to share your inference during our activity today. "Cowards die many times before their deaths, The valiant never taste of death but once." from *Julius Caesar*.

Review/Closure:

Describe the difference between relevance and influence? Provide an everyday example, using your current school or local community as the focus.

NINTH GRADE BELLWORK

ACTIVITY #: 5.18: Analyze how an author's point of view is developed and supported by evidence; Write an argumentative paragraph that distinguishes claims and counterclaims.

Preview:

Quickwrite: Compare and contrast the teenagers in *Romeo and Juliet* with teenagers today. If Shakespeare were re-writing the script, what must he include about teenagers today that he did not include in *Romeo and Juliet*? With a partner, brainstorm a list and be ready to share.

Review/Closure:

Exit Ticket- Imagine that someone has made the claim that adolescence of 500 years ago is still the same today. Thinking back to the play *Romeo and Juliet*, what evidence would they have to support this claim?

ACTIVITY #: 5.19: Evaluate evidence and make inferences; Use the elements of an argument in writing.

Preview:

Read the following title of an article- *Kentucky Inmates Turned Actors Explore Selves Through Shakespeare?*
What does this title imply? Be ready to share your thoughts.

Review/Closure:

What was the most challenging part of today's lesson? How do you feel about what you were able to accomplish.

ACTIVITY #: 5.20: Identify the essential elements of an argument in an article; Create a graphic organizer and a writer's checklist, in preparation for writing a synthesis argument.

Preview:

With a partner, recall the essential elements of an argument. Make a list and be ready to share.

Review/Closure:

Quickwrite- Reflect on the ways you connect the themes in Shakespeare to daily life.

ACTIVITY #EA 2: Your assignment is to compose an argument for or against the inclusion of William Shakespeare's *Romeo and Juliet* in the ninth-grade curriculum. You will evaluate research and gather evidence from a variety of sources about Shakespeare's relevance and influence in today's world. Finally, you will synthesize and cite your evidence in an argumentative essay that maintains a formal style and tone appropriate to your audience and purpose, uses rhetorical appeals including logical reasoning, and includes all the organizational elements of an argument.

Preview:

With a partner, review and discuss the elements of an effective argument: hook, claim, reasons, evidence, counterclaim(s) and a concluding statement or call to action. Which element(s) are still unclear? Be ready to share.

Review/Closure:

Think about what you did to plan and accomplish this task, and respond to the following question: Which articles from this unit did you select to support your argument? Why did you select these articles? What made a source useful for your purpose?