World Literature

Freshman/Sophomore

Ms. Almanza

**Class Overview**

A human’s quest is to feel, think and communicate...in any language.

Human experiences, and their feelings about them, are universal. Life’s themes transcend borders and countries. In the end, which differences in cultures actually matter? World literature is a good source of clues to learn about “our neighbors on this shrinking planet Earth”.

Students will discover the meaning of human experience through the language of literature. Students will explore and learn from the differences among cultures and time. Students will communicate reactions, reflections, and questions. Students will write to practice skills in summarizing, analyzing, comparing and contrasting, describing, classifying and persuading. Students will write to enable themselves to use the writing process for their own purposes, attack a new writing problem confidently, and succeed in communicating with others.

**Romeo and Juliet Overview**

Romeo and Juliet is a tragedy written by William Shakespeare early in his career about two young star-crossed lovers whose deaths ultimately reconcile their feuding families. It was among Shakespeare's most popular plays during his lifetime and, along with Hamlet, is one of his most frequently performed plays. Today, the title characters are regarded as archetypal young lovers.

**West Side Story Overview**

1. West Side Story is a musical with a book by Arthur Laurents, music by Leonard Bernstein, lyrics by Stephen Sondheim and conception and choreography by Jerome Robbins. It was inspired by William Shakespeare's play Romeo and Juliet.

**Guiding Question:**

1. What are the components of a tragedy and how are they used in “Romeo and Juliet” and “West Side Story”?

**Lessons**

**\_\_\_1. UNIT ON WRITING A PERSUASIVE ESSAY: The POWER of Grammar**

**\_\_\_\_\_ A. How to Write a Powerful Thesis Statement**

**\_\_\_\_\_ B. How to Write a Body Paragraph using evidence from a text**

**\_\_\_\_\_ C. How to Write a Strong Conclusion**

**\_\_\_2. Introduction of Romeo and Juliet**

**\_\_\_3. Romeo & Juliet Film (Old vs. New)**

**\_\_\_4. West Side Story Film**

**Group Work**

**\_\_\_\_1. Due Daily---- (Assignment 1)Write/pair/share – *Be prepared to share your response each day. At the end of write/pair/share, respond with one of the following: 2-3 sentences/picture/diagram/etc. Respond in your writer’s notebook, for EACH write pair share.***

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**\_\_\_\_2. Due on Mondays/Tuesdays---- (Assignment 2) Book Talk:**

**Read articles related to both Romeo and Juliet/West Side Story and prepare for your book talk by completing one CRC. Write a response according to the CRC method.**

C- Claim- What do you believe to be true?

R- Reference- Use a specific example or quotation from text to support you claim

C-Commentary- Why is the quotation/picture/paraphrase significant? What does it mean?

***Be prepare to share your response each day in a book talk & take-away. At the end of the book talk, respond with 2-3 sentences/picture/diagram/etc. Respond in your writer’s notebook for EACH assigned reading from Romeo and Juliet.***

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**\_\_\_\_3. Due on Thursdays/Fridays----Socratic Seminar**-***Read and mark up the text and create a question for Socratic Seminar. After completion of discussion, write your take-away in your writer’s notebook and share.***

**\_\_\_\_\_4. Romeo and Juliet Group Project (choose from one of any of the options in the final project handout)**

**Individual work**

\_\_\_1. 11/ 3-4 **Pre-reading Romeo and Juliet packet (Google classroom)**

**Romeo and Juliet Readings – To be READ in class after completing Write/pair/share.**

**\_\_\_11/7-11 Week 1 -Act 1**

**\_\_\_11/14-18 Week 2- Act 2**

**\_\_\_11/21-25 Week 3 -Act 3**

**\_\_\_11/28-12/02 Week 4- Act 4**

**\_\_\_12/5-9 Week 5- Act 5**

**West Side Story Readings – To be READ before each class meeting. (See Google classroom for assigned readings)**

**\_\_\_\_2. 12/8-9 Romeo and Juliet vs. West Side Story- Graphic Organizer**

**\_\_\_3. Mondays/ Tuesdays for each Romeo and Juliet/ West Side Story post reading reflection –--Romeo and Juliet Post Reading Reflection (see post reading reflection worksheet as a guideline)**

**Instructions:**

*1. Reflect upon your responses from the write/pair/share and Romeo and Juliet. readings.*

*2. Choose one statement to represent how the reading has either changed your opinion or has further cemented your opinion.*

*3. Write a one paragraph reflection in your writer’s notebook describing how the reading has influenced your opinion.*

**\_\_\_4.** **Thursdays/ Fridays Journal Writing -**Write for 20 minutes (without editing) in any style using prompts listed in Google classroom.

**Assessments**

**\_\_\_\_Assessment: In essay form citing evidence (quotes, specific examples)**

**In a well written 2-3 page essay, select one of the following characters--- Compare the characters in the stories. Determine which ones are intended to be mirrors of each other. For example, Tony in "West Side Story" and Romeo in "Romeo and Juliet" fulfill the same role as the young man in love. ----and analyze which is the most to blame for the lover’s death. Be sure to include references to the play in your explanations.**

**ALL ESSAY MUST BE WRITTEN IN CLASS**

**Extensions**

See Ms. Almanza

**Readings**

William Shakespeare, Romeo and Juliet

Arthur Laurents, West Side Story