9.1.3 | Lesson 20

Introduction

In this End-of-Unit Assessment, students craft a formal, multi-paragraph response to the following prompt: Select either Romeo or Juliet. How does Shakespeare develop this character as a tragic hero(ine)? Students review their annotated texts, lesson Quick Writes, discussion notes, and Tragic Hero(ine) Evidence Gathering Tool to organize their ideas. Students then develop their responses using relevant and sufficient evidence to support their claims. Student responses are assessed using the 9.1.3 End-of-Unit Text Analysis Rubric.

For homework, students continue to read their Accountable Independent Reading (AIR) texts and prepare for a brief discussion on how they applied a focus standard to their texts.

Standards

Assessed Standard(s)	
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
W.9-10.2.a, c, f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Addressed Standard(s)
• None.

Assessment

Assessment(s)
Student learning is assessed via a formal, multi-paragraph response. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. • Select either Romeo or Juliet. How does Shakespeare develop this character as a tragic hero(ine)? ⓘ Student responses will be evaluated using the 9.1.3 End-of-Unit Text Analysis Rubric.
High Performance Response(s)
A High Performance Response should: • Identify either Romeo or Juliet as a tragic hero(ine). • Discuss the elements that define a tragic hero(ine). • Explain how Shakespeare develops the chosen character as a tragic hero(ine). A High Performance Response may include the following evidence in support of a multi-paragraph analysis: • Shakespeare develops Romeo as a tragic hero by having him undergo great misfortune over the course of the play. At the beginning of the play, Romeo is mainly sad because he is "[o]ut of her favour where I am in love" (Act 1.1, line 166) with Rosaline. However, by the end of the play, he has committed suicide in what the Prince calls "a story of … woe" in Act 5.3, line 309. Having been forced to fight Juliet's cousin Tybalt following the death of Mercutio, he is banished by the Prince and learns of Juliet's (false) death before the Friar can inform him of the truth. • Shakespeare shows Romeo as the victim of a conflict that cannot be resolved over the course of the play, other than by his death. Because of "the continuance of their parents' rage, / Which but their children's end naught could remove" (Prologue, lines 10–11), Romeo is forced to choose between his loyalty to his family and his love for Juliet. The scene in which Tybalt kills Mercutio demonstrates this. Romeo is reluctant to harm Tybalt. Romeo tells him "the reason I have to love thee / Doth much excuse the appertaining rage / To such a greeting" (Act 3.1, lines 61–63). However, Mercutio views this as "calm, dishonourable, vile submission" (Act 3.1, line 72), and when Romeo's friend is killed, he is forced to fight, an event that triggers his banishment and finally leads to the "sad things" (Act 5.3, line 307) of the end of the play. • Romeo dies at least in part because of his own emotional reactions, which could be described as his fatal flaw. His reaction to Mercutio's death leads to his banishment after he kills Tybalt in revenge.

> Similarly, upon learning of Juliet's death, he swallows poison before he can learn of the truth from the Friar.
>
> - Juliet suffers a tragic misfortune similar to the one Romeo undergoes. Although she is the daughter of a rich and powerful man, she suffers a series of losses, ending in her death. Juliet loses her cousin and Romeo is banished for his murder, and then Juliet's parents attempt to force her to marry Paris. When she attempts to avoid the marriage by faking her own death, she awakes to find Romeo dead, and commits suicide.
>
> - Juliet too suffers from the conflict between the Montagues and the Capulets, which in turn provokes a conflict in her as she is caught between her lover and her family. She realizes that in order to be with Romeo, she must either force him to give up his family or give up her own: "Deny thy father and refuse thy name, / Or, if thou wilt not, be but sworn my love, / And I'll no longer be a Capulet" (Act 2.2, lines 34–36). In this way, she and Romeo are "[p]oor sacrifices of [Montague and Capulet's] enmity" (Act 5.3, line 304).
>
> - Juliet has a fatal flaw: she is desperately loyal to Romeo, and willing to "leap … / From off the battlements of any tower" (Act 4.1, lines 77–78) rather than marry Paris. Even after Romeo's death, as the Friar tries to convince her to run away and hide among a community of nuns, she refuses to do so telling him, "Go, get thee hence, for I will not away" (Act 5.3, line 160), preferring to stab herself with Romeo's dagger rather than be separated from him.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
• None.*
Vocabulary to teach (may include direct word work and/or questions)
• None.*
Additional vocabulary to support English Language Learners (to provide directly)
• None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
• Standards: RL.9-10.3, RL.9-10.5, W.9-10.2.a, c, f	
• Text: *Romeo and Juliet* by William Shakespeare (all excerpts)	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. 9.1.3 End-of-Unit Assessment	3. 80%
4. Closing	4. 5%

Materials

- Copies of the 9.1.3 End-of-Unit Assessment for each student
- Copies of the 9.1.3 End-of-Unit Text Analysis Rubric and Checklist for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▶	Indicates student action(s).
●	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda and the assessed standards for this lesson: RL.9-10.3, RL.9-10.5 and W.9-10.2.a, c, f. In this lesson, students complete the End-of-Unit Assessment in which they select either Romeo or Juliet and discuss how Shakespeare develops their chosen character as a tragic hero(ine) in *Romeo and Juliet*.

> ‣ Students look at the agenda.

Activity 2: Homework Accountability   10%

Ask students to take out their materials for the End-of-Unit Assessment, including the Tragic Hero(ine) Evidence Gathering Tool as well as all notes, annotations, and Quick Writes.

> ‣ Students take out their materials for the End-of-Unit Assessment.

> 🗨 See the Model Tragic Hero(ine) Evidence Gathering Tool in 9.1.3 Lesson 19 for sample student responses.

ⓘ Students demonstrate completion of their homework by having all of their materials organized and accessible for the assessment.

Activity 3: 9.1.3 End-of-Unit Assessment   80%

Explain to students that because it is a formal writing task, the End-of-Unit Assessment should include an introductory statement that introduces the topic of their responses, well-organized textual evidence that supports the analysis, varied transitions, and a concluding statement that articulates the information presented in the essay. Remind students to use proper grammar, capitalization, punctuation, and spelling.

Instruct students to write a formal, multi-paragraph response to the following prompt:

Select either Romeo or Juliet. How does Shakespeare develop this character as a tragic hero(ine)?

ⓘ Display the prompt for students to see, or provide the prompt in hard copy.

Ask students if they have remaining questions about the assessment prompt.

Distribute and review the 9.1.3 End-of-Unit Text Analysis Rubric and Checklist. Remind students to use the 9.1.3 End-of-Unit Text Analysis Rubric and Checklist to guide their written responses.

> ‣ Students follow along, reading the 9.1.3 End-of-Unit Assessment prompt and the 9.1.3 End-of-Unit Text Analysis Rubric and Checklist silently.

Remind students to use their notes, annotated texts, lesson Quick Writes and Tragic Hero(ine) Evidence Gathering Tools to write their responses. Ask students to use this unit's vocabulary wherever possible in their written responses.

> ‣ Students independently craft a formal, multi-paragraph response to the prompt, using evidence from the text.

> 🗨 See the High Performance response at the beginning of this lesson.

Activity 4: Closing　　　　　　　　　　　　　　　　　　　　5%

Display and distribute the homework assignment. For homework, instruct students to continue to read their AIR texts through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of their texts based on that standard.

> ▸ Students follow along.

Homework

Continue reading your Accountable Independent Reading texts through the lens of a focus standard of your choice and prepare for a 3–5 discussion of your texts based on that standard.

9.1.3 End-of-Unit Assessment

Text-Based Response

Your Task: Rely on your reading and analysis of *Romeo and Juliet* to write a well-developed multi-paragraph response to the following prompt:

> *Select either Romeo or Juliet. How does Shakespeare develop this character as a tragic hero(ine)?*

Your writing will be assessed using the 9.1.3 End-of-Unit Text Analysis Rubric.

Guidelines

Be sure to:
- Closely read the prompt
- Address all elements of the prompt in your response
- Paraphrase, quote, and reference relevant evidence to support your claim
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

CCSS: RL.9-10.3, RL.9-10.5, W.9-10.2.a, c, f

Commentary on the Task:

This task measures RL.9-10.3 because it demands that students:

- Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

This task measures RL.9-10.5 because it demands that students:

- Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

This task measures W.9-10.2.a, c, f because it demands that students:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - o Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - o Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - o Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

9.1.3 End-of-Unit Text Analysis Rubric   _____ /_____ (Total points)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Content and Analysis **The extent to which the response analyzes how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.** **CCSS.ELA-Literacy.RL.9-10.3** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Skillfully analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Accurately analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Analyze with partial accuracy how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Inaccurately analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Content and Analysis **The extent to which the response analyzes how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, suspense, and surprise.** **CCSS.ELA-Literacy.RL.9-10.5** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, suspense, and surprise.	Skillfully analyze the author's choices concerning how to structure a text, order events within it, and manipulate time.	Accurately analyze the author's choices concerning how to structure a text, order events within it, and manipulate time.	Analyze with partial accuracy the author's choices concerning how to structure a text, order events within it, and manipulate time.	Inaccurately analyze the author's choices concerning how to structure a text, order events within it, and manipulate time.

| Coherence, Organization, and Style

The extent to which the response introduces a topic, organizes complex ideas, concepts, and information to make important connections and distinctions.

CCSS.ELA-Literacy.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.9-10.2.a

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

The extent to which the response uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. | Skillfully introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)

Skillfully use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)

Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W.9-10.2.f) | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)

Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f) | Introduce a topic; inconsistently organize complex ideas, concepts, and information, making occasional connections and distinctions. (W.9-10.2.a)

Use unvaried transitions, or uses transitions ineffectively or inconsistently to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2.c)

Provide a concluding statement or section that loosely follows from and partially supports the information or explanation presented. (W.9-10.2.f) | Ineffectively introduce a topic; ineffectively organize ideas, concepts and information, making inaccurate or no connections and distinctions. (W.9-10.2.a)

Use inappropriate, unvaried, or no transitions to link the major sections of the text, create cohesion, or clarify the relationships among complex ideas and concepts. (W.9-10.2.c)

Provide an ineffective concluding statement or section that does not follow from or support the information or explanation presented. (W.9-10.2.f) |

CCSS.ELA-Literacy.W.9-10.2.c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **The extent to which the response provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).** **CCSS.ELA-Literacy.W.9-10.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).			

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

9.1.3 End-of-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my writing…	✔
Content and Analysis	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme? **(RL.9-10.3)**	☐
	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, suspense, and surprise? **(RL.9-10.5)**	☐
Coherence, Organization, and Style	Introduce a topic? **(W.9-10.2.a)**	☐
	Organize complex ideas, concepts, and information to make important connections and distinctions? **(W.9-10.2.a)**	☐
	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts? **(W.9-10.2.c)**	☐
	Provide a concluding statement or section related to the explanation or analysis? **(W.9-10.2.f)**	☐