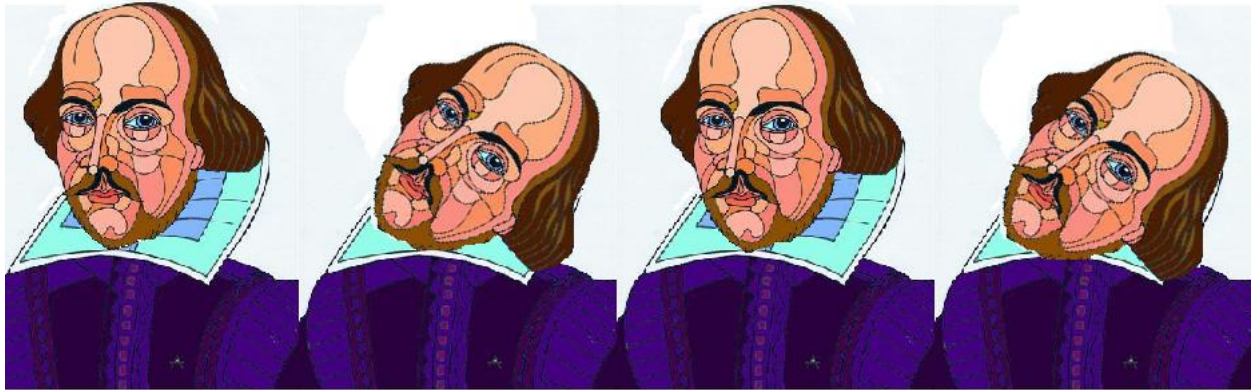


What is Love; Baby, Don't Hurt Me



Unit for ninth grade regular English

By Tabitha Campbell

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Rationale for Unit

“What is Love; Baby, Don’t Hurt Me”

Traditionally, in ninth grade, students all across America are exposed to Shakespeare’s *Romeo and Juliet* in their English classes. The rationale behind that decision is not necessarily what I need to argue as that is almost always completely accepted and expected all over the country. However, I will list some reasons for doing so anyway. We teach Shakespeare’s *Romeo and Juliet* because: 1) the cultural and social implications of knowing the general plot line and ideas in the story (for example, there are a large amount of popular songs, movies...etc which make use of the plot of *Romeo and Juliet* and students would be out of the loop if they didn’t know about it), 2) Students need to be exposed to the language in Shakespeare’s writing (all of those who oppose the imaginary yet enforced “cannon” are turning over in their desk chairs at that blanket statement of conformity, yet, there is something cognitively stretching and healthy in attempting to decipher Shakespeare’s language and understand his words that our students will and do benefit from), and finally, 3) The stories that Shakespeare paints in his dramas are universal and relatable and serve to generate discussion topics that are helpful and relevant for developing adolescents (as well as adults).

As for the rationale behind my decision to teach a unit on Love (“What is Love; Baby, Don’t Hurt Me”), I think the words of Tom Clahane, an English teacher in Wolfville, Nova Scotia, describes it best when he said on the English Companion Ning, “My experience is that 9th graders are bombarded by inappropriate and shallow images of love (or at least superficial sexual attraction that is being passed off as “love.”) I think there is a value in exploring other voices and aspects of love with them.” There is no end to the negative, hurtful and shallow influence that society and Media are having on the youth of America and so I want to counter those influences in my classroom and take a serious, many-sided approach at studying love as it is represented by characters in *Romeo and Juliet* and other characters and authors in other texts.

When planning this unit, I came across some opposition to my ideas. A teacher that I communicated with told me, “Are ninth graders mature enough to discuss love this deeply? What do they really know about it at their tender age, after all? Most have not felt real love yet.” My initial reaction was that of anger that someone would generalize that all ninth graders could have a problem discussing love at a deep level because, having been a ninth grader in the last decade, I remember spending that year having to rise to new challenges that stretched me and set the bar for harder, more stretching days to come and that year was my hardest, yet most influential year of high school for me because my teachers weren’t afraid to help us move into the high school experience instead of caudle us in an extension of middle school. Something I know from

experience is that students don't usually exceed the expectations of the teacher. So, if I want my students to excel, I need to set a bar that is attainable, but high enough for them to stretch and grow. I believe that this unit will help them do so.

This unit is relevant to ninth grade students because they need to start thinking about what society and Media are telling them so they can form their own ideas and beliefs early on. In Wyndol Furman and Laura Shaffer's article, "The Role of Romantic Relationships in Adolescent Development," the authors state that relationships are central in adolescents' lives. They are a major topic of conversation among adolescents." These authors go on to state that, "the formation of romantic relationships is often thought to be one of the important developmental tasks of adolescence and these relationships have significant implications for health and adjustment (Furman, Shaffer 3)." Similarly, Montgomery and Sorell, in their article, "Love and dating experience in early and middle adolescence: grade and gender comparisons," stated that, "Qualitative analyses suggested that early and middle adolescents are actively reasoning about the nature and meaning of romantic feelings and experiences (Montgomery, Sorell from Abstract)." In Shannon E. Cavanagh's article, "The Social Construction of Romantic Relationships in Adolescence: Examining the Role of Peer Networks, Gender, and Race," Cavanagh states that, "the settings of our lives, both in micro- and macro-level terms, are backdrops for our romantic endeavors. This phenomenon is especially important during the adolescent stage of the life course, when young people develop the romantic ideals, templates, and behaviors that prefigure their adult romantic life (Cavanagh from Introduction)." In short, adolescents are thinking about love, dreaming about love, and making important decisions about love, and at this time in their development their ideas and beliefs about love are being solidified; this being established, how could I not do a unit on "What is Love?"

Specifically, for my ninth grade students, this unit is important and useful because through working with them for a semester, I know they can cognitively handle the themes and content of this unit and they will benefit from the topics we will be discussing because I have noticed trends in their conversations and attitudes which point to conformity to the Media's influence of shallow thinking about love. Before Winter Break we went over a short unit on poetry and scansion so this unit will use a lot of poetry texts, not only because they will remind students of what we learned before the break and they can build on their knowledge, but also because studying love poems will tie in seamlessly into our unit. I will also be tying in songs, specifically love songs, as a form of poetry and a helpful text for assessing messages about love.

Objectives for Unit

SWBAT:

- Read and discuss in class the plot and themes of Shakespeare's *Romeo and Juliet*
- Build off their knowledge of poetry and scansion by studying more poetry and music.
- Critically analyze various authors' and characters' definitions of love.
- Develop their own definitions and attributes of love through class discussion and various texts and critical thinking.
- Write, paint, or express through theatrical drama their own poem/story/essay/painting on their developed definition of love and the attributes therein.

Essential Questions of the Unit

- What is your definition of love?
- How do the characters/ authors from our texts define love?
- Is love a choice or a feeling?
- What about Fate?
- What do Media tell us about love?

Sunshine State Standards

LA.910.1.6.1: The student will use new vocabulary that is introduced and taught directly;

LA.910.1.6.2: The student will listen to, read, and discuss familiar and conceptually challenging text;

LA.910.1.6.3: The student will use context clues to determine meanings of unfamiliar words;

LA.910.1.6.5: The student will relate new vocabulary to familiar words;

LA.910.1.6.9: The student will determine the correct meaning of words with multiple meanings in context;

LA.910.1.6.10: The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and

LA.910.1.7.2: The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;

LA.910.1.7.3: The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

LA.910.1.7.6: The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;

LA.910.2.1.1: The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;

LA.910.2.1.2: The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);

LA.910.2.1.3: The student will explain how meaning is enhanced through various features of poetry, including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position);

LA.910.2.1.4: The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;

LA.910.2.1.9: The student will identify, analyze, and compare the differences in English language patterns and vocabulary choices of contemporary and historical texts; and

LA.910.3.5.1: The student will prepare writing using technology in a format appropriate to the purpose (e.g., for display, multimedia);

LA.910.3.5.3: The student will sharing with others, or submitting for publication.

LA.910.6.4.1: The student will use appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology); and

LA.910.6.4.2: The student will routinely use digital tools for publication, communication and productivity.

Materials

- Shakespeare's *Romeo and Juliet*(copies for all students)
- "What is Love" by Haddaway
- Mp3's of at least 30 love songs
- Printed copies of all poems we use in class
- Printed copies of handout for final project
- Internet access
- Access to youtube.com
- Class blog
- Writing journals for all students
- Access to a DVD Player and Television
- The Movie, *Romeo and Juliet* (1968) on DVD
- The Movie, *Pocahontas* on DVD

Week One

Day One

Anticipatory Set:

(5 min.) Teacher will have the students settle down and she will play “What is Love” by Haddaway while they listen to the song and wait for class to officially start and write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day’s announcements/reminders/homework that is on the board.	Listen to song, and copy down the day’s announcements/reminders/homework that are on the board.
20	Have the students take out their journals and write for 20 minutes to answer the prompt: “Explain in detail a time you felt completely loved.”	Write quietly for twenty minutes. If they finish before time is over, they may read quietly or work on something else for class.
15	Share a personal story that answers the prompt, and then ask for volunteers from the class to read their journal entries if they feel comfortable to do so and they are classroom appropriate.	Listen attentively and read their journal entries to the class if they feel comfortable to do so and they are classroom appropriate.
10	Explain the next six weeks and the unit, “What is Love; Baby, Don’t Hurt Me.” Introduce the essential questions and take student questions.	Listen attentively and ask any questions they may have.
	Dismiss students.	Go to next class.

Homework

None

Day Two

Anticipatory Set:

(5 min.) Teacher will play a love song* while the students settle down and she will allow them to write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day's announcements/reminders/homework that is on the board.	Listen to song, and copy down the day's announcements/reminders/homework that are on the board.
15	Have the students take out their journals and write for 20 minutes to answer the prompt: "What is one word that you think of immediately when you think of love? Why?" Ask for volunteers from the class to read their journal entries if they feel comfortable to do so and they are classroom appropriate.	Write quietly for ten minutes. If they finish before time is over, they may read quietly or work on something else for class. Read their journal entries to the class if they feel comfortable to do so and they are classroom appropriate.
25	Pass out the poem, "On Love" by Kahlil Gibran (in Appendix A.). Read poem aloud as the students read along. Lead a discussion on what exactly the poet is saying the attributes of true love are. Have a student keep a written record of what the poem is saying in plain English on the board and instruct the students to take notes on what we discuss in class because we will keep coming back to this poem.	Listen attentively and read along. Participate in discussion.
10	Explain the homework that is due in two days.	Listen attentively and ask any questions they may have and take notes.
	Dismiss students.	Go to next class.

Homework

Due in two days: "Write your own poem or essay that describes the different elements you believe love encompasses."

Students will be graded on participation and effort.

*in Appendix K.

Day Three

Anticipatory Set:

(5 min.) Teacher will play a love song* while the students settle down and she will allow them to write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day's announcements/reminders/homework that is on the board.	Listen to song, and copy down the day's announcements/reminders/homework that are on the board.
15	Have the students take out their journals and write for 10 minutes to answer the prompt: "What kind of poetry is your favorite? Do you find yourself feeling frustrated when trying to understand poetry in class or outside of class?" Ask for volunteers from the class to read their journal entries if they feel comfortable to do so and they are classroom appropriate.	Write quietly for ten minutes. If they finish before time is over, they may read quietly or work on something else for class. Read their journal entries to the class if they feel comfortable to do so and they are classroom appropriate.
30	Iambic Pentameter Activity! (Taken from video on YouTube: http://www.youtube.com/watch?v=9H2htG2bv20&feature=related) Pick 5 quiet people and 5 loud people to show the rest of the class how Iambic pentameter works. Then line them up quiet, then loud... etc. Have them say "ta" if they are a quiet person or "TUM" if they are a loud person. Show the class how that is how Iambic Pentameter works. Explain when and how Shakespeare uses Iambic Pentameter. Have the quiet and loud students say the line, "What soft, what light through yonder window breaks." One word at a time and show how it is in Iambic Pentameter.	Listen attentively and participate in activity.
5	Talk about student progress and questions regarding the homework that is due tomorrow.	Listen attentively and ask any questions they may have and take notes.
	Dismiss students.	Go to next class.

Homework

Due tomorrow: "Write your own poem or essay that describes the different elements you believe love encompasses."

Students will be graded on participation and effort.

*in Appendix K.

Day Four

Anticipatory Set:

(5 min.) Teacher will play a love song* while the students settle down and she will allow them to write down the assignments and announcements on the board. Teacher will also collect essay/poem at this time.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Collect essay or poem from students. Play song, and let students copy down the day's announcements/reminders/homework that is on the board.	Turn in their essay/poem. Listen to song, and copy down the day's announcements/reminders/homework that is on the board.
20	Ask for volunteers from the class to read their essay/poem if they feel comfortable to do so and they are classroom appropriate.	Read their essay/poem to the class if they feel comfortable to do so and they are classroom appropriate.
30	Introduction to Shakespeare! Show funny and informative video on YouTube of Shakespeare's time, life and works: http://www.youtube.com/watch?v=vQGATteg1Os&feature=related Show videos about the Globe Theater. (One informative, and one is just a video of what the theater looks like today.): http://www.youtube.com/watch?v=aE2cr-flvBA http://www.youtube.com/watch?v=Bv5uN-dzizl&feature=related Short lecture on the videos and Shakespeare and Romeo and Juliet.	Listen to and watch videos attentively.
	Dismiss students.	Go to next class.

Homework

None

*in Appendix K.

Day Five

Anticipatory Set:

(5 min.) Teacher will play a love song* while the students settle down and she will allow them to write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day's announcements/reminders/homework that is on the board.	Listen to song, and copy down the day's announcements/reminders/homework that are on the board.
15	Have the students take out their journals and write for 10 minutes to answer the prompt: "Have you ever found yourself changing for someone you liked/loved? Have you ever wanted someone you liked/loved to change for you?" Ask for volunteers from the class to read their journal entries if they feel comfortable to do so and they are classroom appropriate.	Write quietly for ten minutes. If they finish before time is over, they may read quietly or work on something else for class. Read their journal entries to the class if they feel comfortable to do so and they are classroom appropriate.
30	Pass out the poem, "SONNET 116" by William Shakespeare (in Appendix B.). Read poem aloud as the students read along then ask a student to read it aloud. Lead a discussion on what exactly the poet is saying through the poem about love. Discuss the iambic pentameter and sonnet form (review).	Listen attentively and read along. Participate in discussion.
5	Talk about the weekend homework that is due Monday.	Listen attentively and ask any questions they may have and take notes.
	Dismiss students.	Go to next class.

Weekend Homework

Skim the character list of Shakespeare's *Romeo and Juliet*, make assumptions about what you have heard about the story and what you think about the story. We will share our assumptions and predictions on Monday. Write it all down in your journals.

Students will be graded on participation and effort.

*in Appendix K.

Week 2

Day One

Anticipatory Set:

(5 min.) Teacher will play a love song* while the students settle down and she will allow them to write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day's announcements/reminders/homework that is on the board.	Listen to song, and copy down the day's announcements/reminders/homework that are on the board.
5	Check that each student wrote some predictions/assumptions from skimming the character list of Romeo and Juliet over the weekend.	Share their assumptions with the class while teacher checks everyone's journal if they feel comfortable doing so and it is classroom appropriate.
15	Have the students take out their journals and write for 20 minutes to answer the prompt: "Do you believe in Fate? Why or Why not?"	Write quietly for twenty minutes. If they finish before time is over, they may read quietly or work on something else for class.
30	Show video of the Prologue from <i>R&J</i> : http://www.youtube.com/watch?v=2NS8exginzQ&feature=related Read the prologue aloud and then have a volunteer from the class read it again. Then lead a short discussion on what the text means- what it is saying about Fate and what predictions the students now make about the play. Discuss Fate and take student volunteers to share their journal entries if they are comfortable doing so and they are classroom appropriate.	Listen and watch videos attentively and participate in discussions and read their journal entries to the class if they feel comfortable to do so and they are classroom appropriate.
	Dismiss students.	Go to next class.

Homework

None

*in Appendix K.

Day Two

Anticipatory Set:

(5 min.) Teacher will play a love song* while the students settle down and she will allow them to write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day's announcements/reminders/homework that is on the board.	Listen to song, and copy down the day's announcements/reminders/homework that are on the board.
10	Have the students take out their journals and write for 10 minutes to answer the prompt: "Have you ever liked/loved someone whose friends or family didn't like you? Or have you ever liked someone who your friends didn't like?" Ask for volunteers from the class to read their journal entries if they feel comfortable to do so and they are classroom appropriate.	Write quietly for ten minutes. If they finish before time is over, they may read quietly or work on something else for class. Read their journal entries to the class if they feel comfortable to do so and they are classroom appropriate.
30	Read in class <i>Romeo and Juliet</i> Act 1 Scene 1. (Students and teacher will participate in reader's theater type reading in class.) Instruct the students to keep a running record of vocabulary words they don't understand. Answer questions students have. Clarify content and confusing wording.	Listen attentively, read aloud and to self and participate in keeping a record of vocabulary words.
5	Watch video clip from R&J Movie of Act 1 Scene 1.	Watch clip attentively.
5	Talk about vocabulary homework for the next few weeks.	Listen attentively and ask any questions they may have and take notes.
	Dismiss students.	Go to next class.

Homework: Every weekend in the second, third and fourth weeks, students will take their list of at least 5 words they don't understand from the text and they will research and define the words on their own and they will post their lists with words and definitions to the class blog every weekend by Sunday at 5pm.

Students will be graded on doing the assignment, turning it in on time, and proof of actual research and effort. Students will have to cite where they found the definitions.

*in Appendix K.

Day Three

Anticipatory Set:

(5 min.) Teacher will play a love song* while the students settle down and she will allow them to write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day's announcements/reminders/homework that is on the board.	Listen to song, and copy down the day's announcements/reminders/homework that are on the board.
20	Have the students take out their journals and write for 10 minutes to answer the prompt: "Have you ever liked/loved someone who didn't like you back? Explain." Ask for volunteers from the class to read their journal entries if they feel comfortable to do so and they are classroom appropriate.	Write quietly for ten minutes. If they finish before time is over, they may read quietly or work on something else for class. Read their journal entries to the class if they feel comfortable to do so and they are classroom appropriate.
20	Read in class <i>Romeo and Juliet</i> Act 1 Scene 2. (Students and teacher will participate in reader's theater type reading in class.) Remind the students to keep a running record of vocabulary words they don't understand. Answer questions students have. Clarify content and confusing wording.	Listen attentively, read aloud and to self and participate in keeping a record of vocabulary words.
10	Watch video clip from R&J Movie of Act 1 Scene 2.	Watch clip attentively.
	Dismiss students.	Go to next class.

Homework

None

*in Appendix K.

Day Four

Anticipatory Set:

(5 min.) Teacher will play a love song* while the students settle down and she will allow them to write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day's announcements/reminders/homework that is on the board.	Listen to song, and copy down the day's announcements/reminders/homework that are on the board.
10	Have the students take out their journals and write for 10 minutes to answer the prompt: "How do you (or how do you not) think your parents have helped shape your views on what you believe love to be and what it looks like?" Ask for volunteers from the class to read their journal entries if they feel comfortable to do so and they are classroom appropriate.	Write quietly for ten minutes. If they finish before time is over, they may read quietly or work on something else for class. Read their journal entries to the class if they feel comfortable to do so and they are classroom appropriate.
20	Read in class <i>Romeo and Juliet</i> Act 1 Scene 3. (Students and teacher will participate in reader's theater type reading in class.) Remind the students to keep a running record of vocabulary words they don't understand. Answer questions students have. Clarify content and confusing wording.	Listen attentively, read aloud and to self and participate in keeping a record of vocabulary words.
10	Watch video clip from R&J Movie of Act 1 Scene 3.	Watch clip attentively.
	Dismiss students.	Go to next class.

Homework

None

*in Appendix K.

Day Five

Anticipatory Set:

(5 min.) Teacher will play a love song* while the students settle down and she will allow them to write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day's announcements/reminders/homework that is on the board.	Listen to song, and copy down the day's announcements/reminders/homework that are on the board.
15	Have the students take out their journals and write for 10 minutes to answer the prompt: "What do you think about the statement, 'You are who your friends are?' How do you think your friends have influenced the way you think about romantic relationships?" Ask for volunteers from the class to read their journal entries if they feel comfortable to do so and they are classroom appropriate.	Write quietly for ten minutes. If they finish before time is over, they may read quietly or work on something else for class. Read their journal entries to the class if they feel comfortable to do so and they are classroom appropriate.
25	Read in class <i>Romeo and Juliet</i> Act 1 Scene 4. (Students and teacher will participate in reader's theater type reading in class.) Remind the students to keep a running record of vocabulary words they don't understand. Answer questions students have. Clarify content and confusing wording.	Listen attentively, read aloud and to self and participate in keeping a record of vocabulary words.
10	Watch video clip from R&J Movie of Act 1 Scene 4.	Watch clip attentively.
	Dismiss students.	Go to next class.

Weekend Homework

Do vocabulary word research assignment.

Remember to post words and definitions to the class blog by Sunday at 5pm!

*in Appendix K.

Week 3

Day One

Anticipatory Set:

(5 min.) Teacher will play a love song (in Appendix K.) while the students settle down and she will allow them to write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day's announcements/reminders/homework that is on the board.	Listen to song, and copy down the day's announcements/reminders/homework that is on the board.
15	Have the students take out their journals and write for 10 minutes to answer the prompt: "Do you believe in love at first sight? Why or why not?" Ask for volunteers from the class to read their journal entries if they feel comfortable to do so and they are classroom appropriate.	Write quietly for ten minutes. If they finish before time is over, they may read quietly or work on something else for class. Read their journal entries to the class if they feel comfortable to do so and they are classroom appropriate.
25	Read in class <i>Romeo and Juliet</i> Act 1 Scene 5. (Students and teacher will participate in reader's theater type reading in class.) Remind the students to keep a running record of vocabulary words they don't understand. Answer questions students have. Clarify content and confusing wording.	Listen attentively, read aloud and to self and participate in keeping a record of vocabulary words.
10	Watch video clip from R&J Movie of Act 1 Scene 5.	Watch clip attentively.
	Dismiss students.	Go to next class.

Homework:

Look at the CD cover art on the class blog and answer blog prompt on blog:



“What attitudes about love are the artists trying to portray based on the album cover? How can you tell? (minimum 100 words). Extra credit: Listen to the song, “All you Need is Love” By The Beatles and write a 50 word reader response to it. (Appendix D.)

Day Two

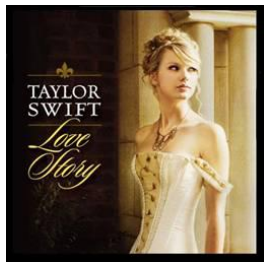
Anticipatory Set:

(5 min.) Teacher will play a video clip online after the students settle down and she allows them to write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
2	Let students copy down the day's announcements/reminders/homework that is on the board.	Listen to song, and copy down the day's announcements/reminders/homework that is on the board.
3	Play video clip: http://www.youtube.com/watch?v=iYhCn0jf46U	Watch video clip.
15	Have the students take out their journals and write for 10 minutes to answer the prompt: "What do you think about what the Media is trying to portray about physical attractiveness and its importance? What lies do you think the media is feeding us about physical beauty/attractiveness?" Then for 5 minutes, ask for volunteers from the class to read their journal entries if they feel comfortable to do so and they are classroom appropriate.	Write quietly for ten minutes. If they finish before time is over, they may read quietly or work on something else for class. Read their journal entries to the class if they feel comfortable to do so and they are classroom appropriate.
25	Read in class <i>Romeo and Juliet</i> Act 2 Prologue and Act 2 Scene 1. (Students and teacher will participate in reader's theater type reading in class.) Remind the students to keep a running record of vocabulary words they don't understand. Answer questions students have. Clarify content and confusing wording.	Listen attentively, read aloud and to self and participate in keeping a record of vocabulary words.
10	Watch video clip from R&J Movie of Act 2 Scene 1.	Watch clip attentively.
	Dismiss students.	Go to next class.

Homework: Look at the CD cover art on the class blog and answer blog prompt on blog:



"What attitudes about love is the artist trying to portray based on the album cover? How can you tell? (minimum 100 words). Extra credit: Listen to the song, "Love Song" By Taylor Swift and write a 50 word reader response to it. (Appendix D.)

Day Three

Anticipatory Set:

(5 min.) Teacher will play a love song (in Appendix K.) while the students settle down and she will allow them to write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day's announcements/reminders/homework that is on the board.	Listen to song, and copy down the day's announcements/reminders/homework that is on the board.
15	Have the students take out their journals and write for 10 minutes to answer the prompt: "Do you believe in love so strong it could make you deny your whole family and leave everyone else you love? Why or why not?" Then for 5 minutes, ask for volunteers from the class to read their journal entries if they feel comfortable to do so and they are classroom appropriate.	Write quietly for ten minutes. If they finish before time is over, they may read quietly or work on something else for class. Read their journal entries to the class if they feel comfortable to do so and they are classroom appropriate.
25	Read in class <i>Romeo and Juliet</i> Act 2 Scene 2. (Students and teacher will participate in reader's theater type reading in class.) Remind the students to keep a running record of vocabulary words they don't understand. Answer questions students have. Clarify content and confusing wording.	Listen attentively, read aloud and to self and participate in keeping a record of vocabulary words.
10	Watch video clip from R&J Movie of Act 2 Scene 2.	Watch clip attentively.
	Dismiss students.	Go to next class.

Homework:



Look at the CD cover art on the class blog and answer blog prompt on blog:

“What attitudes about love are the artists trying to portray based on the album cover? How can you tell? (minimum 100 words). Extra credit: Listen to the song, “One Love” By Bob Marley and write a 50 word reader response to it. (Appendix D.)

Day Four

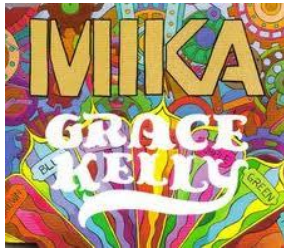
Anticipatory Set:

(5 min.) Teacher will play a love song (in Appendix K.) while the students settle down and she will allow them to write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day's announcements/reminders/homework that is on the board.	Listen to song, and copy down the day's announcements/reminders/homework that is on the board.
15	Have the students take out their journals and write for 10 minutes to answer the prompt: "Do you believe in marriage? Do you want to someday get married? Why or why not?" Ask for volunteers from the class to read their journal entries if they feel comfortable to do so and they are classroom appropriate.	Write quietly for ten minutes. If they finish before time is over, they may read quietly or work on something else for class. Read their journal entries to the class if they feel comfortable to do so and they are classroom appropriate.
25	Read in class <i>Romeo and Juliet</i> Act 2 Scene 3. (Students and teacher will participate in reader's theater type reading in class.) Remind the students to keep a running record of vocabulary words they don't understand. Answer questions students have. Clarify content and confusing wording.	Listen attentively, read aloud and to self and participate in keeping a record of vocabulary words.
10	Watch video clip from R&J Movie of Act 2 Scene 3.	Watch clip attentively.
	Dismiss students.	Go to next class.

Homework:



Look at the CD cover art on the class blog and answer blog prompt on blog:

“What attitudes about love are the artists trying to portray based on the album cover? How can you tell? (minimum 100 words). Extra credit: Listen to the song, “Grace Kelly” By MIKA and write a 50 word reader response to it. (Appendix D.)

Day Five

Anticipatory Set:

(5 min.) Teacher will play a love song (in Appendix K.) while the students settle down and she will allow them to write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
3	Play song, and let students copy down the day's announcements/reminders/homework that is on the board.	Listen to song, and copy down the day's announcements/reminders/homework that is on the board.
10	Have the students take out their journals and write for 10 minutes to answer the prompt: "So far, in <i>Romeo and Juliet</i> are you agreeing with the characters' definitions of love? Why or why not? "	Write quietly for ten minutes. If they finish before time is over, they may read quietly or work on something else for class.
35	Read in class <i>Romeo and Juliet</i> Act 2 Scene 4-Scene 5. (Students and teacher will participate in reader's theater type reading in class.) Remind the students to keep a running record of vocabulary words they don't understand. Answer questions students have. Clarify content and confusing wording.	Listen attentively, read aloud and to self and participate in keeping a record of vocabulary words.
7	Watch video clip from R&J Movie of only Act 2 Scene 5.	Watch clip attentively.
	Dismiss students.	Go to next class.

Weekend Homework:

Do vocabulary word research assignment.

Remember to post words and definitions to the class blog by Sunday at 5pm!

Week 4

Day One

Anticipatory Set:

(5 min.) Teacher will play a love song (in Appendix K.) while the students settle down and she will allow them to write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day's announcements/reminders/homework that is on the board.	Listen to song, and copy down the day's announcements/reminders/homework that is on the board.
15	Have the students take out their journals and write for 10 minutes to answer the prompt: "What if the person you were in love with was a murderer. Would you still choose to be with them?" For five minutes, ask for volunteers from the class to read their journal entries if they feel comfortable to do so and they are classroom appropriate.	Write quietly for ten minutes. If they finish before time is over, they may read quietly or work on something else for class. Read their journal entries to the class if they feel comfortable to do so and they are classroom appropriate.
35	Read in class <i>Romeo and Juliet</i> Act 3 Scene 1. (Students and teacher will participate in reader's theater type reading in class.) Remind the students to keep a running record of vocabulary words they don't understand. Answer questions students have. Clarify content and confusing wording.	Listen attentively, read aloud and to self and participate in keeping a record of vocabulary words.
7	Watch video clip from R&J Movie of only Act 2 Scene 5.	Watch clip attentively.
	Dismiss students.	Go to next class.

Homework:



Look at the CD cover art on the class blog and answer blog prompt on blog: "What attitudes about love are the artists trying to portray based on the album cover? How can you tell? (minimum 100 words). Extra credit: Listen to the song, "Only Exception" By Paramore and write a 50 word reader response to it. (Appendix D.)

Day Two

Anticipatory Set:

(5 min.) Teacher will play a love song (in Appendix K.) while the students settle down and she will allow them to write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day's announcements/reminders/homework that is on the board.	Listen to song, and copy down the day's announcements/reminders/homework that is on the board.
15	Have the students take out their journals and write for 10 minutes to answer the prompt: "Analyze this quote: 'There is no trust, no faith, no honesty in men. All of them lie. All of them cheat. They're all wicked.' Do you agree with it ('men' in this quote refers to women as well-we will extend its meaning to 'people' in general)? Do you disagree with it?" For five minutes, ask for volunteers from the class to read their journal entries if they feel comfortable to do so and they are classroom appropriate.	Write quietly for ten minutes. If they finish before time is over, they may read quietly or work on something else for class. Read their journal entries to the class if they feel comfortable to do so and they are classroom appropriate.
25	Read in class <i>Romeo and Juliet</i> Act 3 Scene 2. (Students and teacher will participate in reader's theater type reading in class.) Remind the students to keep a running record of vocabulary words they don't understand. Answer questions students have. Clarify content and confusing wording.	Listen attentively, read aloud and to self and participate in keeping a record of vocabulary words.
10	Watch video clip from R&J Movie of only Act 3 Scene 2.	Watch clip attentively.
	Dismiss students.	Go to next class.

Homework:



(Appendix D.) Look at the painting by on the class blog and answer blog prompt on blog: "What attitudes about love are the artists trying to portray based on the album cover? How can you tell? (minimum 100 words). Extra credit: Look up John Keats, *La Belle Dame Sans Merci* and post a 50 word reader's response to the class blog. Here's a link to the poem: <http://www.bartleby.com/126/55.html>. (Appendix E.)

Day Three

Anticipatory Set:

(5 min.) Teacher will play a love song (in Appendix K.) while the students settle down and she will allow them to write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day's announcements/reminders/homework that is on the board.	Listen to song, and copy down the day's announcements/reminders/homework that is on the board.
30	Read in class <i>Romeo and Juliet</i> Act 3 Scenes 3-4. (Students and teacher will participate in reader's theater type reading in class.) Remind the students to keep a running record of vocabulary words they don't understand. Answer questions students have. Clarify content and confusing wording.	Listen attentively, read aloud and to self and participate in keeping a record of vocabulary words.
20	Watch video clip from R&J Movie of only Act 3 Scenes 3-4.	Watch clip attentively.
	Dismiss students.	Go to next class.

Homework:



Look at the painting by on the class blog and answer blog prompt on blog: “What attitudes about love are the artists trying to portray based on the album cover? How can you tell? (minimum 100 words). (Appendix D.)

Day Four

Anticipatory Set:

(5 min.) Teacher will play a love song (in Appendix K.) while the students settle down and she will allow them to write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day's announcements/reminders/homework that is on the board.	Listen to song, and copy down the day's announcements/reminders/homework that is on the board.
15	Have the students take out their journals and write for 10 minutes to answer the prompt: "What do you think about arranged marriages? How would you feel if your parents chose a spouse for you?" For five minutes, ask for volunteers from the class to read their journal entries if they feel comfortable to do so and they are classroom appropriate.	Write quietly for ten minutes. If they finish before time is over, they may read quietly or work on something else for class. Read their journal entries to the class if they feel comfortable to do so and they are classroom appropriate.
25	Read in class <i>Romeo and Juliet</i> Act 3 Scene 5. (Students and teacher will participate in reader's theater type reading in class.) Remind the students to keep a running record of vocabulary words they don't understand. Answer questions students have. Clarify content and confusing wording.	Listen attentively, read aloud and to self and participate in keeping a record of vocabulary words.
10	Watch video clip from R&J Movie of only Act 3 Scene 5.	Watch clip attentively.
	Dismiss students.	Go to next class.

Homework:



Look at the painting by on the class blog and answer blog prompt on blog: "What attitudes about love are the artists trying to portray based on the album cover? How can you tell? (minimum 100 words). (Appendix D.)

Day Five

Anticipatory Set:

(5 min.) Teacher will play a love song (in Appendix K.) while the students settle down and she will allow them to write down the assignments and announcements on the board.

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day's announcements/reminders/homework that is on the board.	Listen to song, and copy down the day's announcements/reminders/homework that is on the board.
5	Have the students take out their journals and write for 10 minutes to answer the prompt: "Would you feign your own death to escape marrying a man you don't love? Even if it meant never seeing your family again?"	Write quietly for ten minutes. If they finish before time is over, they may read quietly or work on something else for class.
30	Read in class <i>Romeo and Juliet</i> Act 4 Scene 1-3. (Students and teacher will participate in reader's theater type reading in class.) Remind the students to keep a running record of vocabulary words they don't understand. Answer questions students have. Clarify content and confusing wording.	Listen attentively, read aloud and to self and participate in keeping a record of vocabulary words.
15	Watch video clip from R&J Movie of only Act 4 Scenes 1-3.	Watch clip attentively.
	Dismiss students.	Go to next class.

Weekend Homework:

Do vocabulary word research assignment.

Remember to post words and definitions to the class blog by Sunday at 5pm!

Week 5

Day One

Anticipatory Set:

(5 min.) Teacher will play a love song (in Appendix K.) while the students settle down and she will allow them to write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day's announcements/reminders/homework that is on the board.	Listen to song, and copy down the day's announcements/reminders/homework that is on the board.
30	Read in class <i>Romeo and Juliet</i> Act 4 Scene 3-Act 5 Scene 2. (Students and teacher will participate in reader's theater type reading in class.) Remind the students to keep a running record of vocabulary words they don't understand. Answer questions students have. Clarify content and confusing wording.	Listen attentively, read aloud and to self and participate in keeping a record of vocabulary words.
20	Watch video clip from R&J Movie of Act 4 Scene 3-Act 5 Scene 2.	Watch clip attentively.
	Dismiss students.	Go to next class.

Homework:



Look at the painting by on the class blog and answer blog prompt on blog: “What attitudes about love are the artists trying to portray based on the album cover? How can you tell? (minimum 100 words). (Appendix D.)

Day Two

Anticipatory Set:

(5 min.) Teacher will play a love song (in Appendix K.) while the students settle down and she will allow them to write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day's announcements/reminders/homework that is on the board.	Listen to song, and copy down the day's announcements/reminders/homework that is on the board.
15	Have the students take out their journals and write for 10 minutes to answer the prompt: "Which character do you feel like you relate to the most from <i>Romeo and Juliet</i> ?" For five minutes, ask for volunteers from the class to read their journal entries if they feel comfortable to do so and they are classroom appropriate.	Write quietly for ten minutes. If they finish before time is over, they may read quietly or work on something else for class. Read their journal entries to the class if they feel comfortable to do so and they are classroom appropriate.
25	Read in class <i>Romeo and Juliet</i> Act 5 Scene 3. (Students and teacher will participate in reader's theater type reading in class.) Remind the students to keep a running record of vocabulary words they don't understand. Answer questions students have. Clarify content and confusing wording.	Listen attentively, read aloud and to self and participate in keeping a record of vocabulary words.
10	Watch video clip from R&J Movie of only Act 5 Scene 3.	Watch clip attentively.
	Dismiss students.	Go to next class.

Homework:

On the class blog:

Respond to the play *Romeo and Juliet* in at least 150 words. Answer questions like, "What did you like most about the play? What did you dislike most about the play? Did you enjoy reading Shakespeare? Do you think you will choose to read more from Shakespeare in the future? What is on thing you learned from reading *Romeo and Juliet* in class?"

Day Three

Anticipatory Set:

(5 min.) Teacher will have the students settle down and she will play “Just around the River Bend” from Disney’s *Pocahontas* while they listen to the song and wait for class to officially start and write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day’s announcements/reminders/homework that is on the board.	Listen to song, and copy down the day’s announcements/reminders/homework that are on the board.
5	Lead short discussion on how the movie <i>Pocahontas</i> is extremely similar to Shakespeare’s <i>Romeo and Juliet</i> .	Participate in discussion.
40	Play the first half of Disney’s <i>Pocahontas</i> Instruct students to keep notes comparing and contrasting the play and the Disney movie.	Watch movie and keep notes.
	Dismiss students.	Go to next class.

Homework

None

Day Four

Anticipatory Set:

(5 min.) Teacher will have the students settle down and she will play “Colors of the Wind” from Disney’s *Pocahontas* while they listen to the song and wait for class to officially start and write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day’s announcements/reminders/homework that is on the board.	Listen to song, and copy down the day’s announcements/reminders/homework that is on the board.
5	Lead short discussion on the similarities and differences between <i>Romeo and Juliet</i> and <i>Pocahontas</i> .	Participate in discussion.
45	Play the second half of Disney’s <i>Pocahontas</i> Remind students to keep notes comparing and contrasting the play and the Disney movie.	Finish watching movie and keep notes.
	Dismiss students.	Go to next class.

Homework

Message the teacher through the class blog at least three similarities and three differences between Disney’s *Pocahontas* and Shakespeare’s *Romeo and Juliet* in essay format.

Day Five

Anticipatory Set:

(5 min.) Teacher will play a love song* while the students settle down and she will allow them to write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day's announcements/reminders/homework that is on the board.	Listen to song, and copy down the day's announcements/reminders/homework that is on the board.
20	Have the students take out their journals and write for 10 minutes to answer the prompt: "Is Love a Choice or a feeling in your opinion?" For 10 minutes lead a discussion on journal topic, ask for student volunteers to share their journal entries.	Write quietly for ten minutes. If they finish before time is over, they may read quietly or work on something else for class. Participate in discussion and sharing if they feel comfortable to do so and they are classroom appropriate.
30	Pass out unit project handout (in Appendix L). Discuss the unit final project in detail answering any questions the students may have.	Listen attentively and ask questions when needed.
	Dismiss students.	Go to next class.

Homework

Start working on unit project.

Turn in Vocabulary Assignment on the class blog by 5pm on Sunday night.

*in Appendix K.

Week 6

Day One

Anticipatory Set:

(5 min.) Teacher will play a love song (in Appendix K.) while the students settle down and she will allow them to write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day's announcements/reminders/homework that is on the board.	Listen to song, and copy down the day's announcements/reminders/homework that is on the board.
15	Have the students take out their journals and write for 10 minutes to answer the prompt: "Have you ever liked/loved someone who didn't like/love you back? How does that feel?" For 5 minutes, ask for volunteers from the class to read their journal entries if they feel comfortable to do so and they are classroom appropriate.	Write quietly for ten minutes. If they finish before time is over, they may read quietly or work on something else for class. Read their journal entries to the class if they feel comfortable to do so and they are classroom appropriate.
30	Pass out copies of: "An Apple-Gathering" By Christina Rossetti and "Tonight I Can Write (XX)" by Pablo Neruda Read Rossetti poem aloud to class as they follow along. Discuss the poem in depth. Talk about form and content. Have a student write the plot of the poem on the board in plain English. Read Neruda poem aloud to class as they follow along. Discuss the poem in depth. Talk about form and content. Have a student write the plot of the poem on the board in plain English.	Listen attentively and participate in discussion and take notes.
5	Answer any questions students have about the final project.	Ask any questions they may have about final project.
	Dismiss students.	Go to next class.

Homework

Work on unit project.

Day Two

Anticipatory Set:

(5 min.) Teacher will play a love song (in Appendix K.) while the students settle down and she will allow them to write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day's announcements/reminders/homework that is on the board.	Listen to song, and copy down the day's announcements/reminders/homework that is on the board.
15	Have the students take out their journals and write for 10 minutes to answer the prompt: "Do you believe in true, real, lasting love? Why or why not?" For 5 minutes, ask for volunteers from the class to read their journal entries if they feel comfortable to do so and they are classroom appropriate.	Write quietly for ten minutes. If they finish before time is over, they may read quietly or work on something else for class. Read their journal entries to the class if they feel comfortable to do so and they are classroom appropriate.
20	Pass out copies of: "Sonnet 18" By William Shakespeare and "Sonnet 43 - How do I love thee? Let me count the ways" by Elizabeth Barrett Browning. Read Shakespeare poem aloud to class as they follow along. Discuss the poem in depth. Talk about form and content. Have a student write the plot of the poem on the board in plain English. Read Browning poem aloud to class as they follow along. Discuss the poem in depth. Talk about form and content. Have a student write the plot of the poem on the board in plain English.	Listen attentively and participate in discussion and take notes.
15	Answer any questions students have about the final project. Give students time in class to work on project.	Ask any questions they may have about final project. Work on final project in class.
	Dismiss students.	Go to next class.

Homework

Work on unit project.

Day Three

Anticipatory Set:

(5 min.) Teacher will play a love song (in Appendix K.) while the students settle down and she will allow them to write down the assignments and announcements on the board.

Class Schedule:

Time (in minutes)	Teacher Will...	Students will...
5	Play song, and let students copy down the day's announcements/reminders/homework that is on the board.	Listen to song, and copy down the day's announcements/reminders/homework that is on the board.
20	Pass out copies of: "I carry your heart with me" by E.E. Cummings. Read poem aloud to class as they follow along. Discuss the poem in depth. Talk about form and content. Have a student write the plot of the poem on the board in plain English.	Listen attentively and participate in discussion and take notes.
25	Answer any questions students have about the final project. Give students time in class to work on project.	Ask any questions they may have about final project. Work on final project in class.
	Dismiss students.	Go to next class.

Homework

Work on unit project.

Day Four-Day Five

Class presentations of unit project

Assessment

Students will be formally and informally assessed almost every day of the unit.

Some ways students are informally assessed are:

- Journal entries
 - Journal entries will be graded for completion and effort on a check system ($\checkmark+$, \checkmark , $\checkmark-$, X)
 - To achieve a $\checkmark+$ grade, they must show they followed directions, made an effort and completed the assignment
 - Students are aware that any personal information is subject to checking and they will be reported for any questionable material in their journals.
- Participation in Class Discussion
 - Check System
 - Students are aware they are being graded for participation
- Generally following directions
 - For example, when asked to take notes in class, they do so...etc.
 - Check system

Some ways that students are formally assessed are:

- Class Blog work
 - Students know they receive a letter grade for their participation on the discussions on the class blog.
 - Course work is also turned in regularly through the blog to the teacher, so all formal assignments, such as the unit final project for this unit that is turned in on the class blog are assessed by me and given a letter grade based on the requirements for that specific assignment.
- Written formal essays or Poems or Creative assignments

Appendix

A.

Kahlil Gibran "On Love"

When love beckons to you, follow him,
 Though his ways are hard and steep.
 And when his wings enfold you yield to him,
 Though the sword hidden among his pinions may wound you.
 And when he speaks to you believe in him,
 Though his voice may shatter your dreams
 as the north wind lays waste the garden.

For even as love crowns you so shall he crucify you. Even as he is for your growth so is he for
 your pruning.
 Even as he ascends to your height and caresses your tenderest branches that quiver in the sun,
 So shall he descend to your roots and shake them in their clinging to the earth.

Like sheaves of corn he gathers you unto himself.
 He threshes you to make you naked.
 He sifts you to free you from your husks.
 He grinds you to whiteness.
 He kneads you until you are pliant;
 And then he assigns you to his sacred fire, that you may become sacred bread for God's sacred
 feast.

All these things shall love do unto you that you may know the secrets of your heart, and in that
 knowledge become a fragment of Life's heart.

But if in your fear you would seek only love's peace and love's pleasure,
 Then it is better for you that you cover your nakedness and pass out of love's threshing-floor,
 Into the seasonless world where you shall laugh, but not all of your laughter, and weep, but not
 all of your tears.
 Love gives naught but itself and takes naught but from itself.
 Love possesses not nor would it be possessed;
 For love is sufficient unto love.

When you love you should not say, "God is in my heart," but rather, "I am in the heart of God."
 And think not you can direct the course of love, for love, if it finds you worthy, directs your

course.

Love has no other desire but to fulfill itself.

But if you love and must needs have desires, let these be your desires:

To melt and be like a running brook that sings its melody to the night.

To know the pain of too much tenderness.

To be wounded by your own understanding of love;

And to bleed willingly and joyfully.

To wake at dawn with a winged heart and give thanks for another day of loving;

To rest at the noon hour and meditate love's ecstasy;

To return home at eventide with gratitude;

And then to sleep with a prayer for the beloved in your heart and a song of praise upon your lips.

B.

SONNET 116 by William Shakespeare (1564-1616)

Let me not to the marriage of true minds

Admit impediments. Love is not love

Which alters when it alteration finds,

Or bends with the remover to remove:

O no! it is an ever-fixed mark

That looks on tempests and is never shaken;

It is the star to every wandering bark,

Whose worth's unknown, although his height be taken.

Love's not Time's fool, though rosy lips and cheeks

Within his bending sickle's compass come:

Love alters not with his brief hours and weeks,

But bears it out even to the edge of doom.

If this be error and upon me proved,

I never writ, nor no man ever loved.

C.

Videos:

Introduction to Shakespeare:

<http://www.youtube.com/watch?v=vQGATTeg1Os&feature=related>

Iambic Pentameter Exercise:

<http://www.youtube.com/watch?v=9H2htG2bv20&feature=related>

Globe Theater:

<http://www.youtube.com/watch?v=aE2cr-fIvBA>

<http://www.youtube.com/watch?v=Bv5uN-dzizI&feature=related>

Romeo and Juliet Prologue:

<http://www.youtube.com/watch?v=2NS8exginzQ&feature=related>

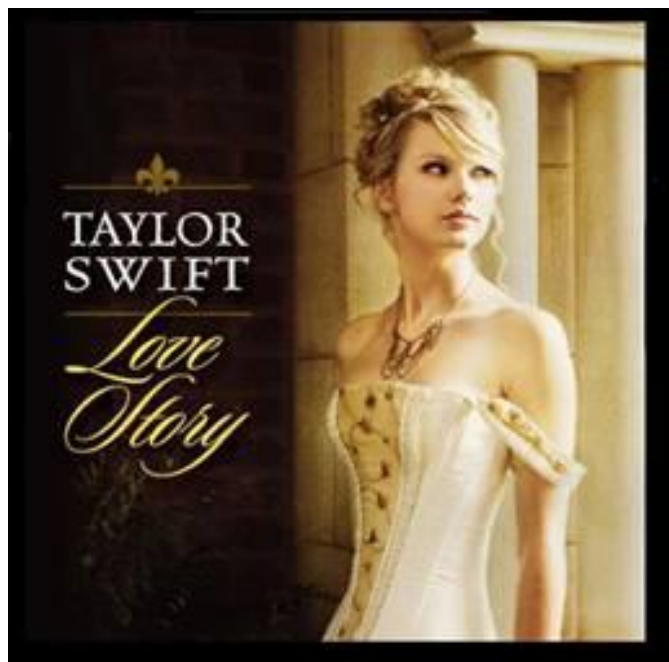
Romeo and Juliet 1968

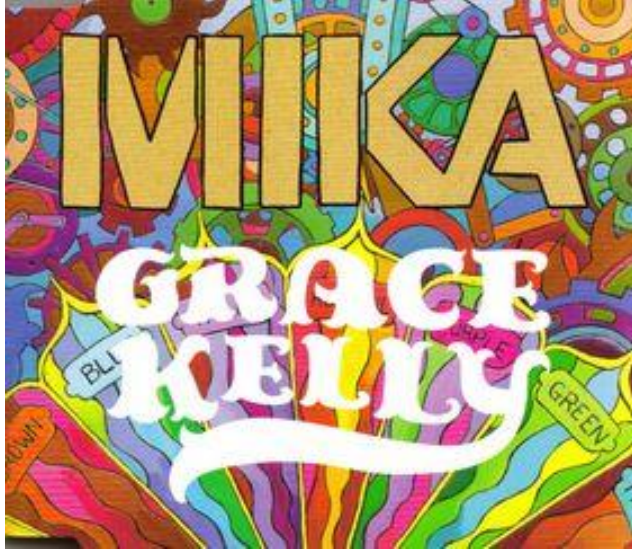
<http://www.imdb.com/title/tt0063518/> (movie website)

D.

Pictures:









E.

55. La Belle Dame Sans Merci
By John Keats

Ballad

I.

O WHAT can ail thee, knight-at-arms,
Alone and palely loitering?
The sedge has wither'd from the lake,
And no birds sing.

II.

5

O what can ail thee, knight-at-arms!
So haggard and so woe-begone?
The squirrel's granary is full,
And the harvest's done.

III.

I see a lily on thy brow
 With anguish moist and fever dew, 10
 And on thy cheeks a fading rose
 Fast withereth too.

IV.

I met a lady in the meads,
 Full beautiful—a faery's child,
 Her hair was long, her foot was light, 15
 And her eyes were wild.

V.

I made a garland for her head,
 And bracelets too, and fragrant zone;
 She look'd at me as she did love,
 And made sweet moan. 20

VI.

I set her on my pacing steed,
 And nothing else saw all day long,
 For sidelong would she bend, and sing
 A faery's song.

VII. 25

She found me roots of relish sweet,
 And honey wild, and manna dew,
 And sure in language strange she said—
 "I love thee true."

VIII.

She took me to her elfin grot,
 And there she wept, and sigh'd fill sore, 30
 And there I shut her wild wild eyes
 With kisses four.

IX.

And there she lulled me asleep,

And there I dream'd—Ah! woe betide!
The latest dream I ever dream'd 35
On the cold hill's side.

X.

I saw pale kings and princes too,
Pale warriors, death-pale were they all;
They cried—"La Belle Dame sans Merci
Hath thee in thrall!" 40

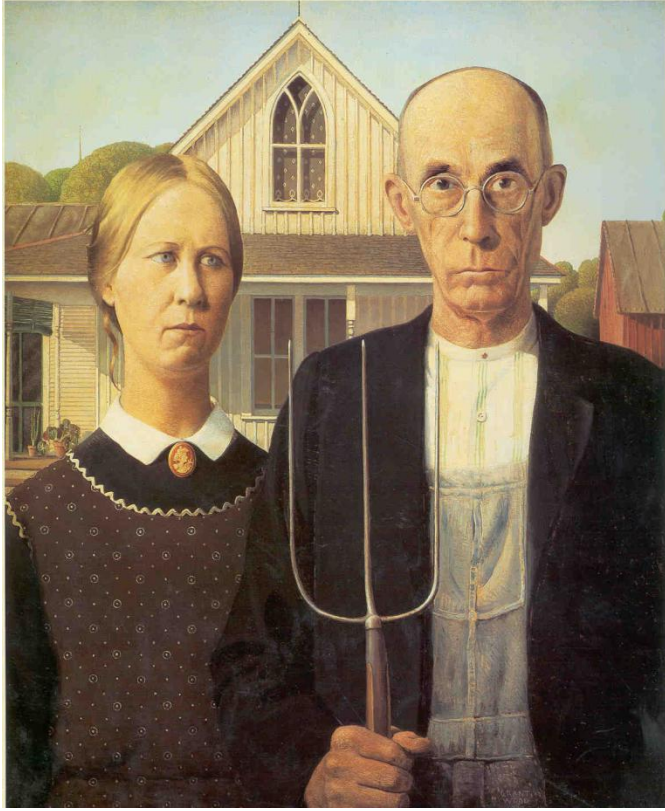
XI.

I saw their starved lips in the gloam,
With horrid warning gaped wide,
And I awoke and found me here,
On the cold hill's side.

XII. 45

And this is why I sojourn here,
Alone and palely loitering,
Though the sedge is wither'd from the lake,
And no birds sing.

D. (Cont.)





F.

Tonight I Can Write (XX) by Pablo Neruda (1904-1973)

Tonight I can write the saddest lines.

Write for example, 'The night is shattered
and the blue stars shiver in the distance.'

The night wind revolves in the sky and sings.

Tonight I can write the saddest lines.
I loved her, and sometimes she loved me too.

Through nights like this one I held her in my arms.
I kissed her again and again under the endless sky.

She loved me, sometimes I loved her too.
How could one not have loved her great still eyes.

Tonight I can write the saddest lines.
To think that I do not have her. To feel that I have lost her.

To hear immense night, still more immense without her.
And the verse falls to the soul like dew to a pasture.

What does it matter that my love could not keep her.

The night is shattered and she is not with me.

This is all. In the distance someone is singing. In the distance.
My soul is not satisfied that it has lost her.

My sight searches for her as though to go to her.
My heart looks for her, and she is not with me.

The same night whitening the same trees.
We, of that time, are no longer the same.

I no longer love her, that's certain, but how I loved her.
My voice tried to find the wind to touch her hearing.

Another's. She will be another's. Like my kisses before.
Her voice. Her bright body. Her infinite eyes.

I no longer love her, that's certain, but maybe I love her.
Love is short, forgetting is so long.

Because through nights like this one I held her in my arms
my soul is not satisfied that it has lost her.

Though this be the last pain that she makes me suffer
and these the last verses that I write for her.

G.

“An Apple-Gathering”

By Christina Rossetti

I plucked pink blossoms from mine apple tree
And wore them all that evening in my hair:
Then in due season when I went to see
I found no apples there.

With dangling basket all along the grass
As I had come I went the selfsame track:
My neighbours mocked me while they saw me pass
So empty-handed back.

Lilian and Liliast smiled in trudging by,
 Their heaped-up basket teased me like a jeer;
 Sweet-voiced they sang beneath the sunset sky,
 Their mother's home was near.

Plump Gertrude passed me with her basket full,
 A stronger hand than hers helped it along;
 A voice talked with her thro' the shadows cool
 More sweet to me than song.

Ah Willie, Willie, was my love less worth
 Than apples with their green leaves piled above?
 I counted rosiest apples on the earth
 Of far less worth than love.

So once it was with me you stooped to talk
 Laughing and listening in this very lane:
 To think that by this way we used to walk
 We shall not walk again!

I let my neighbours pass me, ones and twos
 And groups; the latest said the night grew chill,
 And hastened: but I loitered, while the dews
 Fell fast I loitered still.

H.

Sonnet 43 - How do I love thee? Let me count the ways
 By Elizabeth Barrett Browning
 How do I love thee? Let me count the ways.
 I love thee to the depth and breadth and height
 My soul can reach, when feeling out of sight
 For the ends of Being and ideal Grace.
 I love thee to the level of everyday's
 Most quiet need, by sun and candle-light.
 I love thee freely, as men strive for Right;
 I love thee purely, as they turn from Praise.
 I love thee with the passion put to use
 In my old griefs, and with my childhood's faith.
 I love thee with a love I seemed to lose
 With my lost saints,—I love thee with the breath,
 Smiles, tears, of all my life!—and, if God choose,
 I shall but love thee better after death.

I.

Sonnet 18

By William Shakespeare

Shall I compare thee to a summer's day?

Thou art more lovely and more temperate:

Rough winds do shake the darling buds of May,

And summer's lease hath all too short a date:

Sometime too hot the eye of heaven shines,

And often is his gold complexion dimm'd;

And every fair from fair sometime declines,

By chance, or nature's changing course, untrimm'd;

But thy eternal summer shall not fade,

Nor lose possession of that fair thou owest;

Nor shall Death brag thou wander'st in his shade,

When in eternal lines to time thou growest;

So long as men can breathe, or eyes can see,

So long lives this, and this gives life to thee.

J.

I Carry Your Heart With Me

By E.E. Cummings

i carry your heart with me(i carry it in
 my heart)i am never without it(anywhere
 i go you go, my dear; and whatever is done
 by only me is your doing, my darling)
 i fear no fate(for you are my fate, my sweet)i want
 no world(for beautiful you are my world, my true)
 and it's you are whatever a moon has always meant
 and whatever a sun will always sing is you

here is the deepest secret nobody knows
 (here is the root of the root and the bud of the bud
 and the sky of the sky of a tree called life; which grows

higher than the soul can hope or mind can hide)
 and this is the wonder that's keeping the stars apart

i carry your heart(i carry it in my heart)

K.

30 Because You Loved Me (Theme From "Up Close & Personal")	Celine Dion
29 Always On My Mind	Willie Nelson
28 Let's Get It On	Marvin Gaye
27 You're In My Heart (The Final Acclaim)	Rod Stewart
26 Babe	Styx
25 You Are So Beautiful	Joe Cocker
24 Wonderful Tonight	Eric Clapton
23 Unforgettable - (with Nat "King" Cole)	Natalie Cole
22 You Don't Bring Me Flowers - (with Barbra Streisand)	Neil Diamond
21 You're The One That I Want - (with John Travolta)	Olivia Newton-John
20 I Got You Babe	Sonny & Cher
19 If You Leave Me Now	Chicago
18 In Your Eyes	Peter Gabriel
17 Breathe	Faith Hill
16 Fly Me To The Moon	Frank Sinatra
15 She's Got A Way	Billy Joel
14 I Honestly Love You	Olivia Newton-John
13 Nothing Compares 2 U	Sinéad O'Connor
12 How Deep Is Your Love	The Bee Gees
11 At Last	Etta James
10 I Don't Want To Miss A Thing	Aerosmith
9 I'll Be There	The Jackson 5
8 Your Song	Elton John
7 Endless Love - (with Diana Ross)	Lionel Richie
6 Unchained Melody	The Righteous Brothers
5 Maybe I'm Amazed	Paul McCartney
4 Open Arms	Journey
3 My Heart Will Go On (from "Titanic")	Celine Dion
2 Love Me Tender	Elvis Presley
1 I Will Always Love You	Whitney Houston

“What is Love; Baby Don’t Hurt Me” Unit Final Project



Using Kahlil Gibran’s Poem, “On Love,” as a model, write your own poem or essay describing the different aspects of the character of love in your opinion.

- It must be no less than 3 pages if it is an essay and no more than 5 pages.
- It must be at least 14 lines if it to be a poem.
- It must be thorough and well done.
- It should look at least a little different and more comprehensive than the essay/poem you wrote at the beginning of the unit.
- If you have questions ask me with enough time for you to do well.
- All poems/essays should be posted on the class blog no later than 8am on the Thursday of presentation week regardless of your presentation day.
- On your presentation day you will read or recite your poem or essay.

**For five points extra credit you may create a painting or album cover that illustrates your information in your poem or essay.

**Good Luck!

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