



That Which We Call a Rose

Connotation and Denotation in Romeo and Juliet



Shelby Blackwood

Published by K20 Center

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Grade Level	1st – Undergraduate Grade	Duration	2-3 periods
Subject	English/Language Arts		

Essential Question

How can language and word choice impact attitudes?

Summary

Do words matter? Does our choice of words affect the attitudes of others? In this lesson, students will explore the denotation and connotation of different words from the play "Romeo and Juliet" and how word choice affects understanding and perception of an author's writing. This is a multimodality lesson, which means it includes face-to-face, online, and hybrid versions of the lesson. The attachments also include a downloadable Common Cartridge file, which can be imported into a Learning Management System (LMS) such as Canvas or eKadence. The cartridge includes interactive student activities and teacher's notes.

Snapshot

Engage

Students view a clip from the play *Romeo and Juliet* and respond to a prompt about the clip.

Explore

Students are provided with vocabulary words from *Romeo and Juliet*. Students then sort the words based on the emotions or associations they evoke.

Explain

Students explain how they choose to sort the words from the Explore phase. They then view and summarize two videos explaining the difference between connotation and denotation.

Extend

After they have summarized the two videos, students create an Anchor Chart using the most relevant information they have learned.

Evaluate

Using Padlet, students create a video reflection of their new understanding of connotation and denotation.

Standards

Oklahoma Academic Standards for English Language Arts (Grade 9)

9.4.R.4: Students will analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words.

9.4.R.5: Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.

Attachments

- [Anchor Chart Rubric—That Which We Call a Rose - Spanish.docx](#)
- [Anchor Chart Rubric—That Which We Call a Rose - Spanish.pdf](#)
- [Anchor Chart Rubric—That Which We Call a Rose.docx](#)
- [Anchor Chart Rubric—That Which We Call a Rose.pdf](#)
- [Card Sort \(Face-to-Face\)—That Which We Call a Rose - Spanish.docx](#)
- [Card Sort \(Face-to-Face\)—That Which We Call a Rose - Spanish.pdf](#)
- [Card Sort \(Face-to-Face\)—That Which We Call a Rose.docx](#)
- [Card Sort \(Face-to-Face\)—That Which We Call a Rose.pdf](#)
- [Card Sort \(Online\)—That Which We Call a Rose - Spanish.pptx](#)
- [Card Sort \(Online\)—That Which We Call a Rose.pptx](#)
- [Common Cartridge—That Which We Call a Rose.zip](#)
- [Discussion Post Rubric—That Which We Call a Rose - Spanish.docx](#)
- [Discussion Post Rubric—That Which We Call a Rose - Spanish.pdf](#)
- [Discussion Post Rubric—That Which We Call a Rose.docx](#)
- [Discussion Post Rubric—That Which We Call a Rose.pdf](#)
- [H-Chart \(Face-to-Face\)—That Which We Call a Rose - Spanish.docx](#)
- [H-Chart \(Face-to-Face\)—That Which We Call a Rose - Spanish.pdf](#)
- [H-Chart \(Face-to-Face\)—That Which We Call a Rose.docx](#)
- [H-Chart \(Face-to-Face\)—That Which We Call a Rose.pdf](#)
- [Lesson Slides—That Which We Call a Rose.pptx](#)
- [Padlet Presentation Rubric—That Which We Call a Rose - Spanish.docx](#)
- [Padlet Presentation Rubric—That Which We Call a Rose - Spanish.pdf](#)
- [Padlet Presentation Rubric—That Which We Call a Rose.docx](#)
- [Padlet Presentation Rubric—That Which We Call a Rose.pdf](#)
- [Talk Moves—That Which We Call a Rose - Spanish.docx](#)
- [Talk Moves—That Which We Call a Rose - Spanish.pdf](#)
- [Talk Moves—That Which We Call a Rose.docx](#)
- [Talk Moves—That Which We Call a Rose.pdf](#)

Materials

- Lesson Slides (attached)
- Anchor Chart Rubric (attached)
- Card Sort (Virtual) (attached)
- Card Sort handout (attached; one per student)
- Discussion Post Rubric (attached)
- Padlet Presentation Rubric (attached)
- H-Chart (Virtual) (attached)
- H-Chart handout (attached; one per student)
- Talk Moves (attached; optional)
- Chart paper (or similar)

- Markers
- Sticky notes

30 minutes

Engage

Use the attached **Lesson Slides** to follow along with this lesson. Begin with **slide 3**. Read aloud the essential question: *How can language and word choice impact attitudes?* Ask students to consider this question and volunteer their responses. Then, move to **slide 4** and briefly read aloud the lesson objectives. Explain to students that they will be analyzing the connotation and denotation of words and determining how important word choice is in reading and writing. Do not explain what denotation and connotation are yet—students should discover the meaning of these words later in the lesson.

Display **slide 5**. Play the video on the slide: [Act II, Scene II of Romeo and Juliet](#).

Display **slide 6**. After viewing the video, present the prompt on the slide to students: In Act II, Scene II of Shakespeare's play *Romeo and Juliet*, Juliet says this phrase in reference to family and the family name of Romeo: "*What's in a name? / That which we call a rose / By any other name would smell as sweet.*"

Ask students to consider this. Then, ask students to use a notebook or piece of paper to respond to the questions on the same slide:

- What does Juliet mean?
- How does the quote make you feel?
- What emotions does it evoke, or what emotions would it evoke if you were in Romeo's shoes?

Once students are finished, invite them to share their responses with an [Elbow Partner](#). Students should be ready to share with the whole class as well.

Once students have had time to discuss with their partners, ask students to share with the class what they discussed.

30 minutes

Explore

Teacher's Note: Card Sort Prep

Before you begin this portion of the lesson, print and cut out the attached **Card Sort** activity. You'll need one set of cards for each student.

Display **slide 7**. Sort students into groups of 2-4. Pass out one of the prepared **Card Sort** sets to each student. Introduce students to the [Card Sort](#) strategy. Tell them that on their cards are many words they would find in the play *Romeo and Juliet*. Ask students to work individually, not as a group, to sort these words into three categories of their choice based on the emotion or association the word evokes. **Do not** give students predetermined categories into which they should sort. Students may use a dictionary if they do not know the definition of a word.

Optional: Differentiation

As an opportunity for differentiation, you may choose to give certain groups predetermined categories into which they can sort the cards individually and then as a group.

After students have had time to do so, invite groups to discuss their sorting methods collectively until they reach a consensus of how the words should be sorted.

Once students have discussed their choices, ask each group to choose a spokesperson to share with the class how the group decided on their categories and which words they chose to include. Allow students to discuss and defend their decisions as a whole class.

40 minutes

Explain

Display **slide 8**. Pass out a copy of the attached **H-Chart** to each student. Introduce students to the [Paired Texts H Chart](#) strategy to take notes over each video, compare the information therein, and summarize their new learning.

Before beginning the videos, ask students to complete the H-Chart template with information from the two videos. Information from the first video should be written on the **left side** of the chart. Information from the second video should be written on the **right side** of the chart. The middle of the chart is where students should write a summary of both videos. They should include all they learned about denotation and connotation. Allow students to work in pairs or small groups to complete the H Chart.

Once students are ready to begin, move to **slide 9** and show students the video on the slide (and below), "[Denote or Connote?](#)"

Embedded video

<https://youtube.com/watch?v=2efQrHdqbgQ>

45 minutes

Extend

After completing the H-Chart, invite students to use the information they gathered to create an [Anchor Chart](#). Introduce students to the Anchor Chart learning strategy, if needed.

Display **slide 11**. Place students in small groups of 2-4. Give each group a piece of chart paper (or similar) and markers. Each group should create an Anchor Chart using pictures, shapes, words, etc. This chart should show what each group has learned about connotation and denotation. It should also include the elements on slide 11:

- A definition of denotation and connotation in students' own words.
- Examples of denotation and connotation (optionally using words from the Card Sort).
- An illustration to accompany the example.
- Why it is important to know the connotation of words.

Give students time to complete their Anchor Charts with their groups. Once students are finished, post each Anchor Chart in a different space around the room.

Display **slide 12**. Invite students, using the [Gallery Walk](#) strategy, to walk around the room and analyze and comment on other groups' charts. Give students sticky notes to leave comments on others' charts.

Teacher's Note: Talk Moves

To further scaffold the development of students' responses, consider using the attached **Talk Moves** handout. This handout is a great resource to help students craft appropriate responses.

30 minutes

Evaluate

Teacher's Note: Padlet Prep

Before the next activity, prepare by creating a Padlet board for your class. Once your Padlet board is created, be sure to add a question such as *What have you learned about denotation and connotation?* to prompt student responses. Additionally, be sure to set the appropriate sharing permissions and share the topic with students.

Display **slide 13**. Ask students to, using what they've learned about denotation and connotation, write down their thoughts on each. Students should address the following questions in their responses:

- Why is it important to understand the connotation as well as the denotation of a word before you use it?
- How does the connotation of some words affect attitudes and relationships?
- How does understanding the connotation of words help you be a better reader and writer?

Share your prepared Padlet with students. Invite them to post their responses in a video. Once students have done so, ask them to respond to one or two of their classmates' reflections. Optionally, you can have students use the attached **Talk Moves** chart to help craft their comments.

Resources

- Akyrut, Engin. (January 21, 2019). Photo of Red Rose [Photograph]. Pexels. <https://www.pexels.com/photo/photo-of-red-rose-1820567/>
- Khan Academy. (2020, May 20). Connotation [Video]. Youtube. <https://youtu.be/XRt1N0sJJQo>
- K20 Center. (n.d.). Anchor charts. Strategy. <https://learn.k20center.ou.edu/strategy/58>
- K20 Center. (n.d.). Canva. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/612>
- K20 Center. (n.d.). Canva anchor charts. External app tutorials. <https://k20center.ou.edu/externalapps/canva/>
- K20 Center. (n.d.). Card sort. Strategy. <https://learn.k20center.ou.edu/strategy/147>
- K20 Center. (n.d.). Elbow partners. Strategy. <https://learn.k20center.ou.edu/strategy/116>
- K20 Center. (n.d.). Gallery walk/carousel. Strategy. <https://learn.k20center.ou.edu/strategy/118>
- K20 Center. (n.d.). Google drawings. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/629>
- K20 Center. (n.d.). Online discussions. Pedagogy. <https://k20center.ou.edu/pedagogy/online-discussions/>
- K20 center. (n.d.). Padlet. Tech Tools. <https://learn.k20center.ou.edu/tech-tool/1077>
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- K20 Center. (n.d.). Screenshot. Tech tips and tricks. <https://k20center.ou.edu/technology-integration/tech-tips/screen-shots/>
- Mometrix Academy. (2018, October 23). Denote or Connote? [Video]. Youtube. <https://youtu.be/2efQrHdqbgQ>
- myShakespeare. (2017, April 25). Romeo and Juliet 2.2 Performance: Romeo and Juliet, Lines 33-78 [Video]. YouTube. <https://youtu.be/htXkvQoLZiU>