

That Which We Call a Rose

Connotation and Denotation in Romeo and Juliet

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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

ACT College and Career Readiness Standards - Reading (6-12)

WME401: Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages

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

- Common Cartridge (attached)
- Anchor Chart Rubric (attached)
- Card Sort (Virtual) (attached)
- Card Sort handout (attached; one per student)
- Discussion Post Rubric (attached)
- Flipgrid Presentation Rubric (attached)
- H-Chart (Virtual) (attached)

- H-Chart handout (attached; one per student)
- Lesson Slides (attached)
- Talk Moves (attached; optional)
- Chart paper (or similar)
- Markers
- Sticky notes

30 minutes

Engage

Provide students with the following video link before class begins: Act II, Scene II of *Romeo and Juliet*. Ask students to view the video before the class meets again, as they will respond when class begins.

Embedded video
https://youtube.com/watch?v=htXkvQoLZiU

When the class meets, hold a face-to-face meeting with the students virtually or in person. Review the video with students. Clear up any questions they may have. Then, present this prompt to students:

> In Act II, Scene II of Shakespeare's play, *Romeo and Juliet,* Juliet says this phrase in reference to family and to 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 respond in writing to these questions:

1. What does Juliet mean?
2. 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?

After a few minutes, invite students to discuss their responses in breakout rooms. Place students into breakout rooms. Allow a few minutes for discussion to occur. Then, when students have finished discussing in their groups, invite them to share their responses with the whole class.

Once students have shared out, ask if there are any questions about the scene in Romeo and Juliet. Answer any questions they may have.

Explain to students that they will be participating in several activities on their own and with peer groups. Most of these activities are to be completed online, but some will be completed either in class or virtually through video conferencing.

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.

Invite students to sort vocabulary words from *Romeo and Juliet*. This is best done in person.

Introduce students to the Card Sort strategy, and hand out a set of the prepared Card Sort cards to each student. Tell students these cards show words found in Shakespeare's *Romeo and Juliet*. Ask students to sort the words into three categories based on the emotion or association the word evokes, but do not give the categories they should use.

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.

Allow time for students to do so individually. If students do not know the definition of a word, they may look it up in a dictionary.

Next, assign 2-4 students per group. Have students repeat the Card Sort collectively and discuss until they reach a consensus of how the words should be sorted. Students may continue referencing a dictionary if needed.

Once students have discussed, 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.

Possible Student Responses: Card Sort Categories

These vocabulary words have been chosen in groups of three synonyms or near-synonyms. Each set of three words have words with varying connotations. Students should try to sort the words by the feelings they provoke. They may use categories like *positive, neutral,* and *negative,* or categories like *strong feelings, neutral feelings,* and *mild feelings.*

Do not focus on the categories students chose. Pay attention to how students chose to place them in those categories. They should have focused on the emotions the words evoked.

40 minutes

Explain

In order to form a formal explanation of connotation and denotation, have students view the following videos. Introduce students to the Paired Texts H-Chart strategy, and distribute a copy of the attached **H-Chart (Online)** or **H-Chart (Face to Face)** to each student (depending on your classroom's needs).

Invite students to watch two videos, use the Paired Texts H-Chart strategy to compare the information from both videos, and summarize their new learning. Students can also complete this activity virtually.

Ask students to complete the H-Chart template as they watch. 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.

First, show *Denotations and Connotations*.

Embedded video
https://youtube.com/watch?v=Bz9V1FfC6bA

Next, show *Connotation*.

Embedded video
https://youtube.com/watch?v=XRt1N0sJJQo

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. If possible, allow students to work in pairs or small groups to complete the H Chart. This could be done virtually with breakout rooms.

45 minutes

Extend

This activity is best addressed in person, if possible.

After students complete their H-Charts, invite students to use the information they gathered to create an Anchor Chart. Introduce students to the Anchor Chart learning strategy if needed.

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 following elements:

- 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.

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.

Optional: 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, create the Padlet students will use. 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.

To learn how to create and share a Flipgrid topic, view the following tutorial:

This activity can be addressed virtually. Ask students to use what they've learned about denotation and connotation in order to 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
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- K20 Center. (n.d.). Gallery walk/carousel. Strategy. https://learn.k20center.ou.edu/strategy/118
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- myShakespeare. (2017, April 25). Romeo and Juliet 2.2 Performance: *Romeo and Juliet*, Lines 33-78 [Video]. YouTube. https://youtu.be/htXkvQoLZiU
- Spaans, Kevin. (2021). *Denotations and Connotations* [Video]. YouTube. https://www.youtube.com/watch?v=Bz9V1FfC6bA