

That Which We Call a Rose

Connotation and Denotation in Romeo and Juliet

Shelby Blackwood
Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

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)
- Padlet Presentation Rubric (attached)
- H-Chart (Virtual) (attached)

- Lesson Slides (attached)
- Talk Moves (attached; optional)

30 minutes

Engage

Tech Integration Options

To prepare for this activity, create a discussion post that allows students to post and reply to one another. This discussion may be facilitated in a learning management system (LMS) such as Canvas or eKadence, or it may be facilitated by creating a question post in Google Classroom or in web applications such as Padlet.

In this activity, students analyze vocabulary from *Romeo and Juliet* and engage in an online discussion. Begin by providing students with an overview of the activity. Communicate the following with students:

> **Overview:** In this series of activities, you will be analyzing vocabulary from *Romeo and Juliet*. By the end of this module, you will have a better understanding of how words can have different meanings for different people and how knowing that will help you become a better reader and writer.

Next, share myShakespeare's Act II, Scene II of *Romeo and Juliet* with students along with the procedure quoted below. This video may be embedded in an LMS discussion or a link may be shared along with the discussion prompt in a virtual classroom such as Google Classroom.

Provide the following procedure to students along with the video.

> **Procedure:**
>
> 1. View the clip from *Romeo and Juliet*, Act II, Scene II.
> 2. After viewing the video, answer the following questions in the discussion board:
>   1. What does Juliet mean when she says:
>   "What's in a name? / That which we call a rose / By any other name would smell as sweet?"
>   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?
> 3. Make an original, constructive comment on one or two of your classmates' posts. Remember, "This is cool," or "Awesome!" are not good examples of constructive comments. Consider what you like about a particular post—or perhaps whether it made you consider a new angle. You could start off your comment with something like, "I really like how you..." or "I agree with what you said about (blank) because..."

Teacher's Note: Effective Online Discussions

For information about facilitating an effective online discussion, visit the following link: K20's Best Practices for Facilitating Online Discussions

30 minutes

Explore

In this activity, students are asked to sort vocabulary words without knowing 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. You could use *positive, neutral,* and *negative,* or you could use *strong feelings, neutral feelings,* and *mild feelings* for the three categories.

If needed, introduce students to the Card Sort strategy. The list of words that appear in this activity's Card Sort are listed below in case you wish to recreate the Card Sort using a different application than the Google Docs version provided below (and linked here: Google Docs Card Sort).

Words for Card Sort:

- Anguish
- Slaughtered
- Childish
- Banishment
- Enemy
- Sullen
- Brawl
- Scourge
- Grief
- Killed
- Young
- Removal
- Opposition
- Sad
- Fight
- Misfortune
- Sorrow
- Slain
- Youthful
- Exile
- Foe
- Melancholy
- Quarrel
- Affliction

Begin by providing students with the following overview of this activity.

Overview:

Next, you are going to take some time to categorize and sort vocabulary words in a Card Sort activity. You will be given 24 words to sort into categories. You can sort them whichever way makes most sense to you, but think about the emotions or feelings and the degree of these feelings you experience when you think about the word. You could even think of the associations that come to mind when you see the word. Analyzing and sorting these words will help you understand the connections people might make to certain words. It will also help you understand more about Shakespearean English.

Next, provide the following procedure to students.

Procedure:

1. The words you will be sorting in the Card Sort have been taken directly from *Romeo and Juliet*. Sort the words into three categories of your own choosing based on the emotion the word evokes (or the associations the word creates in your mind).
2. Each word has two synonyms or near-synonyms. Each synonym should be in different categories. For example, when sorting the words skinny, slender, and thin, you might consider these words to be synonyms—but each one has a different feeling or association connected to it. Therefore, you should sort these words into different categories. **Hint: One way you can sort the words is to think about how strongly the word evokes an emotional response. You might even choose to categorize the words by their varying degrees of emotion.*
3. If you do not know the definition of a word, you may look it up in a dictionary before you sort it.
4. Begin the Card Sort by selecting the following link and pressing "Make a copy": Card Sort
5. When you have finished your Card Sort, take a screenshot of it and create a discussion post. Along with the screenshot of the Card Sort, share why you chose to place the words you did in the categories you selected.
    - View the following tutorial to learn how to take a screenshot: Screenshot Tutorials for Mac and PC
6. Respond with one or two original comments to your classmates' posts. Choose at least one you agree with and one you disagree with. "I agree" or "I disagree" are not good examples of original posts. Consider how a classmate's post made you consider a method or sorting that you hadn't considered before, or maybe you chose exactly the same method. Comment on what you notice about the words in your classmates' categories. You could say "I agree because..." or "I disagree because..."

Teacher's Note: Effective Online Discussions

For information about facilitating an effective online discussion, visit the following link: K20's Best Practices for Facilitating Online Discussions

40 minutes

Explain

In this activity, students should use the Paired Text H-Chart strategy as a note-taking template. The digital version, linked below, provides a separate copy for each student when clicked. This chart may also be printed and via the attached **H-Chart (Face to Face)** and distributed in person.

To begin this activity, share the two videos (linked below) with students along with the procedure quoted below. This video may be embedded in an LMS discussion or a link may be shared along with the discussion prompt in a virtual classroom such as Google Classroom.

Video 1: **Denotations and Connotations**

Video 2: **Connotation**

Provide the following overview and procedure to students along with the videos.

> **Overview:**
>
> In this activity, you will view two videos about connotation and denotation. While you watch the videos, you will take notes in a graphic organizer to summarize your thoughts.

Teacher's Note: Assignment Submission

In the following procedure, students are asked to upload their H-Charts to turn them in. If using an LMS or virtual classroom, be sure to provide an option for each student to submit their document or to share a link to their file.

It is recommended that submission details be added to step 6 of the below procedure. This may include which file types are acceptable for submissions, a submission deadline, and additional information on how to submit the assignment.

> **Procedure:**
>
> 1. Get ready to use the **Paired Texts H-Chart** (click the link and select "Make a copy").
> 2. To develop a more formal definition of connotation and denotation, get ready to watch the following two videos. While you watch, complete the Paired Texts H-Chart. Focus on the similarities and differences in connotation and denotation and how people may have different reactions to and feelings about words.
> 3. On the left side of the H-Chart, take notes about the first video.
> 4. On the right side of the H-Chart, take notes about the second video.
> 5. In the middle of the H-Chart, write in your own words what you have learned about denotation and connotation from both videos. Be thorough with your details.
> 6. Watch both videos and take notes on your H-Chart:
>   1. **Denotations and Connotations**
>   2. **Connotation**
> 7. Save and submit your H-Chart as a file.
> 8. Be sure to save your H-Chart for future reference—you will be using the information from your notes in the next part of the lesson.

45 minutes

Extend

In this section, students should refer back to previous activities, including the Card Sort and Paired H-Chart activities, to create an Anchor Chart. There are a variety of applications available that may be used to create Anchor Charts, including Canva, Piktochart, Google Drawings, Google Slides, etc. Students may also create a chart by hand and submit a photo.

Students may need additional instruction and guidance depending on their familiarity with the application to be used. In the example below, students are given a choice of application that they may use, but this may be updated to suit the needs and accessibility of the students.

Tech Integration Support

To learn more about Canva and how to create an Anchor Chart, view the K20 Center's Canva Tutorials.

Tech Integration: Online Discussion

The following activity involves a student discussion. Before the activity begins, create a discussion post that allows students to post and reply to one another. This discussion may be facilitated in an LMS, such as Canvas or eKadence, or it may be facilitated by creating a question post in Google Classroom or in web applications such as Padlet.

To begin this activity, share the following overview and procedure. Additionally, if needed, share the Anchor Chart strategy with students.

Overview:

In this activity, you will use the information and notes you recorded from the previous activities. In particular, you will use your Paired Texts H-Chart and Card Sort to create an Anchor Chart.

Procedure:

1. Create an Anchor Chart showing what you have learned about connotation and denotation. An Anchor Chart is a visual representation or infographic of your knowledge on a subject. Think of it as a fun and creative poster full of facts! Using pictures, shapes, words, etc., create your Anchor Chart on a Google Slide. Piktochart and Canva are other digital options to create your chart. You may also create your chart by hand, snap a picture of it, then submit the photo. Include the following information on your chart:

- A definition of denotation and connotation in your own words.
- Examples of denotation and connotation (you could use words from the Card Sort in your examples).
- An illustration to accompany your example.
- Why it is important to know the connotation of words.

2. Review this Anchor Chart example created in Google Docs about photography.
    - To learn more about how to create an Anchor Chart using Canva, view the following tutorial:
        - Create a Custom Design in Canva or
          Create a Design using a Canva Template

3. Take a screenshot or picture of your Anchor Chart and post it in the discussion board.
    - View the following tutorial to learn how to take a screenshot:
      Screenshot Tutorials for Mac and PC

4. Make one or two original, constructive comments on your classmates' anchor charts. Remember, "This is cool," or "Awesome!" are not good examples of constructive comments. Think about what you like about a certain poster or consider how it made you think about something in a new way. You could start off your comment with something like, "I really like how you..." or "I agree with what you said about (blank) because..."

Teacher's Note: Effective Online Discussions

For information about facilitating an effective online discussion, visit the following link: K20's Best Practices for Facilitating Online Discussions

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.

See the attached **Anchor Chart Rubric** for help with evaluating the discussion. Share this rubric with students to help make them aware of the objectives, expectations, and grading criteria.

30 minutes

Evaluate

In this activity, students reflect on their learning and submit a video using Padlet. To facilitate this activity, set up an account and create a Padlet board in advance.

Tech Integration: Padlet

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.

If you intend to copy the student procedures listed below into an LMS or virtual classroom, it is recommended that you add a link to your created Padlet board to step 3.

After the Padlet board has been set up, share the following overview and procedure of the activity with students.

Overview:

In this activity, consider what you have learned about connotation and denotation and reflect on your understanding.

Procedure:

1. Consider what you've learned about denotation and connotation as it relates to *Romeo and Juliet* and in the real world of speaking and writing.
2. Prepare to respond with your considerations about denotation and connotation. Use the following questions to guide your reflection. Be sure to answer them in your response.
    1. Why is it important to understand the connotation as well as the denotation of a word before you use it?
    2. How does the connotation of some words affect attitudes and relationships?
    3. How does understanding the connotation of words help you be a better reader and writer?"
3. Post your response in a video on Padlet.
4. Make one or two original, constructive comments on your classmates' video reflections. Remember, "This is cool," or "Awesome!" are not good examples of constructive comments. Think about what you like about a certain video or perhaps how it made you think about denotation and connotation in a new way. You could start off your comment with something like, "I really like how you..." or "I agree with what you said about (blank) because..."

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
- K20 Center. (n.d.). Paired texts H-chart. Strategy. https://learn.k20center.ou.edu/strategy/132
- K20 Center. (n.d.). Screenshot. Tech tips and tricks. https://k20center.ou.edu/technology-integration/tech-tips/screen-shots/
- 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