



# Online Draft - That Which We Call a Rose

## Connotation and Denotation

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<b>Grade Level</b>	9th Grade	<b>Duration</b>	2-3 days
<b>Subject</b>	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 and how word choice affects understanding and perception of an author's writing. This lesson is multi-modal, which means it's intended to show the face to face, online, and blended versions of the lesson. The online modality lesson provides teachers with online learning resources that may be distributed to students using a Learning Management System (LMS), such as Canvas or eKadence. The lesson below is available for download as a Canvas Cartridge which may be imported into Canvas. The Canvas cartridge includes interactive student activities and teacher 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 chose 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 Flipgrid, 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.docx](#)
- [Card Sort \(Face to Face\)—That Which We Call a Rose.docx](#)
- [Card Sort \(Online\)—That Which We Call a Rose.pptx](#)
- [Discussion Post Rubric—That Which We Call a Rose - Copy.docx](#)
- [Flipgrid Presentation Rubric—That Which We Call a Rose.docx](#)
- [H-Chart \(Face to Face\)—That Which We Call a Rose.docx](#)
- [H-Chart \(Online\)—That Which We Call a Rose.pptx](#)
- [Lesson Slides—That Which We Call a Rose.pptx](#)
- [Talk Moves—That Which We Call a Rose.docx](#)

## Materials

- 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

Have students view the video of Act II, Scene II of *Romeo and Juliet* before class. Tell them they will be expected to respond to the video when the class meets again.

### Embedded video

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

When holding a video 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 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: "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?"

After a few minutes, tell students they will be placed in breakout rooms to discuss their responses. When time is up in the breakout room, students will come back to the main meeting room and share out to the whole class.

When 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 going through several activities on their own and with peer groups. Most of these activities will 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.

In this activity, students will sort vocabulary words from *Romeo and Juliet*. This is best done in person. Tell students these are words they would find in the play, *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. Assign 2-4 students per group. Students will discuss collectively until they reach a consensus of how the words should be sorted. Students may use a dictionary if the definition of the word is unknown.

Teacher's note: These vocabulary words have been chosen in groups of three synonyms or near synonyms. Each set of three words have words with varying levels of connotation. Students should try to sort the words by the feelings they provoke in them. They could sort for negative, neutral, positive, or strong, mild, weak. Do not focus on the categories they chose. Pay attention to how students chose to place them in those categories. They should have focused on the emotions the words evoked.

### 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, 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

In order to form a formal explanation of connotation and denotation, have students view the following videos. They will use the [Paired Texts H-Chart](#) strategy to compare the information and summarize their new learning. Students could complete this activity virtually.

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

### Embedded video

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

45 minutes

## Extend

This activity would be best achieved in person. 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.

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.

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: Flipgrid Prep

Before the next activity, prepare by creating a Flipgrid room for your class. To do so, navigate to <https://info.flipgrid.com/> and select “Educator Login” or “Educator Signup.” Once your Flipgrid room 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.

This activity could be achieved virtually. 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 Flipgrid 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://www.youtube.com/watch?v=XRt1N0sJJQo>
- K20 Center. (n.d.). Anchor charts. Strategies. <https://learn.k20center.ou.edu/strategy/58>
- K20 Center. (n.d.). Card sort. Strategies. <https://learn.k20center.ou.edu/strategy/147>
- K20 Center. (n.d.). Elbow partners. Strategies. <https://learn.k20center.ou.edu/strategy/116>
- K20 Center. (n.d.). Gallery walk/carousel. Strategies. <https://learn.k20center.ou.edu/strategy/118>
- K20 Center. (n.d.). Paired texts H-chart. Strategies. <https://learn.k20center.ou.edu/strategy/132>
- 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://www.youtube.com/watch?v=htXkvQoLZiU&feature=youtu.be>