



Online Draft - That Which We Call a Rose

Connotation and Denotation

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Grade Level	9th Grade	Duration	2-3 days
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 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)
- Lesson Slides (attached)
- Talk Moves (attached; optional)

30 minutes

Engage

In this activity students will be analyzing vocabulary from *Romeo and Juliet* and engaging in an online discussion.

Tech Integration Options

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 create a Question in Google Classroom. Web applications, such as [Padlet](#), and [Flipgrid](#).

Begin by providing students with an overview of the activity:

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 the [myShakespeare video](#) with students. This video may be embedded in a LMS discussion or a link may be shared along with the discussion prompt in a virtual classroom, like Google Classroom.

Provide the following procedure to the students:

Teacher's Note

If the procedure below will be shared with students, it is recommended that the [myShakespeare](#) video be included in Step 1.

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:
 - 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?"
 - 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?

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

For information about facilitating an effective online discussion, visit the link below:

[Best practices for facilitating an online discussions](#)

30 minutes

Explore

In this activity, students are asked to sort vocabulary words without knowing the categories they should use. To differentiate the activity, you may give the students the three categories in which they might sort the cards. You could use Positive, Neutral, and Negative or Strong, Mild, and Neutral feelings for the three categories.

The list of words that appear in this Card Sort are listed below in case you wish to recreate the Card Sort using a different app.

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 an overview of the 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.

Provide the following procedure to the 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. Click the following link to begin the Card Sort. https://docs.google.com/presentation/d/1Z02001JQ-Vj3a-ddY50E19mq7X9thQmLZHRzJPW309c/copy#slide=id.ga58ba9f2de_0_17
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 tutorial below to learn how to take a screenshot:
 - [Screenshot Tutorials](#)

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

For information about facilitating an effective online discussion, visit the link below:

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40 minutes

Explain

In this activity, students will use the [Paired Text H-Chart strategy](#) as a note-taking template. The digital version will provide a separate copy for each student when clicked. This chart may also be printed and distributed in-person.

To setup this activity, Share the two videos (linked below) with students.

Video 1: [Denote or Connote?](#)

Video 2: [Connotation](#)

The videos may be embedded in a LMS discussion or a link may be shared along with the discussion prompt in a virtual classroom, like Google Classroom.

Teacher's Note

Students are instructed to upload their file to the Explain activity. If this activity will be added to an LMS or virtual classroom, be sure to provide an option for students to submit their document or share a link to their file.

Begin by providing the students with an overview of the activity:

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.

Next, provide the following procedure to students:

Procedure

1. In order to develop a more formal definition of connotation and denotation, you will need to view the two attached videos.
 - Video 1: [Denote or Connote?](#)
 - Video 2: [Connotation](#)
2. While you watch the videos, 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. Submit your H-Chart as a file.
7. You will be using the information from your H-Chart in the next section of your lesson.

Teacher's Note

It is recommended that submission details be added to the procedures. This may include which file types are acceptable for submissions and additional information on how to submit the assignment. Update Step 6, above with additional submission details.

45 minutes

Extend

Students will 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 were 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 following tutorials:

- [Canva Tutorials](#)

After students create their Anchor Chart, they have been instructed to share their Anchor Chart in a discussion post.

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Tech Integration: Online Discussion

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 create a Question in Google Classroom. Web applications, such as [Padlet](#), and [Flipgrid](#).

Begin the lesson by sharing an overview of the activity 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.

Share the following procedure with the students:

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 a Google Slide Anchor Chart. [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 tutorials:
 - [Create a Design using a Canva Template](#)
 - [Create a Custom Design in Canva](#)
3. Take a screenshot or picture of your Anchor Chart and post it in the discussion board.
 - View the tutorial below to learn how to take a screenshot
 - [Screenshot Tutorial](#)
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..."

A rubric has been provided to score the discussion. An example of the rubric is included in the attachments list. Share the rubric with students to help make them aware of the objectives, expectations and grading criteria.

Teacher's Note: Online Discussion

For information about facilitating an effective online discussion, visit the link below:

[Best practices for facilitating an online discussions](#)

Teacher's Note: Talk Moves

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

In this activity, students will reflect on their learning and submit a video using Flipgrid. To facilitate this activity, you will need to set up a Flipgrid account and create a Flipgrid topic.

Tech Integration: Flipgrid

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.

To learn how to create and share a Flipgrid topic, view the tutorials below:

- Create a Flipgrid Topic to facilitate the activity.

View the [Flipgrid tutorials](#) to learn how to create a [Flipgrid Topic](#) and [Share a Flipgrid](#) with students

After the Flipgrid topic has been setup share an overview of the activity with students.

Overview:

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

Next, provides students with a procedure for the activity.

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.
 - 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?"
3. Post your response in a video on Flipgrid.

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..."

Tech Integration: Share Flipgrid

If the student procedures, listed above, will be copied into a LMS or virtual classroom, it is recommended that a link to the Flipgrid topic is added to step three.

Learn how to [Share a Flipgrid](#) with students

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>