**Name**: Makayla Jordan-Diemler

**Subject**: English

**Grade Level/Audience**: high school freshman

**Objectives**: 80% of students will be able to identify the characteristics of adolescent brain development 80% of the time.

90% of students will be able to summarize the storyline of Romeo and Juliet by William Shakespeare 80% of the time.

**Resources**:

* Two hand-outs on brain development
* Computer with internet access to show two videos
* Projector

**Establishing Set: 10 minutes**

1. I will begin by asking the students to tell me about what we have read (Romeo and Juliet) to refresh their memories. This can include a summary of the plot, character names, and/or insights on what they think about what happened in the play.
2. I will overview the lesson:
   1. Discussing adolescent brain development.
   2. Applying it to their lives.
   3. Applying it to Romeo and Juliet.

**Input: 30 minutes**

1. Hand out a sheet of information that we will popcorn read as a class. After reading it, I will ask the class what they think the most important parts of the reading were and the class will highlight those key points.
   1. Before beginning to read, tell students to write down at least one question or comment they have about the article while we are reading it to share afterward.
   2. Ask for questions after reading.
      1. If it can be answered by the article or if it is an opinion question, let students answer each other's questions.
      2. Clarify any questions about brain development that weren't in the article.
   3. To ask:
      1. What do you think were the most important parts of this article?
      2. Why?
2. Ask: How old were Romeo and Juliet? (Juliet is 13, Romeo is a little older but still a teen) Possibly have a discussion about how old they think Romeo is.
3. Ask students to listen to the following NPR edition, thinking about Romeo and Juliet. Listen to NPR "The Teen Brain: It's Just Not Grown Up Yet" until around 4 minutes.
   1. Ask for questions about the video.
   2. To ask:
      1. What things did you notice that could apply to Romeo and Juliet?
      2. (Don't get too in-depth, that will come at the end.)
4. Hand out another sheet with characteristics of adolescent brain development.
   1. Ask students to annotate with examples from Romeo and Juliet.
      1. Don't share yet.
5. Watch Sparknotes video.
   1. While watching the video, take final notes and annotations about characters and their brain development.
   2. After the video:
      1. Ask students to share what they wrote.
      2. Facilitate a discussion about Romeo and Juliet's actions in relation to their ages.
      3. Make sure that these subjects are explored: controlling impulses, planning ahead, taking risks, heightened emotions, and which SPECIFIC parts of their brains are not developed.
      4. Bring in other teen supporting characters like Tybalt, Benvolio, and Mercutio. They also display undeveloped adolescent brains.

References

Nixon, R. (2012, July 8). Adolescent Angst: 5 Facts About the Teen Brain. Retrieved March 28, 2015, from http://www.livescience.com/21461-teen-brain-adolescence-facts.html

(2010). The Teen Brain: It's Just Not Grown Up Yet [Radio series episode].Richard Knox.

SparkNotes Editors. (2007). SparkNote on Romeo and Juliet. Retrieved March 27, 2015, from http://www.sparknotes.com/shakespeare/romeojuliet/

The Teen Brain: Still Under Construction. (2011, January 1). Retrieved March 28, 2015, from http://www.nimh.nih.gov/health/publications/the-teen-brain-still-under-construction/index.shtml