

TITLE OF LESSON

English 1 Unit 3 Lesson 11 – Love Then, Love Now

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California – Eng 9-10: R1.0-3, 2.0, 3.0, 3.3-12, L/S1.0-1, 1.11, 2.0, 2.4a-d

MATERIALS

Romeo and Juliet, Act 2 Scene 3

Paper for Graffiti Wall writings

Think-Along Example – Teacher Page

Venn Diagram – Student Page (students will create it on a separate sheet of paper)

LESSON OBJECTIVES

- To take a vocabulary quiz
- To read *Romeo and Juliet*, Act II, Scene 3
- To utilize the reading strategy of a Think Along in order to access the text and reinforce that adult readers use many reading strategies while they are reading, not just one
- To identify themes in Act II Scene 3
- To use the notes to rewrite the sonnet within the scene

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial all complete homework assignments. Pass back corrected assignments and have students place them in the appropriate section of their binders.
- 2) Perform – Any groups that did not perform their blocked scenes yesterday, should do so now. Be sure you **applaud/critique** the group’s blocking (stage directions, how to say the lines, and omitted lines).
- 3) Review – Ask a volunteer to give a brief synopsis of Act 2 Scene 2. When she/he is finished, ask the class if anything crucial to understanding was omitted. If so, have them tell what it is and explain why it is crucial. Any student that missed yesterday’s key points can take this opportunity to jot them down in order to maintain their understanding of the play.
- 4) **Daily Log** – Have students copy down their **Daily Log** entry below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
		Love Then and Love Now	Review plot from Act II Scene 2 Character List Vocabulary Quiz 1 Think Along Venn Diagram - love then and love now Group Sonnet – Love then and love now	<i>Romeo and Juliet</i> , Act II, Scene 3	1. Study vocabulary to date. 2. Finish Think Along. 3. Finish writing key points for Act 2, Scene 3. 4. Finish writing group sonnet.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Character List – Ask students to take out their list of characters. Review the characters they have listed so far. Who are they? Which house do they belong to? What are they like? Hero or villain? Now, ask if there have been any more characters introduced that they do not have listed. Add them to the list and have students describe them. All students should be writing down any information they do not already have. Have students put the list back in their binders. They will be revisiting the list again.
2. **Vocabulary Quiz 1** – Have students take out a sheet of paper. Write the following words on the board for them to copy: prologue, sub-plot, sonnet, couplet, exit scene, stage, galleries, universal truth, fate, self-determination. Once they have copied the list, tell them to choose five of the words. They will write a paragraph about themes in *Romeo and Juliet*, using the five words. Their writing should not simply list the words, but reflect the meaning of the words. After 10 minutes, collect their papers.
3. Reading **Think Along** Style – Have students open *Romeo and Juliet* to Act II, Scene 3. Ask them to take out a sheet of paper and divide the page in half lengthwise (hot dog style). Ask them to title the left hand column “Lines”. Then have them title the right hand column, “Thoughts.” The whole paper should be titled, “Think Along – *Romeo and Juliet*, Act II, Scene 3.” To help this exercise to go a little faster, instead of writing the actual lines out word for word, they will be writing the line numbers from their text that their thoughts refer to. Explain to students how a **Think Along** works (Refer to **Think Along Example** – Teacher Page). Using an overhead, divide your sheet of paper in half just like the students did, labeling your columns accordingly. Read the first line of Act II, Scene 3 and write your initial thoughts, saying them out loud as you write. You want students to understand that the purpose of a Think Along is not necessarily to interpret a text. Instead, it is a way to capture all of your thoughts and underscore that students have them too while they are reading, although they may not be aware they are having them. It is a way to make sure that the reader is engaged in the text. Today, it will be their job to become aware of their thoughts and attempt to generate more. Remind them that adult readers do this and in order for them to become more proficient at reading, they must learn to capture their thoughts, too. For the first three or four lines, you write out your thoughts. After that, open it up to the class to stop your reading when they have a thought. Do this for the first ten lines of the scene. Then tell students they will finish reading the act and writing their thoughts on their Think Along paper. If you have decided to pair students, have them work with a partner for the rest of the reading. Tell students they will have 20 minutes to finish as much of the **Think Along** as they can. Anything they do not finish is homework tonight. At the end of 20 minutes, call time. Have students put their **Think Along** away.
4. Identifying Key Points – Ask the students to identify the key ideas from the scene. Scene 3 has Romeo recounting his feelings and experiences to Friar Laurence. List their ideas on the board, as they state them. Remind students that if you are taking notes, they should be taking notes. If most of the class did not finish reading the scene, allow them to finish the key points on their own for homework tonight.
5. Group Work – In groups, ask students to create a **Venn Diagram** (Students should remember this from previous units. If they do not, remind them. See Teaching Strategies section of our site) Have them title one circle, “Love Then,” and the other circle, “Love Now.” Have the students compare and contrast the theme of love then and now, focusing on Romeo’s words to Friar Laurence (use discussion questions noted after the speech to help students generate ideas):

ROMEO

Then plainly know my heart's dear love is set
On the fair daughter of rich Capulet:
As mine on hers, so hers is set on mine;
And all combined, save what thou must combine
By holy marriage: when and where and how
We met, we woo'd and made exchange of vow,
I'll tell thee as we pass; but this I pray,
That thou consent to marry us to-day.

How does Romeo’s intensity of emotion and sense of drama compare to the students’ experiences of love and promises of love? What is today’s equivalent of an “exchange of vow”? Tell students they will have 10 minutes in their groups to write out as many similarities and differences as they can generate.

6. Present – At the end of 10 minutes, call time. On the front board, create a **Venn Diagram**. Ask each group to present. Write each of the group’s ideas on the class **Venn Diagram**. Again, remind students that they should be paying careful attention to what you are writing. Anything you have that they do not, they should add to their diagrams.
 7. Writing Sonnets – When all groups have presented, tell students that they will be creating a modern version of Romeo’s sonnet that embodies their ideas of love today. Their version should include as many of the ideas they have generated on their **Venn Diagram**, as possible, and it must make sense. They should already know the rules of a sonnet. Ask a student to remind the class. Then tell them they will have 15 minutes to create their group sonnet. Whatever they do not finish in class is homework tonight. Yes, that means they may actually have to talk to their group members outside of class or figure out a way they can finish the sonnet and turn it in tomorrow. Have them assign group roles (see *Group Roles* below) and get started.
 8. Review homework with students.
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HOMEWORK

- 1) Study vocabulary to date.
 - 2) Finish Think Along.
 - 3) Finish Key Points Act 2 Scene 3.
 - 4) Finish writing modern sonnet about Love.
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GROUP ROLES

Facilitator – Your job is to keep the group focused on the task at hand and to help them identify possible ideas for inclusion. It is not your job to come up with the ideas. It is your job to encourage/help other group members to come up with the ideas.

Notetaker – Your job is to write the information the group provides. It is not your job to generate all of the ideas. It is your job to help others to give you as many ideas as possible to write.

Presenter – Your job will be to present the final sonnet to the class.

DOCUMENTATION FOR PORTFOLIO

Unit 1

- Final Exam Unit 1
- Hero Myth
- Trickster Myth
- Monster Myth
- Creation Myth

Unit 3

None

Unit 2

- Final Project #1: Creating Your Own Autobiography Web Page
- Final Project #2: Book Project of all of their writings to date: 4 Autobiographical Incidents, 2 Evaluation Essays, and 4 Myths
- Final Exam Unit 2

Unit 4

None