

TITLE OF LESSON

English 1 Unit 3 Lesson 13 – The End of Act II

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, W1.0-2, 1.9, W/O1.0-3, L/S1.0-1, 2.0, 2.4a-d

MATERIALS

Romeo and Juliet, Act 2, Scenes 5 – 6
Outside Reader Questionnaire – Student Page
Story Tools for Character Diaries – Student Page

LESSON OBJECTIVES

- To read and discuss Act II, Scenes 5 and 6
- To write character diaries from the perspective of a character
- To understand point of view
- To present character diaries in groups

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) **Homework Check** – Stamp/initial homework. Pass back graded assignments. Have students place the **Willow of Possibilities** from yesterday on the class willow.
- 2) **Review Act 2 Scene 4** – Ask students to take out the key points they should have written for homework. Ask a volunteer to give a brief synopsis of the scene. Have the class decide if there are any missing crucial points. Add them to the synopsis, being sure to have the students justify the new points based on the text. Remind students that if they do not have any of the key points, they should be writing them down now! Collect key points.
- 3) **Daily Log** – Have students copy down their Daily Log entry below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	Character Diary 3 – From the perspective of Romeo, Juliet, Nurse, or Friar Laurence, create a diary entry about the events of Scenes 5 and 6. What are you thinking and feeling? (1 page)	The mounting suspense at the closing of Act II	Write character diaries. Present or perform character diaries.	<i>Romeo and Juliet</i> , Act II, Scenes 5 and 6.	1. Study vocabulary to date. 2. Create a sword for tomorrow’s fight scene.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Three Readings** – Have the class sit in a circle and read Act II, Scenes 5 and 6 in three different ways. First, have the students read a section out loud in unison (a good section is Juliet’s speech at the opening of Scene 5). Then, going around the circle, have the students read the scene a line at a time, underlining words or phrases they do not understand. After this reading, have students discuss and define the words or phrases they do not understand. Be sure that students who volunteer their knowledge also tell how they came to figure out what a word meant, what strategies they used. Finally, read the scene again, asking each student to complete a sentence and tell what it means in teen language.
2. **Identifying Key Points** – Ask the students to identify the key ideas from the scene. Write them down on the front board, while students write them on a separate sheet of paper.
3. **Discuss** – Ask them how their predictions from the day before (on the **Willow of Possibilities** organizers) compare to the action in the scenes. Ask the students if and why they would like to revise their predictions respective to

Romeo and Juliet's plans to marry. What new evidence in Scenes 5 and 6 supports their revised predictions? Discuss the general mood of the scenes, particularly in the dialogue between the Nurse and Juliet. Do the students sense the suspense? Why? Then ask students what ideas are presented in these scenes. What message is Shakespeare identifying? How do the messages appear in the dialogue? Are the ideas expressed true to the character's persona? Finally, are any of the messages similar to ideas teens think about today?

4. Character Diary 3 – Ask the students about what Romeo might be thinking, doing, or feeling during these scenes. Then ask them what Juliet, Nurse, and Friar Laurence might be thinking, doing, feeling during these scenes. Tell students they may use these observations to write a character diary from the perspective of Romeo, Juliet, Nurse, or Friar Laurence. Assign each group one of the characters listed to write their character diary from the perspective of. Then tell students to consider what evidence in Scenes 5 and 6, as well as previous portions of the play, supports the material they include in their character diaries. Emphasize that this assignment is an exercise in perspective. What Juliet perceives and what Romeo perceives are quite different, and become the crux of the tragedy. So their character diary must include a well rounded or in depth perspective from whichever character's point of view their group has been assigned.
 5. Group Character Diaries – Hand out the **Story Tools for Character Diaries** sheet (Student Page). Remind students that they have been working with the tools authors use to create good pieces of writing all year. Today, they will be the authors that create a good diary entry from the perspective of the character they have been assigned. Each of the tools listed on the **Story Tools** sheet, they should agree on and fill in with their group members first. Give them 10 minutes to complete their sheets. This is the outline for their Character Diary entry.
 6. Writing Draft 1 of Character Diaries – Ask students to look at the **Story Tools for Character Diaries** sheet they just worked together to create for their character. Ask them to decide which tool they would like to open their character diary with and circle it. Remind them that a good author chooses an effective way to hook their reader. The tool they choose will be their hook. So it needs to be creative. Now, they are ready to write. Each group member will write his or her own entry, which should be unique. However, they may help each other to come up with ideas for the entry. Tell students they have 10 minutes to complete the assignment. Tell them that, for this Character Diary assignment, they will be taking their piece through the writing process.
 7. **Group Reading** and Feedback – After 10 minutes, call the class to order. Group members will now present their entries to the other members of their group only. After a member reads/performs his or her entry, each person in the group should fill out an **Outside Reader Questionnaire** with constructive comments and questions regarding the entry. When groups have finished, collect Character Diary 3 and the **Outside Reader Questionnaires**, making sure you paper clip or staple the correct questionnaires with the corresponding character diary. You'll be handing them back tomorrow.
 8. Review homework with students.
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HOMEWORK

- 1) Study vocabulary to date.
 - 2) Create a sword for tomorrow's fight scene. The sword should not be made of metal, or be comprised of anything that could be used as or mistaken for a real weapon. Cardboard, paper, tin foil, or plastic are ideal materials.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

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

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 3
None

Unit 4
None