

TITLE OF LESSON

English 1 Unit 3 Lesson 14 – Fortune's Fool

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, 1.4, 1.9, W/O1.0-3, L/S1.0-1, 1.7, 1.9, 1.11, 2.0, 2.4a-d

MATERIALS

Romeo and Juliet, Act 3 Scene 1

Story Tools for Character Diaries – Student Page

LESSON OBJECTIVES

- To read and discuss Act III, Scene 1
 - To act out the play as it is read
 - To observe and discuss methods for blocking the scene, using stage directions and stage vocabulary
 - To practice different methods of blocking
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial homework. Pass back the **Outside Reader Questionnaires** and **Character Diaries** from yesterday. Have students leave them out on their desks, as they will be working with them in just a minute. Give credit to students who brought in their swords.
- 2) **Daily Log** – Have students copy down their Daily Log entry below.
- 3) Compare/Contrast Audience Perspective – Make sure students are seated with the same group members as yesterday. Start by asking students why they think audience perspective might be important to how an author develops a piece of writing. Many students (and artists) like to think that when they write, they are only writing for themselves in order to stay true to their art. However, the truth is that a good writer/artist has her intended audience in mind when they are writing. While the ideas a writer chooses may be unique, often they are crafted to appeal to a particular audience. For instance, you might not write about romantic love, if you were writing for a two year old. But you would write about the love of a mother for her child. Today, you are going to ask students to make the same decisions writers would make about audience appeal. However, to do that, students have to know their audience's perspective. Yesterday in class, students had the opportunity to hear from their audience about the character diary they wrote. Ask students to first identify the perspective of each reader (group member). At the top of the complete outside reader questionnaires from yesterday, have them list the reader's age, gender, race, religion, and reading preferences (and anything else they might use to identify the reader's preferences and help them to craft a targeted piece of writing). Give them five minutes to exchange information, keeping in mind that some students may not want to give out all of the information. Remind students to honor a group member's decision not to provide all of the information. They should get as much information as the member is willing to give.
- 4) Targeting an Audience – For the purpose of this activity, they will examine audience responses to help them consider what may be the universal themes in their writing. What ideas in the piece appealed to both outside readers, regardless of background and interest? Have students circle the parts of the **Outside Reader Questionnaires** that are the same. They may be the parts that are suggestions or the parts that the reader was identifying. These similarities may be the universal ideas from their diary. Ask them to think about how they might revise their piece to include the suggestions that were similar so as to make their diary more appealing to these readers.
- 5) **Story Tools** for Character Diary 3 – Pass out **Story Tools for Character Diaries** (found in the *Student Pages* section of this unit) again. Tell students that this time they will fill the sheet in deliberately to appeal to the readers who filled in the questionnaire. This time, they may not rely on group members for ideas

because each set of questionnaires will house different information the students will use to tailor their diaries. In the space where it asks for their Target Audience, they should write in the characteristics their readers share according to the information they provided about age, race, religion, gender, and reading preferences. In the rest of the sections, they should write in the similar suggestions of their readers and their ideas for changes they could make to the diary to appeal to the specific tastes of their readers. This is their outline for a second, changed draft of Character Diary 3. The ideas they include in this sheet will be the revisions they will make to their Character Diary 3 tonight. Give them 10 minutes to fill this out. Whatever they do not complete is homework tonight.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
		Compare/Contrast Audience Perspectives Themes of loyalty, enemies, fate, and self-determination.	Block the Scene	<i>Romeo and Juliet</i> , Act III, Scene 1.	1. Study vocabulary to date. 2. Finish filling in Audience Perspective sheet. 3. Character Diary 3: Draft 2 – Re-write your character diary to include the changes suggested by your outside readers. 4. Organize binders – due Lesson 15.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Review – Briefly, ask for a volunteer who thinks he/she can identify all of the most important events in the play so far, starting at the beginning. Keep it short, 2 minutes maximum. Make sure they have included significant events only. The purpose is just to remind everyone where they are in the play.
2. **Reading** – In their groups, have students conduct a read-through of Act III, Scene 1. Remind them to use all of the strategies they have learned so far in order to understand the text. They should be helping each other to understand what is going on. Have them assign character roles. As they read, they should visualize and write down ways in which the fight scene could be choreographed, and how the props would be integrated. Tell them they have only 20 minutes to read the entire scene. So they need to get going. At the end of 20 minutes, call time. If students have not finished reading, it is homework tonight. However, they will have the opportunity to read again, as they are going to act out the scene after they discuss some of the ideas.
3. Discussion – Act III, Scene 1 has a lot of action, with Mercutio and Benvolio discussing loyalty and enemies. The scene contains Romeo’s famous line: “O, I am fortune's fool!” What does Romeo mean in this line? Do the students agree with his assessment? Why? Have the students discuss how the line relates to the theme of fate vs. self-determination. For example, would Romeo argue that he has an opportunity for self-determination? Would he argue that anyone does? Is “fortune” the same thing as “fate”?
4. Acting Act III, Scene 1– Actors, directors, and audience members will rotate for the fight scenes in Scene 1, so that everyone has a chance to assume every role. Ask for volunteers for character roles. Then ask for a volunteer to be the director. Tell students the director needs to be someone who has definite ideas about how to block this scene. Divide the rest of the class in half. Half will be the audience. The other half will be the extras for the fight scene, the people from each of the houses that may have been witnessing the fight. The scene contains two fight scenes and two deaths; these will provide a good comparison to the blocking exercise done in Lesson 4’s fight scene. After each presentation of the fight scenes, students should discuss what worked dramatically (in the course of the action and the mood of the scene) regarding performance, blocking, choreography, and language. Then, rotate roles and do the fight scenes again. Remember to keep the pace quick, and that the director should use stage directions and stage vocabulary.
5. Debrief – Have the audience observe and discuss how their perspectives and skills regarding blocking have changed. Ask them to look at the class list of guidelines. Is there anything they would change? Add? Delete? Write directly on the class list, being sure that the whole class agrees on the changes.

6. Review homework with students.

HOMEWORK

- 1) Study vocabulary to date.
 - 2) Finish **Story Tools for Character Diaries** sheet.
 - 3) Character Diary 3 Draft 2 – Based on your second draft of the **Story Tools for Character Diaries** sheet and the suggestions from your Outside Reader Questionnaires, write a second draft that includes the suggested changes, appealing to these particular readers.
 - 4) **Binders** – Organize your binders according to section and date. The most current date should be at the back of each section. Daily Logs should be at the very front of your binders and ALL of them to date should be filled in. Do not forget to keep your vocabulary list posted at the front of your binder. Due Lesson 15.
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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