

TITLE OF LESSON

English 1 Unit 3 Lesson 15 – Juliet's Sonnet

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, 2.0, 2.4a-d

MATERIALS

Romeo and Juliet, Act 3 Scene 2
Editing Skills List – Teacher Page
Willow of Possibilities – Student Page

LESSON OBJECTIVES

- To read and discuss Act III, Scene 2
- To present an accurate interpretation of a portion of Act III, Scene 2 to peers
- To create an exit scene around the character of the Nurse
- To create a Prologue based on the exit scene
- To demonstrate knowledge of plot and sub-plot
- To demonstrate knowledge of the rules of a sonnet
- To apply reading strategies learned to date to the reading of *Romeo and Juliet*

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial homework. Collect **Audience Perspective** sheet.
- 2) **Editing** Draft 2 of Character Diary – Have students switch the second draft of their character diary with a partner. Post the **Editing Skills List** (Teacher Page) on the overhead projector. At the top of their partner's character diary, have them write the words, Edited by, and then write their name. They should make sure they are editing in a different color pen or pencil from the text they are working with. Remind students that editing is often tedious and time consuming. However, they are helping each other to be better writers and in the process of correcting someone else's work, they learn the rules of grammar, too. Peer editing benefits both people involved. So they should be meticulous. By now, they should be very familiar with the editing process. So you do not need to walk them through each of the editing skills they should be looking for in this piece. Let them work at their own pace. Tell them they will have only 20 minutes to finish editing. Whatever they do not finish in that amount of time becomes their responsibility outside of class. Point out that since this is a diary entry, it should be written in the form of a diary entry (Dear Diary, date, signed by the character). Then let students get to work.
- 3) At the end of 20 minutes, call time. Tell students to put their character diaries away. Remind them that they will be going to the computer lab to type them up tomorrow. They should go directly to the lab. You will meet them there.
- 4) **Daily Log** – Have students copy down their Daily Log entry below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
		The Character of the Nurse	Peer Editing Jigsaw Reading Exit Scene 3 and Prologue	<i>Romeo and Juliet</i> , Act III, Scene 2.	1. Study vocabulary to date. 2. Finish editing draft 2 of character diary (if not complete in class). 3. Finish Willow of Possibilities for exit scene 3. 4. Finish Prologue for exit

			Applaud/Critique		scene 3.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Reading** – Have the class form small groups for a close reading of Act III, Scene 2. Jigsaw the reading so that each group gets a portion of the scene. Each group is responsible for interpreting the scene line by line and then reporting back to the class. Remind students to use all of their reading strategies to help each other to interpret the text they have been assigned. They should be writing down their interpretation. Tell the students that, if their portion of the scene includes the words “widow” or “banishment,” they must also write a definition for these words, in their own language, and state the definition before their presentation of their portion of the scene. Tell them they will have ten minutes to figure it out.
2. **Interpretation Presentation** – Call the class back to order after 10 minutes. Have groups present their findings in the order of the scene and state the definitions of the target vocabulary words. During the presentation, students should identify and take notes on the key points for each of the presentations. This will eliminate their having to identify the key points of the scene for homework. Collect all key points and group interpretations for credit, when students have finished.
3. **Class Definitions** – After all presentations are complete, write the words “widow” and “banishment” on the board, as well as the definitions given by presenting groups. Ask the class if they agree with the definitions, or if they would make any changes. Write down their suggestions, making sure not to erase any ideas. Keep working on the definitions until the whole class agrees on definitions for the words. Tell students to write the words and the definitions on their vocabulary lists.
4. **Class Discussion** – Scene 2 features another miscommunication between Juliet and the Nurse. Ask students: Why is this exchange included in the scene? How does the exchange affect the mood of the scene? You are helping students to understand Juliet’s dilemma, between aligning with the ancient feud of her family and her present love for and loyalty to Romeo. The scene also acts as a foreshadowing for the tragic misunderstandings still to come in the play. Juliet’s sonnet is also of interest:

JULIET

Wash they his wounds with tears: mine shall be spent,
When theirs are dry, for Romeo's banishment.
Take up those cords: poor ropes, you are beguiled,
Both you and I; for Romeo is exiled:
He made you for a highway to my bed;
But I, a maid, die maiden-widowed.
Come, cords, come, nurse; I'll to my wedding-bed;
And death, not Romeo, take my maidenhead!

From these lines, have the students discuss Juliet’s self-determination. Is this miscommunication fate or self-determination?

5. **Exit Scene 3** – Ask students to think about how the Nurse may have felt about her miscommunication to Juliet. Would she have talked to someone about it? If so, who? What kind of life does the Nurse lead and what does it have to do with Juliet? What kind of person is the Nurse (based on her actions and reactions)? Tell them that they are going to imagine an exit scene (a sub-plot) for the Nurse and her miscommunication. Remind them of the cast system of old England. She would not have been a friend to Lord Capulet. However, she may have been a friend to Sampson or Gregory. Their sub-plot must take into account logical ideas like those, but they can change the genre from tragedy to comedy. In groups, have students assign group roles (see *Group Roles* below). Pass out one **Willow of Possibilities** to each group. Tell them they will have 5 minutes to come up with at least 5 key points (events) for their imagined sub-plot. All group members must agree.
6. **The Prologue** – At the end of 5 minutes, call time. Tell students they will be writing a Prologue for their exit scene. At this point, students should be fairly familiar with this process. They should know the purpose of a

Prologue (ask them to quickly restate it). They should know that it is a sonnet and they should know the rules of a sonnet (ask them to restate them and write them on the board. Rules of a sonnet: Rhyme scheme--ABAB CDCD EFEF GG; 14 lines; iambic pentameter). Tell students their Prologue should be written in modern English. Using their group roles, they should write the Prologue (the illustrator should have already started) together. Tell them they will have 15 minutes to create the Prologue and illustrate it. All members of the group should be prepared to present. Pass out supplies for drawing (paper, markers, colored pencils, etc.)

7. Presentations – At the end of 15 minutes, call time. Randomly, call on a member of each group to present their Willow of Possibilities. Then call on another member of the same group to present the Prologue and the illustration. Do this for each group. Collect their work, grade it, and post it on the class willow and the Graffiti Wall. If the majority of the students could not finish their Willow and Prologue in the amount of time given, you may choose to have them finish them tonight and present it at the beginning of class tomorrow.
 8. **Applaud/critique** – Ask each student to choose one presentation to applaud/critique. Everyone must give at least one praise and one critique and they must be specific (e.g., I liked the way you used a metaphor to describe the Nurse's feelings about her miscommunication).
 9. Homework Review – Collect binders and grade tonight according to whether or not students have all assignments, notes, and readings in the appropriate section and whether or not it is organized by date.
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HOMEWORK

- 1) Study vocabulary to date.
 - 2) Finish editing draft 2 of Character Diary. Due tomorrow when you walk in the door.
 - 3) Finish Willow of Possibilities for Exit Scene 3, if not finished in class.
 - 4) Finish Prologue for Exit Scene 3, if not finished in class.
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GROUP ROLES

Facilitator – Your job is to keep the group focused on filling out the Willow of Possibilities, writing the Prologue, and determining how to present the Prologue. You need to help them generate as many ideas as possible. It is not your job to come up with all of the ideas. It is your job to encourage/help other group members to come up with the ideas.

Notetaker – Your job is to write out the words the group is giving you on the Willow of Possibilities sheet, as well as for the Prologue. 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.

Illustrator – Your job is to draw the ideas for images that people are giving you for the Prologue. These do not have to be perfect drawings. They simply have to convey the ideas the rest of the group is giving you.

Time Keeper – Your job is to remind the group of the time limits for the activities. Make sure they know when four minutes has elapsed for the Willow of Possibilities, so they will know that time is about to be called. Make sure they know when ten minutes has passed for the Prologue, so that they will be ready to present it when their fifteen minutes is up.

DOCUMENTATION FOR PORTFOLIO

Unit 1

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

Unit 3

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

None