

TITLE OF LESSON

English 1 Unit 3 Lesson 18 – Becoming Romeo or Juliet

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TIME ESTIMATE FOR THIS LESSON

One class period

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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

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MATERIALS

*Romeo and Juliet*, Act III, Scenes 4 –5  
Drawing materials

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LESSON OBJECTIVES

- To re-read and discuss Act III, Scenes 4 and 5
  - To visualize the action in the scenes
  - To identify the significant points of action, identify text that supports the points, and put them all together in the form of a storyboard that illustrates their visualization
  - To reinforce the concept of perspective
  - To visualize and then illustrate a prediction for Act IV
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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) **Daily Log** – Have students copy down their **Daily Log** entry below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
		Mood at Act III's close.	1. Visualization 2. Storyboard 3. Confirming predictions 4. Illustrating new predictions for Act IV	<b>Re-read</b> <i>Romeo and Juliet</i> , Act III, Scenes 4 and 5.	1. Study vocabulary to date. 2. Finish Storyboard for Act III, Scenes 4 and 5.

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ACTIVITIES – INDIVIDUAL AND GROUP

1. Act III, Scene 4 **Reading** – Tell students they will be reading both Scenes 4 and 5 again in class. Yes, reading text more than once is an important reading strategy! Their job is to see if in the second reading, they see things they may have missed from last night's reading. They will focus only briefly on Scene 4, which is short and mostly a set-up for Lady Capulet to visit Juliet at an inopportune time. Have students pair up and read the scene. When they have finished reading, have them take out their key points from last night. Ask them to compare their list of key points and revise it to reflect key points that they agree upon. Their lists should be the same when they have finished.
2. Act III, Scene 5 **Reading** – After the first scene is read, tell the students that they are going to have the opportunity to visualize Scene 5. Visualizing means that if they are not reading, they are closing their eyes and imagining the action of the scene. Yes, they should have their eyes closed! No, they should not be sleeping! Choose volunteers to read the scene while the rest of the class visualizes the unfolding action. Rotate the readers

and visualizers during the reading so that everyone has a chance to assume each role. At the end of the reading, ask students what the mood of the scene is. (This scene has Romeo speaking to Juliet, who is nearly caught by her mother. When Juliet's father joins the fray, he quickly becomes angry and insults Juliet. Juliet turns to the Nurse for solace, who recommends that Juliet set her heart on Paris. The scene ends with an emotional speech by Juliet.) The intensity of mood provides a perfect opportunity for students to have visualized the scene. Remind the students that Romeo and Juliet are teenagers in love, rebelling against their parents. Can any of the students put themselves in Romeo or Juliet's place? Ask for a volunteer to explain what they imagined about either Romeo or Juliet during the reading.

3. Key Points – Ask students to get together with their partner again. Have them take out their key points and agree upon all of the points from Scene 5. Their lists should be the same when they have finished.
4. **Storyboard** – Now, with their partner, have them create a **Storyboard** for the key points from Act III, Scenes 4 and 5. Pass out materials. Tell them that each square should include an illustration of the key point, a sentence that describes the event, and a line or two from the scene that they think best embodies the meaning or significance of the event. Although they are working with a partner to come up with ideas, each person should be creating an individual Storyboard. They will have 10 minutes to begin their storyboard. Whatever they do not finish is homework tonight. At the end of 10 minutes, call time.
5. Class Discussion – Ask them how their predictions from the day before (on the **Willow of Possibilities** organizers) compare to the action in the scenes. Ask what they visualized during the reading. What was the prevailing mood of the scene, and of each of the characters? As they visualized, what did the characters do to reveal their thoughts and feelings? How do these observations compare to the writing they have been doing in their character diaries? How did visualizing help them understand the characters' perspectives? By the scene's closing lines, Juliet sounds desperate:

### JULIET

Ancient damnation! O most wicked fiend!  
Is it more sin to wish me thus forsworn,  
Or to dispraise my lord with that same tongue  
Which she hath praised him with above compare  
So many thousand times? Go, counsellor;  
Thou and my bosom henceforth shall be twain.  
I'll to the friar, to know his remedy:  
If all else fail, myself have power to die.

Based on this speech, how did students visualize Juliet?

6. **Group Predictions** – Tell the students that they will use their visualization skills to make predictions about Act IV. In small groups, they will visualize and discuss what could happen next in Act IV, and create a group illustration of their prediction, as well as an explanatory paragraph, to be presented to the class. Have groups assemble. Ask students to assign group roles (see *Group Roles* below). Then, pass out paper and drawing materials. Students should discuss their visions of Romeo, Juliet, the Capulets, and the Nurse during the reading of Scene 5, and then close their eyes and visualize what could happen between these same characters in Act IV. They should then write a paragraph describing their visions of Act IV, as well as an explanatory paragraph. Remind illustrators that they must finish their drawings in the time allotted. So they should not be too perfectionistic. Tell students they have 10 minutes to complete the assignment. After 10 minutes, call the class to order.
7. Presentations – Group members will now present their illustrations and paragraphs. At the conclusion, the presenter should post the image and writing so that the class can refer to them and reflect upon them during the reading of Act IV.
8. Review homework with students.

**HOMEWORK**

- 1) Study vocabulary to date.
  - 2) Finish storyboard for Act III, Scenes 4 and 5.
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**GROUP ROLES**

**Facilitator** – Your job is to keep the group focused on the task at hand and to help visualize and discuss the play. 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 in paragraph form. 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 help your group members to present the paragraph and illustration. It is not your job to conduct the entire presentation. It is your job to make sure that everyone has a part in the presentation.

**Illustrator** – Your job is to illustrate the ideas your group agrees upon. It is not your job to come up with all of the ideas for the illustration. It is your job to help your group members to generate and agree upon the ideas. Then you must sketch them.

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**DOCUMENTATION FOR PORTFOLIO**

**Unit 1**

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

**Unit 3**

- Character Diary 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