

TITLE OF LESSON

English 1 Unit 3 Lesson 19 – Trust

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

MATERIALS

Romeo and Juliet, Act IV, Scenes 1 – 2
Willow of Possibilities – Student Page
Journals
Yesterday’s posted illustrations

LESSON OBJECTIVES

- To read and discuss Act IV, Scenes 1 and 2
- To compare the unfolding action with yesterday’s predictions
- To consider the concepts of trust, fate, and self-determination
- To create a new Willow of Possibilities, based on a subplot involving the parents of the protagonists

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial homework. Pass back graded assignments.
- 2) **Vocabulary** – Write the word deception on the board and its definition. Ask students to add it to their vocabulary list. For homework, they should go home and write the definition in teen language and create a sentence that accurately demonstrates the definition of the word.
- 3) Review – Act III Scene 4 key points. Take volunteers to present their storyboards, telling the key points, and how the illustrations and the lines from the play demonstrate the significance of the key points. Collect them when you have finished.
- 4) **Daily Log** – Have students copy down their Daily Log entry below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	Character Diary 4: As either Romeo or Juliet, discuss whom you trust and why. 1 page	Trust	Read the scenes. Character Diary 4 New Willow	<i>Romeo and Juliet</i> , Act IV, Scenes 1 and 2.	1. Study vocabulary to date. 2. Put definition of deception in teen language and write a sentence for it. 3. Exit Scene 5 - Complete the Willow of Possibilities , writing two lines of dialogue 4. Pre-read Act IV, Scene 3.

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Reading** – Have the class read Act IV, Scenes 1 and 2 **Popcorn** style (see *Teaching Strategies* section of this unit if you cannot remember Popcorn reading). This whole-class reading allows you to break in and draw comparisons between the reading and their predictions. Ask the students how their visualizations from the day before held true or differed from Scenes 1 and 2.
2. Class Discussion – Draw the students’ attention to Juliet’s speech to her parents in Scene 2:

JULIET

Where I have learn'd me to repent the sin

Of disobedient opposition
To you and your behests, and am enjoin'd
By holy Laurence to fall prostrate here,
And beg your pardon: pardon, I beseech you!
Henceforward I am ever ruled by you.

It is soon clear that Juliet has deceived her parents. Discuss this concept. What are the students' opinions of Juliet's deception? Is it justifiable? Is she helpless to fate, or does her deception reveal self-determination? Her parents quickly believe her words. How does their trust in their daughter parallel the trust Juliet has in Friar Laurence in Scene 1? Are both borne of necessity? What would the students do in this situation?

3. Character Diary 4 – After the scenes are read and discussed, have students write a character diary entry about trust. Writing as if they were either Romeo or Juliet, they must discuss whom they would trust and why. Would it be a risk? In this setting of enemies and high drama, how do you find someone trustworthy? (1 page)
 4. Exit Scene 5 – Have groups assemble. In their groups, they are going to come up with some ideas for a new sub-plot. They will brainstorm the ideas as a group, and complete individual **Willows of Possibilities** for homework. They have just written about deception from the point of view of a teenager in their character diaries. Now, they have to imagine the deception from the point of view of the parents (which will be a little harder). They will need to imagine what the parents think of their daughter. What do they talk about after they leave her? What might Lady Capulet or Lord Capulet say to their friends about their daughter? Do they even think of her after they leave? Keep in mind that children of that time were often considered chattel. Would they have reason to mistrust her, or to believe that she would disobey them?
 5. Map the Willow – Distribute a **Willow of Possibilities** graphic organizer to each student. Ask the students about this moment. Ask them to consider what the dilemma of this **Willow of Possibilities** could be. First, they should think of the moment that spurs the dilemma. It could be a sentence about Lord Capulet's meeting with Paris, or about Lady Capulet's conversation with someone about the upcoming wedding. Or it might be about Romeo's parents – their interactions with others regarding his banishment, and what might be the cause of his behavior. Remind them that this willow needs to be from the perspective of the parents. Once the students have thought of a good sentence, they can think of some possible dilemmas for the willow. They should be taking notes because they will fill out the **Willow of Possibilities** for homework tonight. They will map the possibilities stemming from these first two branches. They should map at least six new events that build on each other and stem from the initial two outcomes of the dilemma for homework. Check in to make sure they are clear that new branches must reflect the events of the prior branches. Also in their homework, they need to include two lines of dialogue that would take place between two of the characters (if they were involved in such a subplot). The dialogue should be true to the characters and the themes of the play. Imagining possible dialogue for their subplot will be good practice for when they write the exit scenes for their final projects. Tell students they will have ten minutes to think of initial ideas in their groups.
 6. Review homework with students. Tell them that, in addition to finishing the Willow of Possibilities, they should pre-read Act IV, Scene 3.
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HOMEWORK

- 1) Study vocabulary to date.
 - 2) Create teen definition of deception and write a sentence for the word.
 - 3) Finish Exit Scene 5 - **Willow of Possibilities** with new lines of dialogue.
 - 4) Pre-read Act IV, Scene 3.
- * Extra Credit – Write a Prologue for the exit scene you create.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

- Final Exam Unit 1
- Hero Myth

Unit 2

- Final Project #1: Creating Your Own Autobiography Web Page



- Trickster Myth
- Monster Myth
- Creation Myth

Unit 3

- Character Diary 3

- 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