

TITLE OF LESSON

English 1 Unit 3 Lesson 20 – An Interview with Juliet

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 3-4
Character Diary Rubric – Student Page
Story Tools for Character Diaries – Student Page

LESSON OBJECTIVES

- To read and discuss Act IV, Scenes 3 and 4
 - To quiz each other on the reading, and answer questions in character
 - To set realistic goals for writing
 - To identify the strengths and weaknesses of the last formal piece of writing
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial homework. Pass back graded assignments. Collect **Willow of Possibilities** for Exit Scene 5 (and the Prologue for it that students may have created for extra credit).
- 2) **Vocabulary** – Write the words characterization and persona on the board with the definitions. Have students copy it down on their vocabulary list. Ask them to go home and write the definition in teen language tonight and create sentences that accurately reflect the meaning of the words.
- 3) **Daily Log** – Have students copy down their Daily Log entry below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	Character Diary 5 – Write a diary entry from the perspective of Juliet in Act IV, Scene 3	Juliet’s Contemplations of Death	Popcorn Reading Hot Seat in Character Goal Setting	<i>Romeo and Juliet</i> , Act IV, Scenes 3 and 4.	1. Study vocabulary to date. 2. Characterization, Persona – Write definition in teen language and create a sentence that uses the word. 3. Character Diary 5.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Reading – Have the class read Act IV, Scenes 3 and 4 in groups. The scenes are short, so groups should be able to accomplish a basic understanding of the material in 20 minutes. Tell groups that they should clarify any points they do not understand, because they will soon be in the hot seat, answering questions about the scenes. After they read, they should list all of the main characters from the scene (Juliet, Nurse, and Lady Capulet) and 5 good questions they would like to ask each of the characters. The questions must elicit more than a one word response or the group will receive no credit for the question. They should be questions that ask the character to think about the actions and ideas expressed in the play, keeping in mind prior class discussions and what just occurred in these scenes.

2. Taking on the Persona of a Character – Call the class back to order after 20 minutes. Randomly, assign each group the persona of a character from the scene. There are only three characters, so there should be no more than three groups. If you have more than three groups in the class, combine some groups so that you only have three total.
 3. Hot Seat – Tell groups that they will take turns being in the hot seat. One group will sit or stand in front of the room as the character they have been assigned, while other groups interview them. The group in front must answer questions in character. For example, if the interviewers ask about Juliet’s fear of waking up entombed, the group up front must answer in the character of Juliet, discussing her fear. Students may refer to the text for inspiration and prompting. Groups may interview and be interviewed about both scenes.
 4. Class Discussion – After all groups have been in the hot seat, ask how their understanding of the scene has deepened or changed. Can they feel any sympathy for Capulet and Lady Capulet? Do they understand Juliet’s fears and motivations?
 5. Character Diary 5 – Tell the class that they will assume the persona of Juliet for tonight’s character diary homework. They will be taking this one through the drafting process.
 6. **Goal Setting** – Pass out the **Character Diary Rubric** and review its categories and points. Ask students to look at the grade they earned on their last character diary, the rubric grade and the overall grade. On a separate sheet of paper, ask them to decide what grade they would like to earn for this one. Have them write it down. Underneath the grade they have written, ask them to identify 3 areas they will work on or improve to earn the grade they say they would like to earn. They must be specific (e.g., turn in all drafts on time, be sure to include voice of the character through metaphor/simile, make changes based on my partner’s suggestions, etc.). Remind them that goal setting is an important part of making something happen. Without an idea of where you are going, how can you get there? It is also a way to help them to focus their energy and to look at their strengths and weaknesses as a student and a writer, and to improve upon them. Even for the best of writers/students, there is always room for improvement! Collect their goals and keep them. Tell students you will be referring to them when you grade these pieces.
 7. Homework Review – Review homework with students. Pass out the **Story Tools for Character Diary** so that students can fill them in tonight.
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HOMEWORK

- 1) Study vocabulary to date.
 - 2) Define vocabulary words and create a sentence for them.
 - 3) Character Diary 5—Write a diary entry in the character of Juliet in Scene 3. Consider unspoken thoughts and feelings, as well as her actions. This assignment is the first draft of a portfolio piece, so recall the points on the **Character Diary Rubric**. You must fill in a **Story Tools for Character Diary** for this character diary before you write it. Choose the tool (reflection, evaluation, dialogue, action, etc.) you will use to kick off your character diary. Then begin your piece.
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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

- Character Diary 3

Unit 4

None