

TITLE OF LESSON

English 1 Unit 3 Lesson 22 – Foreshadowing

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, 1.11, 2.0, 2.4a-d

MATERIALS

Romeo and Juliet, Act V, Scene 1

Editing Skills List – Teacher Page

Character Diary Rubric – Student Page

LESSON OBJECTIVES

- To peer edit character diaries
 - To read and discuss Act V, Scene 1
 - To offer a definition of foreshadowing and identify examples of it
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial homework. Pass back graded assignments. Have students place them in the appropriate section of their binders. Collect their Vocabulary Lists to grade tonight.
- 2) **Daily Log** – Have students copy down their Daily Log entry below.
- 3) **Group Read Around** – Tell students to bring out their prologues from last night’s homework. Have students pass their prologues to the person sitting on their right. Then read them. When they are done, have them pass it again to the right and read them. Continue the process until each person’s prologue has been read by each group member and the author’s own prologue is returned. After the read around, tell the students to identify a line in their own prologues where they indicate the action to take place in Exit Scene 6, and take turns reading these lines aloud. Then have them turn in the prologues.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
			1. Peer Editing 2. Define Foreshadowing 3. Read Act V, Scene 1	<i>Romeo and Juliet</i> , Act V, Scene 1	1. Define foreshadowing in teen language. 2. Study vocabulary to date. Vocabulary Quiz Lesson 26. 3. Add foreshadowing to previous Exit Scene. 4. Read Act V, Scenes 2 and 3 and identify key points (due Lesson 24).

ACTIVITIES – INDIVIDUAL AND GROUP

1. **Peer Editing** – Ask students to take out the second drafts of their character diaries, as well as their **Character Diary Rubrics**. Distribute the **Editing Skills List** to each student, or place it on the overhead projector. Have students switch the second draft of their character diary with a partner. 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.

2. 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.
3. **Reading** – Have the class sit in a circle and read Act V, Scene 1 with students reading the various roles. Halfway through, rotate the readers so that more students can participate in the reading.
4. **Identifying Key Points** – Ask the students to identify the key ideas from the scene. What were the critical pieces of action in this scene without which the reader would not understand what is going on? Write them down on the front board, while students write them on a separate sheet of paper. Collect them to grade tonight. Remind students they will need these notes for their final exam and to help them on their final exit scene.
5. **Discussion** – In scene 1, Romeo describes a scene wherein Juliet finds him dead, but revives him by kissing him. Review this passage with the students:

ROMEO

If I may trust the flattering truth of sleep,
My dreams presage some joyful news at hand:
My bosom's lord sits lightly in his throne;
And all this day an unaccustom'd spirit
Lifts me above the ground with cheerful thoughts.
I dreamt my lady came and found me dead--
Strange dream, that gives a dead man leave
to think!--
And breathed such life with kisses in my lips,
That I revived, and was an emperor.
Ah me! how sweet is love itself possess'd,
When but love's shadows are so rich in joy!

6. **Identifying Foreshadowing** – Tell the students that this passage contains a hint about what is going to happen next in the play. Based on the hints given in this passage, what do they think will happen? Ask them to meet in groups and decide what they think will happen next, offering lines from this passage as their only supporting evidence. Of course, some of them may be familiar with the final events of the play. If this is the case, tell them they still need to find specific lines from this passage to support what happens next in the play. This is an informal group discussion, not a formal one, but every group must be ready with a prediction. Allow them about five minutes to decide on a group answer.
7. **Present** – Ask each group to present their prediction of what will happen next in the play and the lines from the above passage that support their predictions.
8. **Vocabulary** – Tell them that, by doing the Willow of Possibilities, they have become experienced at making predictions about the play. However, the playwright himself is often helping them out. Just as the students gave an indication of the upcoming action in the prologues they wrote last night, Shakespeare makes some direct statements about what will happen in *Romeo and Juliet*. Tell them that the very first prologue in the play tells the reader what happens at the end of the play. Shakespeare also offers some indirect evidence regarding the upcoming action, through hints in the dialogue. He is helping out the reader by placing these hints in the play on purpose! When an author purposefully places hints about upcoming events in the text, it is called foreshadowing. Tell them to bring out their vocabulary lists, write the word foreshadowing, and copy this

definition: *A literary device used to hint at events that will follow later in the story, sometimes generating feelings of anxiety or suspense* (definition taken from <http://contemporarylit.about.com/library/bldef-foreshadowing.htm>). Tell them to rewrite this definition tonight, using teen language.

9. Other Examples – Of course, Romeo’s dream is not the only example of foreshadowing in the play. In Act I, Scene 1, Benvolio offers the heartbroken Romeo some advice for forgetting Rosaline:

ROMEO

O, teach me how I should forget to think.

BENVOLIO

By giving liberty unto thine eyes;
Examine other beauties.

Before long, of course, Romeo does just this, attending the ball and falling in love with Juliet. Some more significant foreshadowing of the tragic end of the play happens throughout. Read the following passages out loud, and ask the students to identify the theme that occurs in all of them. The repeated theme is death, and the way that the characters repeatedly refer to death throughout the play is a strong hint about the tragic ending. In the first of these next three scenes, Romeo foresees the fatal consequences if he decides to attend the Capulet party.

(From Act I, Scene 4)

ROMEO

I fear, too early: for my mind misgives
Some consequence yet hanging in the stars
Shall bitterly begin his fearful date
With this night's revels and expire term
Of a despised life closed in my breast
By some vile forfeit of untimely death.
But he that hath the steerage of my course,
Direct my sail! On lusty gentlemen.

In the next scene, Juliet’s dialogue reveals the connection between her love for Romeo and her unlucky and untimely death.

(From Act I, Scene 5, when Juliet tries to find out who Romeo is):

JULIET

Go ask his name. If he be married,
My grave is like to be my wedding bed.

(From Act II, Scene 6)

ROMEO

Amen, amen! but come what sorrow can,
It cannot countervail the exchange of joy
That one short minute gives me in her sight:
Do thou but close our hands with holy words,
Then love-devouring death do what he dare;
It is enough I may but call her mine.

10. Discussion – Hopefully, the students will have been able to identify death as the theme running throughout each passage above. These hints indicate what end Shakespeare is working towards. Do any of these passages support an ending predicted in class today? Ask the students to give examples of lines from passages above that support the endings they predicted. Tell them that, when they write their exit scenes for their final projects, they will be required to implement some of the literary devices discussed in class. Foreshadowing will be one of the literary devices they must use. Tonight, for homework, they should choose an Exit Scene that they have written previously and place a hint that suggests some action to come in a later scene. If the hint is placed in the form of

dialogue, they should remember to maintain the voice and perspective of the character speaking it. It may be as short as a single sentence, but it should offer an indication of the action to come without stating directly what will happen.

11. Homework Review – Review homework with students. Remind them to study for the upcoming vocabulary quiz. They should also read Act V, Scenes 2 and 3 and identify the key points, in preparation for Lesson 24. Remind them that, in pre-reading, their job is to go home and read as much of the text as they can, using all of the strategies they have been taught so far. They do not have to understand everything. So their reading does not have to be a close reading where they identify and translate all words. But they should try to understand what is going on as much as they can. They have had a lot of practice identifying key points and should be able to identify at least three for each scene. They may take the next two nights to do this.

12. Remind students to meet in the computer lab tomorrow.

HOMEWORK

- 1) Define foreshadowing in teen language.
 - 2) Study vocabulary to date. Vocabulary Quiz in Lesson 26.
 - 3) Choose a previously written Exit Scene. Identify one piece of action. Write at least to lines of dialogue that hints at what is going to happen next – these lines will be an addition of foreshadowing to a previous Exit Scene. Due tomorrow.
 - 4) Pre-read Act V, Scenes 2 and 3 and identify key points (due Lesson 24).
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GROUP ROLES

None

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