

TITLE OF LESSON

English 1 Unit 3 Lesson 3 – Fate and the Play

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, L/S1.0-1, 1.7, 1.9, 1.11, 2.0, 2.4a-d

MATERIALS

Romeo and Juliet, Act 1 Scene 1 Lines 1-105

LESSON OBJECTIVES

- To read Act I, Scene 1 of *Romeo and Juliet*
- To discuss the role of fate in the reading

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial complete homework assignments. Collect signed syllabus. Remind students who have not turned in their syllabus that they have until tomorrow before you begin calling home. Give credit to students with late binders.
- 2) Sonnet Presentations – In groups, ask students to take out their sonnets. Tell students this will be an exercise in listening and presenting to a small group. One group will listen to another group read their sonnets and take notes. Then the groups will switch roles. Everyone will read. Assign two groups to each other. Ask them to decide who will be group A and who will be group B. Wait for them to tell you which group is which. Then tell them that group B will be presenting first and group A will be listening. If their group is listening, their job is to listen carefully and take good notes. If their members are presenting, their job is to encourage all group members to participate. Have students take out a sheet of paper. They should title it, Universal Truths Today. Tell all groups to decide in what order their group members will read so that there will be no time wasted. Tell the group listening first, they are to write the title of the sonnet being read and the names of the authors on their sheets of paper. Underneath the name and title, they should listen carefully to the ideas in the sonnet and write down the Universal Truths they believe the authors are trying to convey. At the end of Group B’s reading, Group A should have written down Universal Truths for each sonnet presented. Now, have Group A present while Group B writes. When everyone has finished writing, ask the groups to decide what the most common Universal Truths were. Call on each group to answer. Ask students if they think or know they will find those truths in *Romeo and Juliet*. Collect their sonnets, give them credit, and post them on the Graffiti Wall.
- 3) **Daily Log** – Have students copy down their Daily Log entry below. Collect the set designs from students. Initial/stamp the back of them. Then post them in the room. Give each student a post it note and ask them to write their name on it. Then have students stand and browse the set designs. Tell them they will be choosing a set design they think works well in their classroom for exits, entrances, watching the play, and acting it out. When they find one they think meets those criteria, have them place the post it (with their name on it) next to/above/below it (you decide which). This will be considered their vote. Students may only vote once. The set design with the most votes will be the way the room is arranged from now on. Give students only five minutes to cast their votes. Then tally the votes. Announce the winner and arrange your class desks and furniture accordingly.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
		Review reading strategies	1. Present sonnets. 2. Choose set design for class. 3. Three Readings of <i>Romeo and Juliet</i> , Act I	<i>Romeo and Juliet</i> , I.i. 1-105.	1. Finish reading I.i. 1-105 (Act 1, Scene 1, Lines 1-105). 2. Study vocabulary to date.

		Scene 1. 4. Acting out R and J. 5. Predict what comes next.		3. List all of the characters that have been introduced and tell who they are.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. Reading Strategy Review – Ask students to remind you what reading strategies they have learned so far this year. List them on the front board. They should be able to come up with predicting, summarizing, questioning, clarifying, looking up words they do not know, accessing prior knowledge, figuring out key words and phrases, guessing about the meaning of problem words, etc. Today, they will need all of these strategies as they begin to tackle *Romeo and Juliet*. On a scale of 1-10 (ten being the highest), ask students to decide how comfortable they feel with the language of *Romeo and Juliet*. Have them write it down. Hopefully, by the end of the period, their comfort level will rise.
2. I. i. 1-82: Three Readings –For the first reading, ask students to sit in a circle. Divide the circle in half and have the students read chorally, alternating between sides. Each side alternates character’s lines. Stop at line 82. When you have finished, tell students it is their job to figure out the meaning of this scene. Give them a minute to see if they can figure out what is going on. Take a couple of ideas. Then return to the text. Remind students that often Shakespeare needs to be read more than once in order to understand what he is saying. He is the master of more than one meaning. Reading two – ask students to read individually in the circle. Each student reads to full stops (periods, question marks, exclamation points, semicolons). Stop at line 82. Have students underline words they do not know. See if they can figure them out, using all of the strategies they know (yes, they should be helping each other!). Have them write the meanings next to the words. Now, ask if they discovered any meaning they did not get the first time around. Take a couple of volunteers. Reading Three – Have individual students read a complete sentence (hint: it isn’t necessarily the end of a line) and then translate it into today’s teen language. Now, ask them if they found anything else they may have missed in the first reading. This whole process may take some time, but it is worth it to allow students to struggle with the text as it affords them the opportunity to truly understand the language and it teaches them how to begin to figure it out (half the battle with any Shakespearean play).
3. Acting I. i. 1-58—Assign parts for each of the characters in this scene. Tell students they will all be acting over the course of this unit. No one is exempt. You might want to ask for volunteers first and then assign if no one steps up. Tell the rest of the class they will be the directors today, placing the actors where they think they should go, based on the meaning of the text. Ask the class the following questions:
 - Where exactly does this scene take place?
 - Where and how should Gregory and Sampson make their entrance?
 - Where have they been? Where are they going?
 - What should they do while they discuss the feud and their attitudes?
4. Then, based on the answers to the questions above, have the actors do what the directors have stated while they are reading their lines.
5. Predicting – Write the words *fate* and *self-determination* on the front board. Students defined these for homework last night. Ask students to raise their hands if they consider themselves believers in fate. Take a count and write it under the word. Then ask students to decide if they consider themselves believers in self-determination. Take a count and add this to the board. Now, ask if anyone believes in both. Take a count and add this to the board. Have students who believe in fate get together, students who believe in self determination get together, and those who believe in both get together. Tell each group they will have five minutes to decide what happens next in the play based on what they say they believe. They will have to explain how their predictions embody their beliefs. Give them five minutes to decide.
6. Present – At the end of five minutes, call time. Have each group stand and present their predictions. Be sure you have them tell how it relates to fate, self-determination, or both. They should be able to back them up with

specific examples from the play. Write their predictions on the board and save them. You'll look back at them tomorrow.

7. Review the homework with students. Point out the proper notation for acts, scenes, and lines. The interpretation is in parenthesis.
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HOMEWORK

- 1) Finish reading I. i. 1-105 (Act 1 Scene 1 Lines 1-105).
 - 2) Study vocabulary to date.
 - 3) List all of the characters that have been introduced and who they are.
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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 3

None

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