

TITLE OF LESSON

English 1 Unit 3 Lesson 5 – Planting the Willow

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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, W1.0-2, 1.4, W/O1.0-3, L/S1.0-1, 1.7, 1.9, 1.11, 2.0, 2.4a-d

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MATERIALS

*Romeo and Juliet*, I. ii. – iii.  
**Willow of Possibilities** – Student Page  
Butcher paper

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LESSON OBJECTIVES

- To read and discuss Act 1, Scenes 2-3
  - To act out the play as it is read
  - To observe and discuss methods for blocking the scene, using stage vocabulary and stage directions
  - To practice different methods of blocking in groups
  - To revisit and identify plot
  - To predict possible outcomes of events in terms of what happens next in *Romeo and Juliet*
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/Initial all complete assignments. Hand back graded assignments to be placed in the appropriate section of students’ binders. Remind students it is their job to keep their binders organized. They are due in Lesson 15 for a formal grade. Also, any students who have not returned a signed syllabus or who have not come to class with a binder should receive a phone call home. Remind them that you will be calling home tonight.
- 2) [Daily Log](#) – Have students copy down their Daily Log entry below.
- 3) Discussion – Why did Shakespeare open with a fight? Take a minute or two to allow students to volunteer their journal responses to this question. They should easily be able to come up with the idea that it is a great hook, but help them to look at other ideas, too. Then collect their journals.
- 4) Review – On the front board, review the key points of the reading. Randomly, call on a group member to tell the key points of I. i. 105 – 247. Write them on the front board. Ask if anyone else has something that needs to be added to the list of key points. Add them. You are reviewing basic plot with them. Ask if anyone can define the term, plot. They should all know that the plot is the action in the story or the key events that are crucial to understanding the story. Then, randomly call on a student to tell the new characters that were introduced in the last half of this scene. Write them on the board along with who they are. Have students add them to their character lists, if they do not already have them there. Make sure students are able to explain their reasoning for their answers with evidence from the reading. Collect the Key Points Act 1 Scene 1 and the character list. If you have time during the period to check them and hand them back, do so. Students will need them.
- 5) Blocking Guidelines – Have groups meet to report on their homework assignment, the blocking guidelines. Ask the group to decide which blocking ideas could be used as generic guidelines for any scene. Have them create a group list. All members should write the list down and everyone should agree on the ideas. Their ideas should address how lines are read, how to add movement, and how to cut unwanted/unneeded lines. Collect these.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	Character Diary 1 – Writing as either Juliet or Paris, describe what he or she is thinking and	Love and Marriage	Three Readings Try different	<i>Romeo and Juliet</i> , I. ii and iii.	1. Study Vocabulary to date. 2. Write character

	feeling about the evening's events. Consider the theme of fate and/or self-determination and the events you wrote about on your graphic organizers. (1 page)	Introducing Sub-plot	methods of blocking.		diary 1.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Three Readings** – Have the class sit in a circle and read I.ii and I.iii in three different ways, just like yesterday. First, have the students read the speech out loud in unison. Then, going around the circle, have the students read the speech a line at a time, underlining words or phrases they do not understand. After this reading, have students discuss and define the words or phrases they do not understand. Be sure that students who volunteer their knowledge also tell how they came to figure out what a word meant, what strategies they used. Finally, read the scenes again, asking each student to tell what the scenes mean in teen language.
2. **Identifying Key Points** – Ask the students to identify the key ideas from the scenes. Scene 2 opens with a discussion between Paris and Capulet, who have definite ideas about young women, marriage and motherhood. Scene 3 features the Nurse, Lady Capulet, and Juliet, speaking on the same topics. How do their views compare? How do they differ? What are the students opinions of these ideas, and why? Can they draw from personal experience or the play to provide reasoning for their opinions?
3. **Stage Directions** – Assign actors to roles for Scene 2 or Scene 3. Choose a director and ask the director to tell the actors where to move based on the stage directions, and using theater terminology.
4. **Willow of Possibilities** – Pass out the **Willow of Possibilities** (found in the *Student Pages* section of this unit), one per group. Tell students they will be deciding on possible outcomes to I. iii. They should have read to its conclusion:

**LADY CAPULET**

Speak briefly, can you like of Paris' love?

**JULIET**

I'll look to like, if looking liking move:  
 But no more deep will I endart mine eye  
 Than your consent gives strength to make it fly.

5. **Directions** – Using Act 1 Scene 3 as a starting point, tell students they are going to consider two possible outcomes: Juliet accepts Paris's love, or Juliet rejects Paris's<sup>1</sup> love. From these two oppositions, their groups will create a chain of events, mapped on a Willow of Possibilities.
6. **Model** – Before they start, post a **Willow of Possibilities** on the overhead projector. Model the initial steps of filling in the organizer. Begin with the initial dilemma of the Willow: Juliet learns of Paris's love for her. Then fill in the two branches (the possible outcomes) emanating from the seed: Juliet accepts Paris's love; Juliet rejects Paris's love.
7. **Brainstorm** – Have students quickly brainstorm an event that could occur, stemming from each of the two possibilities. The next step for each should be logical. Quickly sketch 3 more steps, with two to three possible outcomes or decisions for each new outcome they add. Ask for logical next steps in the chain of events they have already listed. Model how these events provide additional branches on the Willow of Possibilities.

<sup>1</sup> A note about punctuation: According to the MLA, "All singular proper nouns, including the names of persons and places, form their possessives in the same manner (Mars's wrath, Camus's novel, etc.)." You may want to point out that punctuation, spelling, and grammar have stabilized over time and settled into a fairly standardized system, which was not the case in Shakespeare's time.

8. **Group Work** – Now, it's their turn. Have groups assemble. They will have 10 minutes in their groups to agree on at least three new branches or logical outcomes to their **Willow of Possibilities**. They have already been given the first 2 possible outcomes: Juliet accepts Paris's love and Juliet rejects Paris's love. They may not use any of the ideas you have written on the overhead. Tell them to be creative, but to make sure each of the steps they add relates to the steps that have come before it and that they follow the logic of the play. Ask them to assign group roles (see *Group Roles* below). Check in to make sure they are clear that new branches must reflect the events of the prior branches.
  9. **Presenting** – After 10 minutes, call the class to order. Have groups present or describe possible chains of events. When groups have finished presenting, have them place their Willow of Possibilities on the large piece of butcher paper you have created to be the class Willow of Possibilities.
  10. **Process Observers** – By now students should be fairly adept at working in their groups. However, there is always room for improvement. In order to keep students honest and help them to get the most out of group work, you need to frequently check in with them about the process. So take a few minutes to have the Process Observers report to the class. What is working really well in their groups? What does their group need to work on for next time?
  11. Review the homework assignments.
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#### HOMEWORK

- 1) **Character 1** – In journals, begin a character diary. Writing as either Juliet or Paris, describe what he or she is thinking and feeling about the evening's events. Consider the theme of fate and/or self-determination and the events they wrote about on their graphic organizers. (1 page)
  - 2) Study vocabulary to date.
  - 3) If you did not finish reading I. ii. - iii., finish reading them tonight.
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#### GROUP ROLES

**Facilitator** – Your job is to keep the group focused on the task at hand and to help them identify possible events for inclusion. 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 on the Willow of Possibilities graphic organizer. 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 Willow of Possibilities ideas. It is not your job to conduct the entire presentation. It is your job to make sure everyone knows what they are presenting.

**Process Observer** – Your job is to observe how other members of your group work together. It is not your job to say anything to them about what you are observing during the exercise, but you will report back to them after the exercise is complete.

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#### 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