

TITLE OF LESSON

English 1 Unit 3 Lesson 6 – Preparing for the Dance

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

Elizabethan Circle Dance – Student Page

Venn Diagram – Student Page

Willow of Possibilities – Student Page

LESSON OBJECTIVES

- To read Act I, Scene 4 of *Romeo and Juliet*
 - To act out the play as it is read
 - To observe and discuss methods for blocking the scene, using stage directions and stage vocabulary
 - To practice different methods of blocking
 - To understand character development
 - To identify personality characteristics and beliefs/ideals of Romeo and Mercutio
 - To introduce sub-plot and create an imagined sub-plot to I. iv.
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Guidelines – Stamp/initial all homework assignments. Pass back all graded assignments and have students place them in the appropriate section of their binders. Have students keep on their desks the group guidelines they agreed upon yesterday.
- 2) Class Guidelines for Blocking – Ask each group to present their blocking guidelines from yesterday. As they present, list their ideas on the front board. Be sure you are asking them for their reasoning, that their guidelines make sense, and that they are truly workable for the students. Let the class decide whether or not something is really feasible for them. If it is not, take it off the list. If you are writing, students should be writing. Have them add anything that they did not already have to their lists. These will become the class guidelines for blocking a scene. They will use them as they direct and act. Eventually, students will use them to create a scene. Keep the class list posted somewhere in the room, as you will be referring to it while you work with *Romeo and Juliet*, and you may need to add or delete items from the list.
- 3) Diary Feedback – Have students take out their Character Diary (homework). Ask them to exchange with a partner. Give them two minutes to read the piece. At the bottom of the diary, ask the reader to write whether or not the character’s point of view is believable. They must explain their opinion with logical reasoning from the play and the character diary. Give them 5 minutes to respond. Then give the Character Diary back to the author to read. Collect them.
- 4) [Daily Log](#) – Have students copy down their Daily Log entry below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
		Dreams Sub-plot	Three Readings Key Points Compare/contrast Romeo’s and Mercutio’s dreams Blocking a Scene	<i>Romeo and Juliet</i> , I. iv.	1. Study vocabulary to date. 2. Sketch a mask for tomorrow’s ball. 3. Sub-plot- create a sub-plot based on I. iv.

ACTIVITIES – INDIVIDUAL AND GROUP

1. Review – Ask students to take out their key points to date. Rather than going over all of the key points, ask students to give a brief synopsis of what has occurred so far in the play. When a volunteer has finished his/her explanation, ask if he/she missed anything. Allow students to add any important points they can think of.
2. **Three Readings** – Have the class sit in a circle and read I. iv. in three different ways, just like yesterday. First, have the students read the scenes, or segments of it, in unison. Then, going around the circle, have the students read the scenes 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.
3. Identifying Key Points – Ask the students to identify the key ideas from the scene. Write I. iv. on the front board and list the ideas the students come up with. Make sure all students are writing them down, too. All of the notes they take, they will need to study for their exam and to create an exit scene. You will also be grading their binders based on whether or not they have all of their assignments, notes and readings to date and how organized they are. Have them put their notes in the notes section of their binders.
4. **Venn Diagram** – Pass out a **Venn Diagram** to each student. In groups, have them write Romeo’s Dreams on one side and Mercutio’s Dreams on the other. Ask them to compare and contrast the two. Everything that is unique to Romeo’s dreams should go in Romeo’s circle and everything that is unique to Mercutio’s dreams should go in his circle. Anything that is similar between the two should be listed in the middle where the circles overlap. Give students 10 minutes to fill in their Venn Diagrams.
5. Present – At the end of 10 minutes, call time. Randomly, call on a group member from each group to present. Be sure their ideas are based on the text. Be consistent in asking them to point out where in the play they found their ideas, helping them to identify lines by number and the words.
6. Discussion – Have students focus on the symbolism and relevance of these dreams. Of particular note is the following exchange:

ROMEO

I dream'd a dream to-night.

MERCUTIO

And so did I.

ROMEO

Well, what was yours?

MERCUTIO

That dreamers often lie.

ROMEO

In bed asleep, while they do dream things true.

Based on this exchange, what does Romeo believe about connections between dreams, fate, and self-determination? What does Mercutio believe? Can the students draw from the play to provide reasoning for their opinions?

7. Sub-plot – Ask if anyone can define sub-plot. It should be fairly easy for students to figure out. Ask them to add the term to their list of vocabulary words. It is a second story that is complete and interesting in its own right and compliments the main plot, taking into account the personalities and actions of the characters. Ask students to imagine a sub-plot for Mercutio, after he and Romeo part company. What does he do? Where does he go? Who does he meet? Let them come up with some ideas. Tell them that the **Willow of Possibilities** can be used to imagine and create a sub-plot. Sub-plots can deviate from the genre of the main play. For instance, Romeo and

Juliet is a tragedy but the sub-plot they will create could be a comedy. Tonight, they will go home and create a sub-plot for the end of I. iv. To do this, they will need to understand Romeo's personality and beliefs and they will need to understand Mercutio's personality and beliefs, as the sub-plot they create should be about one of them. You can tell them that some people have speculated that Romeo may have been in love with Rosalind before he met Juliet. Maybe tonight he breaks it off with her. Or Mercutio may have been terribly hurt in love even rejected by the woman he loved. To make it interesting, maybe Mercutio was in love with Rosalind, too, but never told Romeo. Tonight, he gets really drunk, goes to her, and professes his love again. Who could know? The sub-plot they create has to make sense based on what they know about the characters and what has happened so far in the play. Tell students to be creative. Using the **Willow of Possibilities**, they are to create a series of at least 4 events for a sub-plot that they imagine about Romeo or Mercutio. They must create the initial dilemma, then create at least one possible outcome with at least 4 events connected to it. If they want to create 2 possibilities, they may do so for extra credit. They will call this sub-plot an exit scene, a scene that exits the actual text but keeps the characters and some of the ideas of the original text. An exit scene is also a scene that takes an "Exit so-n-so" from the main play to create its "Enter so-n-so." In other words, if in *Romeo and Juliet* we see Mercutio exiting the town square toward his house, in the exit scene, he could be entering the road to his house, or possibly entering his house, having just left the preceding scene (the town square) in the main play.

8. Acting – Assign actors to roles for Scene 4. Choose a director and ask the director to tell the actors where to move using correct stage directions and theater vocabulary. Refer them back to the class guidelines for blocking. Today, keep the focus on movement and how lines should be read. Ask them to look at the emotions of both Romeo and Mercutio, Romeo's idealism and Mercutio's cynicism. Then have them decide what the tone of their voices should be when they are reading the lines.
9. Dance Directions – Set the scene for tomorrow's event. Before the students read I. v., the dance scene, they will try their hands at Elizabethan circle dancing. You can tell students that this might be the equivalent of today's Rave (or club). Choose two volunteers today to take the **Elizabethan Circle Dance** worksheet home and study the instructions. They will be the teachers for the class tomorrow. So they should make sure they understand and can perform the Circle Dance. Volunteers should have a little experience with dance and should be students the rest of the class will listen to.

NOTE: Sometimes students forget to do their homework, so it will be up to you to learn the dance and be willing to teach it tomorrow. A way to avoid this is to have the student volunteers meet with you after school or at lunch to learn it together.

10. Review homework with students.
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HOMEWORK

- 1) Study vocabulary to date.
 - 2) Sketch a design for a ball mask that you will make in class tomorrow. If you want to use your own materials to design the mask, make sure you bring them to class tomorrow.
 - 3) Sub-plot – Based on what you know about the personality of Romeo and the personality of Mercutio, create a sub-plot that takes off from the end of I. iv.
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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

