

TITLE OF LESSON

English 1 Unit 3 Lesson 8 – Closing the Curtain on Act I

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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, 2.0, 2.4a-d

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MATERIALS

*Romeo and Juliet*, I. v.  
**Willow Of Possibilities** – Student Page  
Sonnet guidelines  
Paper for Graffiti Wall submissions  
Prize categories

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LESSON OBJECTIVES

- To read I. v. of *Romeo and Juliet*
  - To present the sonnets created for their first exit scene
  - To understand and demonstrate an understanding of character development in order to create the second exit scene that takes into account the personality of characters in the play and speculates as to what they may be doing, thinking, feeling beyond the original text
  - To understand that a Prologue foreshadows events to come
  - To create an original Prologue that outlines/foreshadows the second exit scene students create from Act I, Scene 5
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FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

- 1) Homework Check – Stamp/initial all homework. Pass back all graded assignments. Call on students to display their finished masks so you can give credit in your grade book. You may want to ask students to just leave them on their desks. While they write their Daily Log, you can simply walk around and give credit. You could take that time to judge the masks.
- 2) Pre-view – Ask who can quickly summarize the key points from last night’s reading. You are just checking for comprehension and helping all students to understand the scene they will be participating in today.
- 3) [Daily Log](#) – Have students copy down their Daily Log entry below.

Date	Journal	Lecture Discussion	Activity	Readings	Homework
	Character Diary 2 – Now that you have read the ball scene, write another character diary entry, from the perspective of Romeo or Juliet. Write a letter to your newfound love about what you witnessed, thought, and felt at the ball. (1 page)		<b>Performing Act 1 Scene 5</b>  Write couplets for the Graffiti Wall	<i>Romeo and Juliet</i> , I. v.	1. Study vocabulary to date. 2. Character diary 2 3. Finish Exit Scene 2.

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ACTIVITIES – INDIVIDUAL AND GROUP

1. Performing the Ballroom Scene – Choose a director from the class to direct I. v. Then choose your actors. Choose your first extras. These should be students who will dance, keeping the dance going for half the scene. Choose your first audience. These will be the rest of the class who should be watching the scene to give feedback to the director about blocking instructions. Halfway through the scene, the audience will become the dancers and the dancers will become the audience. So it is important that everyone is paying attention to the director who will give them their cue when to switch. All students should be wearing their masks during the performance. If you find that the scene is going slowly or the director is having trouble. Stop the scene and ask for help. It is always fun to use the freeze technique. That is to say, you yell *freeze*. Everyone must stop where they are. No talking and no moving. Then you change actors and directors and have them continue. It keeps the scene moving.
  2. Debrief – **Applaud/critique** the director. Spend a few minutes asking the class what blocking techniques worked well and what needed improvement. Be sure you ask for solutions to the problems they point out. Then **applaud/critique** your actors, your audience (they are often the most important people to talk about because the audience can make or break a play!), and your dancers. Finally, announce the winners (Teacher Chosen) of the mask contest and award your prizes. Collect the masks and post them in the room.
  3. Presenting Prologues – Ask student groups to take out the Prologues they created for the exit scene they chose yesterday. Have each student read their Prologue to the rest of their group members. Ask the group to agree on the one that best conveys the key points from the Willow they chose yesterday, holds to the rules of a sonnet, and is clever. Give them 2 minutes to decide. Then have one of the members of each group stand and read the Prologue/sonnet. Place a star at the top of the one the group chose. Collect them all and grade them tonight. Place them on the Graffiti Wall.
  4. Exit Scene 2: Graffiti Wall Building – Have groups assemble for the next Graffiti Wall assignment. They should choose one character from I. v. and create a sub-plot around that character after they leave the ball (the end of I. v.) They should use a **Willow of Possibilities** to map out at least 4 key points/events in the sub-plot. Then they must create a Prologue for their sub-plot. Remind groups that this exit scene (sub-plot) must be based on the character's personality and it should make sense based on what they know of the play so far. Their sonnets should contain iambic pentameter, the appropriate rhyme scheme, and be written in modern English or teen slang. They must illustrate their Prologue. Tell them they will have until 5 minutes before the end of the period to work on this assignment. Whatever they do not finish in class is homework tonight. Ask them to assign group roles (see *Group Roles* below).
  5. Check in with groups as they write.
  6. If groups finish early, they may practice reading their work out loud, performing their work, or designing their submission for the Graffiti Wall.
  7. Present – Five minutes before the end of the period, call time. At this point, students should have at least finished their Willow Of Possibilities and begun the sonnet, although they may not have finished illustrating them. Have group members present their writing anyway. If they have finished everything, place it on the Graffiti Wall. If they are still not finished, they should finish it for homework. Students may wish to point out “golden lines,” favorite lines from the new poetry, when they present.
  8. Review homework with students.
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#### HOMEWORK

- 1) Study vocabulary to date.
  - 2) Character Diary 2 – Now that you have read the ball scene, write another character diary entry, from the perspective of Romeo or Juliet. Write a letter to your newfound love about what you witnessed, thought, and felt at the ball. (1 page)
  - 3) Finish Exit Scene 2.
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**GROUP ROLES**

Facilitator – Your job is to keep the group focused on the task at hand, to help them identify the character your exit scene will focus on, to help group members create the events of the sub-plot and list them on the Willow, and to generate a Prologue based on the events of the exit scene. 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 in the amount of time given.

Notetaker – Your job is to fill in the Willow for your group, and write the final draft of the Prologue for the Graffiti Wall. 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 Prologue. It is not your job to conduct the entire presentation. It is your job to make sure everyone in the group has a role in the presentation and that your presentation/performance makes sense based on the ideas you are trying to convey.

Illustrator – Your job is to illustrate the Prologue your group has written. It is not your job to decide how to illustrate it. It is your job to help your group to decide what the illustration should look like. Then you should sketch it.

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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