



LOVE SCENE PLUS/MINUS CHART

BLM 1.1

Name: _____

Film Version: _____

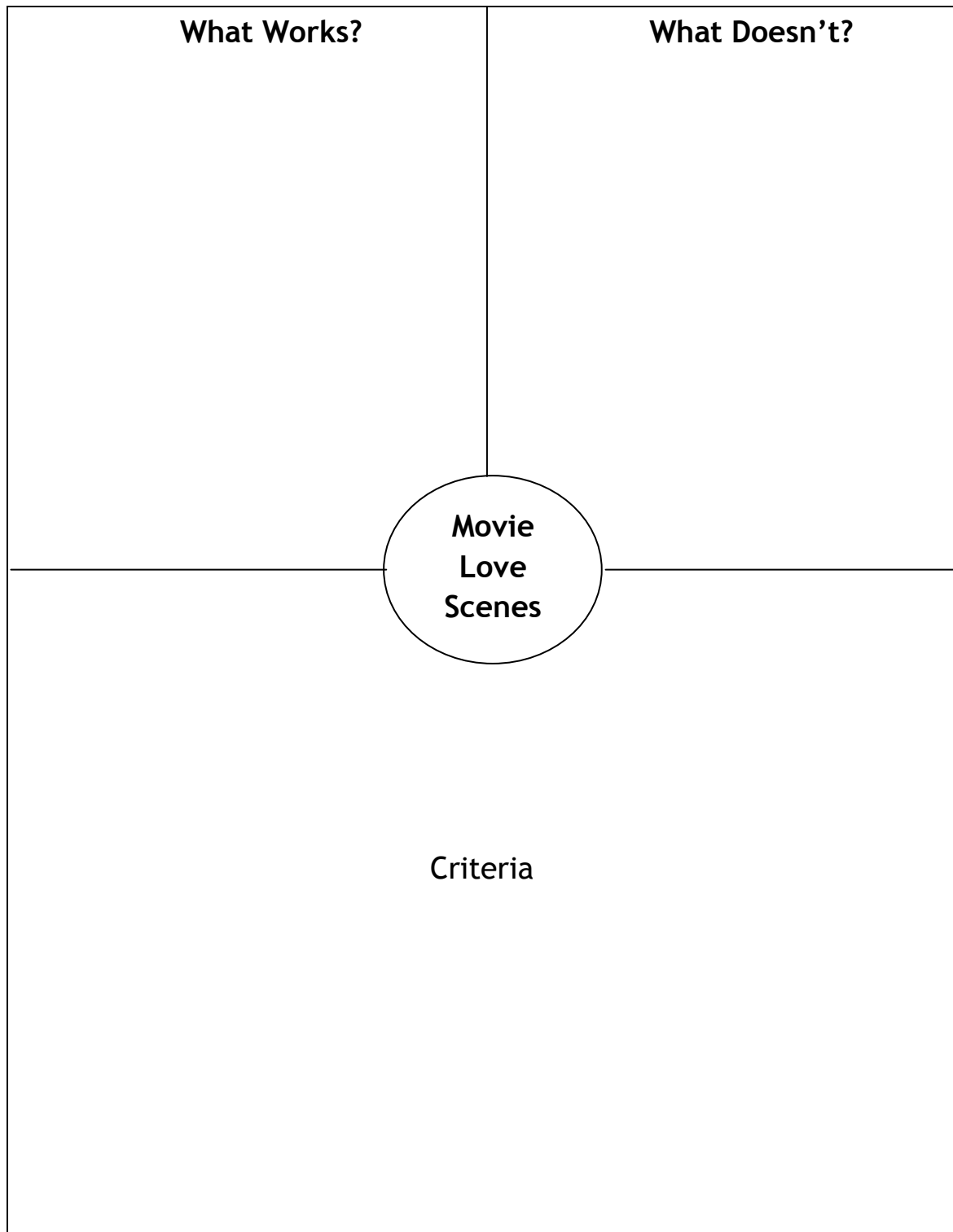
Plus	Minus	Interesting

BLM 1.1

Film Version: _____

Plus	Minus	Interesting

Love Scenes: What Works, What Doesn't?



Name: _____

Film Scene Comparison Rubric

Criteria / Level	Approaching Expectations	Meeting Expectations	Exceeding Expectations
Provides Textual Evidence	Provides little or no relevant evidence from the text (film) 0 1 2	Provides some relevant evidence from the text (film) 3	Provides effective and relevant evidence from the text (film) 4 5
Communicates Effectively	Many errors interfere with clarity 0 1 2	Writing is clear; few errors 3	Writing is effective and error free 4 5
Makes Connections	Makes little to no connections between criteria and film 0 1 2	Makes some clear connections between criteria and film 3	Makes insightful connections between criteria and film 4 5

TOTAL /15**COMMENTS:**

* If work is below expectations, you will be required to resubmit with improvements

Game Instructions

- Divide your group into two equal sides; “Side A” and “Side B”
- Side “A” will roll the cubes first
- One cube will indicate what character you will be discussing
- The other cube will indicate the argument (if the character will be pardoned or punished)
- Example, someone from Side “A” might roll “The Nurse” and “Pardoned.” This means Side “A” will need to present a series of arguments explaining why “The Nurse shall be pardoned.”
- Side “B” will then counter these arguments one at a time (similar to a debate) – proving that “The Nurse should be punished.”
- After the time is up (6- 8 minutes), Side “B” will roll and begin a new debate for a new character. *If you roll the same character, roll again until a new character is chosen

Personal Reflection

1. Were you happy with the Prince's decision, or should some characters be held responsible?
2. If you had to pick three characters responsible for the tragedies, who would you choose and why?
3. During this process how did your thinking change? Did any other arguments persuade or influence you? How specifically?
4. After the debates, do you now have a better idea of who might be responsible? Did you change your outlook (from question 1 or 2)?

Individual Task

You are Prince Escalus' top advisor. He wants your opinion: who is most responsible for the tragedies that occurred in Verona? What must be done? The citizens are demanding justice.

The Prince requires you to provide the following:

- A collection of clearly labeled physical evidence (on a display or in a box)
- An appendix listing the evidence and a brief explanation of what it proves
- A brief recommendation – Should this individual be pardoned or punished and why?

You will need to complete the following steps:

- 1/ Complete and use your organizer. Under each example or fact, list possible piece(s) of physical evidence that would substantiate the claim (e.g. Fact: the Friar marries Romeo and Juliet. The physical evidence might be a marriage certificate, dated and signed.)
- 2/ What physical evidence will you present? What do you need? Will you make it, find objects, create documents etc. ?
- 3/ Once you've gathered this collection, create an evidence board or box of evidence – a clearly labeled collection of the physical evidence (pictures etc.). Label each piece (Exhibit A, B, C, D, and so on).
- 4/ Create an appendix (list of evidence and brief explanation of item)

e.g. Exhibit A – Romeo and Juliet's Marriage Certificate – signed and dated by Friar Lawrence

This proves(you fill in the blanks)

- 5/ Write a formal recommendation advising the Prince on how to proceed.

Who is most responsible for the tragedies that occurred in Verona? Why? Should this individual be held responsible and be punished? What would be a reasonable consequence and why? Or should this individual be pardoned, despite his or her involvement? Why? What might be done in the future to avoid such tragedy?

*See instructor for length of response

BLM 3.5**Expectations / Checklist**

Do I have the following:

- ☐ Research / evidence organizer
- ☐ Collection of clearly labeled physical evidence (4 – 6 pieces)
- ☐ An Appendix of Physical Evidence
- ☐ A formal recommendation

Above Expectations	At Expectations	Working Toward Expectations	Total
<p>Demonstrates an excellent knowledge of the play</p> <p>10 9.5 9.0 8.5 8.0</p>	<p>Demonstrates a good knowledge of the play</p> <p>7.9 7.5 7.0</p>	<p>Details are lacking or inaccurate</p> <p>6.9 6.5 6.0 5.5 5.0</p>	
<p>Formal recommendation is highly insightful, many specific and relevant details are provided</p> <p>10 9.5 9.0 8.5 8.0</p>	<p>Formal recommendation provides specific and relevant details are provided</p> <p>7.9 7.5 7.0</p>	<p>Informal response, needs to be developed or supported with more detail and explanation</p> <p>6.9 6.5 6.0 5.5 5.0</p>	
<p>A variety of evidence chosen, it is effective and supported well with a detailed Appendix</p> <p>10 9.5 9.0 8.5 8.0</p>	<p>Evidence chosen is effective and supported with an Appendix</p> <p>7.9 7.5 7.0</p>	<p>Limited evidence chosen, Appendix is incomplete or lacks detail</p> <p>6.9 6.5 6.0 5.5 5.0</p>	
<p>Display/Evidence is organized, clearly labeled, and highly creative</p> <p>10 9.5 9.0 8.5 8.0</p>	<p>Display or Evidence is organized, labeled, and creative effort is evident</p> <p>7.9 7.5 7.0</p>	<p>Display or Evidence is somewhat organized, but more effort is needed</p> <p>6.9 6.5 6.0 5.5 5.0</p>	

BLM 3.6

The Appendix

Warrants have been requested and approved for the collection and use of the following evidence.

Exhibit A: _____
(item)

Notes:

Exhibit B: _____
(item)

Notes:

Exhibit C: _____
(item)

Notes:

Exhibit D: _____
(item)

Notes:

RAFTS Ideas

ROLE	AUDIENCE	FORMAT	TOPIC	STRONG VERB
Romeo	Rosalind	letter	his love for her	pleading
Friar Lawrence	Romeo	speech	love moderately	encourage
Prince	people of Verona	poster	the threat of death for civil brawls	ordering
Apothecary	customers	advertisement	sale of medicine	advertise
reporter	readers	news article	choice of newsworthy event from text	reporting
Juliet	Romeo	postcard	how she loves him	pledge
Lady Capulet	diary	diary entry	her true feelings for her husband	confesses
Benvolio	Romeo	tweet	the girls at the Capulets' party	advises

BLM 6.1

What I Think...

yes

no

Justifying My Initial Position

BLM 6.2

I changed/did not change my position because...

yes

no

Reasons given by a student in the class who caused me to think...

BLM 6.3

Self-Assessment of U-Shaped Discussion

	Level 1	Level 2	Level 3	Level 4
Communication Skills <ul style="list-style-type: none"> • use of active listening skills • speak in a clear, coherent manner • asked questions to clarify information 	<ul style="list-style-type: none"> • I rarely express interest/consider the opinions of others • my speaking is seldom clear • I ask few questions 	<ul style="list-style-type: none"> • I occasionally express interest/consider the opinions of others • my speaking is sometimes clear • I ask some questions 	<ul style="list-style-type: none"> • I often express interest/consider the opinions of others • my speaking is usually clear • I ask questions 	<ul style="list-style-type: none"> • I always express interest/consider the opinions of others • my speaking is always clear • I ask many relevant questions
Open-Mindedness <ul style="list-style-type: none"> • willing to consider the views of others • willing to shift my position based on new information 	<ul style="list-style-type: none"> • I rarely consider the views of others • I am not willing to shift my position 	<ul style="list-style-type: none"> • I occasionally consider the views of others • I sometimes consider shifting my position 	<ul style="list-style-type: none"> • I usually consider the views of others • I am often willing to shift my position 	<ul style="list-style-type: none"> • I consistently consider the views of others • I am always willing to shift my position
Judgement <ul style="list-style-type: none"> • uses reason and evidence to support discussion 	<ul style="list-style-type: none"> • my discussion is seldom based on reason and evidence 	<ul style="list-style-type: none"> • my discussion is occasionally based on reason and evidence 	<ul style="list-style-type: none"> • my discussion is usually based on reason and evidence 	<ul style="list-style-type: none"> • my discussion is always based on reason and evidence

U-Shaped Discussion Rubric

Use the rubric to assess student performance in the U-shaped discussion

1=Developing 2=Satisfactory 3=Good 4=Exceeding Expectations

[illegible]

Teacher Resource

Examples of Similes

1. "It seems she hangs upon the cheek of night as rich as a jewel in an Ethiop's ear." (I,v,44-45)
2. "The brightness of her cheek would shame those stars as daylight doth a lamp." (II,ii,19-20)
3. "...thou art as glorious to this night, being o'er my head, as is a winged messenger of heaven..." (II,ii,26-28)
4. "My bounty is as boundless as the sea, my love as deep; the more I give to thee, the more I have, for both are infinite." (II,ii,133-135)

Examples of Metaphors

1. "Being vex'd, a sea nourish'd with lovers' tears. What is it else? A madness most discreet, a choking gall, and a preserving sweet." (I,i,190-192)
2. "Compare her face with some that I shall show, and I will make thee think thy swan a crow." (I,ii,86-87)
3. "Lady, such a man as all the world – why, he's a man of wax." (I,iii,75-76)
4. "It is the east, and Juliet is the sun!" (II,i,3)
5. "Although I joy in thee, I have no joy of this contract to-night: it is too rash, too unadvis'd, too sudden; too like the lightning, which doth cease to be ere one can say 'It lightens'." (II,ii,116-120)

Framer Model: Similes

DEFINITION	CRITERIA
EXAMPLES	NON-EXAMPLES

SIMILES

Frayer Model: Metaphors

DEFINITION	CRITERIA
EXAMPLES	NON-EXAMPLES

METAPHORS

Character Chirps



Just What is Twitter?

Twitter is a social networking site that is designed to allow its users to access “Instant updates from your friends, industry experts, favorite celebrities, and what’s happening around the world.” (Twitter)

Wikipedia defines Twitter as:

... a website, owned and operated by Twitter Inc., which offers a social networking and microblogging service, enabling its users to send and read messages called **tweets**. Tweets are text-based posts of up to 140 characters displayed on the user's profile page.

People from all walks of life use Twitter to communicate with peers, colleagues, and strangers. Anyone can follow anyone else on Twitter --- unlike other forms of social networking, a user doesn't need permission to follow another user. Top “followed” users in 2011 are Lady GaGa, Justin Beiber, and Barack Obama!

Typical tweets tell of anything from what the user is doing at any moment to communicating important events or emotions.

Not all tweets are created equal! A good tweet informs, engages, and even provokes its followers --- and it doesn't waste any characters.

Do some research: google twitter, and have a look at some tweets to get some ideas as to what people tweet about and how they compose their tweets.

BLM 8.2**Assessing Character Chirps**

Success Criteria	Level	Comments
Demonstrates knowledge of characters, key events (defining moments)	0 1 2 3 4	
Uses appropriate and effective perspective	0 1 2 3 4	
Uses format accurately, writes to specifications	0 1 2 3 4	