Tues., 3-6-12

105

**OBJECTIVES:**

-Students will use multiple intelligences (music, art, writing) to make assumptions (using inquiry skills) about upcoming events of R&J

**PROCEDURE:**

 **-Music free-write** – draw picture, write explanatory paragraph (15 min. – listen & draw for 8:30, finish drawing & write for 5)

 -Draw what you think will occur in Act V, scene iii, based on this music (Beethoven String Quartet Opus 18, Number 1, Second movement *[Adagio]*). Be specific – not just Romeo & Juliet dying, but Romeo sobbing over Juliet’s body, fighting with Friar Laurence over Juliet’s body, etc!

 -WHAT in the music makes you think this will happen? (Tone? Tempo? Dissonance?)

 -List at least 3 adjectives describing EMOTION of the scene (that you get from the music). Why?

 **-Whole-class discussion** – predictions for scene 3 based on drawings (5 min.)

 -Make list on board

 **-Watch Act 5, scene 3** (20 min.)

 -Stop for comprehension

 **-Revisit (confirm/deny) predictions from list** (10 min.)

 -Circle in drawing one CORRECT prediction made

**MATERIALS:**

-Music (Beethoven’s Quartet in F Major, Op. 18, No. 1 – slow movement in D minor)

 -Students have paper, pencils

 -Whiteboard & markers to make list of predictions