***Romeo and Juliet* WRITER’S NOTEBOOK CHECK**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block \_\_\_\_\_ #\_\_\_\_\_\_\_\_\_**

1. **Analyzing the Prompt /Pre-Writing \_\_\_\_\_\_ \_\_\_\_/10**
2. **Advice Article Brainstorm / Samples/Outline \_\_\_\_/10**
3. **Rough Draft \_\_\_\_\_\_ \_\_\_\_/10**

|  |
| --- |
| **RUBRIC** |
| **COMPLETE**   * Focused * Insightful * Thorough |
| **ALMOST**   * General * Appropriate * Adequate |
| **PARTIAL**   * Vague * Weak * Minimal |
| **GLIMMER**   * Scattered * Mostly Irrelevant * Lacking |
| **FAILURE**   * Irrelevant * Blank * Incomplete |

1. **Final Draft \_\_\_\_\_\_\_\_\_\_\_\_\_/60**
2. **Metacognition/Reflection \_\_\_\_/10**

**Essay Notebook Check #1**

The overall goal of this unit is to respond to the following writing prompt:

What is the process for making a good decision? What makes a good relationship? After reading the play “Romeo and Juliet,” examine the choices they made and write an advice article for a teen publication that address the question and support your position

with evidence for the text.

**DIRECTIONS**: Scan and read/watch the advice given to questions written in to various media outlets. Based on what you know about incorporating evidence from a source, determine if the advice given was suitable or if they did not seem like a credible source to go to for advice. Rank each advice columnist’s in order of whom you believe it the most credible next to the QR code and why. Answer the questions provided on the back of this sheet.



Holidays with Crazy In-Laws

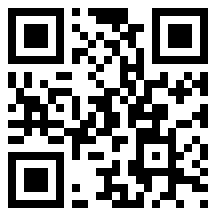
Love Letters to Kelly (video) Dear Mrs. Webb Dating Advice http://youtu.be/LckXo3KqaCE <http://dearmrsweb.com/>



Seventeen Magazine Q&A

<http://answerology.seventeen.com/index.aspx/topics/guys>

Carolyn Hax- Washington Post <http://www.washingtonpost.com/people/carolyn-hax>



**Questions:**

1. What are three rules that Stacy and her boyfriend must follow:
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Why do you think her parents have these rules?
3. What is Kelly’s advice?
4. List the problem that you read on the Dear Mrs. Webb website:
5. Do you agree with Mrs. Webb’s advice? Why or why not?
6. Choose one question on the Seventeen Magazine website and write a response to the question. Use your personal experiences to answer the question and reference your experience in your response.
7. Find and click the link titled “Carolyn Hax: A harmless schoolgirl crush?” Why is the parent so concerned? Do agree more with the parent’s concern or the child’s focus on a relationship at such a young age. Support your opinion with evidence from Carolyn Hax’s advice.

Evaluating Decisions in Romeo and Juliet

Evaluating Relationships in Romeo and Juliet

Example #1

Example #2

Example #3

Quote to illustrate/support example #1:

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Quote to illustrate/support example #2:

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Quote to illustrate example #3:

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Notebook Check #2 Advice Article Brainstorm/Organization

SAMPLE/OUTLINE

Student Name

Teacher Name

**MAKE NOTES AND USE THIS AS A MODEL FOR YOUR WRITING AND THE FORMAT. Your piece may be typed or handwritten, but you must skip lines, use blue or black ink only, and you may not write on the back of the page.**

English I 1st block

Date

Advice Column

Romeo, I understand that you went to return to Verona to see if Juliet is really dead, but is it really a good idea? To me the choice of returning to Verona is not a good idea. There are many dangers that can accompany your trip to Verona. If you get caught you could be killed. Also, you are in an uncontrollable emotional state and this could lead to rash decisions that could have major consequences. Follow the steps below to help you make the best decision for yourself.

Take some time to think of the situation you are facing. Grab a pen and paper and write down the predicament you are in, which is wanting to return to Verona to see Juliet one last time. Writing down the situation can help you focus more on solving it. Then write down the different ways that you can solve it. This will help you decide which idea will seem to solve the problem better.

After you have clearly written down the problem and your choices, talk to someone. Try talking to Friar Lawrence about the situation. After all, Friar Lawrence seems like he is a very wise man and may have a valid argument. Also try talking to someone you may know who was forbidden to see their love and take into consideration what they said. As you talk to these people write down what they said, so you can look back at them later.

The next step in making a good decision is recognizing what is important to you. While I know Juliet is important to you, think of other people that are just as special to you. For example your father, your mother, and Benvolio. Don’t they mean something to you too? Once you have this written look back at the choices that you can make and predict outcomes to each choice.

Now comes the crucial part, determining your strengths, weaknesses, opportunities, and threats. This can be one of the toughest parts. For example, “How fares my Juliet? That I ask again for nothing can be ill if she be well” Romeo (5.1.15-16). This could be considered a strength because you are truly worried about Juliet, and she plays an important role in your life. On the other hand, “I do beseech you, sir, have patience your looks are pale and wild and do import some misadventure” Balthasar (5.1.27-30). This could be taken as a weakness because you are at an uncontrollable emotional state and may do something with bad consequences. An opportunity would be “come, cordial and not poison, go with me to Juliet’s grave” Romeo (5.1.88-89). The choice of taking poison can bring you and Juliet together forever in the after life. As Paris states “this is that banished haughty Montague…I will apprehend him.” Paris (5.3.49-53). The threat of you being seen by someone can end with your death. Carefully consider these pros and cons, and then choose the best choice for you. Once you have made your choice, create a plan of the different steps you will take to carry out that plan.

Remember to take these steps into consideration, when making a tough decision. Try to think everything through, and don’t act on your emotions. Taking your time, when planning what choices you should make, can lead to good consequences. Also try weighing the pros and cons of your situation. Following these simple steps can be the difference between life and death.

Decisions Decisions

Teenagers are known for making bad decisions. We think we can decide on things without help from our parental units. I know from personal experience that sometimes we need them. Think about the lives of Romeo and Juliet. They were young lovers that went against their parents and ended up getting themselves killed. Decision making is extremely difficult in the lives of young adults, and if we knew more about why we do what we do, then we might made better decisions in the future.

Teenagers are technically handicapped. Our prefrontal cortex isn’t fully developed. A prefrontal cortex is the section of the cortex that is in the front of the brain, behind the forehead. It is responsible for high thinking tasks complex decision making skills, and reasoning. So, you can’t really blame us for making bad decisions. We are hindered!

Romeo and Juliet showed some evidence that their prefrontal cortexes had not developed yet. Romeo went to the Capulet’s party, even though he knew he wasn’t allowed there. Romeo and Juliet also got married without telling their parents. “The exchange of thy loves faithful vow for mine.” Romeo (2.2.127) This caused later problems for Juliet, whose parents arranged another marriage for her not knowing she was already married. Clearly, they weren’t using their not-fully-developed prefrontal cortexes.

The prefrontal cortex isn’t the only part of the brain we can blame. The limbic system also plays a big role in decision making. The limbic system recognizes emotions and linking those emotions to various brain functions. Sometimes our limbic system overrides our prefrontal cortex. Our limbic system is almost 100% developed by the teenage years. This is part of the reason teens are so impulsive.

Romeo and Juliet let their limbic system take over their prefrontal cortex at times. On the first night they met they made marriage plans, on the second day they got married, and by the fifth day they were both dead. They were both impulsive, and it ended in death for them. “Well, Juliet, I will lie with thee tonight.” –Romeo (5.2.34)

Decision making is vitally important in the teen years. I believe that a lot of the reasons we, as teens, make bad decisions is because we don’t know how to make a good one. I have figured out an easy four-step method that works for me.

**Step One**: Take a deep breath. When you are mad you make decisions that you later regret.

**Step Two**: Think about the situation. Think about everyone who is involved, and how it will affect them.

**Step Three**: Think about what the right thing to do is. Would your parents be proud of you for doing it? Will it be something that you later regret?

**Step Four**: Carefully make your decision.

Even though our decisions might not end in death, they could still have some major consequences. Decision making is proven to be harder for teens, but with help of some wise adults, you can learn to make better choices. Learning how your brain works can help us realize why we do what we do. Teenagers are known for making bad decisions; however, maybe we can change that.

Works Cited

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**Don’t Listen to Shakespeare**

You know how it is. You make a stupid decision, and that stupid decision causes a whole mess of other bad choices and problems, and you sit there moping about and wondering how to escape the whole jumbled state of affairs. There are two alternatives that could possibly solve the problem. Alternative one is changing your name and moving out of the country, but that's a little extreme. The easier and more practical way is to listen to my simple advice for problem solving and decision making. I know what you're thinking, "Oh gosh, not another one of these articles," and I know you don't want to analyze every single individual step of choosing a peanut butter or ham sandwich for lunch. But hey, look at Romeo and Juliet. They made a bunch of bad decisions and they both ended up dead. Moral of the story, don't be an impulsive teenager. That, or actually think about what you're doing. Okay? Please? Let's keep the suicide rate from going up. These 5 simple steps in decision making will without a doubt help you make the right, or at least close to right decision.

**Step 1: Think about why you have to make the decision in the first place.** Is it really necessary? If you're choosing between a ham sandwich and a peanut butter sandwich and you're out of peanut butter, the decision has pretty much already been made for you. Analyze why the decision has to be made, and that could also help you think of other alternatives. And don't be afraid to ask around your inner circle of friends (or your outer circle, it doesn't matter to me, I’m just the author) but be sure that you're asking the Sandy Cheeks of your group and not the Patrick Star. You wouldn't want to end up as a fry cook living in a pineapple, now would you?

**Step 2: Look at your possible choices and your alternatives.**As for the peanut butter sandwich or the ham sandwich, what if you want a BLT instead? In the Shakespearean play Romeo and Juliet,Romeo and Juliet get married, and when things get complicated with the marriage and the promise of Juliet to a man named Paris, their choices are to either accept an incredibly risky plan of a potion and sleeping and deception that Friar Laurence concocted, or in their cases, since they're both incredibly suicidal, ending their own lives. However, there was the alternative that involved telling Juliet's parents and that may have solved all of their problems and perhaps Romeo and Juliet could've lived to see their grandchildren.  Juliet is already afraid of the potion not working, she had an entire soliloquy about it! "What if it be a poison which the friar subtly hath ministered to have me dead, lest in this marriage he should be dishonored because he married me before to Romeo?" (IV.4.24-27) Notice how telling her parents never even crossed her mind. I know that as teenagers we want to do everything on our own, but seriously guys, sometimes it's best to go to the people who raised us.

**Step 3: What do you want? What's important to you?**Even though decision making when you're a teenager is difficult and kind of confusing, your opinion is still just as important as any of these steps. If you come to a verdict that makes you completely miserable in the long run, then what was the point? Your opinion and what you want are important in any decision, you just have to make sure you take precautions beforehand. Had Juliet told her parents that she was in love with and had already married Romeo, there is a chance that her parents would understand and call off the marriage to Paris. Within the brain, an immature prefrontal cortex is the main cause of bad decision making and impulsiveness in adolescents. Juliet chose not to tell her father of her undying love for Romeo, despite the fact that her father admitted to Romeo being a good kid.  "He bears him like a portly gentleman, and to say the truth, Verona brags of him." (I.5.66-67) In Shakespearean talk, Lord Capulet commented on Romeo's good reputation, yet because of the feud she still refused to tell him.  Our desires and opinions are important factors in making decisions as long as we aren't impulsive about it.

**Step 4: Narrow your options down to the two best ones.**After much deliberation, you've been able to narrow down your alternatives to the two best choices. You've thought about why you have to make the decision, you've thought about all your options, you've taken your opinion into consideration, and you've gotten down to the nitty-gritty, nail-biting, hold-your-breath part. Okay, I know it's not actually that exciting. Even though you've gotten to the two last choices, don't be afraid to go back and reconsider. Juliet's two alternatives were an unnecessary plan or suicide. She could've gone to her parents, but no. Make sure your choices you're choosing between are the right choices. A premature prefrontal cortex can slow a teenager down, but it's not impossible to make the right decision! Careful thought and a delicate problem solving technique will defeat any cortex.

**Step 5: Take a deep breath and make your decision!**You've done everything right so far, the only thing left is the easy part! Go with your gut! Either both your alternatives are good and either one will turn out well, or one is clearly better than the other one, making your decision easy. That's all there is to good decision making. It's a tedious process, but why risk making the wrong decision? You are where you are today because of decisions you made yesterday. Hopefully you make the right decisions today to put you in a good place tomorrow. And when it comes to relationship drama, don't take advice from Romeo and Juliet. The world is better off without a bunch of “Thus with a kiss I die." (V.3.120) and "This is thy sheath; there rust, and let me die." (V.3.170). It would make the world a lot less drama filled. Take it from me, just be careful and don't let your prefrontal cortex get the best of you. I wish you luck as an impulsive teenager!

Works Cited

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Writing Notebook Check #3: THE FIRST DRAFT

The first draft with evidence of revision or editing (you can get anybody to help with this--these are your resources)

Writing Notebook Check #4: FINAL DRAFT

Your final draft- revised, edited, and formatted appropriately. Due\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Writing Notebook Check #5: METACOGNITION

(thinking about thinking…)

Write a brief **letter** telling me about your thinking and writing process.

Are you satisfied with your writing? Does the finished product truly reveal what you thought about the literature? What problems did you have? What successes did you have? What did/ didn't you like about the unit/assignment? What would you have done differently? What are you proud of? It can be typed or hand-written.