

## 9.1.3

## Lesson 3

## Introduction

In this lesson, students read Act 1.1, lines 203–236 of William Shakespeare’s *Romeo and Juliet* (from “I aimed so near when I supposed you loved” to “I’ll pay that doctrine, or else die in debt”), in which Romeo reveals that his love interest does not return his feelings. Students analyze how Shakespeare develops a central idea using figurative language. Student learning is assessed via a Quick Write at the end of the lesson: How does Shakespeare use figurative language to develop a central idea in lines 203–236?

For homework, students write a paragraph in response to the following prompt: How do Rilke, Mitchell, and Shakespeare develop the idea of the meaning of beauty in *Letters to a Young Poet*, *Black Swan Green*, and *Romeo and Juliet*?

## Standards

Assessed Standard(s)	
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
L.9-10.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in words meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
Addressed Standard(s)	
None.	

## Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text:

- How does Shakespeare use figurative language to develop a central idea in lines 203–236?

### High Performance Response(s)

A High Performance Response should:

- Identify a central idea in the text (e.g., the nature of beauty).
- Cite specific examples of figurative language (e.g., Shakespeare uses the metaphor of a man “stricken blind” (line 230) who cannot forget the beauty of the “precious treasure” (line 231) of his lost eyesight. Shakespeare also uses the metaphor of a note that Romeo “may read” (line 234) to see only how much more beautiful his love is compared to all other beautiful women.).
- Analyze how Shakespeare uses figurative language to develop a central idea (e.g., Shakespeare develops the central idea of the meaning of beauty with these metaphors because the metaphor of the blind man shows how Romeo believes beauty is as irreplaceable and essential as eyesight. The metaphor of the “note” (line 233) also develops the central idea of the meaning of beauty because it shows how Romeo believes that because he has seen the beauty of the woman he loves, that all other beauties only remind him of how much more beautiful his love is. Through these metaphors, Shakespeare suggests that Romeo has an idealized notion of beauty as something universal and unique.).

## Vocabulary

### Vocabulary to provide directly (will not include extended instruction)

- fair (adj.) – beautiful
- chastity (n.) – purity
- siege (n.) – the act or process of surrounding and attacking a fortified place in such a way as to isolate it from help and supplies, for the purpose of lessening the resistance of the defenders and thereby making capture possible
- assailing (v.) – attacking violently
- posterity (n.) – all descendants of one person
- forsworn (v.) – to have renounced or rejected under oath
- passing (adv.) – very

### Vocabulary to teach (may include direct word work and/or questions)

- None.

**Additional vocabulary to support English Language Learners (to provide directly)**

- arrow (n.) – a weapon that is made to be shot from a bow that is usually a stick with a point at one end and feathers at the other end
- merit (v.) – to deserve (something, such as attention or good treatment) by being important or good
- bliss (n.) – complete happiness
- liberty (n.) – the power to do or choose what you want to
- doctrine (n.) – a set of ideas or beliefs that are taught or believed to be true

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>• Standards: RL.9-10.2, L.9-10.5.a</li> <li>• Text: <i>Romeo and Juliet</i> by William Shakespeare, Act 1.1: lines 203–236</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Masterful Reading</li> <li>4. Reading and Discussion</li> <li>5. Quick Write</li> <li>6. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 10%</li> <li>3. 15%</li> <li>4. 55%</li> <li>5. 10%</li> <li>6. 5%</li> </ol>

## Materials

- Free Audio Resource: <https://www.apple.com/> (Google search terms: Romeo and Juliet, USF Lit2Go, iTunes)
- Copies of the Central Ideas Tracking Tool for each student
- Student copies of the Short Response Rubric and Checklist (refer to 9.1.1 Lesson 1)

## Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
①	Indicates instructional notes for the teacher.

### Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standards for this lesson: RL.9-10.2 and L.9-10.5.a. In this lesson, students read Act 1.1 lines 203–236 (from “I aimed so near when I supposed you loved” to “I’ll pay that doctrine, or else die in debt”). Students analyze how Shakespeare uses figurative language to develop a central idea in these lines and participate in an evidence-based discussion before completing a brief writing assignment to close the lesson.

- Students look at the agenda.

### Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Conduct a brief search into the classical figures of Cupid and Dian and write a paragraph explaining who Cupid and Dian are as well as their mythological importance.) Instruct students to Turn-and-Talk in pairs about the homework assignment.

- 💬 Student responses may include:
  - Cupid is the ancient Roman God of love. He is often depicted as a little boy with wings and a bow and arrow. He is depicted as a boy with wings because love is illogical, like a child. Cupid has two kinds of arrows: gold-tipped arrows that fill people with incredible desire for each other, and dull, lead-tipped arrows that make people feel repulsed by each other. He is important because he is responsible for making people fall in love.
  - Dian can also be called “Diane,” “Diana,” or “Artemis.” Dian played many roles as a god in Greek and Roman times. Most notably, a virgin herself, she was worshipped as the goddess of both virginity and childbirth—helping young girls preserve their virginity until marriage, and watching over them during pregnancy.

### Activity 3: Masterful Reading

15%

Have students listen to a masterful reading of Act 1.1, lines 203–236 (from “I aimed so near when I supposed you loved” to “I’ll pay that doctrine, or else die in debt”). Ask students to focus on Shakespeare’s use of figurative language.

- ① Consider using the following free audio resource: <https://www.apple.com/> (Google search terms: Romeo and Juliet, USF Lit2Go, iTunes).
- ① **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

**How does Romeo describe the woman he loves?**

- ▶ Students follow along, reading silently.

### Activity 4: Reading and Discussion

55%

Instruct students to form pairs. Post or project the questions below for students to discuss. Instruct students to continue to annotate the text as they read and discuss.

Instruct student pairs to read Act 1.1, lines 203–222 (from “I aimed so near when I supposed you loved” to “Do I live dead that live to tell it now”) and answer the below questions before sharing out with the class.

Provide students with the following definitions: *fair* means “beautiful,” *chastity* means “purity,” *siege* means “the act or process of surrounding and attacking a fortified place in such a way as to isolate it from help and supplies, for the purpose of lessening the resistance of the defenders and thereby making capture possible,” *assailing* means “attacking violently,” *posterity* means “all descendants of one person,” and *forsworn* means “to have renounced or rejected under oath.”

- ① Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the class.
  - ▶ Students write the definitions of *fair*, *chastity*, *siege*, *assailing*, *posterity*, and *forsworn* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *arrow* means “a weapon that is made to be shot from a bow that is usually a stick with a point at one end and feathers at the other end,” *merit* means “to deserve (something, such as attention or good treatment) by being important or good,” and *bliss* means “complete happiness.”
  - ▶ Students write the definitions of *arrow*, *merit*, and *bliss* on their copies of the text or in a vocabulary journal.

- ① Remind students that they should keep track of central ideas in the text using the Central Ideas Tracking Tool.

**How does Shakespeare use imagery to describe the woman Romeo loves in lines 206–209?**

🗨 Student responses may include:

- Shakespeare uses the imagery of “[c]upid’s arrow” (line 207) to describe this woman’s unwillingness to fall in love, or to “be hit” (line 206) with one of those arrows.
- Shakespeare describes the woman as having “Dian’s wit,” (line 207) or the intelligence of the goddess of hunting and chastity. This means the woman is “well armed” (line 208) against Cupid’s arrows, and remains “uncharmed” (line 209) by Cupid and his “weak childish bow” (line 209) because she can, like Dian, evade both love and hunters.

- ① Students should be familiar with the figures of Cupid and Dian from the previous night’s homework and this lesson’s homework accountability.

**How do Shakespeare’s specific word choices in lines 210–212 develop Romeo’s attitude toward the woman he loves?**

🗨 Student responses may include:

- Shakespeare uses military terms to describe Romeo’s pursuit of Rosaline. Romeo describes the compliments he gives Rosaline as “a siege of loving terms” (line 210) and his gaze as that of “assailing eyes” (line 211). By referring to his advances in these military terms, Romeo places himself as a conquering force, and Rosaline as a city or territory to be conquered, suggesting that he sees her as an object to be won.
- The word choice “saint-seducing gold” (line 212), or grand gifts, also make the woman he loves sound like someone Romeo can revere as a saint.

**How does Romeo’s attitude toward the woman he loves develop a central idea in the text?**

🗨 Student responses may include:

- Romeo’s attitude develops the central idea of the meaning of beauty because it presents beauty as something to be hunted and conquered, as with “Cupid’s arrows” (line 206) and a “siege” (line 210) of loving words.
- Romeo’s attitude develops the central idea of the meaning of beauty because it presents beauty as something to be worshipped with “saint-seducing gold” (line 212).

**Why does Romeo believe that she “makes huge waste”?**

- ☛ Romeo believes that Rosaline is being wasteful because she does not return his feelings. Romeo suggests that Rosaline's chastity cuts her beauty "off from all posterity" (line 218), or from the possibility of having children to whom she will pass on her beauty.

Lead a brief whole-class discussion of student responses.

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Instruct student pairs to read Act 1.1, lines 223–236 (from "Be ruled by me, forget to think of her" to "I'll pay that doctrine, or else die in debt") and answer the following questions before sharing out with the class.

Provide students with the following definition: *passing* means "very."

- ① Students may be familiar with this word. Consider asking students to volunteer a definition before providing it to the class.
  - ▶ Students write the definition of *passing* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *liberty* means "the power to do or choose what you want to," and *doctrine* means "a set or ideas of beliefs that are taught or believed to be true."
  - ▶ Students write the definitions of *liberty* and *doctrine* on their copies of the text or in a vocabulary journal.

### What advice does Benvolio give Romeo?

- ☛ Benvolio suggests that Romeo should "examine other beauties" (line 226) so that he will forget to think of the woman he loves.

### How does Shakespeare use figurative language to develop Romeo's ideas about beauty in lines 230–231?

- ☛ Shakespeare uses the metaphor of a man "strucken blind" (line 230) who cannot forget the "precious treasure" (line 231) of his lost eyesight, suggesting that Romeo is incapable of forgetting Rosaline's beauty. This metaphor develops Romeo's idea of beauty by showing that Romeo believes that beauty, once seen or experienced, is as essential as eyesight, and unforgettable if lost.

### How does Shakespeare use figurative language to further develop Romeo's ideas about beauty in lines 232–234?

- Shakespeare uses the metaphor of a note that Romeo “may read who passed that passing fair” (line 234), meaning that the beauty of other women only serves to show Romeo just how much more beautiful his love interest is. This metaphor develops Romeo’s view of beauty by suggesting that he has an idealized, romantic notion of Rosaline’s beauty, believing that it is unique, and that no one could possibly consider another woman to be more beautiful than Rosaline.

① **Differentiation Consideration:** If students struggle, consider asking the following questions.

**To what does Romeo compare the beauty of “a mistress passing fair”?**

- Romeo compares her beauty to a written “note” (line 233).

**To whom does the phrase “who passed that passing fair” refer?**

- “Who passed that passing fair” (line 234) refers to the woman he loves. Romeo thinks she is fairer, or more beautiful, than any other woman that he might see.

**What role does the “note” in line 233 play?**

- The “note” (line 233) is where Romeo may “read,” or see, how much more beautiful the woman he loves is by comparison.

**Paraphrase lines 233–234.**

- A beautiful woman serves only to remind me of how much more beautiful the woman I love is.

**How does Romeo’s response to Benvolio’s advice develop a central idea?**

- Student responses may include:
  - Romeo’s response develops the central idea of the meaning of beauty by suggesting that beauty is something rare to be sought after, a “precious treasure” as essential as sight (line 231).
  - Romeo’s response to Benvolio that he “canst not teach [him] to forget” (line 235) suggests the unique and unforgettable beauty of his love: Romeo claims that it is impossible to forget Rosaline’s beauty or be satisfied with the “passing fair” (line 232) once one has seen her, suggesting that he idealizes beauty.

Instruct students to annotate their texts for the central idea, using the code CI. Remind students that annotating helps them to keep track of evidence they use later in lesson assessments and the Performance Assessment, which focus on the development of central ideas.

Lead a brief whole-class discussion of student responses.



## Activity 5: Quick Write

10%

Instruct students to respond briefly in writing to the following prompt:

**How does Shakespeare use figurative language to develop a central idea in lines 203–236?**

Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

① Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- ▶ Students independently answer the prompt using evidence from the text.
- 🗣 See the High Performance Response at the beginning of this lesson.

## Activity 6: Closing

5%

Display and distribute the homework. For homework, instruct students to write a paragraph in response to the following prompt:

**How do Rilke, Mitchell, and Shakespeare develop the idea of the meaning of beauty in *Letters to a Young Poet*, *Black Swan Green*, and *Romeo and Juliet*?**

Ask students to use this lesson's vocabulary where possible in their written responses. Also, remind students to use the Short Response Rubric and Checklist to guide their written responses.

- ▶ Students follow along.

## Homework

Write a paragraph in response to the following prompt:

**How do Rilke, Mitchell, and Shakespeare develop the idea of the meaning of beauty in *Letters to a Young Poet*, *Black Swan Green*, and *Romeo and Juliet*?**

Use this lesson's vocabulary where possible in your written responses. Use the Short Response Rubric and Checklist to guide your written responses.

## Central Ideas Tracking Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Identify the central ideas that you encounter throughout the text. Trace the development of those ideas by noting how the author introduces, develops, or refines these ideas in the texts. Cite textual evidence to support your work.

<b>Text:</b>	
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Act/Scene/ Line #	Central Ideas	Notes and Connections

## Model Central Ideas Tracking Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Identify the central ideas that you encounter throughout the text. Trace the development of those ideas by noting how the author introduces, develops, or refines these ideas in the texts. Cite textual evidence to support your work.

<b>Text:</b>	<i>Romeo and Juliet</i> by William Shakespeare
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Act/Scene/ Line #	Central Ideas	Notes and Connections
1.1, lines 210–211	The Meaning of Beauty	When Romeo discusses his love interest’s refusal to return his feelings he uses phrases like a “siege of loving terms” (line 210), meaning loving compliments meant to weaken his love’s will against falling in love, or “assailing eyes” (line 211), to refer to his gaze, which shows that Romeo believes beauty is a prize to be won.
1.1, line 212	The Meaning of Beauty	When Romeo discusses his love interest’s resistance to his gifts he uses the phrase “saint-seducing gold” (line 212). The word choice “saint-seducing gold” (line 212), or grand gifts, make her sound like someone Romeo can revere as a saint.
1.1, lines 230–231	The Meaning of Beauty	The metaphor of a man “strucken blind” (line 230) who cannot forget the “precious treasure” (line 231) of his lost eyesight to describes how Romeo feels incapable of forgetting how beautiful the woman he loves is. This develops Romeo’s idea of beauty by showing Romeo believes that beauty, once seen or experienced, is as essential as eyesight, and unforgettable if lost.
1.1, lines 232–234	The Meaning of Beauty	The metaphor of a note where Romeo “may read who passed that passing fair” (line 234), means that the beauty of other women only serves to show Romeo just how much more beautiful his love interest is. This shows how idealized Romeo’s idea of beauty is.