

9.1.3

Lesson 5

Introduction

In this lesson, students read Act 1.5, lines 92–109 of Shakespeare’s *Romeo and Juliet* (from “If I profane with my unworhiest hand” to “Give me my sin again. / You kiss by th’ book”) in which Romeo and Juliet meet for the first time, engage in flirtatious dialogue, and eventually kiss. Students analyze Shakespeare’s use of figurative language in this portion of text. Prior to reading, students watch a clip from *Romeo + Juliet* directed by Baz Luhrmann. Student learning is assessed via a Quick Write at the end of the lesson: How does Shakespeare use figurative language to develop the characters of Romeo and Juliet?

For homework, students write a paragraph in response to the following prompt: How does Romeo’s initial attitude toward Juliet compare to his approach toward Rosaline? Also for homework, students continue reading their Accountable Independent Reading (AIR) texts through the lens of a focus standard of their choice and prepare for a brief discussion on how they applied a focus standard to their texts.

Standards

Assessed Standard(s)	
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
L.9-10.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
Addressed Standard(s)	
L.9-10.4.b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i> , <i>analysis</i> , <i>analytical</i> ; <i>advocate</i> , <i>advocacy</i>).

Assessment

Assessment(s)
<p>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:</p> <ul style="list-style-type: none"> How does Shakespeare use figurative language to develop the characters of Romeo and Juliet?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Cite specific examples of figurative language (e.g., Shakespeare uses the metaphor of “[s]aints” (line 98) and “pilgrims” (line 94) to describe Romeo and Juliet holding hands. Shakespeare continues these religious metaphors with the metaphor of “sin” (lines 106–108) to describe Romeo and Juliet’s kisses.). Analyze how Shakespeare uses that figurative language to develop the characters of Romeo and Juliet (e.g., Shakespeare’s use of figurative language develops Romeo’s character by showing how romantic he is and how much he worships Juliet. For example, he refers to her hand as a “holy shrine” (line 93) that he wants to kiss with the “blushing pilgrims” (line 94) of his lips. Shakespeare’s figurative language develops Juliet’s character by showing how modest and witty she is. She rejects Romeo’s attempts to kiss her hand by saying that pilgrims must use their lips “in prayer” (line 101). At the same time, she is open to Romeo’s approach, flirting with him by developing his metaphor of pilgrims and saints, and eventually allows him to purge his “sin” on her lips by kissing her (lines 105–106), telling him “You kiss by th’ book” (line 109).).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> shrine (n.) – any place devoted to some saint, holy person, or deity pilgrim (n.) – a person who journeys to some sacred place as an act of religious devotion devotion (n.) – earnest attachment to a cause, person, etc. palmer (n.) – any religious pilgrim purged (adj.) – cleansed or purified trespass (n.) – an offense, sin, or wrong
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> profane (v.) – treat (a holy place or object) with great disrespect

- mannerly (adj.) – polite

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

- holy (adj.) – connected to a god or religion
- sin (n.) – an action that is considered to be wrong according to religious or moral law
- prayer (n.) – words spoken to God especially in order to give thanks or ask for something

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RL.9-10.3, L.9-10.5.a, L.9-10.4.b • Text: <i>Romeo and Juliet</i> by William Shakespeare, Act 1.5: lines 92–109 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Film Clip: <i>Romeo + Juliet</i> 4. Masterful Reading 5. Reading and Discussion 6. Quick Write 7. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 15% 4. 15% 5. 40% 6. 10% 7. 5%

Materials

- Student copies of the *Romeo + Juliet* Film Summary Tool (refer to 9.1.3 Lesson 2)—students may need additional blank copies
- Baz Luhrmann’s *Romeo + Juliet* (0:27:57–0:30:26)
- Free Audio Resource: <https://www.apple.com/> (Google search terms: Romeo and Juliet, USF Lit2Go, iTunes)
- Student copies of the Character Tracking Tool (refer to 9.1.1 Lesson 3)—students may need additional blank copies
- 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.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	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.9-10.3 and L.9-10.5.a. In this lesson, students read Act 1.5, lines 92–109 of Shakespeare’s *Romeo and Juliet* (from “If I profane with my unwortheiest hand” to “Give me my sin again. / You kiss by th’ book”) and analyze how Shakespeare uses figurative language to develop Romeo and Juliet’s characters. Prior to reading, students watch a clip from Baz Luhrmann’s *Romeo + Juliet*.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied a focus standard to their AIR texts. Lead a brief share out on the previous lesson’s AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR texts.

- Students (or student pairs) discuss and share how they applied a focus standard to their AIR texts from the previous lesson’s homework.

Instruct students to take out their responses to the previous lesson’s homework assignment. (Write a paragraph in response to the following prompt: Compare Romeo and Juliet’s attitudes toward love.) Instruct students to Turn-and-Talk in pairs about their responses to the homework prompt.

- 💬 Romeo’s attitude toward love is that it is as essential and as irreplaceable as the “precious treasure” (Act 1.1, line 231) of eyesight. Romeo’s feelings about love are very intense, and he compares himself to a “sick man in sadness” who “makes his will” (Act 1.1, line 200). Juliet, on the other hand, does not seem concerned with love. Marriage is something she “dream[s] not

of” (Act 1.3, line 67), and as her mother tries to arrange a marriage between Juliet and Paris, Juliet says that she will “look to like” (Act 1.3, line 98) Paris but does not commit to loving him.

Activity 3: Film Clip: *Romeo + Juliet*

15%

Instruct students to take out the *Romeo + Juliet* Film Summary Tool. Explain to students that they are going to use this tool to record their observations about an excerpt from Baz Luhrmann’s *Romeo + Juliet*. Instruct students to take notes as they view the excerpt, focusing especially on characters and events.

Transition students to the film viewing. Show Baz Luhrmann’s *Romeo + Juliet* (0:27:57–0:30:26).

- ▶ Students watch the film and take notes on their tool.
- 💬 See the Model *Romeo + Juliet* Film Summary Tool for possible student responses.

Post or project the following questions for students to answer in pairs.

Which characters appear in this excerpt from Baz Luhrmann’s *Romeo + Juliet*?

- 💬 Student responses should include:
 - In the first scene, Tybalt (Juliet’s cousin) and Capulet appear.
 - In the second scene, Romeo, Juliet, Paris, and Capulet’s Wife appear.

① **Differentiation Consideration:** If students struggle to recall how the characters are related to *Romeo and Juliet*, direct them to the “List of Roles” at the beginning of the play.

What happens in this portion of the film?

- 💬 Student responses should include:
 - Tybalt is upset that Romeo is at the party and wants to attack him, but Capulet stops him and is angry with Tybalt for trying to disrupt the party.
 - Romeo watches Juliet and Paris dance and then pulls her away from him once the dance is over.

Lead a brief whole-class discussion of student responses.

Activity 4: Masterful Reading

15%

Have students listen to a masterful reading of Act 1.5, lines 92–109 (from “If I profane with my unworthiest hand” to “Give me my sin again. / You kiss by th’ book”). Ask students to listen for how Shakespeare develops Romeo and Juliet in this scene.

- 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 do Romeo and Juliet behave toward each other?

- ▶ Students follow along, reading silently.

Activity 5: Reading and Discussion

40%

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

Instruct student groups to read Act 1.5, lines 92–109 of Shakespeare’s *Romeo and Juliet* (from “If I profane with my unwortheiest hand” to “Give me my sin again. / You kiss by th’ book”) and answer the following questions before sharing out with the class.

- ① Remind students to continue annotating throughout the discussion and to use the Character Tracking Tool to record character development.

Provide students with the following definitions: *shrine* means “any place devoted to some saint, holy person, or deity,” *pilgrim* means “a person who journeys to some sacred place as an act of religious devotion,” *devotion* means “earnest attachment to a cause, person, etc.,” *palmer* means “any religious pilgrim,” *purged* means “cleansed or purified,” and *trespass* means “an offense, sin, or wrong.”

- 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 *shrine*, *pilgrim*, *devotion*, *palmer*, *purged*, and *trespass* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *holy* means “connected to a god or religion,” *sin* means “an action that is considered to be wrong according to religious or moral law,” and *prayer* means “words spoken to God especially in order to give thanks or ask for something.”
 - ▶ Students write the definitions of *holy*, *sin*, and *prayer* on their copies of the text or in a vocabulary journal.

To what is Romeo referring in the phrase “holy shrine”?

- ▶ Romeo is referring to Juliet’s hand.

① If students struggle, consider directing them to the explanatory notes.

How does Romeo “profane” Juliet’s hand? What might *profane* mean in this context?

💬 Student responses may include:

- Romeo says that he “profane[s]” Juliet’s hand with his “unworthiest hand” (line 92), suggesting that he takes, or tries to hold, her hand even though he does not deserve to do so.
- Romeo refers to his “unworthiest hand,” suggesting that he does not have the right to take Juliet’s hand, and that to do so is disrespectful (line 92). *Profane* may therefore mean “treat disrespectfully.”

① Confirm that *profane* means “treat (a holy place or object) with great disrespect.”

For what reasons does Romeo claim that he has “profane[d]” Juliet’s hand?

💬 Romeo claims that he has taken Juliet’s hand so that he may kiss it: he wants to “smooth that rough touch” of his hand “with a tender kiss” (line 95).

How does Shakespeare use figurative language to describe Romeo’s feelings for Juliet?

💬 Shakespeare uses figurative language to describe how Romeo has fallen in love with Juliet. By using metaphors to refer to Romeo’s lips as “two blushing pilgrims” (line 94) that worship the “holy shrine” (line 93) of Juliet’s hand by kissing it, Shakespeare shows Romeo’s deep feelings for Juliet, and how much Romeo worships her.

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

What images does Shakespeare use to describe Juliet’s hand and Romeo’s lips?

💬 Shakespeare describes Juliet’s hand as a “holy shrine” (line 92) and Romeo’s lips as “blushing pilgrims” (line 94).

What do these images suggest about how Romeo sees his relationship to Juliet?

💬 These images suggest that Romeo sees his relationship to Juliet as that of a pilgrim, or someone religiously devoted, to a saint. She is holy and something to be worshipped.

① Consider drawing students’ attention to their application of standard L.9-10.5.a through the process of interpreting figurative language.

What word parts help you to make meaning of the word *mannerly*?

💬 *Mannerly* has *manner* in it, as in *manners*, so *mannerly* must mean “polite.”

- ① Consider drawing students' attention to their application of standard L.9-10.4.b through the process of using word parts to make meaning of unknown words.

What does Juliet mean by “mannerly devotion”?

- Juliet means that Romeo's devotion is polite, or proper.

How does Juliet refine the metaphors in lines 96–99?

- Juliet refines Romeo's metaphors from earlier in the play by calling Romeo a “[g]ood pilgrim” (line 96). She plays on Romeo's religious metaphors by pointing out that “saints have hands that pilgrims' hands do touch” (line 98), to suggest that she is happy for their hands to touch. She says this is how “palmerers” (line 99), or pilgrims, kiss.

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

Paraphrase line 96.

- Good pilgrim, you are too unkind to your hand.

Why does Romeo “wrong [his] hand,” according to Juliet in lines 98–99?

- According to Juliet, Romeo “wrong[s] [his] hand” (line 96) by calling it unworthy. Saints also have hands, and pilgrims often touch these hands: “saints have hands that pilgrims' hands do touch” (line 98). She suggests that Romeo is wrong to think that his hand “profane[s]” hers, because he has not done anything out of the ordinary for a “[g]ood pilgrim” (line 96).

How does Shakespeare develop Juliet through her response to Romeo?

- Student responses may include:
- Shakespeare develops Juliet through her response by showing her openness to affection, as she is willing to hold hands with Romeo in a “holy palmer's kiss” (line 99).
 - Shakespeare develops Juliet through her response by showing that she is smart and witty. She extends Romeo's religious metaphors by pointing out that saints, too, have hands, which pilgrims touch: “For saints have hands that pilgrims' hands do touch” (line 98).

What does Romeo ask of Juliet in line 100?

- Romeo asks Juliet if saints and “holy palmerers” (line 100) also have lips, implying that Juliet and he should also be able to kiss on the lips.

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

If “holy palmers” hold hands, as Juliet says, then what does Romeo imply through his reference to lips?

- Romeo implies that if “saints and holy palmers” (line 100) have lips, then they must be lip to lip, or kissing, since holy palmers are “palm to palm” (line 99).

How does Juliet’s response to Romeo further develop her character?

- Juliet’s response further develops her character by showing that Juliet is witty and reserved. By saying that saints and pilgrims do have lips, but they must use them “in prayer” (line 101), she plays on Romeo’s metaphor, but does not give in to kissing him. She is flirting with him through her refusal.

How does Shakespeare use figurative language to develop the relationship between Romeo and Juliet in lines 106–109?

- Shakespeare uses the metaphor of “sin” (lines 106–108) to describe their kissing. This metaphor develops their relationship as playful, as Romeo claims his sins are “purged” (line 106), or cleansed, by Juliet’s lips. Juliet responds that if her lips have indeed “purged” Romeo’s, then her lips now have his sin. Romeo asks for “[his] sin again” (line 108), so that he may kiss her again. The continuation of the religious metaphors also suggests the depth of their feelings, showing that they regard each other as holy.

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

What do the stage directions suggest Romeo and Juliet mean by “sin”?

- Since Romeo kisses Juliet after he says “[g]ive me my sin again” (line 109), then “sin” must mean kissing.

Lead a brief whole-class discussion of student responses.

Activity 6: Quick Write

10%

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

How does Shakespeare use figurative language to develop the characters of Romeo and Juliet?

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 7: Closing

5%

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

How does Romeo’s initial attitude toward Juliet compare to his approach toward Rosaline?

Ask students to use this lesson’s vocabulary where possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

Also for homework, students should continue to read their AIR texts through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

Homework

Write a paragraph in response to the following prompt:

How does Romeo’s initial attitude toward Juliet compare to his approach toward Rosaline?

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

Also, continue reading your Accountable Independent Reading text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.

Model *Romeo + Juliet* Film Summary Tool

Name:		Class:		Date:	
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Directions: Use this tool to record your observations about Baz Luhrmann's *Romeo + Juliet*.

Scene: Romeo and Juliet meet at the Capulet feast.

Characters <i>(i.e., Which characters appear in the film clip?)</i>	Events <i>(i.e., What happens in the film clip?)</i>	Other observations <i>(e.g., Where and when is the film set? What do the characters wear? How do they behave? What kind of music does the director use?)</i>
Tybalt Capulet Romeo Juliet Paris Capulet's Wife	Tybalt is upset that Romeo is at the party, but Capulet does not want Tybalt to fight Romeo and ruin the party. He is upset with Tybalt. Romeo watches Juliet dance with Paris, and when they are done he pulls Juliet away from Paris.	They are all wearing costumes, because it is a costume party. Romeo is dressed as a knight in shining armor, and Juliet is dressed as an angel.

Model Character Tracking Tool

Name:		Class:		Date:	
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Directions: Use this tool to keep track of character development throughout the module. Trace character development in the texts by noting how the author introduces and develops characters. Cite textual evidence to support your work.

Text:	<i>Romeo and Juliet</i> by William Shakespeare
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Character	Trait	Evidence
Juliet	Open to affection	She is willing to hold hands with Romeo in a “holy palmers’ kiss” (line 99). She also kisses Romeo by the end of this passage (lines 105–106).
	Witty	She plays with Romeo’s religious metaphors by pointing out that “saints have hands that pilgrims’ hands do touch” (line 98). She plays off Romeo’s metaphor again when she agrees that saints and holy palmers have lips, but must use them “in prayer” (line 101) instead of kissing.
	Reserved	Juliet initially rebuffs Romeo’s attempts to kiss her on the lips when she says that even if saints and holy palmers have lips, they are not to be used for kissing, but must be used “in prayer” (line 101).
	In love	She and Romeo kiss by the end of this passage.
Romeo	Adoring and respectful	Romeo worships Juliet as he calls her hand a “holy shrine” (line 93) he wants to kiss with the “blushing pilgrims” (line 94) of his lips. He also says that he “profane[s],” (line 92) or does wrong to, her hand just by touching it with his.
	In love	Throughout this passage, Romeo keeps trying to kiss Juliet. First, on the “holy shrine” (line 93) of her hand, then on her lips. He and Juliet kiss by the end of the scene.