

9.1.3

Lesson 7

Introduction

In this lesson, students continue their reading and analysis of *Romeo and Juliet* by William Shakespeare, Act 2.2, lines 62–141 (from “How cam’st thou hither, tell me, and wherefore” to “this is but a dream, / Too flattering-sweet to be substantial”). In these lines, Romeo and Juliet declare their love for each other, despite Juliet’s protests that “[i]t is too rash, too unadvised, too sudden” (line 118). Students analyze how Shakespeare uses the dialogue between Romeo and Juliet to develop a central idea. Student learning is assessed via a Quick Write at the end of the lesson: How does Shakespeare develop a central idea in this scene?

For homework, students review and expand their notes and annotations in preparation for the Mid-Unit Assessment. Students reread lines 62–141 to complete the Character Tracking Tool.

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.
Addressed Standard(s)	
L.9-10.4.a	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. <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

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 develop a central idea in this scene?

High Performance Response(s)

A High Performance Response should:

- Identify a central idea in the scene (e.g., individual identity versus group identification).
- Provide text evidence to demonstrate how Shakespeare develops the central idea in these lines (e.g., Romeo and Juliet understand the risk that is involved in falling in love with a member of the other family. This is clear when Juliet tells Romeo that he will be killed “[i]f any of [her] kinsmen find [him] there” (line 65) and that “they will murder [him]” (line 70); Romeo acknowledges the danger but says that he would rather “let them find [him there]” than do without Juliet’s love (lines 76–78), showing that his relationship with Juliet is more important to him than his identification with the Montagues. Romeo and Juliet use the word *swear* five times in lines 109–116, indicating that they are forming a bond as individuals, which means more to them than their identification with their families.).

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

- fain (adv.) – gladly
- compliment (n.) – formal expression of politeness
- light (adj.) – of little importance
- vow (v.) – make a promise, as to God or a saint
- swear (v.) – promise very strongly and sincerely
- idolatry (n.) – worship of a picture or object as a god

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

- peril (n.) – danger

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

- None.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RL.9-10.2, L.9-10.4.a Text: <i>Romeo and Juliet</i> by William Shakespeare, Act 2.2: lines 62–141 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Masterful Reading Jigsaw Activity Quick Write Closing 	<ol style="list-style-type: none"> 5% 10% 10% 60% 10% 5%

Materials

- Free Audio Resource: <https://www.apple.com/> (Google search terms: Romeo and Juliet, USF Lit2Go, iTunes)
- Student copies of the Central Ideas Tracking Tool (refer to 9.1.3 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.
①	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

5%

Begin by reviewing the agenda and the assessed standard for this lesson: RL.9-10.2. In this lesson, students continue reading Act 2.2, focusing on lines 62–141, (from “How cam’st thou hither, tell me, and wherefore” to “this is but a dream, / Too flattering-sweet to be substantial”). Students engage in an evidence-based discussion, focusing on how Shakespeare develops a central idea in these lines. Students demonstrate their learning by responding to a Quick Write prompt.

- ▶ 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 Accountable Independent Reading (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 a 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. (What is the significance of the following quote from Act 2.2, lines 43–44: “That which we call a rose / By any other word would smell as sweet”?) Instruct students to Turn-and-Talk in pairs about their responses to the homework.

💬 Student responses may include:

- Juliet speaks these lines on her balcony. She thinks she is alone and talks about her feelings for Romeo, not knowing that he is below her balcony, listening.
- In these lines, Juliet thinks about the relationship between things (and people) and their names. She claims that names are not that important and uses the example of a rose to explain that no matter what you call the flower, its pleasant smell will not change.
- The quote develops the central idea of the conflict between individual and group identification by depicting two individuals’ love for each other and the difficulties they experience because they are members of feuding families.

Lead a brief whole-class discussion of student responses.

Activity 3: Masterful Reading

10%

Have students listen to a masterful reading of Act 2.2, lines 62–141 (from “How cam’st thou hither, tell me, and wherefore” to “this is but a dream, / Too flattering-sweet to be substantial”). Ask students to focus on how Shakespeare develops a central idea in this excerpt.

- 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 the relationship between Romeo and Juliet change in this scene?

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion

60%

Instruct students to form groups. 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 groups to read lines 62–106 (from “How cam’st thou hither, tell me, and wherefore” to “Which the dark night hath so discovered”) and answer the following questions before sharing out with the class.

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

Provide students with the following definitions: *fain* means “gladly,” *compliment* means “formal expression of politeness,” and *light* means “of little importance.”

- 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 *fain*, *compliment*, and *light* on their copies of the text or in a vocabulary journal.

Why is the orchard “death” according to Juliet (line 64)?

- 🗨 Juliet describes the orchard as “death” (line 64) because Romeo, as a Montague, is in danger by seeking out Juliet, a Capulet.

What does Romeo mean by “stony limits cannot hold love out” (line 67)?

Student responses may include:

- Romeo means that he climbed the orchard walls
- Romeo means that the “stony limits” (line 67) of the family feud cannot keep him from loving Juliet, because “love’s light wings” will overcome those limits (line 69).

① **Differentiation Consideration:** Consider asking the following scaffolding question:

What concern does Juliet express in line 70?

Juliet is worried that Romeo will be murdered by her relatives: “they will murder thee” (line 70).

How does Romeo’s statement, “Alack, there lies more peril in thine eye / Than twenty of their swords” develop a central idea (lines 71–72)?

Romeo is saying that the danger of not being loved by Juliet is greater than the danger of facing the swords of Juliet’s family. This statement develops the central idea of individual identity versus group identification by showing that Romeo is more concerned with his relationship with Juliet than he is with family loyalty, or his own safety, which would be at risk because of his relationship with her family.

① **Differentiation Consideration:** If students struggle with this question, consider posing the following scaffolding questions:

How does the comparison between the “peril” in Juliet’s eye and the “peril” in “twenty [Capulets’] swords” help establish the meaning of *peril*?

Twenty swords would be very dangerous, so *peril* must mean “danger,” and Romeo feels there is some danger in Juliet’s eye.

① Confirm that *peril* means “danger.”

① Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of using context to make meaning of unknown words.

What does Juliet say Romeo would see if it were not night? Why would Romeo see this?

Juliet says Romeo would see that a “maiden blush bepaint[s]” her cheek (line 86), meaning that he would see her blushing because she is embarrassed that he heard her private thoughts about him.

① **Differentiation Consideration:** Consider asking the following scaffolding question:

What has Romeo heard that causes Juliet to blush?

Romeo has heard Juliet say that she loves him.

① **Differentiation Consideration:** If students struggle to answer this question, instruct students to review their notes and annotations from 9.1.3 Lesson 6.

What is the impact of Juliet’s repetition of the word *fain* on the meaning of lines 88–89, “Fain would I dwell on form, fain, fain deny / What I have spoke”? Why does Juliet say this?

💬 Student responses may include:

- The repetition of the word *fain* emphasizes how much Juliet wishes that she could take back what she said.
- Juliet says that she would prefer to “deny” her words because she did not intend to declare her feelings for Romeo and would have preferred to “dwell on form,” or be more cautious (line 88).

What is the impact of Juliet’s words “farewell, compliment” on the tone of her conversation with Romeo in the following lines?

💬 When Juliet says “farewell, compliment” (line 89), she means that she will speak to Romeo honestly, without worrying about what is considered polite. The rest of the conversation is a very direct conversation with Romeo about their feelings for each other.

What does Juliet ask in lines 90–97?

💬 Juliet asks Romeo to tell her if he loves her and to “pronounce it faithfully” (line 94); in other words, she asks him to tell her honestly whether he loves her.

Why does Juliet say to Romeo, “Therefore pardon me” (line 104)?

💬 Student responses may include:

- Juliet is unsure of Romeo’s feelings toward her, and she is cautious of appearing to be “too quickly won” (line 95), that is to say, too quick to declare her love.
- Juliet worries that Romeo might think her admission of love is an example of “light love” (line 105), or love that is shallow and untrue. Juliet promises him, “I’ll prove more true / Than those that have more cunning” (lines 100–101).
- Juliet fears that she “should have been more strange” or more reserved in what she said (line 102).

Lead a brief whole-class discussion of student responses.

Instruct student groups to read lines 107–141 (from “Lady, by yonder blessed moon I vow” to “all this is but a dream, / Too flattering-sweet to be substantial”) and answer the following questions before sharing out with the class:

Provide students with the following definitions: *vow* means “make a promise, as to God or a saint,” *swear* means “promise very strongly and sincerely,” and *idolatry* means “worship of a picture or object as a god.”

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 *vow*, *swear*, and *idolatry* on their copies of the text or in a vocabulary journal.

In line 107, how does Romeo begin to respond to Juliet’s declaration of “true-love passion”?

☞ Romeo says he will “vow” by “yonder blessed moon,” or swear his love upon the moon.

Why does Juliet tell Romeo, “O swear not by the moon” (line 109)?

☞ Juliet says the moon is “inconstant” and she is afraid that if Romeo swears by the “inconstant moon” (line 109), his love will also be unreliable, or “variable” (line 111).

What is the impact of the repetition of the word *swear* in lines 109–116? How does this repetition develop a central idea?

☞ Student responses should include:

- Romeo and Juliet use the word *swear* five times in these seven lines, emphasizing the seriousness with which they are promising their love to each other.
- As Romeo and Juliet promise their loyalty and love to each other, and in doing so, show that they value their relationship as individuals more than their identification with their families, this repetition develops the central idea of individual identity versus group identification.

What do lines 107–120 suggest about Romeo and Juliet’s feelings about their relationship?

☞ Student responses may include:

- Romeo is eager to promise his love, swearing “by yonder blessed moon” (line 107).
- Juliet is in love with Romeo, whom she calls “the god of my idolatry” (line 114), but she is more cautious than he and fears that promises exchanged too quickly will not be kept, warning that the moon is “inconstant” (line 109), and fearing that their declarations of love are “too rash, too unadvised, too sudden” (line 120).

What is “satisfaction,” according to Romeo?

- ☞ Satisfaction is to have “Th’ exchange of thy love’s faithful vow for mine” (line 127), meaning that he will be happy if Juliet promises to love him as he loves her.

Of what is Romeo “afeared” in lines 139–141?

- ☞ He is “afeared” (line 139) that he is dreaming, since it is night, and that his conversation with Juliet is just a dream.

What is the impact of the title, “The Tragedy of Romeo and Juliet,” on the meaning of Romeo’s words in lines 140–141?

- ☞ The title includes the word *tragedy*, so it seems likely that Romeo has good reason to be afraid that the events are “too flattering-sweet to be substantial” (line 141) and that their love will not have a happy outcome.

① **Differentiation Consideration:** Consider posing the following scaffolding question:

Paraphrase Romeo’s words in lines 139–141.

- ☞ “I am afraid, because it is night, that this is just a dream: it is too good to be true.”

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 develop a central idea in this scene?

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 assignment. For homework, instruct students to complete the Character Tracking Tool based on Act 2.2, lines 62–141.

Also for homework, instruct students to review and expand their notes and annotations in preparation for the Mid-Unit Assessment.

Homework

Complete the Character Tracking Tool based on Act 2.2, lines 62–141.

Review and expand your notes and annotations in preparation for the Mid-Unit Assessment.

Model Central Ideas Tracking Tool

Name:		Class:		Date:	
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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.

Text:	<i>Romeo and Juliet</i> by William Shakespeare
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Act/Scene/ Line #	Central Ideas	Notes and Connections
2.2, lines 63–65	Individual identity versus group Identification	Romeo and Juliet, members of feuding families, fall in love with each other, recognizing their value as individuals rather than as family members. Juliet says her garden is “death” (line 64) for Romeo, emphasizing the importance of family identification for both Romeo and Juliet.
2.2, lines 71–73	Individual identity versus group Identification	Romeo refers to the “peril in [Juliet’s] eye” (line 71) and says Juliet’s response to him as an individual is more important to him than the danger posed by her family; Juliet’s individual identity is more important to Romeo than her family identification. Romeo is at risk because of the feud between his family and Juliet’s family.
2.2, line 104	Individual identity versus group Identification	Juliet acknowledges her “true-love passion” (line 104) for Romeo, demonstrating that her love for him as an individual is stronger than her family’s hatred for his family identification as a Montague.
2.2, line 127	Individual identity versus group Identification	When Romeo demands Juliet’s “love’s faithful vow” (line 127) for his, he acknowledges that his love for Juliet as an individual is stronger than his family’s hatred for her family identification as a Capulet.
2.2, lines	Individual identity versus	These lines demonstrate that although Romeo and

Act/Scene/ Line #	Central Ideas	Notes and Connections
137–138	group Identification	Juliet have expressed their love for each other as individuals, family identification remains an important element. Juliet obediently obeys the family nurse's call to come inside and she refers to Romeo as "Sweet Montague." (line 137)