

9.1.3

Lesson 8

Introduction

In this lesson, the Mid-Unit Assessment, students craft a formal, multi-paragraph response to the following prompt: How does Shakespeare’s development of the characters of Romeo and Juliet refine a central idea in the play? Students review their annotated text, lesson Quick Writes, discussion notes, and homework notes to organize their ideas. Students then develop their responses with relevant and sufficient evidence, and include introductions and conclusions in their responses. The Mid-Unit Assessment is assessed using the 9.1.3 Mid-Unit Text Analysis Rubric.

For homework, students use the “List of Roles” at the beginning of the play to explain how Tybalt, Petruchio, Benvolio, and Mercutio are connected to either Romeo or 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.
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.
W.9-10.2.a, f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>

Addressed Standard(s)

None.

Assessment**Assessment(s)**

Student learning is assessed via a formal, multi-paragraph response. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- How does Shakespeare’s development of the characters of Romeo and Juliet refine a central idea in the play?

① Student responses will be evaluated using the 9.1.3 Mid-Unit Text Analysis Rubric.

High Performance Response(s)

A High Performance Response should:

- Identify a central idea in the play (e.g., individual identity versus group identification).
- Identify textual evidence that demonstrates how development of the characters of Romeo and Juliet refines this idea.

A High Performance Response may include the following evidence in support of a multi-paragraph analysis:

- The first words of the Prologue that begin the play are, “Two households, both alike in dignity” (Prologue, line 1), showing the importance of the households in the drama’s events. The Prologue also explains, “From forth the fatal loins of these two foes / A pair of star-crossed lovers take their life” (lines 5–6), making it clear that the tragedy results from the lovers’ being members of families with an “ancient grudge” (line 3). When Romeo and Juliet fall in love without knowing that each is a member of one of the feuding families, it sets up the conflict between their individual identities as young people in love with one another and their identification with their feuding families.
- Juliet’s reflection, “O Romeo, Romeo, wherefore art thou Romeo? / Deny thy father and refuse thy name, / Or if thou wilt not, be but sworn my love, / And I’ll no longer be a Capulet” (Act 2.2, lines 33–36) demonstrates how family identification creates an obstacle to the love growing between Romeo and Juliet. Shakespeare portrays Juliet as a young woman who is aware of her obligations as a daughter, and yet whose heart causes her to recognize the pain that membership in that family is causing her. Romeo says that his name is “hateful” (Act 2.2, line 55) to him “[b]ecause it is an enemy to [Juliet]” (Act 2.2, line 56), whom he loves. By expressing his love so directly, Romeo makes it clear that his membership of the Montague family means less to him

than his love for Juliet.

- Shakespeare develops the conflict between Romeo and Juliet’s individual identities and their family identification by showing the danger of the situation. Juliet in particular is aware of the risk that Romeo takes when he climbs the walls of the orchard to reach her, telling him that the garden is “death” for a Montague (Act 2.2, line 64), and that “[i]f they do see [Romeo], they will murder [him]” (Act 2.2, line 70). Her concern highlights the fact that the conflict Romeo and Juliet are facing is a matter of life and death.
- Shakespeare develops the central idea of individual identity versus group identification through his depiction of the difficulty Romeo and Juliet have in maintaining their family identification, while expressing their love for each other. As their relationship develops and their feelings for one another grow, it becomes clear that there is a conflict between their love for one another and their loyalties to their feuding families. In loving one another, they are choosing their individual wishes over their identification with their families, and so setting up a central conflict in the play.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

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

- None.*

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

- None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RL.9-10.2, RL.9-10.3, W.9-10.2.a, f Text: <i>Romeo and Juliet</i> by William Shakespeare 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability 9.1.3 Mid-Unit Assessment Closing 	<ol style="list-style-type: none"> 5% 15% 75% 5%

Materials

- Copies of the 9.1.3 Mid-Unit Assessment for each student
- Copies of the 9.1.3 Mid-Unit Text Analysis Rubric and Checklist for each student

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 assessed standards for this lesson: RL.9-10.2, RL.9-10.3, and W.9-10.2.a, f. In this lesson, students complete their Mid-Unit Assessment for 9.1.3, using their understanding of the title characters of *Romeo and Juliet* to write a multi-paragraph response that analyzes how Shakespeare refines a central idea in the play.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Complete the Character Tracking Tool based on Act 2.2, lines 62–141.) Instruct students to talk Turn-and-Talk in pairs about how they prepared for the Mid-Unit Assessment.

- 🗨 See Model Character Tracking Tool for possible student responses.

Lead a brief whole-class discussion of student responses.

Instruct students to take out their materials for the Mid-Unit Assessment, including the Character Tracking Tool and Central Ideas Tracking Tool, as well as any other notes, annotations, Quick Writes, and tools that may be helpful.

- ▶ Students take out their materials for the Mid-Unit Assessment.
- ① Students demonstrate completion of their homework by having all of their materials organized and accessible for the assessment.

Activity 3: 9.1.3 Mid-Unit Assessment

75%

Explain to students that because it is a formal writing task, the Mid-Unit Assessment should include an introductory statement that introduces the topic of their response, well-organized textual evidence that supports the analysis, and a concluding statement that articulates the information presented in the response. Remind students to use proper grammar, capitalization, punctuation, and spelling and to refer to their notes, annotated text, and lesson Quick Writes.

Distribute and review the 9.1.3 Mid-Unit Text Analysis Rubric. Remind students to use the 9.1.3 Mid-Unit Text Analysis Rubric to guide their written responses.

Instruct students to write a multi-paragraph response to the following prompt:

How does Shakespeare’s development of the characters of Romeo and Juliet refine a central idea in the play?

Remind students to use the 9.1.3 Mid-Unit Text Analysis Rubric to guide their written responses. Ask students to use this unit’s vocabulary wherever possible in their written responses.

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

► Students independently answer the prompt using evidence from the text.

🗨 See the High Performance Response at the beginning of this lesson.

Activity 4: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to use the “List of Roles” that appears at the beginning of the play to explain how Tybalt, Petruchio, Benvolio, and Mercutio are connected to either Romeo or Juliet.

Homework

Use the “List of Roles” that appears at the beginning of the play to explain how Tybalt, Petruchio, Benvolio, and Mercutio are connected to either Romeo or Juliet.

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
Romeo	Brave	He climbs the walls of the orchard and is not afraid of the Capulets; he says, “[T]hy kinsmen are no stop to me” (line 69), “Look thou but sweet, / And I am proof against their enmity” (lines 72–73), and “[L]et them find me here. My life were better ended by their hate / Than death prorogued, wanting of thy love” (lines 76–78).
	Poetic	He says he came “[w]ith love’s light wings” and that he has “night’s cloak” to hide him from the Capulets (lines 66, 75). He says love “lent [him] counsel” and brought him to Juliet (line 81). He uses imagery, comparing Juliet to valuable “merchandise” that he would “adventure for” (line 84) in order to obtain. He wants to vow “by yonder blessed moon ... That tips with silver all these fruit-tree tops” (lines 107–108).
	Quick to act, hot-headed	He is ready to swear his love to Juliet right away.
Juliet	Worried for Romeo	She tells Romeo, “The orchard walls are high and hard to climb, / And the place death, considering who thou art, / If any of my kinsmen find thee here” (lines 63–65).
	Shy	She says that a “maiden blush” would “bepaint [her] cheek” (line 86) if it weren’t night, because she is embarrassed that Romeo overheard her talking about him. She says she wishes she could “deny” what she spoke. She worries that Romeo will think her behavior “light” (line 99) or that she has “light love” (lines 105).

Character	Trait	Evidence
	Honest	<p>She asks Romeo directly, “Dost thou love me?” (line 90), and tells him that she will “prove more true / Than those that have more cunning to be strange” (lines 100–101), meaning that she will be more true to Romeo than women who might have been less direct about their feelings and pretended not to care about him, until they were sure about his feelings.</p> <p>She tells Romeo not to swear by the moon because it is inconstant and might cause his love to “prove likewise variable” (line 111).</p> <p>She wishes she could tell Romeo again for the first time that she loves him, so that she could “be frank” (line 131).</p>
	Careful	<p>She tells Romeo not to swear by the moon because it might cause his love to be “variable,” like the moon (lines 109–111), and not to swear at all because their vows of love are “too rash, too unadvised, too sudden, / Too like the lightning which doth cease to be / Ere one can say ‘it lightens’” (lines 118–120).</p> <p>She wants their love to grow slowly, like a “bud” that “by summer’s ripening breath / May prove a beauteous flower” (lines 121–122).</p>
	Generous, loving	<p>She says her “bounty is as boundless as the sea” and her “love as deep” (lines 133–134).</p> <p>She says both her “bounty” (line 133) and her “love” (line 134) are “infinite” (line 135).</p>
	Obedient to family	<p>She obeys the Nurse’s call right away, although she quickly returns to Romeo (lines 137–138).</p>

9.1.3 Mid-Unit Assessment

Text-Based Response

Your Task: Rely on your reading and analysis of William Shakespeare’s *Romeo and Juliet* to write a well-developed multi-paragraph response to the following prompt:

How does Shakespeare’s development of Romeo and Juliet refine a central idea in the play so far?

Your writing will be assessed using the 9.1.3 Mid-Unit Text Analysis Rubric.

Guidelines

Be sure to:

- Closely read the prompt
- Address all elements of the prompt in your response
- Paraphrase, quote, and reference relevant evidence to support your claim
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

CCSS: RL.9-10.2, RL.9-10.3, W.9-10.2.a, f

Commentary on the Task:

This task measures RL.9-10.2 because it demands that students:

- Determine a central idea in the text.
- Analyze the course of a central idea over the course of the text, explaining how it emerges and is refined by specific details.

This task measures RL.9-10.3 because it demands that students:

- 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.

This task measures W.9-10.2.a because it demands that students:

- Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.

This task measures W.9-10.f because it demands that students:

- Provide a concluding statement or section that follows from and supports the information or explanation presented.

9.1.3 Mid-Unit Text Analysis Rubric

____ / ____ (Total points)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Content and Analysis The extent to which the response determines a central idea of a text and analyzes its development over the course of the text, including how it emerges and is shaped and refined by specific details; provides an objective summary of a text. CCSS.ELA-Literacy.RL.9-10.2 Determine a 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.	Accurately determine the central idea of a text and skillfully analyze its development by providing precise and sufficient examples of the central idea's emergence and refinement; (when necessary) provide a concise and accurate objective summary of a text.	Determine the central idea of a text and analyze its development by providing relevant and sufficient examples of the central idea's emergence and refinement; (when necessary) provide an accurate objective summary of a text.	Determine the central idea of a text and analyze with partial accuracy its development by providing relevant but insufficient examples of a central idea's emergence and refinement; (when necessary) provide a partially accurate and somewhat objective summary of a text.	Inaccurately determine the central idea of a text. Provide no examples or irrelevant and insufficient examples of the central idea's emergence and refinement; (when necessary) provide a lengthy, inaccurate, or subjective summary of a text.
Content and Analysis The extent to which the response analyzes how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CCSS.ELA-Literacy.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.	Skillfully analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Analyze with partial accuracy how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Inaccurately analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

<p>Coherence, Organization, and Style</p> <p>The extent to which the response introduces a topic, organizes complex ideas, concepts, and information to make important connections and distinctions.</p> <p>CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-Literacy.W.9-10.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>The extent to which the response provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>CCSS.ELA-Literacy.W.9-10.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Skillfully introduce a topic; effectively organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions. (W.9-10.2.a)</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Introduce a topic; inconsistently organize complex ideas, concepts, and information, making occasional connections and distinctions. (W.9-10.2.a)</p> <p>Provide a concluding statement or section that loosely follows from and partially supports the information or explanation presented. (W.9-10.2.f)</p>	<p>Ineffectively introduce a topic; ineffectively organize ideas, concepts and information, making inaccurate or no connections and distinctions. (W.9-10.2.a)</p> <p>Provide an ineffective concluding statement or section that does not follow from or support the information or explanation presented. (W.9-10.2.f)</p>
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- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

9.1.3 Mid-Unit Text Analysis Checklist

Assessed Standards: _____

	Does my writing...	✓
Content and Analysis	Identify a central idea from the text and analyze its development? (RL.9-10.2)	<input type="checkbox"/>
	Provide examples of the emergence and refinement of the central idea? (RL.9-10.2)	<input type="checkbox"/>
	If necessary, include a brief summary of the text to frame the development and refinement of the central idea? (RL.9-10.2)	
	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme? (RL.9-10.3)	<input type="checkbox"/>
Coherence, Organization, and Style	Introduce a topic? (W.9-10.2.a)	<input type="checkbox"/>
	Organize complex ideas, concepts, and information to make important connections and distinctions? (W.9-10.2.a)	<input type="checkbox"/>
	Provide a concluding statement or section related to the explanation or analysis? (W.9-10.2.f)	<input type="checkbox"/>