

9.1.3

Lesson 10

Introduction

In this lesson, students continue to read and analyze William Shakespeare's *Romeo and Juliet*, Act 3.1, in which Romeo kills Tybalt. Students read lines 111–138 (from “This gentleman, The Prince’s near ally / My very friend” to “O, I am fortune’s fool / Why dost thou stay”), and analyze how the excerpt develops a central idea of fate. Students work in pairs to answer a series of questions before participating in a whole-class discussion. The lesson concludes with a viewing of a brief portion of Baz Luhrmann’s *Romeo + Juliet* in which the Prince banishes Romeo from Verona as punishment for killing Tybalt. Student learning is assessed via a Quick Write at the end of the lesson: How does Romeo's declaration, "I am fortune's fool" develop a central idea in this excerpt?

For homework, students reread the Prologue to the play and respond to the following prompt: How does the Prologue support or contradict Romeo’s belief that he is “fortune’s fool”? Also for homework, students continue to read their Accountable Independent Reading (AIR) text through the lens of a focus standard of their choice and prepare for a brief discussion of their text based on that standard.

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 inference drawn from the text.</p> <ul style="list-style-type: none"> How does Romeo's declaration, "I am fortune's fool" develop a central idea in this excerpt?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify a central idea expressed through Romeo's words, "I am fortune's fool" in line 138 (e.g., fate; individual identity versus group identity). Analyze how Shakespeare develops this central idea in this scene (e.g., Romeo's declaration develops the central idea of fate by raising the question of whether Romeo controls his own destiny. Although Romeo chooses to kill Tybalt, saying, "[a]way to heaven, respective lenity, / And fire-eyed fury be my conduct now" (lines 125–126), he does so only after learning of Mercutio's death. Romeo believes himself and Mercutio to be the victims of fate, calling Mercutio's death "[t]his day's black fate" (line 121). The line "I am fortune's fool" develops the idea that Romeo is not in control of these events or what might happen later in the play.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> slander (n.) – false spoken statement that is made to cause people to have a bad opinion of someone valour (n.) – bravery temper (n.) – particular state of mind or feelings effeminate (adj.) – having feminine qualities fate (n.) – a power that is believed to control what happens to a person in the future fortune (n.) – the good and bad events that happen to a person
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> lenity (n.) – quality or state of being mild or gentle, as toward others
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> exile (v.) – force (someone) to go live in a distant place or foreign country

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 3.1: lines 111–138 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Masterful Reading	3. 5%
4. Reading and Discussion	4. 50%
5. Quick Write	5. 10%
6. Film Clip: <i>Romeo + Juliet</i>	6. 10%
7. Closing	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
- Student copies of the Character Tracking Tool (refer to 9.1.1 Lesson 3)—students may need additional blank copies
- 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)
- Film: Baz Luhrmann’s *Romeo + Juliet* (1:10:37–1:12:24)
- Free Audio Resource: <https://www.apple.com/> (Google search terms: Romeo and Juliet, USF Lit2Go, iTunes)

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 standard for this lesson: RL.9-10.2. In this lesson, students first listen to a masterful reading of the passage and then explore the central idea of fate through a series of questions that they answer in pairs. Students then respond to the following prompt: How does Romeo's declaration, "I am fortune's fool!" develop a central idea in this scene? The lesson concludes with a short film viewing that depicts the end of Act 3.1.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

15%

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 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 form pairs and share their responses to the homework from the previous lesson. (Reread aloud lines 85–110, from "Draw, Benvolio, beat down their weapons. / Gentlemen, for shame" to "I have it, and soundly too. Your houses!") Write a brief response to the following prompt: Who is responsible for Mercutio's death?)

- ▶ Students form pairs and share responses.
- 🗨️ Student responses may include:
 - Both the Montagues and the Capulets are responsible for Mercutio's death because they are engaged in a bloody family feud. Although Mercutio is stabbed by Tybalt's sword, he ultimately places the blame not on the individual man, but on the Montague and Capulet families when he shouts "[a] plague a' both your houses" (line 108), which means that he is cursing both the house of Montague and the house of Capulet.

- Tybalt is to blame for Mercutio’s death, because Tybalt is the one who stabs him with his rapier: “Tybalt under Romeo’s arm thrusts Mercutio in and flies” (lines 89–90). Tybalt begins the quarrel by insulting Romeo, saying, “thou art a villain” (line 60).
- Romeo is to blame for Mercutio’s death because he did not defend himself when Tybalt called him a “villain” (line 60). If he had defended his honor, instead of offering what Mercutio calls “a calm, dishonourable, vile submission” (line 72), then Mercutio would not have needed to fight on his behalf. Also, Romeo’s attempt to stop the fight allowed Tybalt to stab Mercutio, who says, “[w]hy the devil / came you between us? I was hurt under your arm” (lines 104–105).
- Mercutio is responsible for his own death. He refuses to follow Romeo’s example of excusing “the appertaining rage / To such a greeting” (lines 62–63), which Tybalt offers Romeo when Tybalt says, “thou art a villain” (line 60). Instead, Mercutio takes it upon himself to defend the honor of the Montagues and challenges Tybalt directly. He is the first to draw a sword (line 73). Even when Romeo tells him, “[g]entle Mercutio, put thy rapier up” (line 83) and tries to interfere between Mercutio and Tybalt, Mercutio continues the fight.

Activity 3: Masterful Reading

5%

Have students listen to a masterful reading of Act 3.1, lines 111–138 (from “This gentleman, The Prince’s near ally / My very friend” to “Hence, be gone, away! / O, I am fortune’s fool!”). Have students listen for changes in Romeo’s attitude in these lines.

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

How does Mercutio’s death change Romeo’s behavior toward Tybalt?

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion

50%

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.

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

Instruct student pairs to read aloud lines 111–117 (from “This gentleman, the Prince’s near ally / My very friend,” to “And in my temper softened valour’s steel!”), and answer the following questions before sharing out with the class.

Provide students with the following definitions: *slander* means “false spoken statement that is made to cause people to have a bad opinion of someone,” *valour* means “bravery,” *temper* means “a particular state of mind or feelings,” *effeminate* means “having feminine qualities,” *fate* means “a power that is believed to control what happens to a person in the future,” and *fortune* means “the good and bad events that happen to a person.”

- ▶ Students write the definitions of *slander*, *valour*, *temper*, *effeminate*, *fate*, and *fortune* on their copies of the text or in a vocabulary journal.

What is “Tybalt’s slander”?

- 🗨️ “Tybalt’s slander” (line 114) is that he insulted Romeo by calling him a “villain,” (line 60) or a bad person.

① **Differentiation Consideration:** If students struggle to answer this question, consider instructing them to reread lines 59–64.

According to Romeo, what are the consequences of Tybalt’s insults?

- 🗨️ Romeo says that Tybalt’s *slander* has damaged his reputation: “my reputation stained” (line 113).

Whom does Romeo blame for Mercutio’s injury and why?

- 🗨️ Romeo blames himself, saying “My very friend, hath got this mortal hurt / In my behalf” (lines 112–113) and “Juliet, / Thy beauty hath made me effeminate / And in my temper softened valour’s steel” (lines 115–117). He says that if he had not been preoccupied by Juliet’s beauty, he would have remembered his duties to protect his reputation from being damaged by Tybalt’s insult.

How does Romeo’s reaction to the news of Mercutio’s death develop a central idea?

- 🗨️ Romeo’s reaction develops the central idea of individual identity versus group identification, because it highlights the conflict between his loyalty to his family and his love for Juliet. Romeo believes that his love for Juliet “hath made [him] effeminate / And in [his] temper softened valour’s steel” (lines 116–117), and as a result he failed in his duty to protect his reputation and that of his family.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read aloud lines 118–122 (from “O Romeo, Romeo, brave Mercutio is dead” to “This but begins the woe others must end”), and answer the following questions before sharing out with the class.

According to Romeo, what will happen because of Mercutio’s death?

- 🗨️ Romeo says that his death “but begins the woe others must end” (line 122), meaning that because Mercutio died protecting the reputation of the Montagues, the Montagues will avenge the death; so more bloodshed will follow.

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

What is “[t]his day’s black fate”?

- 🗨️ Student responses may include:
 - “This day’s black fate” (line 121) means “the bad ending to the day.”
 - “This day’s black fate” (line 121) means “Mercutio’s death.”

What does Romeo mean by “this” when he says, “This but begins the woe others must end”?

- 🗨️ “This” (line 122) refers to Mercutio’s death.

What begins with Mercutio’s death, according to Romeo?

- 🗨️ According to Romeo, Mercutio’s death will be the start of more sadness or “woe” (line 122).

① **Differentiation Consideration:** To support comprehension, consider directing students to the explanatory notes on page 241.

What is the impact of the word *fate* on the meaning of Romeo’s statement, “This day’s black fate on more days doth depend”?

- 🗨️ Using the word *fate* suggests that the events of the day have already been decided and that the people involved have little control over what happens.

Instruct students to annotate their texts for the central idea, using the code CI.

Instruct student pairs to read aloud lines 123–138 (from “Here comes the furious Tybalt back again” to “Hence, be gone, away! / O, I am fortune’s fool”), and answer the following questions before sharing out with the class.

How does Romeo’s response to Tybalt in lines 126–131 compare to his approach to Tybalt in lines 61–64?

🗨 Student responses may include:

- In lines 126–131, Romeo seems to believe he has no choice but to fight and kill Tybalt, referring to the day’s “black fate” (line 121) as an explanation for what will happen next, but in lines 61–64 Romeo seems to believe that he can choose whether or not to continue the feud with the Capulets, telling Tybalt, “Therefore farewell” (line 64) and “And so, good Capulet ... / be satisfied” (lines 70–71).
- In lines 126–131 Romeo says he will not use “lenity” (line 125) but instead will use “fire-eyed fury” (line 126) to deal with Tybalt, meaning that he will respond with violence, while in lines 61–64 Romeo remembers that as Juliet’s husband he is related to Tybalt and refuses to respond to Tybalt’s insults, saying, instead, “And so, good Capulet ... / be satisfied” (lines 70–71).

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

What clue in line 126 can help you to determine the meaning of *lenity* in line 125?

🗨 The phrase “fire-eyed fury be my conduct now” (line 126) suggests that Romeo is changing his behavior, so *lenity* must be the opposite of *fury*, and might mean “the state of being tolerant or kind.”

Confirm that *lenity* means “quality or state of being mild or gentle, as toward others.”

① Consider drawing students’ attention to their work with standard L.9-10.4.a through their use of context as a clue to the meaning of a word.

Paraphrase Romeo’s statement to Tybalt, “Either thou or I, or both, must go with him”?

🗨 Either Tybalt will join Mercutio in death, or Romeo will die, or both of them will die.

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

What does Romeo mean by “go with him [Mercutio]”?

🗨 To “go with [Mercutio]” (line 131) means “to die.”

Identify the three options outlined in Romeo's statement "Either thou or I, or both, must go with him."

🗨️ Romeo says that Romeo will die, Tybalt will die, or both Romeo and Tybalt will die (line 131).

How does Romeo's use of the words *fate* and *fortune* in this passage impact the tone of the scene?

🗨️ Both words can refer to a force that causes events to happen and that leaves people unable to make choices that shape their future. By using these words, Shakespeare creates a despairing tone, as Romeo suggests that he is not in control of the terrible events that are occurring.

What might it mean to be "fortune's fool"?

🗨️ If *fortune* means luck, or destiny, or someone's future, and *fool* is a person who tricked and made to look silly or unwise, Romeo feels as though fortune has tricked him by causing him and Juliet to fall in love but then arranging events beyond his control to ruin their love.

Activity 5: Quick Write

10%

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

How does Romeo's declaration, "I am fortune's fool" develop a central idea in this excerpt?

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.

📄 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: Film Clip: *Romeo + Juliet*

10%

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.

① **Differentiation Consideration:** Consider providing the following definition: *exile* means “force (someone) to go live in a distant place or foreign country.”

- ▶ Students write the definition of *exile* on their copies of the text or in a vocabulary journal.

Transition students to the film viewing. Show Baz Luhrmann’s *Romeo + Juliet* (1:10:37–1:12:24).

- ▶ Students watch the film and take notes on their tool.

🗨 See 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 portion of Baz Luhrmann’s *Romeo + Juliet*?

🗨 Student responses should include:

- Romeo
- Balthasar, Romeo’s servant
- Benvolio, Romeo’s cousin
- The Prince, who is also related to Mercutio
- Capulet’s Wife, Juliet’s mother
- Montague, Romeo’s father

① 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?

🗨 The Capulets want Romeo to be killed for murdering Tybalt, but the Prince exiles Romeo instead. The Prince says if Romeo returns to Verona he will be killed.

Lead a brief whole-class discussion of student responses.

Activity 7: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to reread the Prologue, lines 1–14 (from “Two households, both alike in dignity / In fair Verona” to “What here shall miss, our toil shall strive to mend”), and respond briefly to the following prompt:

How does the Prologue support or contradict Romeo’s belief that he is “fortune’s fool”?

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 should continue to read their AIR Accountable Independent Reading texts through the lens of a focus standard and prepare for a 3–5 minute discussion of their texts based on that standard.

- ▶ Students follow along.

Homework

Reread the Prologue, lines 1–14 (from “Two households, both alike in dignity / In fair Verona” to “What here shall miss, our toil shall strive to mend”) and respond briefly to the following prompt:

How does the Prologue support or contradict Romeo’s belief that he is “fortune’s fool”?

Continue to read your Accountable Independent Reading text through the lens of a focus standard of your choice and prepare for a brief 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: The Prince banishes Romeo for killing Tybalt.		
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>
Romeo Balthasar, Romeo’s servant Benvolio, Romeo’s cousin The Prince, who is also related to Mercutio Capulet’s Wife, Juliet’s mother Montague, Romeo’s father	The Capulet’s want Romeo to be killed for murdering Tybalt, but the Prince exiles Romeo instead. The Prince says if Romeo returns to Verona he will be killed.	The scene is set in the city streets at night in the middle of a rainstorm. Music begins to play quietly in the background. The colors are mostly very dark, with a few accents of white, such as the light shining on the characters’ faces, the large statue, and the police cars. The Prince arrives in a car with sirens. Lady Capulet arrives in a limousine and becomes hysterical and angry. Montague tries to remain logical. The Prince, dressed as a police officer, remains quiet at first, but grows angry and announces Romeo’s exile through a megaphone.

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	Guilty, Ashamed	He says, “This gentleman, ... / My very friend, hath got this mortal hurt / In my behalf” and recognizes that his reputation is “stained” (lines 111–113). He says that he has become “effeminate” because of his preoccupation with Juliet’s beauty: “Thy beauty hath made me effeminate” (line 116).
	Proud	He is upset that his “reputation” is “stained / With Tybalt’s slander” (lines 113–114).
	Angry, vengeful	He says Mercutio’s death “begins the woe others must end” (line 122). He is angry that Tybalt is “[a]live, in triumph, and Mercutio slain” (line 124), and resolves to be done with “lenity” (line 125). He challenges Tybalt, saying, “[T]ake the ‘villain’ back again/ That late thou gavest me” (lines 127–128).
	Brave	He is willing to fight to the death. He tells Tybalt, “Either thou or I, or both, must go with him [Mercutio]” (line 131).
	Hopeless	He refers to Mercutio’s death as “This day’s black fate” (line 121).
	Tybalt	Angry

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
3.2, lines 111–117	Individual identity versus group identification	Romeo says his preoccupation with Juliet’s beauty (his marriage to a Capulet) has made him “effeminate” and unable to defend his honor: “This gentleman ... / My very friend, hath got this mortal hurt / In my behalf ... / O sweet Juliet, / Thy beauty hath made me effeminate / And in my temper softened valour’s steel!” (lines 111–117)
3.2, line 121	Fate	Romeo refers to the events of the day, including Mercutio’s death, as “This day’s black fate” (line 121), introducing the idea that the outcome was beyond anyone’s control.
3.2, line 138	Fate	When Romeo is exiled for having killed Tybalt he says, “O, I am fortune’s fool!” (line 138).