

## 9.1.3

## Lesson 11

## Introduction

In this lesson, students read and analyze Juliet’s soliloquy in Act 3.2 of Shakespeare’s *Romeo and Juliet*, in which Juliet expresses how eager she is for Romeo’s arrival. Students read lines 1–31 (from “Gallop apace, you fiery-footed steeds, / Towards Phoebus’ lodging” to “To an impatient child that hath new robes / And may not wear them”), and analyze the effects of Shakespeare’s structural choices in this scene. Student learning is assessed via a Quick Write at the end of the lesson: How does Shakespeare create tension in this passage?

For homework, students reread Juliet’s soliloquy and complete the Act 3.2, Lines 1–31 Summary Tool.

## Standards

Assessed Standard(s)	
RL.9-10.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
Addressed Standard(s)	
L.9-10.4.c	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. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
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.

## 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"> <li>How does Shakespeare create tension in this passage?</li> </ul>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Describe how Shakespeare’s structural choices in this passage create tension (e.g., Shakespeare creates tension because throughout the soliloquy, Juliet describes her intense desire to be with Romeo. For example, she tells the night, “[g]ive me my Romeo” (line 21) and compares herself to an “impatient child” (line 30) as she waits. However, based on the events of Act 3.1, the audience knows that Romeo killed Tybalt and must leave Verona, creating an effect of dramatic irony, because Juliet is unaware of what has happened. Shakespeare’s use of dramatic irony here develops tension between what Juliet expects and what the audience knows is going to happen).</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>steeds (n.) – horses, especially high-spirited ones</li> <li>Phoebus (n.) – Apollo, god of the sun</li> <li>Phaeton (n.) – Phoebus’s son</li> <li>amorous (adj.) – of or pertaining to love</li> <li>rites (n.) – formal or ceremonial acts or procedures prescribed or customary in religious or other solemn use</li> <li>matron (n.) – a woman serving as a guard, warden, or attendant for women or girls</li> <li>mantle (n.) – a loose, sleeveless cloak or cape</li> <li>tedious (adj.) – long and tiresome</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>civil (adj.) – sober, grave</li> <li>bating (v.) – coursing</li> </ul>

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

- gallop (v.) – run very fast
- lodging (n.) – a place to sleep
- mansion (n.) – a large and impressive house
- impatient (adj.) – not willing to wait for something or someone

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>• Standards: RL.9-10.5, L.9-10.4.c, L.9-10.5.a</li> <li>• Text: <i>Romeo and Juliet</i> by William Shakespeare, Act 3.2: lines 1–31</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. 10%</li> <li>4. 60%</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)
- Student copies of the Short Response Rubric and Checklist (refer to 9.1.1 Lesson 1)
- Copies of the Act 3.2, Lines 1–31 Summary Tool 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	Plain text indicates teacher action.

symbol	<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.
❗	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.9-10.5. In this lesson, students read Juliet's soliloquy in Act 3.2, lines 1–31 (from "Gallop apace, you fiery-footed steeds, / Towards Phoebus' lodging" to "To an impatient child that hath new robes / And may not wear them"), and analyze the effects of Shakespeare's structural choices.

- ▶ 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.

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Instruct students to take out their responses to the previous lesson's homework assignment. (Reread the Prologue, lines 1–14 (from "Two households, both alike in dignity" to "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"?) Instruct students to Turn-and-Talk in pairs about their responses.

- ▶ Student pairs Turn-and-Talk about their written responses.
- 💬 Student responses may include the following:
  - Romeo and Juliet are "star-crossed lovers" (Prologue, line 6), which suggests that Romeo has little control over his fate and that he may be "fortune's fool" (Act 3.1, line 138).
  - The prologue suggests that Romeo and Juliet's troubles are a result of the "continuance of their parents' rage" (Prologue, line 10). This contradicts Romeo's belief that he is fortune's fool. Instead of blaming fortune, Romeo could blame the violence and hate his parents created.

- The Prologue describes the “fatal loins of [the Montagues and the Capulets]” (Prologue, line 5) that produced Romeo and Juliet. “Fate” is the root word of fatal, so “fatal loins” (Prologue, line 5) suggests that Romeo and Juliet are destined to “take their [own] li[ves]” (Prologue, line 6).

### Activity 3: Masterful Reading

**10%**

Have students listen to a masterful reading of Act 3.2, lines 1–31 of *Romeo and Juliet* (from “Gallop apace, you fiery-footed steeds, / Towards Phoebus’ lodging” to “To an impatient child that hath new robes / And may not wear them”). Instruct students to focus on the words Juliet repeats throughout the soliloquy.

- 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 the lesson:

**How do the words Juliet repeats show what she wants?**

- ▶ Students follow along, reading silently.

### Activity 4: Reading and Discussion

**60%**

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.

Provide students with the following definitions: *steeds* means “horses, especially high-spirited ones,” *Phoebus* means “Apollo, god of the sun,” *Phaeton* means “Apollo’s son,” *amorous* means “of or pertaining to love,” *rites* means “formal or ceremonial acts or procedures prescribed or customary in religious or other solemn use,” *matron* means “a woman serving as a guard, warden, or attendant for women or girls,” and *mantle* means “a loose, sleeveless cloak or cape.”

- 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 definition of *steeds*, *Phoebus*, *Phaeton*, *amorous*, *rites*, *matron*, and *mantle* on their copies of the text or in a vocabulary journal.

Direct students to the explanatory notes for the definitions of the following: *civil* and *bating*.

- ① Consider drawing students’ attention to their application of standard L.9-10.4.c through the process of using explanatory notes to make meaning of a word.

① **Differentiation Consideration:** Consider providing students with the following definitions: *gallop* means “run very fast” and *lodging* means “a place to sleep.”

- ▶ Students write the definitions of *gallop* and *lodging* on their copies of the text or in a vocabulary journal.

Instruct student pairs to read Act 3.2, lines 1–16 (from “Gallop apace, you fiery-footed steeds, / Towards Phoebus’ lodging” to “Think true love acted simple modesty”) and answer the following questions before sharing out with the class.

### Whom does Juliet address in lines 1–7? What does she want?

💬 Student responses may include:

- Juliet addresses the horses drawing Phoebus’s chariot directly, urging them to “[g]allop apace ... / Towards Phoebus’ lodging” because she wants the sun to set so nighttime will come (lines 1–2).
- Juliet also addresses the night directly and explains why she wants it to come. She says, “[s]pread thy close curtain, love performing night” (line 5) to describe how she wants the darkness of night to provide cover so that she and Romeo can be together.

① **Differentiation Consideration:** To support student’s reading of lines 1–7, consider asking the following scaffolding questions:

#### Who are the “fiery-footed steeds” to which Juliet refers?

💬 The “fiery-footed steeds” (line 1) are Phoebus’s horses.

#### What does “Phoebus’ lodging” represent?

💬 Going to “Phoebus’ lodging” (line 2) represents where the golden sun sets in the west.

#### Why does Juliet want “[s]uch a wagoner / As Phaeton” to “whip [the horses] to the West”?

💬 If the steeds who belong to the god of the sun run to the west, it will “bring in a cloudy night immediately” (line 4). In other words, it will be night because the sun sets in the west.

#### For whom is Juliet waiting?

💬 Juliet is waiting for Romeo. In lines 6–7, she wants it to be night so “[t]hat runaways’ eyes may wink, and Romeo / Leap to these arms.”

### How do specific words establish Juliet’s tone in lines 1–7?

💬 Words such as “apace” (line 1), “immediately” (line 4), and “Leap” (line 7) establish Juliet’s eager tone while she waits for Romeo.

**What does the audience know about Romeo that Juliet does not know?**

💬 Student responses may include:

- The audience knows that Romeo killed Tybalt, Juliet's cousin. The stage direction in Act 3.1 between line 133 and line 134 says, "*They fight. Tybalt falls [and dies].*"
- The audience knows that after Romeo left the scene of the fight with Tybalt, the Prince arrived and banished Romeo from Verona.

① **Differentiation Consideration:** If students struggle to determine what the audience knows that Juliet does not know, remind them of the film they viewed in 9.1.3 Lesson 10.

Explain to students that this is an example of *dramatic irony*. Define *dramatic irony* for students as "a plot device in which the reader or audience's knowledge is greater than that of at least one of the characters."

**How does Shakespeare use figurative language to describe night in lines 10–15?**

💬 Student responses may include:

- Juliet calls the night "civil night" (line 10) and a "matron all in black" (line 11). In doing so, she personifies the night, which she imagines as serious and sober ("civil"), and as a nurse or guardian wearing black.
- Juliet asks the night to "[h]ood" her (line 14) "[w]ith thy black mantle" (line 15) to hide her blushing, "the bating in [her] cheeks" (line 14). She is asking night to protect her and to cover up her embarrassment.

① Consider reminding students that figurative language that describes giving human qualities or characteristics to a nonliving object or idea is known as *personification*.

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

① **Differentiation Consideration:** If students struggle to analyze the personification of night, consider explaining that "thou" is a pronoun meaning "you" and "thy" is a pronoun meaning "your." Then ask the following scaffolding question:

**Whom does Juliet address with the pronouns "thou" and "thy"?**

💬 Juliet addresses the night as "thou" (line 11). She also uses "thy" (line 15) to describe something that belongs to the night.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read Act 3.2, lines 17–31 (from “Come, night, come, Romeo, come thou day in night” to “To an impatient child that hath new robes / And may not wear them”) and answer the following questions before sharing out with the class. Instruct students to revise or add to their annotation as they analyze the text.

Provide students with the following definition: *tedious* means “long and tiresome.”

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

① **Differentiation Consideration:** Consider providing students with the following definitions: *mansion* means “a large and impressive house” and *impatient* means “not willing to wait for something or someone.”

- ▶ Students write the definitions of *mansion* and *impatient* on their copies of the text or in a vocabulary journal.

### What is the effect of repetition in lines 17–21?

- 🗣 Juliet repeats the word “come” three times on line 17 and twice on line 20. Repeating the word emphasizes Juliet’s longing to be with Romeo. The repetition creates tension and sadness because it emphasizes how Juliet is eager and excited to see Romeo, even though the audience knows Romeo has been banished.

### How does Shakespeare use figurative language in lines 17–21?

- 🗣 Student responses may include:
  - Juliet personifies night as a protector who will deliver Romeo to her. She says Romeo will “lie up on the wings of night” (line 18), and then she tells night, “[g]ive me my Romeo” (line 21).
  - Juliet calls night a “gentle night” and a “loving black-browed night” (line 20), suggesting that she sees night as kind and gentle.

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

#### Why does Juliet ask the night to “come” (line 17)?

- 🗣 Juliet asks the night to come because it will bring Romeo to her.

### What does the metaphor of the “mansion” represent in lines 26–28?

- 🗣 Juliet’s metaphor of a mansion she has already bought “but [has] not possessed” (lines 26–27) represents her relationship with Romeo. Juliet is “sold” (line 27) or committed to Romeo.

### How does Shakespeare’s use of figurative language in lines 26–31 develop Juliet’s character?



Student responses should include:

- Shakespeare uses a metaphor and a simile to describe Juliet's longing to be with Romeo. In addition to the mansion metaphor, Juliet uses the simile that the present day is as "tedious" (line 28) as "the night before some festival" (line 29) for an impatient child who must wait before wearing new clothes.
- Juliet's comparison of her emotions to those of an "impatient child" (line 30) shows that she is feeling a childlike excitement and anticipation, emphasizing the intensity of her feelings for Romeo.

① **Differentiation Consideration:** If students struggle to analyze Juliet's figurative language, consider asking the following scaffolding question:

**How does Juliet describe herself in lines 30–31?**

Juliet describes herself as an "impatient child that hath new robes / And may not wear them" (lines 30–31).

**What is the effect of Shakespeare's use of dramatic irony in Act 3.1 and Act 3.2, lines 1–31?**

Shakespeare's use of dramatic irony creates tension between what Juliet believes and what the audience knows.

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 create tension in this passage?**

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 reread Juliet's soliloquy (Act 3.2, lines 1–31) and complete the Act 3.2, Lines 1–31 Summary Tool.

- ▶ Students follow along.

## Homework

Reread Juliet's soliloquy (Act 3.2, lines 1–31) and complete the Act 3.2, Lines 1–31 Summary Tool.

## Act 3.2 Lines 1–31, Summary Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Reread Act 3.2, lines 1–31 (from “Gallop apace, you fiery-footed steeds / Towards Phoebus’ lodging” to “hath new robes / And may not wear them”) and answer the following prompts.

### Act 3.2, Lines 1–31 Summary Tool

Summarize these lines, noting the main characters, the setting, and important events.

What traits does Juliet exhibit in this scene?

Identify specific words or images that contribute to the mood of the scene.