

9.1.3

Lesson 14

Introduction

In this lesson, students read and analyze an excerpt of Act 4.1 from *Romeo and Juliet* in which Juliet tells Friar Laurence that she will kill herself to avoid marrying Paris, and Friar Laurence suggests a plan to save Juliet from the marriage. Students read lines 44–88 (from “O, shut the door, and when thou hast done so” to “To live an unstained wife to my sweet love”) and analyze how Shakespeare develops Juliet’s character through her interactions with Friar Laurence. Students also view a brief film clip of events preceding Act 4.1. In the film clip, Juliet quarrels with her parents because she does not want to marry Paris. Student learning is assessed via a Quick Write at the end of the lesson: How does Shakespeare develop Juliet’s character in this excerpt?

For homework, students write a paragraph in response to the following prompt: How does Friar Laurence advance the plot in *Romeo and Juliet* up to this point?

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.
Addressed Standard(s)	
L.9-10.4.c	<p>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.</p> <p>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.</p>

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 Juliet's character in this excerpt?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify aspects of Juliet's character (e.g., Juliet is emotional; Juliet is determined). Analyze how Shakespeare develops Juliet's character (e.g., Shakespeare develops Juliet through her interactions with Friar Laurence. Juliet's words and actions show that she is desperate and determined. Juliet threatens to take extreme actions if Friar Laurence cannot provide a solution to her problems. Juliet believes her situation is "past hope, past cure, past help" (line 45) so she goes to Friar Laurence because she trusts him and wants his advice. Juliet says that if Friar Laurence does not "[g]ive [her] some present counsel" (line 61) about how to avoid the marriage then she will use the "bloody knife" (line 62) to commit suicide. This shows that Juliet is determined to take extreme measures to avoid being married to Paris.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> deed (n.) – a signed and usually sealed instrument containing some legal transfer, bargain, or contract counsel (n.) – advice; opinion or instruction given in directing the judgment or conduct of another arbitrating (v.) – deciding; determining chide (v.) – to express disapproval of; scold; reproach shanks (n.) – parts of the lower limb in humans between the knee and the ankle
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> prorogue (v.) – postpone label (n.) – supplementary clause that would cancel a previous contract charnel-house (n.) – building next to where church skulls and bones are stored chapless (adj.) – without a lower jaw shroud (n.) – a cloth or sheet in which a corpse is wrapped for burial

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

- weep (v.) – to cry because you are very sad or are feeling some other strong emotion
- umpire (n.) – one having authority to decide finally a controversy or question between parties
- remedy (n.) – something that corrects or counteracts
- tremble (v.) – to shake slightly because you are afraid, nervous, excited, etc.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RL.9-10.3, L.9-10.4.c • Text: <i>Romeo and Juliet</i> by William Shakespeare, Act 4.1: lines 44–88 	
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. 10% 4. 10% 5. 50% 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* (1:22:19–1:26:34)
- 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 standard for this lesson: RL.9-10.3. In this lesson, students read the beginning of the conversation between Juliet and Friar Laurence and analyze how Shakespeare develops characters. Prior to reading, students view a film clip from Baz Luhrmann's *Romeo + Juliet* in which Juliet's parents tell her that she will marry Paris, and Juliet argues with them.

- ▶ 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.

Activity 3: Film Clip: *Romeo + Juliet*

10%

Instruct students to take out the *Romeo + Juliet* Film Summary Tool. 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* (1:22:19–1:26:34).

- ▶ 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 excerpt from Baz Luhrmann’s *Romeo + Juliet*?

💬 Student responses should include:

- The characters in this scene are Juliet, Capulet, Capulet’s Wife, and the Nurse.

What happens in this portion of the film?

💬 Student responses should include:

- Lady Capulet tells Juliet that she will marry Paris the following Thursday.
- Juliet becomes upset and says she will kill herself if she is forced to marry Paris.
- Capulet enters and becomes angry with Juliet.
- Juliet says she will go to Friar Laurence to make confession.

Lead a brief whole-class discussion of student responses.

Activity 4: Masterful Reading

10%

Have students listen to a masterful reading of Act 4.1, lines 44–88 of *Romeo and Juliet* (from “O, shut the door, and when thou hast done so” to “To live an unstained wife to my sweet love”), instructing students to listen for what Juliet wants from Friar Laurence.

- 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:

Which words and phrases show how Juliet feels?

- ▶ Students follow along, reading silently.

Activity 5: Reading and Discussion

50%

Instruct students to form small 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 Act 4.1, lines 44–67 (from “O, shut the door, and when thou hast done so” to “If what thou speak’st speak not of remedy”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *deed* means “a signed and usually sealed instrument containing some legal transfer, bargain, or contract,” *counsel* means “advice; opinion or instruction given in directing the judgment or conduct of another,” and *arbitrating* means “deciding; determining.”

① Students may be familiar with these words. Consider asking students to volunteer definitions before providing them to the class.

- ▶ Students write the definitions of *deed*, *counsel*, and *arbitrating* on their copies of the text or in a vocabulary journal.

Direct students to the explanatory notes for the definitions of *prorogue* and *label*.

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: *weep* means “to cry because you are very sad or are feeling some other strong emotion,” *umpire* means “one having authority to decide finally a controversy or question between parties,” and *remedy* means “something that corrects or counteracts.”

- ▶ Students write the definitions of *weep*, *umpire*, and *remedy* on their copies of the text or in a vocabulary journal.

How do specific word choices develop Juliet’s tone?

💬 Student responses may include:

- The word *weep* (line 45) shows that Juliet is sad and develops a sad tone.
- The phrases “past hope, past cure, past help” (line 45) develop a hopeless tone.

① Remind students that they should keep track of character development in the text using the Character Tracking Tool.

What is the cause of Juliet’s “grief” (line 46)?

💬 Juliet is upset because she must marry Paris. Friar Laurence says Juliet must “On Thursday next be married to this County” (line 49).

Which words and phrases develop the relationship between Juliet and Friar Laurence?

💬 Student responses may include:

- Juliet considers Friar Laurence a friend and confidant. She asks him to “come weep with [her]” (line 45) which suggests that she trusts him.
- Friar Laurence cares about Juliet. He says, “[i]t strains me past the compass of my wits” (line 47), suggesting that he has thought about Juliet’s situation and cannot solve the problem.

What is Juliet’s purpose for visiting Friar Laurence?

- Juliet visits Friar Laurence because she wants to stop her marriage to Paris. She tells Friar Laurence, “tell me how I may prevent it” (line 51) referring to the marriage.

What is Juliet’s “resolution” on line 53?

- Juliet’s resolution is to kill herself if Friar Laurence does not find a way to prevent her marriage to Paris. The stage direction next to “resolution” (line 53) indicates that Juliet shows Friar Laurence her knife when she talks about the resolution.

How does Juliet’s statement “I long to die, / If what thou speak’st speak not of remedy” (lines 66-67) develop her character?

- Juliet’s request that Friar Laurence help her find a “remedy” to fix her situation shows how emotional and passionate she is. Juliet is willing to use her knife to kill herself so she does not commit the “treacherous revolt” (line 58) of loving someone other than Romeo.

Lead a brief whole-class discussion of student responses.

Instruct student groups to read Act 4.1, lines 68–88 (from “Hold, daughter, I do spy a kind of hope” to “To live an unstained wife to my sweet love”) and answer the following questions before sharing out with the class. Instruct students to revise or add to their annotations as they analyze the text.

Provide students with the following definitions: *chide* means “to express disapproval of; scold; reproach” and *shanks* means “parts of the lower limb in humans between the knee and the ankle.”

- ① Students may be familiar with these words. Consider asking students to volunteer definitions before providing them to the class.
 - ▶ Students write the definitions of *chide* and *shanks* on their copies of the text or in a vocabulary journal.

Direct students to the explanatory notes for the definitions of *charnel-house*, *chapless*, and *shroud*.

- 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 definition: *tremble* means “to shake slightly because you are afraid, nervous, excited, etc.”

► Students write the definition of *tremble* on their copies of the text or in a vocabulary journal.

What is the “kind of hope” (line 68) Friar Laurence has for Juliet?

- ☞ Friar Laurence does not explain his “hope” in detail, but he suggests that his plan requires Juliet to “undertake a thing like death” (lines 73–74) to avoid marrying Paris.

Why does Friar Laurence believe it is “likely [Juliet] wilt undertake” his plan?

- ☞ Friar Laurence believes Juliet might be able to follow his plan because she is desperate and has “the strength of will to slay [herself]” (line 72) instead of marrying Paris. Friar Laurence knows how determined Juliet is to take action, even if it requires an act as “desperate an execution” (line 69) as suicide.

How does Juliet’s description of “Things that ... have made [her] tremble” (line 86) develop her character?

- ☞ Juliet describes several dangerous, scary examples of what she would do “without fear or doubt” (line 87) to avoid marrying Paris. She says she would “leap ... / From off the battlements of any tower” (lines 77–78), walk on paths infested by robbers, be with snakes, be chained with bears, or go into a grave with a dead person (lines 79–85). The descriptions show that Juliet is loyal to Romeo and is determined and willing to do whatever the Friar suggests.

Lead a brief whole-class discussion of student responses.

Instruct student groups to briefly review their notes and annotations from Romeo’s conversation with Friar Laurence in Act 3.3, lines 1–70 (from “Romeo, come forth, come forth, thou fearful man” to “Taking the measure of an unmade grave”) and answer the following question in groups before sharing out with the class.

How do Romeo’s responses to Friar Laurence in Act 3.3 compare to Juliet’s responses to Friar Laurence in Act 4.1?

- ☞ Romeo does not let the Friar finish his thoughts. Romeo says, “Thou canst not speak of that thou dost not feel” (Act 3.3, line 64). Friar Laurence says, “I see that mad men have no ears” (Act 3.3, line 61). Juliet, on the other hand says, “[T]ell me how I may prevent [the marriage to Paris]” (line 51), which indicates that she is looking for a plan, and she agrees to follow Friar Laurence’s suggestion. Juliet’s responses show that she trusts the Friar and his advice.

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 develop Juliet's character 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.

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 continue to read their AIR text 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.

Also for homework, instruct students to reread Act 4.1, lines 44–88 (from “O, shut the door, and when thou hast done so” to “To live an unstained wife to my sweet love”) and consider events earlier in the play before writing a paragraph in response to the following prompt:

How does Friar Lawrence advance the plot in *Romeo and Juliet* up to this point?

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 follow along.

Homework

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.

Additionally, reread Act 4.1, lines 44–88 (from “O, shut the door, and when thou hast done so” to “To live an unstained wife to my sweet love”) and consider events earlier in the play before writing a paragraph in response to the following prompt:

How does Friar Lawrence advance the plot in *Romeo and Juliet* up to this point?

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

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: Juliet quarrels with her parents because she does not want to marry Paris.

Characters (i.e., Which characters appear in the film clip?)	Events (i.e., What happens in the film clip?)	Other observations (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?)
Juliet Capulet's Wife Nurse Capulet	Lady Capulet tells Juliet that she will marry Paris the following Thursday. Juliet becomes upset and says she will not marry Paris. Capulet enters and becomes angry with Juliet for opposing the marriage. Juliet says she will kill herself if she has to marry Paris. Nurse tells Juliet she should marry Paris because she cannot be with Romeo. Juliet says she is going to see Friar Laurence to make confession.	The film is set in Juliet's room. Juliet wears a bathrobe. Capulet's wife wears a dress. The Nurse wears pajamas. The characters are emotional. Juliet cries, Capulet yells and pushes people. The music is quiet and slow.

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	Sad, depressed, hopeless	Juliet asks Friar Laurence to “weep” (line 45) with her. Juliet tells Friar Laurence she is “past hope, past cure, past help” (line 45).
	Emotional	Juliet puts pressure on Friar Laurence to create a plan when she says she will commit suicide if he does not have another plan. She says, “I long to die, / If what thou speak’st speak not of remedy” (lines 66–67).
	Determined, desperate, loyal	Juliet describes several dangerous, scary examples of what she would do rather than marrying Paris. She says she would, “leap ... / From off the battlements of any tower” (lines 77–78), walk on paths infested by robbers, be with snakes, be chained with bears, or go into a grave with a dead person (lines 79–85). These descriptions show how strongly Juliet feels about avoiding the marriage and remaining loyal to Romeo.
Friar Laurence	Caring	Friar Laurence mourns for Juliet. He says, “I already know thy grief; / It strains me” (lines 46–47).
	Logical and creative	After he thinks about Juliet’s problem, Friar Laurence thinks of a solution. He says, “I do spy a kind of hope” (line 68).