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| 9.1.3 | Lesson 16 |

# Introduction

In this lesson, students read and analyze an excerpt of Act 5.3 from *Romeo and Juliet* in which Romeo drinks a fatal poison at Juliet’s tomb. Students read lines 88–120 (from “How oft, when men are at the point of death” to “Thy drugs are quick. Thus with a kiss I die”) and analyze how central ideas are developed and refined. Students also view a brief film clip of events preceding Romeo’s suicide. In the film clip, Romeo purchases a vial of poison from the apothecary and Friar Laurence learns that Romeo never received his letter about the plan to fake Juliet’s death. Student learning is assessed via a Quick Write at the end of the lesson: How do the events in this excerpt develop a central idea?

For homework, students reread this lesson’s excerpt and write a response to the following prompt: How does Shakespeare order events throughout *Romeo and Juliet* to create an effect in Act 5.3, lines 88–120? Students also continue their Accountable Independent Reading (AIR) texts.

# Standards

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| 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.c | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based *on grades 9–10 reading and content*, choosing flexibly from a range of strategies.1. 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.
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| L.9-10.5.a | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.1. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
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# Assessment

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| Assessment(s) |
| 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.* How do the events in this excerpt develop a central idea?
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| High Performance Response(s) |
| A High Performance Response should:* Identify a central idea developed in this excerpt (e.g., nature of beauty or fate).
* Analyze how Shakespeare develops a central idea in this excerpt (e.g., Shakespeare develops the central idea of fate through the events surrounding Romeo’s suicide. Romeo says that when he dies he will “shake the yoke of inauspicious stars” (line 111), which means he will finally be free of the burdens of his fate. By drinking the poison, Romeo realizes his fate of becoming a “star-crossed lover[]” who “take[s] [his] life” (Prologue, line 6). Romeo’s metaphor of the ship at sea in lines 117–118 also develops the central idea of fate. By comparing himself to a ship steered by someone else, Romeo suggests that an outside force controls his fate.).
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# Vocabulary

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| Vocabulary to provide directly (will not include extended instruction) |
| * abhorred (adj.) – regarded with extreme repugnance or aversion
* paramour (n.) – an illicit lover, especially of a married person
* inauspicious (adj.) – boding ill; unfavorable
* bark (n.) – a boat or sailing vessel
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| Vocabulary to teach (may include direct word work and/or questions) |
| * keepers (n.) – guardians at deathbeds
* lightening (n.) – exhilaration or revival of the spirits which is supposed to occur in some instances just before death
* ensign (n.) – banner, standard
* sunder (v) – separate from
* quick (adj.) – alive
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| Additional vocabulary to support English Language Learners (to provide directly) |
| None.  |

# Lesson Agenda/Overview

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| Student-Facing Agenda | % of Lesson |
| **Standards & Text:*** Standards: RL.9-10.2, L.9-10.4.c, L.9-10.5.a
* Text: *Romeo and Juliet* by William Shakespeare, Act 5.3: lines 88–120
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| **Learning Sequence:**1. Introduction of Lesson Agenda
2. Homework Accountability
3. Film Clip: *Romeo + Juliet*
4. Masterful Reading
5. Reading and Discussion
6. Quick Write
7. Closing
 | 1. 5%
2. 10%
3. 10%
4. 10%
5. 50%
6. 10%
7. 5%
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# 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* (1:37:49–1:39:36)
* 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

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| 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.** |
| *Italicized text indicates a vocabulary word.* |
| ⏵ | 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 read the excerpt from Act 5.3, in which Romeo visits Juliet’s tomb and drinks the poison, and analyze how Shakespeare develops central ideas in this excerpt. Students also view a film clip from Baz Luhrmann’s *Romeo + Juliet* in which Romeo buys a vial of poison and Friar Laurence learns that Romeo never received the letter explaining the plan to fake Juliet’s death.

* 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 AIR text. 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. (Write a paragraph in response to the following prompt: Compare Friar Laurence’s words to Romeo in Act 3.3 and his words to Juliet in Act 4.1. How does Shakespeare develop the character of Friar Laurence from one scene to another?) Instruct students to Turn-and-Talk in pairs about their responses to the homework prompt.

* Student responses may include:
	+ In Act 3.3, Friar Laurence tries to convince Romeo to accept his sentence and leave Verona. He says, “[b]e patient, for the world is broad and wide” (line 16), meaning that Romeo should leave Verona and accept a life somewhere else. By Act 4.1, when Juliet is desperate and willing to kill herself, Friar Laurence has a plan for Romeo and Juliet to be together. He tells Juliet, “if thou dar’st, I’ll give the remedy” (line 76), describing his plan for Juliet to fake her own death so she does not have to marry Paris. This shows that Friar Laurence cares deeply for Romeo and Juliet. When he realizes that Juliet is willing take her own life, he quickly thinks of a bold, dangerous plan to save her life, even though it means deceiving other people in Verona.
	+ In Act 3.3, Friar Laurence tries to give Romeo advice, but he will not listen. Friar Laurence says, “hear me a little speak” (line 52), “I see that mad men have no ears” (line 61), and “Let me dispute with thee of thy estate” (line 63). All of these attempts show that Friar Laurence wants to give advice, but Romeo will not listen. In Act 4.1, because Juliet listens and shares that she is willing to kill herself, Friar Laurence gives her advice, including a complete plan on how to avoid marrying Paris and be with Romeo. Even though Romeo and Juliet receive Friar Laurence’s advice differently, both of these scenes show that Friar Laurence is protective of and loyal to Romeo and Juliet. The plan in Act 4.1 develops Friar Laurence’s character in a new way by showing the he is clever enough to solve a complex problem.

Activity 3: 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.

Transition students to the film viewing. Show Baz Luhrmann’s *Romeo + Juliet* (1:37:49–1:39:36).

* This film clip provides context so that students know how Romeo obtained the vial of poison and that he did not receive the Friar Laurence’s letter. However, some details from the film clip differ from details in the text. For example, in the text Friar Laurence speaks to Friar John about the letter to Romeo. In the film clip, Friar Laurence speaks to a worker at a mailing store.
* 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:
	+ Romeo
	+ The Apothecary
	+ Balthasar
	+ A police officer
	+ Friar Laurence
	+ A postal worker
* 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?

* Student responses should include:
	+ Romeo visits the apothecary and asks for a poison with the power to kill someone.
	+ The Apothecary points a shotgun at Romeo. He does not want to sell the poison, but he is poor so he decides to accept Romeo’s money in exchange for the poison.
	+ Friar Laurence, at a store that looks like a post office, learns that Romeo never received his letter. He then tries to mail a new letter to Romeo.

Lead a brief whole-class discussion of student responses.

Activity 4: Masterful Reading 10%

Have students listen to a masterful reading of Act 5.3, lines 88–120 of *Romeo and Juliet* (from “How oft, when men are at the point of death” to “Thy drugs are quick. Thus with a kiss I die”). Ask students to listen for how Shakespeare develops central ideas in this excerpt.

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

What does Romeo say about Juliet’s body?

* 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 5.3, lines 88–105 from (from “How oft, when men are at the point of death” to “Thee here in dark to be his paramour”) 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.

* 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: *abhorred* means “regarded with extreme repugnance or aversion” and *paramour* means “an illicit lover, especially of a married person.”

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

Direct students to the explanatory notes for the definitions of *keepers*, *lightening*, *ensign*, and *sunder*.

* 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.

According to Romeo, what happens to people before they die?

* Romeo says many people have a period of feeling “merry” (line 89) or very happy just before they die. He calls this a “lightening” (line 90) that occurs “when men are at the point of death” (line 88).

How does Romeo use figurative language to describe death in lines 91–105?

* Student responses may include:
	+ Romeo uses personification to describe death. He says death has “sucked the honey” (line 92) of Juliet’s breath but has “no power yet upon [Juliet’s] beauty” (line 93). This means that Juliet cannot breathe or speak, but she still looks as beautiful to Romeo, as she did when she was alive.
	+ Romeo uses a metaphor of death and beauty together. He says “[b]eauty’s ensign” (line 94), or banner, is the color in Juliet’s face, and “death’s pale flag” (line 96) has not advanced to Juliet’s face. This represents death and beauty as two forces waging battle over Juliet, which suggests that Juliet is like territory to be conquered in a battle that beauty is winning.
	+ Romeo calls death a “monster” (line 104) who keeps Juliet in the tomb to be his “paramour” (line 105), or lover. This suggests that Juliet is so beautiful that death took her because he wanted her as a lover.
* Consider drawing students’ attention to their application of standard L.9-10.5.a through the process of interpreting figurative language.

How does Romeo’s figurative language develop a central idea?

* Romeo’s figurative language about death and beauty develop the central idea of the nature of beauty. Romeo says death has “no power yet upon [Juliet’s] beauty” (line 93). Even when Romeo believes Juliet is dead, he believes her beauty is more powerful than death. Later, Romeo describes death as “unsubstantial death” (line 103) in reference to Juliet. This supports his belief that death cannot conquer Juliet’s beauty.

Lead a brief whole-class discussion of student responses.

Instruct student groups to read Act 5.3, lines 106–120 from (from “For fear of that I still will stay with thee” to “Thy drugs are quick. Thus with a kiss I die”) 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: *inauspicious* means “boding ill; unfavorable,” *wearied* means “fatigued or tired,” and *bark* means “a boat or a sailing vessel.”

* Students may be familiar with these words. Consider asking students to volunteer definitions before providing them to the class.
* Students write the definitions of *inauspicious*, *wearied*,and *bark* on their copies of the text or in a vocabulary journal.

Direct students to the explanatory notes for the definition of *quick*.

* 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.

How does Romeo’s “fear” develop his relationship with Juliet?

* Romeo says he will stay with Juliet because he is afraid of the idea that death keeps Juliet in the dark “to be his paramour” (line 105). This shows that Romeo is protective of Juliet.
* **Differentiation Consideration:** If students struggle to answer the previous question, consider asking the following scaffolding question:

What does “that” refer to on line 106?

* “That” (line 106) refers to the idea that death might have taken Juliet “to be his paramour” (line 105) or lover.

How does Shakespeare develop Romeo’s view of death in lines 110–118?

* Romeo describes death as “everlasting rest” (line 110) for himself, which represents a shift from line 104 when Romeo describes death as a “monster” (line 104) in relation to Juliet. Romeo sees death as an “abhorred” (line 104) monster that took Juliet’s life, but he welcomes death for himself.

How does Shakespeare use figurative language in line 111 to develop a central idea?

* Romeo says that when he dies he will “shake the yoke of inauspicious stars” (line 111), or free himself from misfortune, which develops the central idea of fate by showing that Romeo believes he can only escape the burden of his fate through death.
* Consider reminding students of their work with “star-crossed lovers” (Prologue, line 6) in 9.1.3 Lesson 1.

What is the “bitter conduct” and “unsavoury guide” to which Romeo refers in line 16?

* Romeo describes the poison as “bitter conduct” and “unsavoury guide” (line 116).

How does Shakespeare use metaphor in lines 117–118 to develop a central idea?

* Romeo uses a metaphor of a ship at sea. He describes the poison as the “desperate pilot” (line 117), and he describes his body as the pilot’s “seasick weary bark” (line 118), meaning Romeo himself is the ship. Romeo asks the pilot or the poison to crash the ship. By comparing himself to a ship steered by another force, Romeo suggests that outside force controls his destiny.
* **Differentiation Consideration:** If students struggle to analyze the metaphor in lines 117–118, consider asking the following scaffolding questions:

What is the “pilot” in Romeo’s metaphor?

* The “desperate pilot” (line 117) is the poison Romeo bought from the apothecary.

What is the “bark” in Romeo’s metaphor?

* The “seasick weary bark” (line 118) is Romeo’s body.
* Consider drawing students’ attention to their application of standard L.9-10.5.a through the process of interpreting figurative language.

What is the effect of Shakespeare’s use of dramatic irony in lines 119–120?

* Student responses may include:
	+ Shakespeare creates an effect of sadness when Romeo drinks the poison. Romeo says, “Thus with a kiss I die” (line 120) and drinks the poison. The audience knows Juliet is alive, but Romeo believes she is really dead. This inspires pity and sadness because the audience knows Juliet will wake up, only to find Romeo dead.
	+ Shakespeare creates an effect of tension through the use of dramatic irony. When Romeo drinks the poison, the audience understands more about the situation than Romeo does. Romeo drinks the poison and says, “Thus with a kiss I die” (line 120), but if he knew what the audience knew, he would probably not kill himself, and would be with Juliet again within a short time.
* Consider reminding students of their work with dramatic irony in 9.1.3 Lesson 11.

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 do the events in this excerpt develop a central idea?

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 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.

* 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.

Model *Romeo + Juliet* Film Summary Tool

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| **Name:** |  | **Class:** |  | **Date:** |  |

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| **Directions:** Use this tool to record your observations about Baz Luhrmann’s *Romeo + Juliet*. |

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| **Scene:** Romeo buys a vial of poison from the apothecary. Friar Laurence learns that Romeo never received his letter. |
| **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?)*** |
| RomeoApothecaryBalthasarA police officerFriar LaurenceA postal worker | Romeo arrives at an apothecary’s door and asks to buy poison. The Apothecary does not want to sell poison but decides to do it because he needs money. Romeo takes the poison and runs to a car where Balthasar is waiting and a police helicopter is in pursuit.The scene shifts to a store where Friar Laurence learns that Romeo never received his letter about the plan to fake Juliet’s death. The Friar tries to send a new letter to Romeo. | The film is set in two places. First Romeo is at the apothecary’s store or home. In a separate setting, Friar Laurence is at a store where he can mail a letter to Mantua.Romeo and Balthasar wear normal, casual clothes. The Apothecary wears a dirty tank top.Friar Laurence wears his priest’s shirt and collar with a jacket over it.The police officer wears a helmet and combat gear.The characters behave as if they are in a hurry. Romeo runs, and Friar Laurence looks worried and stressed.The film moves very quickly from one image to another.The music is fast, creating a sense of urgency. |

Model Central Ideas Tracking Tool

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| **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. |

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| **Text:** | *Romeo and Juliet* by William Shakespeare |

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| **Act/Scene/****Line #** | **Central Ideas** | **Notes and Connections** |
| Act 5.3, line 93 | Nature of beauty | Because he loves her, Romeo sees Juliet’s beauty even when she is dead. He says death has “no power yet upon [Juliet’s] beauty” (line 93). |
| Act 5.3, line 111 | Fate | Romeo says that when he dies he will “shake the yoke of inauspicious stars” (line 111). The explanatory notes explain that this a reference to the “heavy burden decreed by fate.” This develops the central idea of fate by showing that Romeo believes he can only escape the burden of his fate through death. |
| Act 5.3, lines 117–118 | Fate | Romeo uses a metaphor of a ship at sea to describe his suicide. He describes the poison as a “desperate pilot” (line 117), and he describes himself as the pilot’s “seasick weary bark” (line 118), meaning he is the ship. Romeo asks the pilot to crash the ship. By comparing himself to a ship steered by someone else, Romeo suggests that an outside force controls his destiny. |