

## 9.1.3

## Lesson 19

## Introduction

In this lesson, students prepare for the End-of-Unit Assessment as they collect evidence about Romeo and Juliet as tragic hero and heroine. After participating in an evidence-based group discussion, student learning is assessed via a Quick Write at the end of the lesson: Make a claim about who is the tragic hero(ine) of the play and why.

For homework, students continue to gather evidence to support their claims, using the Tragic Hero(ine) Evidence Gathering Tool they begin to use in the lesson. Also for homework, students review and expand their notes and annotations in preparation for the 9.1.3 End-of-Unit Assessment.

## 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)	
SL.9-10.1.c	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.

## 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>Make a claim about who is the tragic hero(ine) of the play and why.</li> </ul>

**High Performance Response(s)**

A High Performance Response should:

- Make a claim about who is the tragic hero(ine) of *Romeo and Juliet* (e.g., Romeo is the tragic hero of the play; Juliet is the tragic heroine of the play).
- State why the chosen character is the tragic hero or heroine (e.g., Juliet is the tragic heroine because she suffers as a result of her inability to reconcile the conflict between her loyalty to her family and her love for Romeo).

**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](http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf)

**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, SL.9-10.1.c</li> <li>• Text: <i>Romeo and Juliet</i> by William Shakespeare (all excerpts)</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. Evidence-Gathering</li> <li>4. Small Group Discussion</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 15%</li> <li>3. 30%</li> <li>4. 30%</li> </ol>

Student-Facing Agenda	% of Lesson
5. Quick Write	5. 15%
6. Closing	6. 5%

## Materials

- Copies of the Tragic Hero(ine) Evidence Gathering Tool for each student
- 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.
	<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 gather evidence about Romeo and Juliet as tragic hero and heroine. Students engage in evidence-based discussion and complete a brief writing assignment to close the lesson.

- 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 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 and your Quick Write from 9.1.3 Lesson 1, and respond briefly in writing to the following prompt: How does Shakespeare develop Romeo and Juliet as a tragedy over the course of the play?) Instruct students to Turn-and-Talk in pairs about their response.

🗨 Student responses may include:

- Shakespeare develops *Romeo and Juliet* as a tragedy by showing the “misadventured piteous overthrows” (Prologue, line 7) of the title characters. Romeo and Juliet undergo a great misfortune, as a “story of... woe” (Act 5.3, line 309) unfolds: their marriage is quickly followed by Romeo’s banishment, and a series of miscommunications leads to their suicides in the Capulet tomb.
- Throughout the play, Shakespeare highlights the conflict the Chorus describes in the Prologue: “Two households, both alike in dignity / In fair Verona, where we lay our scene, / From ancient grudge break to new mutiny” (Prologue, Lines 1–3). In the Prologue, Shakespeare sets up the conflict between the Montagues and the Capulets “[w]hich but their children’s end naught could remove” (Prologue, line 11). The two lovers are caught between their loyalty to their families and their love for one another. As Juliet realizes from the start of their relationship, in order for them to be together, one of them must give up their family: “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 34–36). Following the deaths of Mercutio and Tybalt, the conflict becomes more intense, leading to the lovers’ separation through banishment and their final suicides.

Lead a brief whole-class discussion of student responses.

### Activity 3: Evidence Gathering

**30%**

Introduce the End-of-Unit Assessment prompt:

**Select either Romeo or Juliet. How does Shakespeare develop this character as a tragic hero(ine)?**

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

- ▶ Students independently read the End-of-Unit Assessment prompt.

Distribute the Tragic Hero(ine) Evidence Gathering Tool. Instruct students to work in pairs to complete the tool by gathering evidence from the play about Romeo and Juliet as tragic hero and heroine.

- ▶ Student pairs use the Tragic Hero(ine) Evidence Gathering Tool to gather evidence.

- See Model Tragic Hero(ine) Evidence Gathering Tool below for possible student responses.

### Activity 4: Small Group Discussion

**30%**

Instruct students to form small groups to discuss the prompt below. Remind students to continue to add to their Tragic Hero(ine) Evidence Gathering Tool during the discussion in preparation for the lesson Quick Write and the End-of-Unit Assessment.

**Who is the tragic hero(ine) of *Romeo and Juliet* and why?**

- ▶ Students groups discuss the prompt.
- ① Consider reminding students that this is an opportunity to apply standard SL.9-10.1.c by participating effectively in a collaborative discussion. Students may focus on posing and responding to questions, incorporating others into the discussion and challenging or verifying ideas and conclusions.

### Activity 5: Quick Write

**15%**

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

**Make a claim about who is the tragic hero(ine) of the play and why.**

Instruct students to look at their notes, annotations, and Tragic Hero(ine) Evidence Gathering Tool 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 continue to gather evidence to support the claim they made in the Quick Write, using the Tragic Hero(ine) Evidence Gathering Tool they began in the lesson.

Also for homework, instruct students to review and expand their notes and annotations in preparation for the End-of-Unit Assessment.

- ▶ Students follow along.

## Homework

Continue to gather evidence to support the claim you made in the Quick Write, using the Tragic Hero(ine) Evidence Gathering Tool you began to use in the lesson.

Review and expand your notes and annotations in preparation for the End-of-Unit Assessment.

## Tragic Hero(ine) Evidence Gathering Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Explain why each character could be considered the tragic hero(ine) of *Romeo and Juliet*. Provide textual evidence to support your response. Review your 9.1.3 Lesson 17 homework on the elements of tragedy as you consider the ways in which Romeo or Juliet could be considered a tragic hero(ine).

**Prompt: Who is the tragic hero(ine) of *Romeo and Juliet* and why?**

Character	Why is this character the tragic hero(ine)? Provide textual evidence to support your response.
Romeo	
Juliet	

## Model Tragic Hero(ine) Evidence Gathering Tool

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Explain why each character could be considered the tragic hero(ine) of *Romeo and Juliet*. Provide textual evidence to support your response. Review your 9.1.3 Lesson 17 homework on the elements of tragedy as you consider the ways in which Romeo or Juliet could be considered a tragic hero(ine).

**Prompt: Who is the tragic hero(ine) of *Romeo and Juliet* and why?**

Character	Why is this character the tragic hero(ine)? Provide textual evidence to support your response.
Romeo	<p>Misfortune: At the start of the play, Romeo's greatest problem is that his love for Rosaline is not returned: he is "[o]ut of her favour where I am in love" (Act 1.1, line 166). However, by the end of the play, his has become "a story of... woe" as the Prince puts it in Act 5.3, line 309. Having been forced into a deadly conflict with Juliet's cousin Tybalt following the death of Mercutio, he is banished by the Prince and learns of Juliet's (false) death before the Friar can inform him of the truth, and so commits suicide.</p> <p>Conflict that cannot be resolved: Romeo is caught between his love for Juliet and the expectations of his family. This is demonstrated by the scene in which Tybalt kills Mercutio. Romeo is reluctant to harm Tybalt, telling him "the reason I have to love thee / Doth much excuse the appertaining rage / To such a greeting" (Act 3.1, lines 61–63). However, Mercutio views this as "calm, dishonourable, vile submission" (Act 3.1, line 72), and when his friend is killed, Romeo is forced to fight, which triggers his banishment and finally leads to the "sad things" (Act 5.3, line 307) of the ending.</p> <p>Fatal flaw: Romeo's downfall is brought about at least in part by his own emotional reactions, which could be described as his fatal flaw. He reacts angrily and swiftly to Mercutio's death by killing Tybalt, which leads to his banishment. Similarly, when he learns of Juliet's death, he does not stop to think but swallows poison before the Friar can get to him.</p>



Prompt: Who is the tragic hero(ine) of <i>Romeo and Juliet</i> and why?	
Character	Why is this character the tragic hero(ine)? Provide textual evidence to support your response.
Juliet	<p>Misfortune: Juliet begins the play as the only daughter of a rich man. However, her meeting with Romeo sets off a chain of events that ends in her death. She loses her cousin Tybalt and her husband is banished for Tybalt's murder. She is forced to fake her own death to avoid being forced into marriage with Paris, and wakes to find Romeo dead beside her, prompting her to commit suicide.</p> <p>Conflict that cannot be resolved: Like Romeo, Juliet is caught in an impossible situation, faced with choosing between her lover and her family. She understands this immediately, saying on the balcony that either she or Romeo must choose to give up their family in order to be together: "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 34–36).</p> <p>Fatal Flaw: Juliet is destroyed because of her loyalty to Romeo, which leads her to commit desperate acts in order to be with him. She is ready to "leap... / From off the battlements of any tower" (Act 4.1, lines 77–78) rather than marry Paris. When she realizes that Romeo is dead, she refuses to flee to safety with the Friar, but stabs herself with Romeo's "happy" dagger (Act 5.3, line 169).</p>