

9.1.3

Lesson 2

Introduction

In this lesson, students read *Romeo and Juliet* by William Shakespeare, Act 1.1, lines 158–202 (from “Good morrow, cousin. / Is the day so young?” to “In sadness, cousin, I do love a woman”), in which Romeo tells Benvolio that he is in love with someone who does not love him in return. Prior to reading, students watch a clip of Baz Luhrmann’s *Romeo + Juliet* in which major characters are introduced and the violence between the Montagues and the Capulets is depicted. Students analyze how Shakespeare introduces Romeo in this passage. Student learning is assessed via a Quick Write at the end of the lesson: How does Shakespeare introduce Romeo in lines 158–202?

For homework, students conduct a brief search into Cupid and Dian and write a brief paragraph explaining who Cupid and Dian are as well as their mythological importance.

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	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"> • How does Shakespeare introduce Romeo in lines 158–202?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> • Identify aspects of Romeo’s character (e.g., romantic, sensitive, dramatic). • Analyze how Shakespeare introduces Romeo’s character (e.g., Shakespeare introduces Romeo as romantic through his manner of speaking: Romeo uses a great deal of figurative language to describe his feelings about love. Shakespeare also introduces Romeo as sensitive and dramatic through his use of metaphors. Romeo describes love as a powerful emotion: he compares love which is “vexed” or unsatisfied to “sea nourished with loving tears” (line 190). Love is also a bittersweet emotion: it can be a “choking gall” (line 192), or a “preserving sweet” (line 192), suggesting the intensity of love’s impact on him.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • morrow (n.) – morning • tyrannous (adj.) – unjustly severe • propagate (v.) – to increase in number or amount • vexed (adj.) – tormented, troubled • nourished (v.) – strengthened, built up • gall (n.) – something bitter
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> • coz (n.) – cousin
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> • thou (pn.) – you • thine (pn.) – yours • wilt (v.) – will

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, L.9-10.5.a Text: <i>Romeo and Juliet</i> by William Shakespeare, Act 1.1: lines 158–202 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 10%
2. Homework Accountability	2. 10%
3. Film Clip: <i>Romeo + Juliet</i>	3. 20%
4. Masterful Reading	4. 5%
5. Reading and Discussion	5. 40%
6. Quick Write	6. 10%
7. Closing	7. 5%

Materials

- Student copies of 9.1 Common Core Learning Standards Tool (refer to 9.1.1 Lesson 1)
 - Copies of the *Romeo + Juliet* Film Summary Tool for each student
 - Baz Luhrmann’s *Romeo + Juliet* (0:2:37–0:9:47)
 - 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 lesson 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)
- ① Timestamps from Baz Luhrmann’s *Romeo + Juliet* are taken from a digital version of the film available at <http://www.amazon.com> (search terms: Baz Luhrmann, Romeo + Juliet), and may differ from other versions of the film.

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

10%

Begin by reviewing the agenda and the assessed standard for this lesson: RL.9-10.3. In this lesson, students read Act 1.1, lines 158–202 (from “Good morrow, cousin. / Is the day so young?” to “In sadness, cousin, I do love a woman”) and analyze how Shakespeare introduces Romeo in these lines. Students also watch a clip from Baz Luhrmann’s *Romeo + Juliet* and complete the *Romeo + Juliet* Film Summary Tool.

- ▶ Students look at the agenda.

Instruct students to take out their copies of the 9.1 Common Core Learning Standards Tool. Inform students that in this lesson, they begin to work with a new substandard: L.9-10.4.c. Ask students to individually read this standard on their tools and assess their familiarity with and mastery of it.

- ▶ Students read and assess their familiarity with substandard L.9-10.4.c.

Provide students with the following definition: *etymology* means “word origin, word source, derivation.”

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

Instruct students to talk in pairs about what they think the substandard means. Lead a brief discussion about the substandard.

- ☞ Use reference materials like dictionaries and explanatory notes to find out how to pronounce a word, what the word means exactly, its part of speech, or its origins.

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.

Instruct students to take out their responses to the previous lesson's homework assignment. (Write an objective, one-paragraph summary of the Prologue). Instruct students to share their objective, one-paragraph summaries in pairs.

- ☛ The chorus introduces the setting of the play, Verona, and describes the ongoing feud between the two households, or families. The chorus explains that two children, one from each household, fall in love with each other, but that they eventually kill themselves because their parents' quarrel prevents them from being together. Their suicide brings peace to the families, but at great cost. The chorus then asks the audience to pay attention as the cast puts on a two-hour play about these struggles.

Activity 3: Film Clip: *Romeo + Juliet*

20%

Distribute and introduce 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 *Romeo + Juliet*, a contemporary film version of the play directed by Baz Luhrmann. Instruct students to take notes as they view the excerpt, focusing on characters and events.

Transition students to the film viewing. Show Baz Luhrmann's *Romeo + Juliet* (0:2:37–0:9:47)

- ▶ Students watch the film and take notes on their tools.
- ☛ See the 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 Capulet boys, The Montague boys, Benvolio (Romeo's cousin), Abra, and Tybalt (Juliet's cousin) appear in the first scene.

- The Prince Escalus (Governor of Verona), Capulet (Juliet’s father), and Montague (Romeo’s father) appear in the second scene.

① **Differentiation Consideration:** 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:

- A fight breaks out between the Montagues and Capulets involving Benvolio and Tybalt.
- The Prince warns them that if they fight again he will sentence Montague and Capulet to death.

Lead a brief whole-class discussion based on student responses.

Activity 4: Masterful Reading

5%

Have students listen to a masterful reading of Act 1.1, lines 158–202 (from “Good morrow, cousin. / Is the day so young?” to “In sadness, cousin, I do love a woman”). Ask students to focus their attention on how Shakespeare introduces Romeo in this scene.

- 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:

What do we learn about Romeo in this excerpt?

- ▶ Students follow along, reading silently.

Activity 5: Reading and Discussion

40%

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.

Instruct student pairs to read *Romeo and Juliet* Act 1.1, lines 158–202 (from “Good morrow, cousin. / Is the day so young?” to “In sadness, cousin, I do love a woman”) and answer the following questions before sharing out with the class.

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

Provide students with the following definitions: *morrow* means “morning,” *tyrannous* means “unjustly severe,” *propagate* means “to increase in number or amount,” *vexed* means “tormented, troubled,” *nourished* means “strengthened, built up,” and *gall* means “something bitter.”

- 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 definitions of *morrow*, *tyrannous*, *propagate*, *vexed*, *nourished*, and *gall* on their copies of the text or in a vocabulary journal.

Direct students to the explanatory notes for the definition of the word *coz*.

- ① Consider drawing students’ attention to their application of standard L.9-10.4.c through the process of determining word meaning through the use of explanatory notes.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *thou* means “you,” *thine* means “yours,” and *wilt* means “will.”
 - ▶ Students write the definitions of *thou*, *thine*, and *wilt* on their copies of the text or in a vocabulary journal.

Why is Romeo surprised it is so early in the day?

- ☞ Romeo is surprised it is so early in the day because “sad hours seem long” (line 159), meaning that Romeo feels that time is moving slowly because he is sad.

What does the audience learn about the reasons for Romeo’s sadness through his response to Benvolio?

- ☞ Romeo is “out of [his love’s] favour” (line 166) even though he is in love with her, meaning that Romeo loves someone who does not love him back.

How does Romeo respond to Benvolio’s weeping at his “good heart’s oppression”?

- ☞ Romeo responds that his sadness “lie[s] heavy” (line 184) in his breast, and Benvolio will only “propagate” (line 185) it, or make it worse, if he cries as well.

How does Shakespeare use metaphor to develop Romeo’s character?

- ☞ Student responses may include:
 - Romeo describes love as being made of “the fume of sighs” (line 188), and is “a fire sparkling in lovers’ eyes” (line 189). To describe love as such powerful desires and feelings show how romantic Romeo is.

- Romeo seems dramatic when he says that love that is “vexed” is a “sea nourished with loving tears” (line 190), meaning that when a relationship is troubled it can be sad and painful. A sea of tears is a powerful and dramatic metaphor used to describe how intense love can feel.
- Romeo describes love as “madness most discreet” (line 191), or a feeling that makes a person insane, suggesting the intensity of love’s impact on him. He also claims that love is something both sour “[a] choking gall” (line 192) and sweet, painful and pleasurable. These metaphors reveal how sensitive Romeo is to love.

① **Differentiation Consideration:** If students struggle, consider asking the following question.

How does Romeo use the image of smoke and fire to develop his ideas about love in lines 188–189?

🗨️ Romeo describes love as smoke made out of “sighs” (line 188) or desires, which becomes a “pure fire” (line 189) when love is satisfied and the smoke clears.

① 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 refusal to tell Benvolio whom he loves further develop Romeo’s character?

🗨️ Romeo claims that it is too painful for him to reveal whom he loves. He compares himself to a sick and dying man making his will, because that is how intense his sadness is, and that to ask him who he loves is a “word ill urged” (line 201), or a painful question, for someone in so much pain. Romeo’s responses to Benvolio suggest that he is somewhat dramatic, as he speaks of himself as a man dying of love.

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

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 introduce Romeo in lines 158–202?

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 conduct a brief search into classical figures of Cupid and Dian and write a paragraph explaining who Cupid and Dian are as well as their mythological importance.

- ▶ Students follow along.

Homework

Conduct a brief search into the classical figures of Cupid and Dian and write a paragraph explaining who Cupid and Dian are as well as their mythological importance.

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:		
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>

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 fight between the Montagues and the Capulets, and the meeting with the Prince		
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>
The Capulet boys The Montague boys Benvolio Abra Tybalt The Prince Capulet Montague	A fight breaks out between the Montagues and the Capulets. The Prince is angry with both houses and threatens to execute Montague and Capulet if fighting continues.	The film takes place in modern times. The characters have guns instead of swords and wear modern clothes. Everyone is very loud or extreme in their emotions. The director uses both techno and classical music.

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	Romantic	Romeo talks almost exclusively about love and his feelings about love in this passage.
	Self-centered	Romeo’s response to Benvolio’s weeping over his sadness is that Romeo’s own “grief” (line 187) will only “propagate” (line 185) by Benvolio’s tears, meaning Benvolio’s compassion only makes Romeo sadder.
	Sensitive	Romeo reveals that he believes love is a feeling responsible for great pleasure and great pain, love is a “choking gall” (line 192) and love is also a “preserving sweet” (line 192).
	Dramatic	One of Romeo’s metaphors describes “vexed” love as a “sea nourished with loving tears” (line 190)—suggesting that he feels love very intensely.