

9.1.3

Lesson 18

Introduction

In this lesson, students read and analyze *Romeo and Juliet* Act 5.3, lines 291–310 (from “Where be these enemies? Capulet, Montague / See what a scourge” to “Than this of Juliet and her Romeo”) in which, following the deaths of Romeo and Juliet, Montague and Capulet reconcile and the Prince declares a “glooming peace” (line 305). Students explore the elements of tragedy and analyze *Romeo and Juliet* as an example of the genre through a group discussion. Student learning is assessed via a Quick Write at the end of the lesson: Why is the ending of the play tragic?

For homework, students reread the Prologue and their 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? Additionally, students continue to read their Accountable Independent Reading (AIR) texts and prepare for a brief discussion on how they applied their chosen focus standards to their texts.

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. <ul style="list-style-type: none"> 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.

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"> Why is the ending of the play tragic?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify elements of the ending of the play that make it tragic (e.g., the deaths of Romeo and Juliet; the ending of the feud between Montague and Capulet; the Prince’s closing remarks on the tragedy). Explain why these elements make the ending of the play tragic (e.g., The ending of the feud between Montague and Capulet, where Capulet says to Montague, “give me thy hand” (line 296), is tragic because it represents the end of a conflict that could only be solved with the death of their children, a “scourge ... laid upon [their] hate” (line 292), as the Prince puts it. The Prince’s lines contribute to the tragic effect by bringing resolution to the play. The Prince restores order, declaring, “[s]ome shall be pardoned and some punished” (line 308) and that a “glooming peace” (line 305) that brings an end to this “story of ... woe” (line 309).).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> scourge (n.) – someone or something that causes a great amount of trouble or suffering kinsmen (n.) – male relatives jointure (n.) – an estate or property settled on a woman in consideration of marriage, to be owned by her after her husband’s death. enmity (n.) – a very deep unfriendly feeling; hatred; ill will sacrifices (n.) – people or animals that are killed in a religious ceremony, usually to please a god
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> brace (n.) – pair glooming (adj.) – dark, overcast
Additional vocabulary to support English Language Learners (to provide directly)
<ul style="list-style-type: none"> punished (adj.) – made to suffer for a crime or for bad behavior

- statue (n.) – a figure, usually of a person or animal, that is made from stone, metal, etc.
- peace (n.) – a state in which people do not argue or cause trouble
- pardoned (adj.) – allowed to go free and not punished

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
<ul style="list-style-type: none"> • Standards: RL.9-10.5, L.9-10.4.c • Text: <i>Romeo and Juliet</i> by William Shakespeare, Act 5.3: lines 291–310 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 20%
3. Masterful Reading	3. 5%
4. Reading and Discussion	4. 50%
5. Quick Write	5. 15%
6. Closing	6. 5%

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)

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.9-10.5. In this lesson, students explore *Romeo and Juliet* as a tragedy. Students engage in evidence-based discussion and then complete a brief writing assignment to close the lesson.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

20%

Instruct students to talk in pairs about how they applied a focus standard to their 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. (Carry out a brief search into the term *tragedy*. Define *tragedy* and list specific elements of tragedy.) Lead a brief whole-class discussion on the definition of *tragedy*.

☞ Student responses may include:

- *Tragedy* refers to a play that tells a sad or serious story about a person who suffers.
- A tragedy involves a tragic hero or heroine who appears happy and successful at the start of the play but suffers a great misfortune, often ending with his or her death. This great misfortune is called a reversal of fortune.
- A tragedy inspires pity and fear in the audience.
- A tragic hero should be neither too good nor too bad, because if he or she were too good, his or her downfall would seem unfair, but if he or she were too bad, the audience would feel no sympathy.
- A tragic hero has a tragic or fatal flaw, an aspect of his or her character that leads to his or her downfall.
- A tragedy always includes a conflict, which cannot be resolved.
- A tragic hero has a moment of recognition in which the unresolved conflict and/or the hero(ine)'s fatal flaw becomes clear.

- ① Consider explaining to students that *conflict* in literature is a literary device that involves a struggle between opposing characters or forces. Conflict may be internal or external: that is, it may be within the character’s mind (internal) or between the character and external forces (external).

Explain to students that in this lesson they explore *Romeo and Juliet* as a tragedy and Romeo and Juliet themselves as tragic hero and heroine.

Activity 3: Masterful Reading

5%

Have students listen to a masterful reading of *Romeo and Juliet* Act 5.3, lines 291–310 (from “Where be these enemies? Capulet, Montague / See what a scourge” to “Than this of Juliet and her Romeo”). Ask students to listen for the elements of tragedy 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:

Why is this scene tragic?

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion

50%

Instruct students to form pairs. Post or project each set of questions below for students to discuss. Instruct students to continue to annotate the text as they read and discuss.

Instruct student pairs to read lines 291–295 (from “Where be these enemies? Capulet, Montague / See what a scourge” to “Have lost a brace of kinsmen. All are punished”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *scourge* means “someone or something that causes a great amount of trouble or suffering” and *kinsmen* means “male relatives.”

- 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 *scourge* and *kinsmen* on their copies of the text or in a vocabulary journal.

Direct students to the explanatory notes for the definition of the following word: *brace*.

- 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:** Provide students with the following definition: *punished* means “made to suffer for a crime or for bad behavior.”
 - ▶ Students write the definition of *punished* on their copies of the text or in a vocabulary journal.

Whom or what does the Prince blame for Romeo and Juliet’s deaths in lines 291–295?

- 🗨 Student responses may include:
 - The Prince blames the feud between the Montagues and Capulets for the deaths of Romeo and Juliet, because he believes the deaths of both families’ children are a “scourge ... laid upon [their] hate” (line 292).
 - The Prince also blames himself for “winking at [the Montague’s and Capulet’s] discords” (line 294): he should have punished Montague and Capulet earlier and put a stop to their feud.

How are those involved in the tragedy “punished,” according to the Prince in lines 291–295?

- 🗨 Student responses may include:
 - Montague and Capulet are punished by the death of their children: because of their feud, “heaven finds means to kill [their] joy with love” (line 293).
 - The Prince himself is punished because, as a result of the feud, he has lost “a brace of kinsmen” in Paris and Mercutio (line 295).

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read lines 296–304 (from “O brother Montague, give me thy hand” to “Romeo’s by his lady’s lie, / Poor sacrifices of our enmity”) and answer the following question before sharing out with the class.

Provide students with the following definitions: *jointure* means “an estate or property settled on a woman in consideration of marriage, to be owned by her after her husband’s death,” *enmity* means “a very deep unfriendly feeling; hatred; ill will,” and *sacrifices* means “people or animals that are killed in a religious ceremony, usually to please a god.”

- 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 *jointure*, *enmity*, and *sacrifices* on their copies of the text or in a vocabulary journal.

① **Differentiation Consideration:** Provide students with the following definition: *statue* means “a figure, usually of a person or animal, that is made from stone, metal, etc.”

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

How does the interaction between Montague and Capulet advance the plot in lines 296–304?

- 🗨 The interaction between Montague and Capulet, in which Capulet calls Montague “brother” and tells him “give me thy hand,” brings an end to the feud (line 296). When the two men end their quarrel and agree to put up statues in honor of their children in lines 300–304, the central conflict of the play is resolved, so the play can come to a close.

Lead a brief whole-class discussion of student responses.

Instruct student pairs to read lines 305–310 (from “A glooming peace this morning with it brings” to “Than this of Juliet and her Romeo”) and answer the following questions before sharing out with the class.

Direct students to the explanatory notes for the definition of the following word: *glooming*.

- 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:** Provide students with the following definitions: *peace* means “a state in which people do not argue or cause trouble” and *pardoned* means “allowed to go free and not punished.”
 - ▶ Students write the definitions of *peace* and *pardoned* on their copies of the text or in a vocabulary journal.

What mood does Shakespeare create through the Prince’s final words in lines 305–310?

- 🗨 Student responses may include:
 - Shakespeare establishes a sad, thoughtful mood through the Prince’s final words.
 - The word *glooming* contrasts with the word *peace*, which it describes in line 305, highlighting the grief felt by all the characters at the end of the play.
 - The morning is a dark one, as the Prince notes that “[t]he sun for sorrow will not show his head,” implying that even the sun feels the sorrow created by Romeo and Juliet’s deaths, and so further emphasizing the gloomy mood (line 306).
 - The Prince’s order to, “Go hence, to have more talk of these sad things” (line 307), emphasizes the thoughtful mood as the Prince commands those around him to think about recent events.

- By indicating that “[s]ome will be pardoned and some punished,” in line 308, the Prince adds to the serious mood, by indicating consequences to come.
- The Prince describes the events of the play as a “story of ... woe” in line 309, again developing the sadness of the final scene.

What is the role of the Prince in the ending of the play?

🗨 Student responses may include:

- Shakespeare uses the Prince as an authority figure to bring order at the end of the play, blaming Montague and Capulet for the feud, which has caused so many deaths and brought a “scourge” on both families (line 292).
- The Prince takes control of the situation, announcing that “[a]ll are punished” in line 295, and declaring that further consequences will come in line 308: “[s]ome will be pardoned and some punished.”
- The Prince speaks the final words that sum up the events of the play: “For never was a story of more woe / Than this of Juliet and her Romeo” (lines 309–310).

① **Differentiation Consideration:** If students struggle, consider posing the following scaffolding questions:

Who is in charge of the situation at the end of the play? Cite textual evidence to support your response.

🗨 The Prince has taken charge of the situation at the end of the play. He gives commands, telling Montague and Capulet: “See what a scourge is laid upon your hate” (line 292) and ordering all the characters to: “Go hence, to have more talk of these sad things” (line 307). The Prince declares that “[s]ome shall be pardoned and some punished” (line 308), suggesting that he will decide these matters.

What is the impact of the Prince’s words on Montague and Capulet in lines 296–304?

🗨 Montague and Capulet agree to end their quarrel: Capulet calls Montague “brother” in line 296 and offers him his hand.

Who speaks the final words of the play in lines 309–310? Why is this important?

🗨 The Prince speaks the final words. This is important because it gives the Prince the final word and means that he is the one who sums up the play and brings events to an end.

Lead a brief whole-class discussion of student responses.

Inform students that a *tragic resolution* involves a reversal of fortune and the resolution of previously unresolved conflicts and that *tragic hero* is the term used to describe the main character in a tragedy who is destined for downfall, suffering, or defeat. Explain to students that *tragic flaw* is the term used to describe the character trait that leads to the tragic hero's downfall.

Lead a whole-class discussion of the following questions. Instruct students to draw upon their reading of the play as a whole, as well as the ending.

How do Romeo and Juliet fit the definition of a tragic hero(ine)?

🗨️ Student responses may include:

- Romeo and Juliet suffer a great misfortune, or, as the Prologue puts it, “misadventured piteous overthrows” in the play (Prologue, line 7). When they first meet, they are happy and in love, but they are separated and eventually commit suicide. These events are, in the Prince’s words “a story of ... woe” (Act 5.3, line 309).
- The deaths of Romeo and Juliet inspire pity and fear. Although Romeo and Juliet have flaws, Shakespeare makes them complex and sympathetic characters.
- Romeo and Juliet are torn apart by the conflict between their two families. Juliet shows her awareness of this when she asks Romeo in Act 2.2 to “[d]eny [his] father and refuse [his] name” as she knows that the feud between their families will keep them apart (Act 2.2, line 34). The conflict between their families creates conflict within them, as they must choose between their family identifications and their individual identities as lovers.

What is Romeo’s tragic flaw?

🗨️ Student responses may include:

- Romeo’s tragic flaw is his romantic character. He falls in love quickly and easily, first with Rosaline and then with Juliet: after proclaiming his undying love for Rosaline in Act 1.1, he quickly shifts his affections to Juliet, whom he describes as a “holy shrine” (Act 1.5, line 93), and is so distraught by news of Juliet’s death that he kills himself before the Friar can get word to him of his plan.
- Romeo’s tragic flaw is his emotional reaction. He acts without thinking throughout the play. For example, he is already “[t]aking the measure of an unmade grave” (Act 3.3, line 70), ready to kill himself, when he hears of his banishment. Later in the play, he does not wait to hear from the Friar before coming back to Verona to kill himself beside what he thinks is Juliet’s dead body.

What is Juliet’s tragic flaw?

- 🗨️ Juliet’s tragic flaw is also her strength: she is loyal to Romeo at all costs. Juliet is ready to kill herself upon learning of Romeo’s banishment and her father’s plan for her to marry Paris. She shows Friar Laurence a knife in Act 4.1, line 53, with which she plans to commit suicide. When

she wakes up in Act 5.3 and finds out that Romeo is dead, she refuses even to consider Friar Laurence’s plan to hide her in a convent, telling him, “I will not away” (Act 5.3, line 160). Instead, she kills herself with Romeo’s dagger.

Activity 5: Quick Write

15%

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

Why is the ending of the play tragic?

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 the Prologue and their Quick Write responses 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?

Ask students to use this lesson’s vocabulary wherever possible in their written responses. Also remind students to use the Short Response Rubric and Checklist to guide their written responses.

Also for homework, students should 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

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?

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

Also, 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.