

9.1.3

Lesson 4

Introduction

In this lesson, students read Act 1.3, lines 64–100 (from “Marry, that ‘marry’ is the very theme” to “Than your consent gives strength to make it fly”), in which Juliet and her mother discuss Paris’s proposal of marriage. Prior to reading, students watch a clip of Baz Luhrmann’s *Romeo + Juliet* in which Benvolio persuades Romeo to go with him to the Capulet ball to see Rosaline. Students analyze how Shakespeare develops Juliet’s character through her interactions with her mother. Student learning is assessed via a Quick Write at the end of the lesson: How does Shakespeare develop Juliet’s character in Act 1.3, lines 64–100?

For homework, students write a paragraph in response to the following prompt: Compare Romeo and Juliet’s attitudes toward love. Students also continue reading their Accountable Independent Reading (AIR) texts through the lens of a focus standard of their choice and prepare for a brief discussion on how they applied their chosen focus standard to their texts.

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.9-10.5.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)
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 does Shakespeare develop Juliet’s character in Act 1.3, lines 64–100?

High Performance Response(s)

A High Performance Response should:

- Describe Juliet’s character (e.g., Juliet is an obedient daughter; Juliet is reserved; Juliet is cautious about love and marriage).
- Analyze how Juliet’s interaction with her mother develops her character (e.g., Shakespeare develops Juliet as an obedient daughter. Even though marriage is something Juliet “dreams not of” (line 67), Juliet agrees to “look to like” him (line 98). She also promises that, even if she falls in love with Paris, “no more deep will I endart mine eye / Than your consent gives strength to make it fly,” (lines 99–100) meaning that she will behave properly, according to her mother’s wishes. At the same time, Juliet comes across as reserved because she hardly speaks at all in comparison to her mother. She also seems cautious: she does not promise to love Paris, and claims not to have thought about love or marriage.)

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- dispositions (n.) – states of mind regarding something; inclinations
- teat (n.) – a nipple
- maid (n.) – a young unmarried woman
- volume (n.) – book
- lineament (n.) – a feature or detail of a face, body, or figure, considered with respect to its outline or contour
- margent (n.) – margin
- without (prep.) – at, on, or to the outside of
- endart (v.) – to stick with a dart or arrow
- consent (n.) – approval

Vocabulary to teach (may include direct word work and/or questions)

- None.

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

- o’er (prep.) – over

- 'tis (v.) – it is

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text:	
<ul style="list-style-type: none"> • Standards: RL.9-10.3, L.9-10.5.a • Text: <i>Romeo and Juliet</i> by William Shakespeare, Act 1.3: lines 64–100 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 10%
3. Film Clip: <i>Romeo + Juliet</i>	3. 10%
4. Masterful Reading	4. 10%
5. Reading and Discussion	5. 50%
6. Quick Write	6. 10%
7. Closing	7. 5%

Materials

- Free Audio Resource: <https://www.apple.com/> (Google search terms: Romeo and Juliet, USF Lit2Go, iTunes)
- 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* (0:15:13–0:15:56)
- 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.
ℹ️	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 watch a clip from Baz Luhrmann’s *Romeo + Juliet*. Students also read Act 1.3, lines 64–100 (from “Marry, that ‘marry’ is the very theme” to “Than your consent gives strength to make it fly”) and analyze how Shakespeare develops Juliet’s character.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Write a paragraph in response to the following prompt: How do Rilke, Mitchell and Shakespeare develop the idea of the meaning of beauty in *Letters to a Young Poet*, *Black Swan Green*, and *Romeo and Juliet*?) Instruct students to Turn-and-Talk in pairs about their responses to the homework prompt.

- 🗨️ Student responses may include:
 - Rilke believes that beauty can be found in the things of “everyday life” (p. 7), like the “objects that you remember” (p. 7) and one’s childhood memories, which he calls “that jewel beyond all price” (p. 8).
 - Madame de Crommelynck also believes that beauty can be found in the everyday, as she tells Jason that his best poem is “‘Hangman,’” because it contains “pieces of truth of [his] speech impediment” (Mitchell, p. 156). She believes this is Jason’s best poem because it contains something everyday and truthful: Jason’s stammer.
 - Romeo, on the other hand, believes that beauty is a prize to be won, and tends to idealize beauty. When Romeo discusses his would-be lover’s rejection of him, he uses military language to describe his advances: “the siege of loving terms” (Shakespeare, Act 1.1, line 210) and “th’encounter of assailing eyes” (Act 1.1, line 211). He also uses religious imagery when talking about her refusal, as she is not charmed by “saint-seducing gold” (Act 1.1, line 212).

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 on characters and events.

Transition students to the film viewing. Show Baz Luhrmann's *Romeo + Juliet* (0:15:13–0:15:56).

① This film clip provides context so that students learn the name of the woman who Romeo loves, and that Romeo and Benvolio plan to go to a feast at the Capulet's so that Romeo can see her. However, some details from the film clip differ from details in the text. For example, in the text the invitation to the Capulet feast comes from a serving man bearing a letter. In the film clip, the invitation comes from two newscasters announcing the feast on television.

▶ Students watch the film and take notes on their tool.

🗨 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 clip from Baz Luhrmann's *Romeo + Juliet*?

🗨 Romeo, Benvolio, and two newscasters.

① 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 and Benvolio play pool and talk about the woman Romeo loves, whose name is Rosaline.
- Romeo and Benvolio hear about a feast that is being held at the Capulet house, and that Rosaline will be there.
- Benvolio suggests to Romeo that they go so that Romeo can compare Rosaline to other women.
- Romeo agrees to go with Benvolio.

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

Activity 4: Masterful Reading

10%

Have students listen to a masterful reading of *Romeo and Juliet* Act 1.3, lines 64–100 (from “Marry, that ‘marry’ is the very theme” to “Than your consent gives strength to make it fly”). Ask students to focus on how Shakespeare develops Juliet 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 throughout this lesson:

What does the audience learn about Juliet in this excerpt?

- ▶ Students follow along, reading silently.

Activity 5: Reading and Discussion

50%

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 students to read *Romeo and Juliet* Act 1.3, lines 64–100 (from “Marry, that ‘marry’ is the very theme” to “Than your consent gives strength to make it fly”) 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: *dispositions* means “states of mind regarding something; inclinations,” *teat* means “a nipple,” *maid* means “a young unmarried woman,” *volume* means “book,” *lineament* means “a feature or detail of a face, body, or figure, considered with respect to its outline or contour,” *margent* means “margin,” *without* means “at, on, or to the outside of,” *endart* means “to stick with a dart or arrow,” and *consent* means “approval.”

- 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 *dispositions*, *teat*, *maid*, *volume*, *lineament*, *margent*, *without*, *endart*, and *consent* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *o’er* means “over” and *’tis* means “it is.”

- ▶ Students write the definition of *o'er* and *'tis* on their copies of the text or in a vocabulary journal.

What does Capulet's Wife want to discuss with Juliet?

- 🗨️ Capulet's Wife wants to discuss Juliet's "dispositions" (line 66) or thoughts about getting married.

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

What is the relationship between Capulet's Wife and Juliet? Cite evidence from the text to support your answer.

- 🗨️ Capulet's Wife is Juliet's mother; she refers to Juliet as "daughter Juliet" (line 65).

How does Juliet's response develop her character?

- 🗨️ Juliet says marriage is an honor she "dream[s] not of," (line 67), meaning she does not think about it. This is a very mild and guarded response, showing that Juliet is not particularly enthusiastic about marriage, and perhaps somewhat reserved.

For what reasons does Juliet's mother want to discuss marriage?

- 🗨️ Student answers should include:
 - Juliet's mother had already given birth to Juliet at the age that Juliet is now a "maid" (line 74).
 - Paris "seeks [Juliet] for his love" (line 75), meaning he wants to marry her.

Why does Juliet's mother want to talk to Juliet about Paris?

- 🗨️ Juliet's mother wants to talk about Paris because Juliet will "behold him" (line 81), or see him, at their feast later that night.

How do the Nurse and Capulet's Wife describe Paris?

- 🗨️ Student responses may include:
 - The Nurse uses a metaphor to refer to Paris's good looks, calling him "a man of wax" (line 77).
 - The Nurse and Capulet's Wife also refer to Paris as a "flower" (lines 78–79). This metaphor suggests that Paris is handsome.
 - Capulet's Wife uses the metaphor of a "volume" (line 82) or book to describe Paris's face in which Juliet will find "delight" written with "beauty's pen" (line 83), meaning Juliet will find him handsome. And what Juliet does not find at first, she will find in the "margent" (line 87)

or margins that are his eyes, meaning what she does not see at first, his personality will show her.

How does Juliet’s mother use the metaphor of an “unbound” book to describe the potential relationship between Paris and Juliet?

- Juliet’s mother further develops the book metaphor with the image of an “unbound” (line 88) book to describe Paris as a bachelor, that “only lacks a cover,” (line 89), or a book cover, to finish making him perfect. By marrying Paris, Juliet can become Paris’s “cover,” (line 89) and complete “[t]his precious book of love” (line 88).

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

Who or what does Capulet’s Wife suggest should provide the cover to Paris’s book?

- Capulet’s Wife suggests that Juliet cover Paris’s “book of love” (line 88) by marrying him.

How do lines 90–91 develop the relationship between the book and its cover?

- The image of the fish shows that a book made beautiful by a cover, or a good man like Paris who is “fair within” (line 91), married to a pretty girl like Juliet, “fair without” (line 91), is as natural as a fish in the sea.

① If students struggle, consider directing them to the explanatory notes for lines 90–91.

① Consider drawing students’ attention to their application of standard L.9-10.5.a through the process of interpreting figurative language.

① **Differentiation Consideration:** Consider asking the following optional extension question to deepen students’ understanding:

How do lines 88–93 develop Capulet’s Wife’s ideas about marriage?

- These lines suggest that Juliet’s mother believes that the role of a woman in marriage is to be an ornament, to be “fair without” (line 91). Juliet is to be the “cover” (line 89) to Paris’s “precious book” (line 88) meaning that she will provide external beauty, while Paris will be the substance of the book or the marriage.

How does Juliet respond to her mother’s request “Can you like of Paris’s love”?

- Student responses may include:
 - Juliet tells her mother that she will “look to like,” (line 98) or try to like Paris.
 - Juliet will “endart” (line 99) her eye, or like Paris, as much as her mother’s “consent gives strength” to make her feelings “fly” (line 100), meaning that she will act properly and not do anything that her mother would disapprove of.

How does Juliet’s response develop her character?

- Student responses may include:
 - It shows that Juliet is an obedient daughter who will do what her mother wishes, like marrying Paris, even if that is an honor she “dreams not of” (line 67).
 - It shows that Juliet is not in a rush to get married because she says only that she will “look,” (line 98) or try, to love Paris.
 - It shows that Juliet is reserved as her response does not having a lot of emotion behind it. She only says she will follow her mother’s “consent” (line 100).

How does the number of lines Juliet speaks in comparison to her mother develop Juliet’s character?

- Juliet speaks far less than her mother, which shows how reserved and obedient she is.

Lead a brief whole-class discuss of all 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 Act 1.3, lines 64–100?

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 write a paragraph in response to the following prompt:

Compare Romeo and Juliet’s attitudes toward love.

Ask students to use this lesson’s vocabulary where 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 reading their AIR texts 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

Write a paragraph in response to the following prompt:

Compare Romeo and Juliet’s attitudes toward love.

Use this lesson’s vocabulary where 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.

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: Romeo and Benvolio play pool and talk.

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>
Romeo Benvolio Two newscasters	Romeo and Benvolio play pool and talk about the woman who Romeo loves, whose name is Rosaline. Two newscasters on the television announce that there will be a feast at the Capulet house, to which Rosaline will be going. Benvolio and Romeo decide to go to the feast.	The pool hall where Romeo and Benvolio are playing is very run-down. On the chalkboard in the pool hall, Rosaline’s name is written with a heart and an arrow through it.

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	Reserved	Juliet speaks far less than her mother in this passage, suggesting that she is quiet and reserved. She seems cautious in her response to Paris’s proposal, saying that marriage is “an honour that [she] dream[s] not of” in line 67 and promising only to “look to like” Paris in line 98.
	Obedient	Even though marriage is something Juliet “dreams not of” (line 67), Juliet agrees to try and like him but to behave properly, and do only as her mother “consents” (line 100).