

9.1.3

Lesson 15

In this lesson, students read and analyze an excerpt of Act 4.1 from *Romeo and Juliet* in which Friar Laurence explains his plan for Juliet to avoid marrying Paris and be with Romeo instead. Students read lines 89–126 (from “Hold then: go home, be merry, give consent” to “and strength shall help afford. Farewell, dear father”), analyzing the specific details of Friar Laurence’s plan and how the plan advances the plot. Student learning is assessed via a Quick Write at the end of the lesson: Write an objective summary of lines 89–126.

For homework, students continue their Accountable Independent Reading (AIR) through a focus standard of their choice and 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 Friar Laurence from one scene to another?

Standards

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.
W.9-10.2.c	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
Addressed Standard(s)	
L.9-10.4.a, 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. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. 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.
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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.

- Write an objective summary of lines 89–126.

High Performance Response(s)

A High Performance Response should:

- Accurately summarize Act 4.1, lines 89–126, including the key elements of Friar Laurence’s plan (e.g., In this excerpt, Friar Laurence outlines his plan for Juliet and Romeo to be together. First, he tells Juliet to go home, pretend that she is happy, and agree to marry Paris. Then, he gives Juliet a vial of distilled liquor and tells her to drink it that night. As a result of drinking the vial, he explains, Juliet’s body will look like it is dead so that people will think she is dead and unable to marry Paris. Two days later, Juliet will wake up so she can leave with Romeo for Mantua. After Friar Laurence explains the plan to Juliet, he encourages her to be strong and sends a letter to Romeo to tell him about the plan.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- vial (n.) – a small container, as of glass, for holding liquids
- testify (v.) – give or afford evidence of in any manner
- bier (n.) – a frame or stand on which a corpse or the coffin containing it is laid before burial
- kindred (n.) – a group of persons related to another; family, tribe, or race
- abate (v.) – reduce in amount, degree, intensity, etc.
- valor (n.) – boldness or determination in facing great danger, especially in battle; heroic courage; bravery

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

- distilling (adj.) – subject to a process of vaporization and subsequent condensation, as for

<p>purification or concentration</p> <ul style="list-style-type: none"> • native (adj.) – natural • wanny (adj.) – pale • surcease (v.) – stop • stark (adj.) – rigid, stiff • rouse (v.) – to bring out of a state of sleep, unconsciousness, inactivity, fancied security, apathy, depression, etc.
<p>Additional vocabulary to support English Language Learners (to provide directly)</p>
<ul style="list-style-type: none"> • consent (n.) – permission for something to happen or be done • drowsy (adj.) – tired and ready to fall asleep • pulse (n.) – the regular movement of blood through your body that is caused by the beating of your heart and that can be felt by touching certain parts of your body • bear (v.) – move while holding up and supporting something; carry

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> • Standards: RL.9-10.2, W.9-10.2.c, L.9-10.4.a, c • Text: <i>Romeo and Juliet</i> by William Shakespeare, Act 4.1: lines 89–126 <p>Learning Sequence:</p> <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Masterful Reading 4. Reading and Discussion 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 10% 2. 10% 3. 10% 4. 45% 5. 20% 6. 5%

Materials

- Student copies of the 9.1 Common Core Learning Standards Tool (refer to 9.1.1 Lesson 1)

- 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

10%

Begin by reviewing the agenda and the assessed standards for this lesson: RL.9-10.2 and W.9-10.2.c. In this lesson, students read Act 4.1, lines 89–126 (from “Hold then: go home, be merry, give consent” to “and strength shall help afford. Farewell, dear father”) and analyze Friar Laurence’s plan to save Juliet from marrying Paris. Students also begin working with a new standard, W.9-10.2.c, which requires using appropriate and varied transitions in writing.

- ▶ 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 standard: W.9-10.2.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 standard W.9-10.2.c.

Instruct students to talk in pairs about what they think substandard W.9-10.2.c means. Lead a brief discussion about the substandard.

☞ Student responses may include:

- Use transition words and phrases to connect sections of a text.
- Use transition words and phrases to point out the order of ideas in a text.
- Use different transitions throughout a text so the writing is not repetitive.

- ① If necessary, consider explaining that *transition* means “change,” and in writing, a transition is a word, phrase, or sentence that signals a change in topic or connects ideas.

Lead a brief whole-class discussion about kinds and examples of transition words students might use for different purposes in their writing.

🗨️ Student response may include:

- Some transitions show the order in which events happen (e.g., first, second, finally, in the beginning, then, in the end, finally).
- Some transitions connect ideas (e.g., therefore, however, on the other hand, as a result).
- Some transitions introduce new information about a topic or idea (e.g., to illustrate, in other words, for example).

Activity 2: Homework Accountability

10%

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 Turn-and-Talk in pairs about their written analysis from the previous lesson. (Reread Act 4.1, lines 44–88 (from “O, shut the door, and when thou hast done so” to “To live an unstained wife to my sweet love”), and consider events earlier in the play before writing a paragraph in response to the following prompt: How does Friar Lawrence advance the plot in *Romeo and Juliet* up to this point?).

🗨️ Student responses may include:

- Friar Laurence advances the plot significantly because he supports Romeo and Juliet’s marriage. Juliet explains that Friar Laurence conducted Romeo and Juliet’s wedding. She says, “this hand, by thee to Romeo’s sealed” (Act 4.1, line 56).
- Friar Laurence tells Romeo about his banishment. He says, “Hence from Verona art thou banished” (Act 3.3, Line 15). This advances the plot because it is the first time Romeo learns of his punishment, and the information causes Romeo to leave Verona and be apart from Juliet.

Activity 3: Masterful Reading

10%

Have students listen to a masterful reading of Act 4.1, lines 89–126 of *Romeo and Juliet* (from “Hold then: go home, be merry, give consent” to “Love give me strength, and strength shall help afford. / Farewell, dear father”) instructing students to listen for details of Friar Laurence’s plan.

- 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 is Friar Laurence’s plan?

- ▶ Students follow along, reading silently.

Activity 4: Reading and Discussion

45%

Instruct students to form pairs and read Act 4.1, lines 89–106 (from “Hold then: go home, be merry, give consent” to “And then awake as from a pleasant sleep”), 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: *vial* means “a small container, as of glass, for holding liquids” and *testify* means “to give or afford evidence of in any manner.”

- ① Students may be familiar with these words. Consider asking students to volunteer definitions before providing them to the class.
 - ▶ Students write the definitions of *vial* and *testify* on their copies of the text or in a vocabulary journal.

Direct students to the explanatory notes for the definitions of *distilling*, *native*, *wanny*, *surcease*, and *stark*.

- ① 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 unknown words.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *consent* means “permission for something to happen or be done,” *drowsy* means “tired and ready to fall asleep,” and *pulse* means “the regular movement of blood through your body that is caused by the beating of your heart and that can be felt by touching certain parts of your body.”

- ▶ Students write the definitions of *consent*, *drowsy*, and *pulse* on their copies of the text or in a vocabulary journal.

Post or project the questions below for students to discuss in pairs.

What does Friar Laurence want Juliet to do when she leaves the church?

- ☞ Friar Laurence wants Juliet to go home, “be merry, and give consent / To marry Paris” (lines 89–90), meaning that he wants Juliet to pretend to be happy and agree to marry Paris.

What does Friar Laurence want Juliet to do the night before the wedding?

- ☞ On Wednesday, the night before the wedding, Friar Laurence wants Juliet to sleep alone in her room. Then he wants her to drink a “distilling liquor” (line 94).

What does Friar Laurence say will be the effect of drinking the “distilling liquor”?

- ☞ Student responses may include:
 - Friar Laurence says a “cold and drowsy humour” (line 96) will run through Juliet’s veins. Humour describes blood and other bodily fluids.
 - Friar Laurence says Juliet’s pulse or breathing will appear to stop so she will appear to be dead: “[n]o warmth, no breath, shall testify thou livest” (line 98).
 - Friar Laurence says the “roses in [Juliet’s] lips and cheeks shall fade / To wanny ashes” (lines 99–100). *Rose* describes the pink, warm color of Juliet’s face. *Wanny* means pale, so this description shows how Juliet will appear to be dead.

How long do the effects of the “distilling liquor” last?

- ☞ Friar Laurence says Juliet will appear like a corpse for “two-and-forty hours” (line 105) before waking up. This means Juliet will wake up almost two days later.

Lead a whole-class discussion of student responses.

Instruct student pairs to read Act 4.1, lines 107–126 (from “Now, when the bridegroom in the morning comes” to “and strength shall help afford. / Farewell, dear father”) 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: *bier* means “a frame or stand on which a corpse or the coffin containing it is laid before burial,” *kindred* means “a group of persons related to another; family, tribe, or race,” *abate* means “to reduce in amount, degree, intensity, etc.,” and *valor* means “boldness or determination in facing great danger, especially in battle; heroic courage; bravery.”

- ▶ Students write the definitions of *bier*, *kindred*, *abate*, and *valor* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definition: *bear* means “to move while holding up and supporting something; carry.”
 - ▶ Students write the definition of *bear* on their copies of the text or in a vocabulary journal.

What does Friar Laurence say will happen on Thursday morning?

- 🗨️ On the morning of the wedding, Paris will find Juliet looking dead in her bed, and Juliet’s body will be placed in a vault “[w]here all the kindred of the Capulets lie” (line 112). This means Juliet’s body will be placed with the bodies of her deceased relatives.
- ① **Differentiation Consideration:** If students struggle to answer this question, provide the following scaffolding question:

Who is the bridegroom on line 107?

- 🗨️ “[T]he bridegroom” (line 107) is Paris.

How do the events of the morning provide context to define *rouse* in line 108?

- 🗨️ In the morning, Paris will “rouse [Juliet] from [her] bed” (line 108). This suggests that *rouse* means to wake a person up.
- ① Consider drawing students’ attention to their application of standard L.9-10.4.a through the process of using context to make meaning of a word.

What role does Romeo play in Friar Laurence’s plan?

- 🗨️ Friar Laurence expects Romeo to read his letters and know that Juliet is alive. According to the plan, Romeo will arrive at the vault and “bear [Juliet] hence to Mantua” (line 117). This means Romeo will take Juliet to a different city where they can be together.

How does Friar Laurence’s plan contribute to his development as a character?

- 🗨️ Friar Laurence’s plan shows that he is more loyal to Romeo and Juliet than he is to the Montague and Capulet families. Friar Laurence says the plan “shall free [Juliet] from this present shame” (line 118). The shame he refers to is Juliet marrying a man she does not love when she is already married to Romeo.

How does Shakespeare develop the relationship between Juliet and Friar Laurence in Act 4.1?

- Shakespeare develops Juliet and Friar Laurence’s relationship by showing how the Friar cares for and tries to protect Juliet. He outlines a detailed plan for Juliet to be with Romeo, then gives her the advice, “be strong and prosperous / In this resolve” (lines 122–123).

Lead a brief whole-class discussion of student responses.

In preparation for the lesson assessment, which requires students to write an objective summary of the excerpt, ask students to read and annotate Friar Laurence’s words in Act 4.1, lines 89–120. Instruct students to use arrows (→) to connect the steps of Friar Laurence’s plan.

- ▶ Students reread Friar Laurence’s words and annotate to connect the steps in Friar Laurence’s plan.
- Students may draw arrows between the following steps:
 - “[G]o home, be merry, give consent / To marry Paris” (lines 89–90)
 - “Take this vial ... /... drink thou off” (lines 93–94)
 - Juliet’s body “Shall stiff and stark and cold appear like death” (line 103)
 - Juliet will “awake as from a pleasant sleep” (line 106) after 42 hours
 - “[W]hen the bridegroom comes ... / ... there art thou dead.” (lines 107–108)
 - “Thou shalt be borne to that same ancient vault” (line 111)
 - “Shall Romeo bear thee hence to Mantua” (line 117)

Activity 5: Quick Write

20%

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

Write an objective summary of lines 89–126.

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses and to practice using appropriate and varied transitions. 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.
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Instruct student pairs to share their written summaries.

- ▶ Student pairs share their written summaries.

Lead a brief whole-class discussion of student responses, highlighting examples of effective and varied transitions in students' responses.

Activity 6: 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.

Also for homework, instruct students to 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?

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 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.

Additionally, 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?

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