

## 9.1.3

## Lesson 17

## Introduction

In this lesson, students read and analyze *Romeo and Juliet*, Act 5.3, lines 139–170 (from “Romeo! / Alack, alack, what blood is this” to “This is thy sheath; there rust and let me die”) in which Juliet awakens to learn from Friar Laurence of Romeo’s death, then kills herself with her husband’s dagger. Throughout their reading of this passage, students explore the central idea of fate. Student learning is assessed via a Round Robin Discussion of the following prompt at the end of the lesson: Who or what is responsible for Juliet’s death? Students then assess their own contributions to the discussion and complete the 9.1.3 Lesson 17 Exit Slip in which they compare their ideas before and after the discussion and analyze the arguments and evidence that changed or confirmed their thinking.

For homework, students carry out a brief search into the term *tragedy*. Students define tragedy and list specific elements of a tragedy. Also, students continue to read their Accountable Independent Reading (AIR) texts and prepare for a brief discussion on how they applied their chosen focus standard to their texts.

## 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.
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.
Addressed Standard(s)	
None.	

## Assessment

Assessment(s)
<p>Student learning is assessed via a Round Robin Discussion 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>Who or what is responsible for Juliet’s death?</li> </ul> <p><b>i</b> The Round Robin Discussion will be assessed using the 9.1 Speaking and Listening Rubric and the 9.1.3 Lesson 17 Exit Slip completed by students at the end of the lesson.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Identify the person or force responsible for Juliet’s death (e.g., Fate, Friar Laurence, Romeo, or Juliet herself).</li> <li>Discuss why the person or force identified is responsible for Juliet’s death (e.g., Fate is responsible for Juliet’s death. Friar Laurence blames the “lamentable chance” (line 146) of “an unkind hour” (line 145) for the fact that his plan has failed, and Romeo has killed himself. He later refines this idea when he tells Juliet that, “[a] power greater than we can contradict / Has thwarted our intents” (lines 153–154). In this way, Friar Laurence suggests that the characters had no control over the tragic ending to the play, because they were victims of fate.)</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>alack (interj.) – an expression of sorrow</li> <li>sepulchre (n.) – a place of burial</li> <li>lamentable (adj.) – regrettable; unfortunate</li> <li>contagion (n.) – a disease that can be passed from one person or animal to another by touching</li> <li>thwarted (v.) – prevented from happening</li> <li>watch (n.) – a body of soldiers or sentinels making up a guard</li> <li>hence (adv.) – from this place</li> <li>churl (n.) – a stingy person</li> <li>sheath (n.) – a cover for the blade of a knife, sword, etc.</li> </ul>

<b>Vocabulary to teach (may include direct word work and/or questions)</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>Additional vocabulary to support English Language Learners (to provide directly)</b>
<ul style="list-style-type: none"> <li>• gory (adj.) – covered with blood; bloody</li> <li>• guilty (adj.) – responsible for doing something bad</li> <li>• chance (n.) – the way that events happen when they are not planned or controlled by people; luck</li> <li>• nuns (n.) – women who are members of a religious community and who usually promise to remain poor, unmarried, and separate from the rest of society in order to serve God</li> <li>• dagger (n.) – a sharp, pointed knife that is used as a weapon</li> <li>• stabs (v.) – wounds with a pointed weapon</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b>	
<ul style="list-style-type: none"> <li>• Standards: RL.9-10.2, SL.9-10.1.c</li> <li>• Text: <i>Romeo and Juliet</i> by William Shakespeare, Act 5.3: lines 139–170</li> </ul>	
<b>Learning Sequence:</b>	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Masterful Reading	3. 5%
4. Reading and Discussion	4. 35%
5. Assessed Discussion and Self-Assessment	5. 30%
6. Completion of 9.1.3 Lesson 17 Exit Slip	6. 5%
7. Closing	7. 5%

## Materials

- Free Audio Resource: <https://www.apple.com/> (Google search terms: Romeo and Juliet, USF Lit2Go, iTunes)
- Copies of the 9.1 Speaking and Listening Rubric and Checklist for standard SL.9-10.1.c for each student
- Copies of the 9.1.3 Lesson 17 Exit Slip for each student

## 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 standards for this lesson: RL.9-10.2 and SL.9-10.1.c. In this lesson, students read and analyze Juliet’s death scene in Act 5.3, lines 139–170, paying particular attention to the central idea of fate. Students then engage in an assessed Round Robin Discussion as well as completing an Exit Slip 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 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.

### Activity 3: Masterful Reading

5%

Have students listen to a masterful reading of *Romeo and Juliet*, Act 5.3, lines 139–170 (from “Romeo! / Alack, alack, what blood is this” to “This is thy sheath; there rust and let me die”). Ask students to listen for details that show the reasons for Juliet’s death.

- ⓘ Consider using the following free audio resource: <https://www.apple.com/> (Google search terms: Romeo and Juliet, USF Lit2Go, iTunes).
- ⓘ **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

### Why does Juliet die in this scene?

- ▶ Students follow along, reading silently.

To ensure student comprehension, lead a brief whole-class discussion of student observations about Juliet’s death.

## Activity 4: Reading and Discussion

**35%**

Instruct students to form groups. 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 groups to read lines 139–147 (from “Romeo! / Alack, alack, what blood is this” to “Is guilty of this lamentable chance! / The lady stirs”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *alack* means “an expression of sorrow,” *sepulchre* means “a place of burial,” and *lamentable* means “regrettable; unfortunate.”

- 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 *alack*, *sepulchre*, and *lamentable* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Provide students with the following definitions: *gory* means “covered with blood; bloody,” *guilty* means “responsible for doing something bad,” and *chance* means “the way that events happen when they are not planned or controlled by people; luck.”
  - ▶ Students write the definitions of *gory*, *guilty*, and *chance* on their copies of the text or in a vocabulary journal.

### What does the Friar discover in lines 140–146?

- ☞ The Friar finds blood “which stains / The stony entrance of this sepulchre” (lines 140–141) along with “masterless and gory swords” (line 142). In other words, he finds blood at the entrance to the tomb, along with bloody, abandoned swords. He also finds the bodies of Romeo, “pale” (line 144), and Paris, “steeped in blood” (line 145).

### What is the mood of lines 140–146? What specific word choices create this mood?

- ☞ Student responses may include:
  - Shakespeare immediately establishes a mood of horror and distress through the Friar’s exclamation, “Alack, alack” (line 140).

- The reference to the “stony entrance of this sepulchre” (line 141) reminds the audience that the scene is set in a tomb, which contributes to the mood of fear.
- The words “stains” (line 140) and “discoloured” (line 143) further reinforce the mood of horror by suggesting that the tomb, which is supposed to be a “place of peace” (line 143), has been contaminated.
- The Friar describes the swords as “masterless” and “gory” (line 142), emphasizing the death of their owners and the bloodshed that has taken place; these descriptions add to the tense and threatening mood.
- The use of the word “blood” in lines 140 and 145 creates a sense of horror by underlining the gory nature of the scene.
- The Friar describes the hour as “unkind” in line 145, and refers to the “lamentable chance” (line 146), which has led to these events; these word choices highlight the mood of distress.

Explain to students that the *mood* of a text is the emotional state or feeling that it conveys or evokes.

### Who or what does Friar Laurence blame for Paris and Romeo’s deaths in lines 145–146 and lines 153–154?

- 🗨️ Friar Laurence blames fortune for the deaths of Paris and Romeo, calling their deaths the “lamentable chance” (line 146) of an “unkind hour” (line 145).

Lead a brief whole-class discussion of student responses.

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Instruct student groups to read lines 148–156 (from “O comfortable Friar, where is my lord” to “Thy husband in thy bosom there lies dead, / And Paris too”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *contagion* means “a disease that can be passed from one person or animal to another by touching” and *thwarted* means “prevented from happening.”

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 *contagion* and *thwarted* on their copies of the text or in a vocabulary journal.

### What effect does Shakespeare create through Juliet’s questions in lines 148–150?

- 🗨️ Student responses may include:

- Shakespeare uses dramatic irony to create tension through Juliet’s questions, because when she asks, “Where is my Romeo?” (line 150), the audience knows that Romeo is dead, while Juliet is unaware of this.
- Juliet’s questions create sadness, as the audience is aware of the terrible news Juliet is about to receive.

**In lines 153–154, how does Friar Laurence refine his explanation of the “lamentable chance” (line 146) and an “unkind hour” (line 145)?**

- 🗨️ In line 153, Friar Laurence refines his earlier explanation that the “lamentable chance” (line 146) of an “unkind hour” (line 145) was responsible for recent events by suggesting that they were inevitable because they were caused by “[a] greater power than we can contradict.”

**How does the Friar’s explanation develop a central idea of the play?**

- 🗨️ Friar Laurence’s explanation speaks to a central idea of fate in the play: by suggesting that the deaths of Paris and Romeo were the work of a “greater power” in line 153, he suggests that these events could not have been avoided and were out of the control of the characters in the play.

Lead a brief whole-class discussion of student responses.

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Instruct student groups to read lines 156–170 (from “Come, I’ll dispose of thee / Among a sisterhood of holy nuns” to “This is thy sheath; there rust, and let me die”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *watch* means “a body of soldiers or sentinels making up a guard,” *hence* means “from this place,” *churl* means “a stingy person,” and *sheath* means “a cover for the blade of a knife, sword, etc.”

- 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 *watch*, *hence*, *churl*, and *sheath* on their copies of the text or in a vocabulary journal.
- ① **Differentiation Consideration:** Consider providing students with the following definitions: *nuns* means “women who are members of a religious community and who usually promise to remain poor, unmarried, and separate from the rest of society in order to serve God,” *dagger* means “a sharp, pointed knife that is used as a weapon,” and *stabs* means “wounds with a pointed weapon.”

- ▶ Students write the definitions of *nuns*, *dagger*, and *stabs* on their copies of the text or in a vocabulary journal.

### What does the Friar suggest in lines 156–159?

- 🗨️ He suggests that Juliet run away with him, so that he can place her among a group of nuns.

### How does Juliet respond when she learns of Romeo’s death in lines 160–170?

- 🗨️ Juliet refuses to leave with the Friar, saying, “Go, get thee hence, for I will not away” (line 160). She attempts to kill herself by kissing Romeo on the lips, in case any poison remains there. Finally, as the watch arrives, she stabs herself with Romeo’s dagger.

### How does Juliet’s use of Romeo’s dagger affect the meaning of her action?

- 🗨️ Student responses may include:
  - The image of Juliet killing herself with Romeo’s dagger shows her love for Romeo. By killing herself with Romeo’s dagger, which she describes as “happy” (line 169), she shows that she prefers death to life without him.
  - By killing herself this way, Juliet shows that she and Romeo belong together, even in death. This is clear from her words: “This is thy sheath” in line 170, meaning that Juliet is the “sheath” where Romeo’s dagger belongs.

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

#### Why does Juliet kill herself?

- 🗨️ Juliet kills herself because she loves Romeo so much that she does not want to live without him.

#### Why does Juliet describe Romeo’s dagger as “happy” in line 169?

- 🗨️ The dagger is “happy” (line 169) because it will bring her a kind of happiness in death by reuniting her with Romeo.

#### What does Juliet’s statement that she is the “sheath” to Romeo’s dagger imply about their relationship?

- 🗨️ A sheath and a dagger go together: by comparing herself to the sheath of Romeo’s sword, Juliet suggests that she and Romeo belong together, even in death.

### How does Juliet’s gesture of stabbing herself with Romeo’s dagger develop a central idea?

- Juliet's gesture develops the central idea of fate by suggesting symbolically that the events of this scene were inevitable: Romeo and Juliet were destined to love one another and to die together. The dagger represents their shared destiny.

Lead a brief whole-class discussion of student responses.

## Activity 5: Assessed Discussion and Self-Assessment

**30%**

Inform students that they will conclude their reading of Act 5.3 with an assessed Round Robin Discussion on the following prompt:

### Who or what is responsible for Juliet's death?

Distribute the 9.1 Speaking and Listening Rubric and Checklist for standard SL.9-10.1.c. Explain to students that this lesson requires them to continue the work of collaborative discussion outlined in SL.9-10.1.c and to self-assess their mastery of these skills.

Review the 9.1 Speaking and Listening Rubric and Checklist with students, pausing to allow students to pose any questions they may have.

- You may consider asking students to read the 9.1 Speaking and Listening Rubric and Checklist independently or in groups.

- Students review the 9.1 Speaking and Listening Rubric and Checklist.

Instruct students to review their notes and annotations for evidence about Juliet's death, and to use that evidence to determine who or what they believe is responsible for her death.

- Students independently review their notes and annotations and determine who or what they think is responsible for Juliet's death.

Instruct students to arrange themselves into two concentric circles.

- Each circle should contain the same number of students, creating pairs between the two circles. Student pairs should face each other.

Explain to students that the Round Robin Discussion begins with each student in the inner circle discussing their answer to the prompt for one minute. Students in the outer circle first listen and then respond with their own answer to the prompt for one minute.

After one minute, instruct students in the outer circle to rotate one place to the right and repeat the established protocols with a new peer.

- This Round Robin Discussion includes two rotations so each student will have to present their ideas to three peers.

- See the High Performance Response at the beginning of this lesson.

Instruct students to briefly self-assess their application of standard SL.9-10.1.c during the Round Robin Discussion. Students should use the 9.1 Speaking and Listening Rubric and Checklist to assess their application of SL.9-10.1.c.

- ▶ Students self-assess their application of SL.9-10.1.c using the 9.1 Speaking and Listening Rubric and Checklist.

Collect student responses for accountability of self-assessment.

### Activity 6: Completion of 9.1.3 Lesson 17 Exit Slip

**5%**

Distribute the 9.1.3 Lesson 17 Exit Slip. Instruct students to complete the tool independently and to respond briefly to the questions posed.

- ▶ Students complete the Exit Slip independently.
- 🗨 See the Model 9.1.3 Lesson 17 Exit Slip for sample student responses.

### Activity 7: Closing

**5%**

Display and distribute the homework assignment. For homework, instruct students to carry out a brief search into the term *tragedy*. Instruct students to define tragedy and list specific elements of a tragedy.

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

Carry out a brief search into the term *tragedy*. Define *tragedy* and list specific elements of a tragedy.

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.

## 9.1 Speaking and Listening Rubric

\_\_\_\_ / \_\_\_\_ (Total points)

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
<p><b>Command of Evidence and Reasoning</b></p> <p><b>The extent to which the speaker demonstrates preparation for the discussion by explicitly drawing on evidence from texts and/or other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</b></p> <p><b>CCSS.ELA-Literacy.SL.9-10.1</b></p> <p>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.</p> <p><b>The extent to which the speaker propels conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporates others into the discussion; and clarifies, verifies, or challenges ideas and conclusions.</b></p> <p><b>CCSS.ELA-Literacy.SL.9-10.1.c</b></p> <p>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</p>	<p>Skillfully propel conversations by consistently posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; consistently clarify, verify, or challenge ideas and conclusions. (SL.9-10.1.c)</p>	<p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; incorporate others into the discussion; clarify, verify, or challenge ideas and conclusions. (SL.9-10.1.c)</p>	<p>Somewhat effectively propel conversations by inconsistently posing and responding to questions that relate the current discussion to broader themes or larger ideas; occasionally incorporate others into the discussion; inconsistently clarify, verify, or challenge ideas and conclusions. (SL.9-10.1.c)</p>	<p>Ineffectively propel conversations by rarely posing and responding to questions that relate the current discussion to broader themes or larger ideas; rarely incorporate others into the discussion; rarely clarify, verify, or challenge ideas and conclusions. (SL.9-10.1.c)</p>

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
challenge ideas and conclusions.				

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0

## 9.1 Speaking and Listening Checklist

Assessed Standard: SL.9-10.1c

	Does my writing...	✓
<b>Command of Evidence and Reasoning</b>	Pose and respond to questions that relate the current discussion to broader themes or larger ideas? <b>(SL.9-10.1.c)</b>	<input type="checkbox"/>
	Incorporate others into the discussion? <b>(SL.9-10.1.c)</b>	<input type="checkbox"/>
	Clarify, verify, or challenge ideas and conclusions? <b>(SL.9-10.1.c)</b>	<input type="checkbox"/>

### 9.1.3 Lesson 17 Exit Slip

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Explain how the discussion confirmed or changed your ideas about the prompt.

**Text:** *Romeo and Juliet* by William Shakespeare

**Prompt:** Who or what is responsible for Juliet’s death?

**Response to the prompt before the discussion:**

**Provide evidence of how the discussion changed or confirmed your ideas:**

### Model 9.1.3 Lesson 17 Exit Slip

<b>Name:</b>		<b>Class:</b>		<b>Date:</b>	
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**Directions:** Explain how the discussion confirmed or changed your ideas about the prompt.

<b>Text:</b>	<i>Romeo and Juliet</i> by William Shakespeare
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**Prompt:** Who or what is responsible for Juliet’s death?

**Response to the prompt before the discussion:**

Fate is responsible for Juliet’s death. Friar Laurence blames the “lamentable chance” (Act 5.3, line 146) of “an unkind hour” (Act 5.3, line 145) for the fact that his plan has failed and Romeo has killed himself. He later refines this idea when he tells Juliet that, “[a] power greater than we can contradict / Has thwarted our intents” (Act 5.3, lines 153–154). In this way, Friar Laurence suggests that the characters had no control over the tragic ending to the play because they were victims of fate.

OR

Friar Laurence is responsible for Juliet’s death because it was his plan that she should drink the “distilling liquor” (Act 4.1, line 94) in order to appear dead. He was aware that the plan was difficult and dangerous, as he warned Juliet that she would have to undergo, “[a] thing like death ... / That cop’st with death himself” (Act 4.1, lines 74–75).

OR

Romeo is responsible for Juliet’s death because instead of waiting for news from Friar Laurence, he returned to Verona and killed himself before Friar Laurence could explain the plan to him and stop him from committing suicide.

OR

Juliet is responsible for her own death because she refuses to listen to the Friar’s solution of hiding in a convent, telling him, “I will not away” (Act 5.3, line 160) and then stabbing herself with the dagger.

**Provide evidence of how the discussion changed or confirmed your ideas:**

Although it is Juliet’s decision to stab herself, her death is not the responsibility of any one person or force. Her death is the result of her own actions, but those actions are partly driven by the actions of others, such as Romeo’s decision to kill himself before he can learn the truth about Friar Laurence’s plan. At the same time, in part, she is the victim of circumstances beyond her control, such as the feud between the Montagues and the Capulets and of what Friar Laurence calls “lamentable chance” (Act 5.3, line 146).