Reading in the Content Area:
Reading Project

Erin Klepfer
Education 352
Professor Schilling
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NAME OF COURSE/GRADe LEVEL: Language Arts/9th grade

DESCRIPTION OF COURSE: In this course the students learn the many aspects of English including; grammar, literature analysis, techniques of writing, and many other important English skills.

NAME OF CHAPTER/UNIT: Romeo and Juliet

DESCRIPTION OF CHAPTER/UNIT: The class will read, analyze, and discuss Shakespeare’s greatest romance, Romeo and Juliet

TITLE OF TEXTBOOK: The Norton Shakespeare

NAME(S) OF AUTHOR(S)/EDITOR(S): Stephen Greenblatt, Walter Cohen, Jean E. Howard, Katharine Eisaman Maus.

NAME OF PUBLISHING COMPANY: W. W. Norton & Company

COPYRIGHT DATE: 1997

READING LEVEL OF TEXTBOOK: High school or college
Philosophy of Reading in the Content

Standards:

9.1.2 Distinguish between what words mean literally and what they imply and interpret what the words imply.

9.3.1 Explain the relationship between the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).

9.3.3 Analyze interactions between characters in a literary text and explain the way those interactions affect the plot. Example: Discuss the development of the different characters in Charles Dickens’ *Great Expectations*.

9.3.4 Determine characters’ traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves). Example: Read works, such as *The Secret Diary of Adrian Mole, Aged 13 ¾* by Sue Townsend or *Spoon River Anthology* by Edgar Lee Masters, and describe the characters, citing specific examples from the text to support this description.

9.3.6 Analyze and trace an author’s development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past). Example: Discuss how Tennessee Williams uses shifts between narration and “in-scene” characters to tell the story in his play *The Glass Menagerie*.

9.3.10 Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.

- Dialogue: a conversation between two characters
- Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud
- Asides: words spoken by characters directly to the audience
- Character foils: characters who are used as contrast to another character
- Stage designs: directions and drawings for the setting of a play
Example: Define different dramatic literary terms in Shakespeare’s *Romeo and Juliet*. Describe the function that these devices play to expound on plot, advance the action of the story, and reveal additional information about the characters.

9.3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.
Example: Read selections that are connected to a certain period in history, such as “The Legend of Sleepy Hollow” by Washington Irving and *Our Town* by Thornton Wilder. Describe the role that the time period plays in these works and analyze the author’s perspective on the period.

9.5.1 Write biographical or autobiographical narratives or short stories that:
- Describe a sequence of events and communicate the significance of the events to the audience.
- Locate scenes and incidents in specific places.
- Describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character’s feelings.
- Pace the presentation of actions to accommodate changes in time and mood.

9.5.2 Write responses to literature that:
- Demonstrate a comprehensive grasp of the significant ideas of literary works.
- Support statements with evidence from the text.
- Demonstrate an awareness of the author’s style and an appreciation of the effects created.
- Identify and assess the impact of ambiguities, nuances, and complexities within the text.

Importance:

It is important to study this unit because Shakespeare is often called the greatest playwright of all time. He created masterpieces that not only applied to life back in his time, but still applies to life today. His plays transcend time and can teach students many things about literature. His works are difficult enough to challenge the students in their analyses but the works also address simple issues that the students are able to relate to.
Philosophy:

Reading is important in my content area because I am an English teacher. Part of the English curriculum is teaching students to read effectively. Books can teach students facts about life that would be too dangerous or irrational to learn on their own in real life. Some of these facts might be reading about someone who commits perjury and how this might affect their relationships with others and how it could change the character’s life forever. Another fact of life could be the death of a family member, by viewing this from a more objective perspective than if it was the student’s family member the student can begin to understand how they will react once they face the loss of a family member. Books allow safe mostly objective views of tragedies and the many facts of life.

Reading is also important because it gives the students skills that will aid them in their lives later on. Students learn how to analyze and look deeper than the surface meaning with in turn develops the student’s ability to think critically. Critical thinking is important in all aspects of life, whether your interactions are merely social or whether they are in a academic setting. Reading in the content area also gives students the chance to read resumes, letters of recommendation, and other important documents that will aid them when it comes time for the students to apply for jobs or colleges.

Another important skill that students gain through reading in the content is simply the ability to allow yourself to enter another world. By reading novels that students are developing their imaginations that can aid them when they begin their jobs in the real world. Imaginations are important to problem solving. If the students are facing problems that are new to them, imaginations allow them to step outside the box and develop solutions to their problem.
Readability

Excerpt 1; pg 872
# of Sentences: 3.0625
# of Syllables: 135

Two households, both alike in dignity
From ancient grudge break to new mutiny,
Where civil blood makes civil hands unclean.
From forth the fatal loins of these two foes
A pair of star-crossed lovers take their life,
Whose misadventured piteous overthrows
Doth with their death bury their parents’ strife.
The fearful passage of their death-marked love
And the continuance of their parents’ rage—
Which but their children’s end, naught could remove—
Is now the two-hours’ traffic of our stage;
The which if you with patient ears attend,
What here shall miss, our toil shall strive to mend.

Gregory, on my

Excerpt 2; pg 904
# of Sentences: 5
# of Syllables: 117

I pray thee, good Mercutio, let’s retire.
The day is hot, the Capels are abroad,
Ad if we meet we shall not scape a brawl,
For now, these hot days, is the mad blood stirring.
Thou are like one of these fellows that, when he enters the confines of a tavern,
claps me his sword upon the table and says “God send me no need of thee”, and by the
operation of the second cup, draws him on the drawer when indeed there is no need.
Am I like such a fellow?
Come, come, thou are as hot a jack
If I may trust the flattering truth of sleep
My dreams presage some joyful news at hand.
My bosom’s lord sits highly in his throne.
And all this day an unaccustomed spirit
Lifts me above the ground with cheerful thoughts.
I dreamt my lady came and found me dead—
Strange dream, that give a dead man leave to think!—
And breathed such life with kisses in my lips
That I revived and was an emperor,
Ah me, how sweet is love itself possessed
When but love’s shadows are so rich in joy!
News from Verona! How now, Balthasar?
Dost thou

Average:
# of Sentences: 5.243167
# of Syllables: 125.667
Grade Level: 6th
Annotated List of Trade Books for Shakespeare


This fiction novel addresses the life of a young orphan in England who is instructed by his master to steal the manuscript of Hamlet from Shakespeare. The young character, Widge, lands a job at the Globe Theater and wrestles internally with what he should do about his “job.” This book would be useful for my class because the students will be introduced to life in London during Shakespeare’s time. The students would also not be able to help but learn a bit about Hamlet since Widge is involved in the play and perhaps will steal it.


This novel is an exploration of who Shakespeare truly is. Chapter one discusses the three most well known portraits of “Shakespeare”. Bill Bryson uses a fascinating blend of logic, wit, and curiosity to explore who the true Shakespeare is and what of the few facts about him are true.


This useful glossary helps to simplify the difficult language of Shakespeare. It would be extremely helpful in a high school classroom for the students to look over everytime they need help with a stanza while reading Shakespeare. By simplifying the language we are able to introduce a love or at least a tolerance of Shakespeare to the high school students.


This analytical book explores the multiple aspects of life that Shakespeare presents in his plays. Those aspects of life that she addresses are: the passages of life, individuation and separation, nomination and election, plain speaking, women’s rites, comparison and distinction, and death. It would be a good book for the students to use to do research when it comes time to write research papers.

This book introduces and reveals many of the sexual puns within the Shakespeare plays. Over seventy puns are revealed to the audiences. Although it is useful in displaying the “inside jokes” that the audiences in the Elizabethean times understood it is not a book that I would have sitting out for my students to read. It would be a book that I would take excerpts from and give to my students if they wished to read them. It would not be sitting out because the language in parts of the book is rather vulgar and unacceptable for a classroom.
Manchester College
Education Department/Lesson Plan Format

Lesson Plan by: Erin Klepfer
Lesson: Intro to Shakespeare’s Romeo and Juliet     Approx. length: 60min
Age or Grade Intended: 9th

Academic (IN State) Standards:
- 9.3.12: Analyze the way in which a work of literature is related to the themes and issues of its historical period.
- 9.3.1: Explain the relationship between the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).

Performance Objectives:
- Students, in groups of four, will investigate the life and time of William Shakespeare and write a two page newspaper with at least one article relevant to the issues presented in Romeo and Juliet.
- Students will discuss in class the characteristics and uses of the different forms of dramatic literature with at least two relevant points said by each student.

Assessment:
- Two page newspaper with at least one article relevant to the issues presented in Romeo and Juliet.
- Participation grade in the discussion must make at least two relevant points.

Advanced Preparation by Teacher:
- I need to find library books and take them back to the classroom for the students to use for research for their newspaper.
- I need to look up information on the different genres of dramatic literature and create information handouts for the students to use during the in class discussion.
- I need to print out a summary of each of the acts in Romeo and Juliet to pass out as the acts get assigned.

Procedure:
   Introduction:
As students enter the classroom remind them that they have a short journal prompt on the board for them to begin working on.

- Today we will begin our introduction to Shakespeare and receive our first Shakespearean reading assignment. First I want you to write about how you feel about Shakespeare:
  - What have you heard about him? (Bloom’s Knowledge)
  - Are you excited about reading one of his plays? Why or why not? (Bloom’s Comprehension)
  - What do you hope to gain from reading Shakespeare? (Bloom’s Comprehension)

- Make sure the students are sitting in their seats and working on the prompt for five minutes.

Step-by-step:
- First, pass out the informational sheet on the different genres of dramatic literature. As you do this, explain that you will be starting off the day with a short GRADED discussion over the information on the sheet.
- Give the students a few minutes to read over the informational sheet then open up the discussion by asking them, based on the information which genre would they prefer and why? (Blooms, Knowledge)
  - Hopefully since this is an easy question to respond to, multiple students will respond and prompt more discussion.
- If the discussion begins to die before all the students have spoken, use another prompt, “Why do most of you prefer....over....? (Blooms, Application)
  - Fill in the blanks with what most of the students preferred over one that has not been mentioned or was mentioned only a couple times.
- Then bring in the play that you will be reading, Romeo and Juliet is considered a tragedy, based on the information on your sheet, what are you expecting from this play? (Bloom’s Comprehension)
- Slowly bring the discussion to a close with a closing statement such as:
  - I’m glad you guys are excited.
  - I’m sure after reading the first act you will be more excited.
- Then transition into the project that they are being assigned for during class and after class.
- Explain the process of the activity:
  - You will be researching the life and times of William Shakespeare along with issues that are presented in *Romeo and Juliet*.
  - The teacher will split the class into multiple groups of four.
  - Explain that these are your groups for writing a two page newspaper.
  - The newspaper needs to have at least one article on the front page that is relevant to the issues presented in *Romeo and Juliet* and the times of William Shakespeare.
  - The rest of the newspaper needs to contain Shakespearean cartoons, crossword puzzles, ads, coupons, and at least two other smaller articles.
  - Remind the students to have a small box at the end of their newspaper where they cite their sources and not just claim all information as their own.
- Depending on the time left in class, each group will get a certain amount of time on the computer to research online sources for their newspapers.
- They will be expected to finish the assignment for the next class period.

**Closure:**
- Close with breaking the class up into their groups and making sure that all the members have a job to do.
- Then continue to monitor the progress and make adaptations on time and dues dates if necessary.
- Read Act 1 of *Romeo and Juliet*.

**Gardner’s:**
- Verbal/Linguistic: Writing the newspaper and talking in the discussion
- Intrapersonal: Working in groups
- Visual/Spatial: Researching online and seeing the information in front of them.

**Adaptations/Enrichment:**

**Self Reflection:**
Manchester College
Education Department/Lesson Plan Format

Lesson Plan by: Erin Klepfer
Lesson: Reading/Performing Shakespeare  Approx. length: 40 minutes
Age or Grade Intended: 9th

Academic (IN State) Standards:

Standard 3
READING: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 9, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

Indicator:

9.3.10 Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature.

- Dialogue: a conversation between two characters
- Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud
- Asides: words spoken by characters directly to the audience
- Character foils: characters who are used as contrast to another character
- Stage designs: directions and drawings for the setting of a play

Example: Define different dramatic literary terms in Shakespeare’s *Romeo and Juliet*. Describe the function that these devices play to expound on plot, advance the action of the story, and reveal additional information about the characters.

Performance Objectives:

Given a list of words describing different aspects of a play, the students will, with 100% accuracy, describe the functions/definitions of those words using at least two references, for each word, from *Romeo and Juliet* as examples.
Assessment:
The list, with the definitions, will be collected and graded on the accuracy of their definitions. They will also be graded on their citation of their examples and if they did it correctly (the students will be learning this in November in a lesson with me).

Advanced Preparation by Teacher:
- Have a list of words – the ones provided by the standard and a few extra.
- Make sure there are dictionaries in the room.

Procedure:

Introduction:
I will start out by passing out the list of words and having a discussion about them. First I want to get an idea of what they know about these words:
- “When you read the word dialogue, what do you think this means?” (Blooms, Knowledge)
- “Do you know what a character foil is? If so, can you give me an example of one?” (Blooms, Knowledge)
- “How many of you have seen the TV show, Scrubs or Saved by the Bell? Asides are used often in these popular TV shows. Can someone who has seen one of these shows guess what an aside is?” (Blooms, Knowledge)

I will then tell them to keep these words in mind as we begin acting out Act 3 of Romeo and Juliet because they will need two examples for each of those words.

Step-by-step:
1. First ask for however many volunteers you need for the first scene in Act 1.
2. Once you have your volunteers, make sure that they all know what part they are reading.
3. Begin the reading; try to push your students to add feeling to the words they are saying.
4. If they hit any difficult passages, as they are sure to do, stop them and ask the students:
   a. “Can anyone tell me what Shakespeare might have meant by this part?” (Blooms, Comprehension)
   b. “What type of literary term might this be?” (Blooms, Knowledge)
   c. “How might you have said this line in American English?” (Blooms, Comprehension)
5. Continue reading and repeat these steps for each scene until you have read most of or all of Act 3. (Garners, Verbal/Linguistic)
6. If you have willing students, have them stand up and actually act out the parts of the play in front of the class. (Garners, Bodily/Kinesthetic & Visual/Spatial)

7. Once you have read as much of Act 3 as the teacher wishes, you can give the students time to work on their homework.

**Closure:**
- Remind the students that they must have at least two examples listed and cited, correctly, from *Romeo and Juliet* for each word on their literary term list.
- Finally, give the students a short journal entry to write about after class, for a participation grade.
  - “Choose one of the literary terms, how might this term be helpful as you continue our Shakespeare session?” (Blooms, Application)
- Read first half of Act 2.

**Adaptations/Enrichment:**
For students with LD: The reading in class should help them to have double use of the story; they can follow along in the book and they can listen to their classmates read it.

For students with ADHD: These should be the students actually acting. That would give them a chance to work out their energy in an educational way rather than just being disruptive.

For gifted and talented students: I could enrich this lesson for them by giving them higher level Bloom’s questions and asking them to fully immerse themselves in the reading.

**Self Reflection:**
This might be difficult to find students willing to read in front of class, especially when it is Shakespearean language.

It might be a little difficult to keep everyone fully interested in the reading, what could I do to make this lesson more interesting? Maybe set up a more organized acting section?
Lesson Plan by: Erin Klepfer

Lesson: Teaching Shakespearean Language  
Approx. length: 20 minutes

Age or Grade Intended: 9th

Academic (IN State) Standards:

Standard 1
READING: Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

Vocabulary and Concept Development

Indicator:

9.1.2  Distinguish between what words mean literally and what they imply and interpret what the words imply.

Performance Objectives:

Given a verse from *Romeo and Juliet*, students will first restate the verse in current American English and then write a sentence describing what that verse may imply for the characters with a defendable/defended point made.

Assessment:

The verse, rewritten verse, and sentence describing the implications of the verse will be collected and graded on how the students defended their points (need at least 1 other textual reference).

Advanced Preparation by Teacher:

- Pull out famous quotes from *Romeo and Juliet* and put them on paper or note cards.
Have tape to tape the note cards around the room.
Separate the class into 10 groups of 3.
Create a checklist of requirements.
Have a reflective journal prompt for the end of the assignment.

Procedure:

Introduction:
Ask the students to open their Shakespeare books to Act 1 Scene 1 of *Romeo and Juliet*. I will then split the class in half and have them act out the first scene within those groups of 15. Three students will be the spectators and the others will all have parts.

After they have finished with the acting we will bring it back in and have a short discussion:
- Did acting out the scene make it easier or more difficult to understand?
- Can someone give me a summary of Act 1 scene 1? (Bloom’s Comprehension)

We will then get started on the in class work for the day.

Step-by-step:
8. First tell the students that they will be reading a quote from a note card.
9. Once they have done that they will be expected to work as a group and rewrite their quote in current American English.
10. The final part of their assignment is to write one or two sentences describing what the implications of that quote might be on the characters and to prove it with at least one other textual reference.
11. They will turn in their papers to me once they have finished all the aspects of their assignment.
12. After I have explained the assignment, I will pass out a short checklist for the groups to check off the different portions of the assignment as they finish them.
13. Explain to the students that they will have twenty minutes to read their quotes, look up the context, and then begin the interpretation.
14. Separate the class into groups of three and give them their group number.
15. Send each group off around the room to find their note card and quote. (Gardner’s, Bodily Kinesthetic).
16. As the students work on their groups I will be wandering around asking questions like: (Gardner’s, Interpersonal)
   a. What evidence can you find to prove that your implication could be true? (Bloom’s, Analysis)
   b. How could you elaborate on your defense of your implication? (Bloom’s Synthesis)
   c. Could you explain what is happening in this quote? (Bloom’s, Comprehension)
Closure:
- As each group turns in their assignment I will give them a short reflective journal prompt for them to write about in their classroom journals. (Gardner’s, Intrapersonal & Verbal/Linguistic).
  - What approach did you use to understand the quote that your group interpreted? (Application) How can you use this activity while reading Romeo and Juliet? (Application)

Adaptations/Enrichment:
For students with LD: The checklist I am giving the students to assess the students on their translations will help these students know what is expected of them. I can also make sure that I stop by their groups to see how the group is progressing and if the student understands the content. I also can be sure to put these students into groups with students that I know will be helpful and work well with them.

For students with ADHD: The time walking around the classroom looking for their card can release some of their pent up energy. Also, the opportunity to work with a group and interact rather than sitting and listening to a lecture might help with their inattention later during class.

For gifted and talented students: I could enrich this lesson for them by assigning lengthier quotes or giving them higher level Bloom’s questions when I am wandering around the room.

Self Reflection:
The students are working in groups to help those who don’t really understand and to help those who do slightly understand the language improve that knowledge by explaining it to others. Are the knowledgeable students truly explaining the concept to the others, or are they just doing all the work? How could I fix this problem?

The students simply turn in the translations to me. Would it be more effective and helpful to the class as a whole if each group presented their thoughts and ideas to the class after they had finished? How could this be incorporated into the lesson, before the journal entry? After?
Romeo and Juliet

1. What’s in a name? That which we call a rose
   By any other word would smell as sweet.
   (2.2.45-6), Juliet

2. A plague o’ both your houses!
   They have made worms’ meat of me!
   (3.1.95-6), Mercutio

3. But, soft! what light through yonder window breaks?
   It is the east, and Juliet is the sun.
   (2.2.2-3), Romeo

4. Good night, good night. Parting is such sweet sorrow,
   That I shall say good night till it be morrow.
   (2.2.197-8), Juliet

5. See how she leans her cheek upon her hand!
   O that I were a glove upon that hand,
   That I might touch that cheek!
   (2.2.23-5), Romeo

6. O, she doth teach the torches to burn bright.
   It seems she hangs upon the cheek of night
   Like a rich jewel in an Ethiop’s ear.
   (1.5.43-45), Romeo

7. Give me my Romeo, and, when he shall die,
   Take him and cut him out in little stars,
   And he will make the face of heaven so fine
   That all the world will be in love with night,
   And pay no worship to the garish sun.
   (3.2.21-5), Juliet

8. How fares my Juliet? that I ask again;
   For nothing can be ill, if she be well.
   (5.1.15-16), Romeo to Balthasar
9. This bud of love, by summer’s ripening breath, May prove a beauteous flower when next we meet. *(2.2.127-8), Juliet*

10. Two households, both alike in dignity, In fair Verona, where we lay our scene, From ancient grudge break to new mutiny, Where civil blood makes civil hands unclean. From forth the fatal loins of these two foes A pair of star-cross’d lovers take their life *(Prologue 1-5)*
Manchester College
Education Department/Lesson Plan Format

Lesson Plan by: Erin Klepfer
Lesson: Walk in another’s shoes       Approx. length: Class period (47 minutes)
Age or Grade Intended: 9th

Academic (IN State) Standards:

Standard 5
WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 9, students combine the rhetorical strategies of narration, exposition, persuasion, and description in texts (research reports of 1,000 to 1,500 words or more). Students begin to write documents related to career development. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 9 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:

Indicator:

9.5.2 Write responses to literature that:

• Demonstrate a comprehensive grasp of the significant ideas of literary works.
• Support statements with evidence from the text.
• Demonstrate an awareness of the author’s style and an appreciation of the effects created.
• Identify and assess the impact of ambiguities, nuances, and complexities within the text.

Performance Objectives:
Given the knowledge of Acts 1 & 2 of *Romeo and Juliet*, students write a short paragraph over three characters from a different character’s point of view using at least three supporting statements from the text.

**Assessment:**
The paragraphs will describe, using descriptive language and three textual quotes, three characters from *Romeo and Juliet* from another character’s point of view.

**Advanced Preparation by Teacher:**
- Prepare an opening game.
- Example of paragraph set up.
- Prepare a checklist of requirements

**Procedure:**

**Introduction:**
Begin the class with a few discussion questions over Act two:
- Who can give me a short description of Act 2? (Bloom’s, comprehension)
- How do you feel about the idea of love at first sight? (Bloom’s, Evaluation)
- Do you believe in love at first sight or not? (Bloom’s, Evaluation)
- How would you adapt to the problem of feuding families? (Bloom’s, Synthesis)
- What is the relationship between the nurse and Juliet? How does this differ from their relationship in Act 1? (Bloom’s Analysis)
- In addition, what is the relationship between Mercutio and Romeo? Can you relate to this form of relationship? (Bloom’s Analysis and Evaluation)

Explain to the students that today they will be learning how to write descriptive passages and how to see things from another person’s point of view.

**Step-by-step:**
17. First tell the students that we will be playing a short game using description.
   a. Rules:
      i. First I will name a color (Green, Yellow, Red, Orange, Pink, etc)
      ii. Each student will then take a turn naming an object that is that color. For example, if I say Red you can say stop sign, apple, blood, etc.
      iii. There will be no vulgar terms used at any point and any inappropriate examples: namely sexual innuendos, off limit body parts, etc will not be tolerated. The student who says
these will be asked to not participate and will receive an assignment of writing a two page paper on why what they did was inappropriate and how this lesson will help them in their life.

18. We will play this game for at least fifteen minutes; maybe less if the students show signs of boredom.

19. We will then discuss how to use descriptive language by writing from another person’s point of view.

20. I will define colorful language: which is using adjectives that are more interesting and useful than very or many or often. Use more mature words, you can find these using a thesaurus or dictionary.
   a. We will practice this by choosing a person close to us: a mother, father, brother, sister, aunt, best friend, etc.
   b. We will then write two or three sentences describing someone else’s view of the person that they choose. For example, Kevin Klepfer, the swim coach of my high school swim team, is a strict man. He has many expectations of us swimmers but even though he is strict and often pushes us to do our best, we know that he does it because he cares about how well we do in our season.

21. After we have done our practice session, I will then describe what their assignment is going to be.
   a. They will choose three characters that they believe they know best.
   b. The students will then write a paragraph for each of the characters that they have chosen.
      i. At the top of the paper they will write which character they are describing and also which character point of view they are using.
   c. These paragraphs will each have three quotes from *Romeo and Juliet* as evidence for the description of the character that they are describing.

22. As the students work on their paragraphs, I will be wandering around asking questions like:
   a. What evidence can you find to prove that your description is true? (Bloom’s, Analysis)
   b. How could you change that sentence to make it more colorful? (Bloom’s Synthesis)

**Closure:**
- The students’ homework will be finishing their paragraphs and reading the first half of Act 3.

**Gardner’s:**
- Verbal/Linguistic (writing the paper)
- Intrapersonal (playing the game)
- Interpersonal (answering questions and reflecting on their own work)

Adaptations/Enrichment:
For students with Autism: I will provide a checklist with specific instructions to aid them in knowing exactly what is expected of them. Also, the students are not going to be up and moving much during this lesson to aid in lessening distractions and lowering the possibility of the student getting upset due to inconsistency in the classroom. Also, if the students need it, I could give them the discussion questions ahead of time, to allow them time to think about them and understand exactly what we are talking about at the beginning of class.

Self Reflection:
Would it be more helpful if the students were to write their practice sentences from another student’s perspective? Would this be dangerous to do or would the benefits of checking work outweigh the dangerous aspects?

Should the students have more time to work on the assignment and allow them more thought, or is it ok for them to think on their feet?
In Class Discussion Questions

- Who can give me a short description of Act 2?
- How do you feel about the idea of love at first sight?
- Do you believe in love at first sight or not?
- How would you adapt to the problem of feuding families?
- What is the relationship between the nurse and Juliet? How does this differ from their relationship in Act 1?
- In addition, what is the relationship between Mercutio and Romeo? Can you relate to this form of relationship?

Paragraph Checklist:

1. Pick three characters
2. Describe each character from a separate character’s point of view.
3. Be sure to have three quotes from Romeo and Juliet to provide as evidence for your description.
4. Follow the paragraph format when you are writing your paragraphs.
5. Are you using colorful language like we practiced in class?
Paragraph Format:
Use this format for each of the three paragraphs that you are writing.

Name
Date
Class Period

Character Descriptions

Character Described:
Character POV:

Write paragraph here.

Quotes used as evidence: (Be sure to correctly label them, you learned this first semester)
Manchester College  
Education Department/Lesson Plan Format

Lesson Plan by: Erin Klepfer  
Lesson: Discussing/Analyzing Shakespeare  
Approx. length: 40 minutes  
Age or Grade Intended: 9th

Academic (IN State) Standards:

Standard 3  
READING: Comprehension and Analysis of Literary Text  

_Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 9, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres._

_Indicator:_

**Analysis of Grade-Level-Appropriate Literary Text**

9.3.3 Analyze interactions between characters in a literary text and explain the way those interactions affect the plot.  
Example: Discuss the development of the different characters in Charles Dickens’ _Great Expectations_.

**Literary Criticism**

9.3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period.  
Example: Read selections that are connected to a certain period in history, such as “The Legend of Sleepy Hollow” by Washington Irving and _Our Town_ by Thornton Wilder. Describe the role that the time period plays in these works and analyze the author’s perspective on the period.

Performance Objectives:
Given an assigned pair of characters from *Romeo and Juliet*, the students will describe, in one or two paragraphs, the relationship between the two characters and how that relationship affects the storyline; they must have at least two references, for each character, from *Romeo and Juliet* as examples.

Given the student’s previous knowledge of the time period and the information they received during their newspaper projects, as I read off themes in *Romeo and Juliet*, the students will choose a section of a room, corresponding to their opinion, that is designated historically relevant or currently relevant.

**Assessment:**
The student’s description of the relationship between their two characters will be collected and graded by me. I will be looking for an honest opinion that is supported by at least two textual references for each character.

I will grade the students by participation points with the second activity with the time periods; they are required to speak at least once to describe why they are in that spot.

**Advanced Preparation by Teacher:**
- Have a list of character pairs to be assigned to the students.
- Have a list of themes to read off.
- Have papers hanging up saying what portion of the room is what:
  - Historical Relevance
  - Current Day Relevance

**Procedure:**

**Introduction:**
The class will begin with a discussion of the previous evening’s reading, first half of Act 3. I will ask questions to determine how well they read and how much of the reading they truly understood.

- “How does Mercutio die?” (Blooms, Knowledge)
- “Can anyone summarize Juliet’s soliloquy about Romeo in Act 3 scene 2?” (Blooms, Comprehension)
- “What is the motive behind the nurse allowing Juliet to believe that Romeo has been killed?” (Blooms, Analysis)
- “What finally happens at the end of the first half of the Act?” (Blooms, Knowledge)
- “What are your predictions of how the play is going to conclude?” (Blooms, Synthesis)

Then I will explain the directions for our activities.

**Step-by-step:**
23. First tell the students that they will be working in groups of three for the first assignment.
24. Then separate the groups and pass out their pair of characters.
25. Explain to the students that you have given each group a pair of characters and that they need to look up the personalities of these characters in the play and that they need to take notes on what they find and what pages the segments are on.
26. I will tell the students that they need to know the characters and their relationships with each other well because they will be describing how their relationship affects the storyline of the play. The length requirement is at least a half page. I will also be looking for at least two references for each character that makes a statement about their personality or personifies their personalities.
27. I will also inform them that they will have 20 minutes to finish this portion of their work.
28. I will then let them loose on their group work. (Gardners, Interpersonal and Verbal/Linguistic)
29. Once 20 minutes has passed, I will ask the groups that have not finished yet to pass it in.
30. I will then begin explaining the second activity.
31. I will first tell the students that although they will be up and moving around the room they are still expected to keep their hands to themselves and their mouths shut, unless they are answering a question.
32. I will tell them that as I read off a theme that is portrayed in Romeo and Juliet, they will move to a section of the room that they believe it fits.
   a. If they think it is a theme only relevant to the past then they need to move to the historical relevance section of the room.
   b. If they think it still applies to today’s world then the need to move to the current day relevance section.
33. We will also be discussing each theme and how it is relevant to their lives. (Gardners, Verbal/Linguistic)
34. I will then begin reading off the themes and they will begin moving around the room (Gardners, Bodily/Kinesthetic and Visual/Spatial):
   a. Love at first sight
   b. Feuds
   c. Jealousy
   d. Sorrow
   e. Reconciliation
   f. Disobedience
   g. Family pressures etc.

   **Closure:**
   - Assign the students to read the second half of Act 3.
• Finally, give the students a short journal entry to write about after class, for a participation grade. (Gardners, Intrapersonal)
  • “What would happen if Romeo died? Why do you think this?” (Bloom’s, Synthesis)

**Adaptations/Enrichment:**

For students with ADHD: The students will have a chance to move around the room and work off some excess energy they might have from being in their seats for the beginning of the period. During the group work, they will have a chance to talk and not get in trouble.

For gifted and talented students: I could enrich this lesson for them by giving them higher level Bloom’s questions and asking them to offer more insights during the second activity.

**Self Reflection:**

The ADHD students might get a little out of hand while moving around the room according to their thoughts.

The students might feel uncomfortable having a different opinion from their classmates and begin following the crowd.
Character List:

1. Romeo and Juliet
2. Juliet and Nurse
3. Romeo and Friar Laurence
4. Abraham and Samson
5. Romeo and Tybalt
6. Mercutio and Tybalt
7. Lord Montague and Lord Capulet
8. Romeo and Benvolio
9. Mercutio and Romeo

Themes:

1. Family pressures
2. Love at first sight
3. Feuds
4. Jealousy
5. Sorrow
6. Reconciliation
7. Disobedience
8. Love vs. Duty
Historical Relevance
Current Day Relevance
Manchester College
Education Department/Lesson Plan Format

Lesson Plan by: Erin Klepfer
Lesson: “Biographical” Short Story  Approx. length: 2 class periods
Age or Grade Intended: 9th

Academic (IN State) Standards:

Standard 5
WRITING: Applications (Different Types of Writing and Their Characteristics)

In addition to producing the different writing forms introduced in earlier grades, Grade 9 students use the writing strategies outlined in Standard 4 — Writing Processes and Features to:

9.5.1 Write biographical or autobiographical narratives or short stories that:

- Describe a sequence of events and communicate the significance of the events to the audience.
- Locate scenes and incidents in specific places.
- Describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character’s feelings.
- Pace the presentation of actions to accommodate changes in time and mood.

Performance Objectives:
Choosing a character from the play Romeo and Juliet, the students will write a two page biographical story about a scene that the character is present in, scoring at least a 14 out of 10 on the rubric.

Assessment:
The students will be given a rubric to follow when writing their stories. They will need to include:

- The character
- A clear progression of events
- At least five quotes from the play
- A knowledge of grammar
Advanced Preparation by Teacher:
- A list of characters
- Paper rubric
- Objects to describe
  - Rock
  - Feather
  - Pillow

Procedure:
  **Introduction:**
We will begin the period with practicing our descriptive language. I will first explain the rules:
- There is no vulgar language allowed.
- No throwing the object, just pass it around gently.
- Only offer one descriptive adjective per turn.
- We will continue passing the object around until we run out of words.
- You are only allowed to talk when you are holding the object (except me).

We will be playing a game where we will pass around an object and the class needs to come up with as many descriptive words as possible about the object. After we finish the exercise we will discuss how they are going to be writing a short story; in which, they need to use descriptive language.

**Step-by-step:**
1. After the short game, begin the class by asking questions:
   a. How many of you have felt restricted by your parents?
      i. Perhaps you are Romeo or Juliet
   b. How many of you have gone to bat or would go to bat for a family member?
      ii. Perhaps you are Mercutio or Tybalt
   c. How many of you are secure in who you are?
      iii. Perhaps you are Paris
   d. How many of you would die for love?
      iv. Again, you might be Romeo or Juliet
   e. How many of you have felt annoyed at people who do whatever they want and don’t listen to your advice?
      i. Perhaps you are Mr. and Mrs. Montague or Capulet
2. I will explain to the students that they will be writing a biographical short story from the point of view of a character in Romeo and Juliet.
3. I will also tell them that the short story will need to take place during a scene in which their character is present in the play.
   a. For example:
      a. Romeo or Juliet’s point of view in the balcony scene, the death scene, or the dance scene.
4. The students can choose any character they wish, I would advise them that they should pick a character that they can relate to so that their story is more realistic.
5. They will spend the first class period looking up their characters, choosing their scenes, and taking examples from the play to use in their stories.
6. They will need to address questions like:
   b. What might this character be feeling during this scene?
   c. How could you describe their feelings and thoughts using visual descriptive language?
7. The next day, we will spend it proofreading each other’s papers and then typing them out on the computer.

Closure:
The homework the first day will be writing out three hand written pages and bringing it to class ready to have it proofread.
Read first half of Act 4.

Adaptations/Enrichment:
Students with LD: These students will have a list of characters to choose from so that they will not have to choose of the top of their heads. They will also have a rubric to aid them in what needs to be in their paper. Also, I can type out the questions they need to address in their paper so that will help them begin their paper.

Students with ADHD: These students will be able to work off some of their energy with the short game. If I feel that they have too much energy even before we start the game, I will have the class move their desks so they are sitting in a circle. If they still have a lot of energy after the game while others are working I will send them on a short errand to work off some of their perkiness.

Gifted/Talented Students: For these students I will have them write the same paper, but I will tell them that they have to use eight direct quotes from the play and that they will need to correctly cite their quotes. (We will go over that together to be sure that they know how to cite lines from a play.)

Students with Emotional/Behavioral Disorder: This lesson will be good for them because it is slower paced and does not involve a lot of interaction with other students; which will keep the conflict possibility down. If they do have an issue with working and are about to blow, I will send them out to the hall to calm down, get a drink of water, go to the restroom, or something along those lines to keep the distractions to a minimum.
**Gardners:**

**Bodily/Kinesthetic & Visual/Spatial:** They are passing around an object and able to touch and feel before talking about it.

**Verbal/Linguistic:** They are able to use their strong linguistic skills to describe things, both during the game and in their paper.

**Intrapersonal:** Each student is focusing on writing a story that forces them to look deep down inside and pull out feelings that they might not have felt before.

**Interpersonal:** The students will have to work with a partner or a group to proofread each other’s papers.

**Self Reflection:**
Do the students understand why we are playing the description game?

Will they be able to work on their paper the entire time?

Should I just have them handwrite their papers?
**Rubric:**
Romeo and Juliet character "biographies"

**Teacher Name:** Ms. Klepfer

**Student Name:** ____________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus on Assigned Topic</strong></td>
<td>The entire story is related to the assigned topic and allows the reader to understand much more about the topic.</td>
<td>Most of the story is related to the assigned topic. The story wanders off at one point, but the reader can still learn something about the topic.</td>
<td>Some of the story is related to the assigned topic, but a reader does not learn much about the topic.</td>
<td>No attempt has been made to relate the story to the assigned topic.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.</td>
<td>The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.</td>
<td>The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.</td>
<td>There is little evidence of creativity in the story. The author does not seem to have used much imagination.</td>
</tr>
<tr>
<td><strong>Requirements</strong></td>
<td>All of the written requirements (# of quotes) were met.</td>
<td>Almost all (about 90%) the written requirements were met.</td>
<td>Most (about 75%) of the written requirements were met, but several were not.</td>
<td>Many requirements were not met.</td>
</tr>
<tr>
<td><strong>Characters</strong></td>
<td>The main character is named and clearly described in text. Most readers could describe the character accurately.</td>
<td>The main character is named and described. Most readers would have some idea of what the character looked like.</td>
<td>The main character is named. The reader knows very little about the character.</td>
<td>It is hard to tell who the main character is.</td>
</tr>
<tr>
<td><strong>Spelling and Punctuation</strong></td>
<td>There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.</td>
<td>There is one spelling or punctuation error in the final draft.</td>
<td>There are 2-3 spelling and punctuation errors in the final draft.</td>
<td>The final draft has more than 3 spelling and punctuation errors.</td>
</tr>
</tbody>
</table>
Character List

**Romeo Montague:** One of the protagonists, he falls in love with Juliet Capulet at a masquerade. He marries her, but after killing Tybalt he is forced to flee the city. Acting on a plan that Friar Laurence puts together, he thinks that Juliet is dead and drinks poison to kill himself while in her tomb.

**Lord Montague:** the father of Romeo, and a mortal enemy of the Capulets.

**Lady Montague:** the mother of Romeo.

**Benvolio:** the nephew of Romeo's father.

**Abraham:** a serving man of the Montagues.

**Balthasar:** Romeo's servant.

**Friar Laurence:** Romeo's older friend who is involved in Romeo and Juliet's attempt to run away. He provides Juliet with the sleeping potion, but is unable to inform Romeo of his plan. Romeo returns to the city and, thinking Juliet is dead, kills himself.

**Juliet Capulet:** A young girl who falls in love with Romeo Montague at a masquerade. She marries him, but is troubled when he kills her cousin Tybalt in a street fight. She later takes a sleeping potion administered by Friar Laurence in an attempt to escape the city, but wakes up to find Romeo dead beside her. She takes his sword and kills herself.

**Lord Capulet:** the father of Juliet, he is angry when she refuses to consider marrying Count Paris, unaware that she is already secretly married to Romeo.

**Lady Capulet:** the mother of Juliet, she supports Juliet's father on the issues of marriage.

**Tybalt:** The nephew of Juliet's mother, he is killed by Romeo in a fight.

**Pertruccio:** The page of Tybalt.

**Nurse:** The nurse of Juliet, and the woman she turns to for advice and help. The nurse turns out to be useless in helping Juliet with her marriage to Romeo, however, and instead encourages her to marry Paris.

**Peter:** A serving man of the Capulets.

**Samson:** A serving man of the Capulets.

**Gregory:** A serving man of the Capulets.
**Prince Escalus:** The Prince of Verona, he provides for law and order. After Tybalt is killed he banishes Romeo and orders the families to cease their feud.

**Mercutio:** A kinsmen to Prince Escalus and a friend of Romeo. He is killed by Tybalt, resulting in Romeo killing Tybalt in revenge.

**Count Paris:** a suitor of Juliet; liked by Lord Capulet but hated by Juliet.

**Apothecary:** A man who looks like a skeleton, he sells Romeo the poison that Romeo commits suicide with.
Lesson Plan by: Erin Klepfer
Lesson: Recognizing character traits
Approx. length: 47 minutes
Age or Grade Intended: 9th

Academic (IN State) Standards:

Standard 3
READING: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 9, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

Analysis of Grade-Level-Appropriate Literary Text

Indicator:

9.3.4 Determine characters’ traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
Example: Read works, such as The Secret Diary of Adrian Mole, Aged 13 ½ by Sue Townsend or Spoon River Anthology by Edgar Lee Masters, and describe the characters, citing specific examples from the text to support this description.

Performance Objectives:
Given appropriate resources, the students, in pairs, will write a paragraph per main character describing the characters’ traits using at least three textual examples as evidence.

Assessment:
The paragraphs will describe, using at least three textual quotes, Romeo, Juliet, and Friar Laurence.

Advanced Preparation by Teacher:
- Look up dialogue between Mercutio and Benvolio & dialogue between Capulet, his wife, and Paris.
Type a question list & checklist of requirements.
Prepare a journal entry for the students

**Procedure:**

**Introduction:**
Begin the class with a few discussion questions:
- Who can give me a short description of a soliloquy? (Bloom’s, comprehension)
- What is the importance of a soliloquy? (Bloom’s, Knowledge)
- What does Shakespeare use soliloquies for? (Bloom’s, Knowledge)
- Who can describe dialogue? (Bloom’s comprehension)
- What can dialogue tell us? (Bloom’s Knowledge)

Explain to the students that today we will be learning how to use soliloquies to pull out character traits.
- How might descriptive language aid in our search for character traits?
- What kind of words do you use to characterize people?
- What kind of words do you use to describe people?

Characterizations and descriptive words are typically adjectives. So how might yesterday’s lesson help us?

**Step-by-step:**

35. Using the students’ answers from the introduction we will talk about the dialogue between Benvolio and Mercutio in Act 3 Scene 1, lines 1-30.
   a. Select two people to act out the parts of Benvolio and Mercutio aloud.
   b. Then ask the class some questions:
      i. Can someone paraphrase what Benvolio says first in the scene? (Bloom’s, Comprehension).
      ii. How would you describe his character from just this short paragraph? (Bloom’s Comprehension).
      iii. What facts support your conclusion? (Bloom’s Application).
      iv. What about Mercutio? How would you describe his character? (Bloom’s Comprehension)
      v. What facts support those conclusions? (Bloom’s Application)
      vi. How did you arrive at those facts and conclusions? Do either of the characters come out and say specific characteristics? (Bloom’s, Comprehension).

36. If the students need more practice run through the same basic format with some dialogue between Juliet’s parents and Paris in Act 3 Scene 4.
   a. Select three people to act out the parts of Capulet, Capulet’s wife, and Paris.
   b. The continue with questions:
      i. Summarize this scene for me. (Bloom’s Comprehension)
ii. What are your thoughts about Capulet? How would you describe this character? (Bloom’s Comprehension).

iii. What are some facts to back up your conclusions? (Bloom’s Application)

37. After you believe the class has a basic grasp on how to read into the words begin with directions for their class work.
   a. I will separate the class into pairs
   b. Those two people will work together on dialogues and soliloquies of their choice.
   c. They will need to write a paragraph over Romeo, Juliet, and Friar Laurence’s character traits.
   d. In each paragraph they need at least three textual quotes to back up the conclusions they come to.
   e. Essentially they are doing the same thing that we practiced in class but I will not be asking questions.

38. I will then let the pairs get together and begin work on their paragraphs.

39. I will also remind the students that they need to finish in class as it is due at the end of the period.

Closure:
- The students’ homework will be writing a half page journal entry answering this question.
  - If you could ask Romeo’s parents or Juliet’s parents any questions, what would those questions be and why? (Bloom’s Application)
    - Nothing vulgar and be sure to specify to whom you are directing your questions.
  - Read second half of Act 4.

Gardner’s:
- Verbal/Linguistic: writing the paragraph and answering questions
- Intrapersonal: working in pairs on the soliloquies and dialogues.
- Interpersonal: journal segment
- Bodily/Kinesthetic: acting out short scenes from the play.

Adaptations/Enrichment:
For students with Autism:
1. I will provide a checklist with specific instructions to aid them in knowing exactly what is expected of them.
2. The students are not going to be up and moving much during this lesson to aid in lessening distractions and lowering the possibility of the student getting upset due to inconsistency in the classroom.
3. Also, if the students need it, I could give them the discussion questions ahead of time, to allow them time to think about them and understand exactly what we are talking about at the beginning of class.

Students with Mental Retardation:
1. These students will receive the questions I am asking the day before this lesson so they can prepare some answers to the questions.
2. I will give these students extra time to finish the paragraphs if they are not able to get them done in class.
3. The students could get more out of the readings by watching the other students act out the short scenes rather than just listening.
4. If the students have a more severe or moderate level I could write summaries of the short scenes for their use.
5. They will be receiving a checklist for the paragraphs just like the rest of the students; this will aid them in knowing exactly what is expected of them.

For students with LD:
1. The reading in class should help them to have double use of the story; they can follow along in the book and they can listen to their classmates read it.

For students with ADHD:
1. These should be the students actually acting. That would give them a chance to work out their energy in an educational way rather than just being disruptive.

For gifted and talented students:
1. I could enrich this lesson for them by giving them higher level Bloom’s questions and asking them to fully immerse themselves in the reading.

**Self Reflection:**
How could I incorporate more learning types into this lesson? Should I have a song or a video?

Should I underline or point out specific lines to help the students know what to look for to understand how to find character traits?
Use these questions to aid you in thinking about the characteristics you wish to point out for your characters. Use the checklist below to make sure that you complete each of the requirements for the assignments.

List of Questions:
- Summarize this scene for me.
- What are your thoughts about Capulet?
- How would you describe this character?
- What are some facts to back up your conclusions?

Checklist of Paragraphs:
- One paragraph for each character
  - Romeo
  - Juliet
  - Friar Laurence
- Three textual examples in each paragraph
  - Correctly cited
  - Accurate in support of student claims
  - 8 full sentences per paragraph
Journal Entry

If you could ask Romeo’s parents or Juliet’s parents any questions, what would those questions be and why?
  • Nothing vulgar and be sure to specify to whom you are directing your questions.

Journal Entry

If you could ask Romeo’s parents or Juliet’s parents any questions, what would those questions be and why?
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If you could ask Romeo’s parents or Juliet’s parents any questions, what would those questions be and why?
  • Nothing vulgar and be sure to specify to whom you are directing your questions.
Lesson Plan by: Erin Klepfer
Lesson: Sequencing events  Approx. length: Class period (47 minutes)
Age or Grade Intended: 9th

Academic (IN State) Standards:

Standard 3
READING: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 9, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

Indicator:

Analysis of Grade-Level-Appropriate Literary Text

9.3.3 Analyze interactions between characters in a literary text and explain the way those interactions affect the plot.
Example: Discuss the development of the different characters in Charles Dickens’ Great Expectations.

Performance Objectives:

Given a sequencing chart, the students will analyze how the character interactions in Romeo and Juliet affect the plot and fill out the sequencing chart citing where they found their statements.

Assessment:

The chart will be filled out over the scene beginning with Friar Laurence giving Juliet poison and ending with the “death” of Juliet.

Advanced Preparation by Teacher:

- Prepare an opening game.
- Prepare Sequencing chart.
Prepare a copy of large print lecture notes.

**Procedure:**

**Introduction:**
Begin the class with a few discussion questions over Act four:

- Who can give me a short description of Act 4? (Bloom’s, comprehension)
- How do you feel about Juliet taking the poison? (Bloom’s, Evaluation)
- If you were Juliet’s parents how would you feel about her “death”? (Bloom’s, Synthesis)
- What is the relationship between Paris and Juliet? Have you ever had this type of thing happen to you? (Bloom’s Analysis)
- In addition, what is the relationship between Friar Laurence and Juliet? Can you relate to this form of relationship? (Bloom’s Analysis and Evaluation)

Today we are going to be working on sequencing events and focusing on cause and effect in *Romeo and Juliet*.

**Step-by-step:**
40. First tell the students that we will be practicing our cause and effect skills with a few scenarios.
   a. Rules:
      i. To answer my questions your hand MUST be raised.
      ii. Do NOT touch anyone, even if you are one of the actors.
      iii. Remember that vulgarity in the room is not acceptable under any circumstances. If you do become vulgar you will be asked to sit out and write me a page paper over why vulgarity is unacceptable in the classroom.
      iv. Pay careful attention to what the actors are saying and doing so that you are able to understand the cause of the problem and the effect of the cause.
      v. I will choose specific to act out each scenario and the rest of the students will take notes or just watch and be ready to answer my questions once the scenario has ended.
      vi. Any questions?
   b. Scenario 1:
      i. Susie is wandering down the hallway when she notices a glint of gold on the floor. She picks it up and realizes that it is a beautiful necklace. She shrugs and pockets the necklace; after all, finders keepers right? Maggie comes running down the hall from the other direction and blows past Susie, a few seconds later Susie hears crying and wanders back down the hall to see what is going on. Maggie, though crying, notices a small part of her necklace
sticking out of the pocket of Susie’s jeans and quickly accuses her of stealing the necklace. They get into a yelling match which is quickly split up by a teacher. Both girls receive a detention and Maggie is given her necklace back.

1. What is the initial cause of the problem
2. What happens because Susie finds and picks up the necklace to keep?
3. What is it called when it happens because of an event that occurred earlier?

c. Scenario 2:
   i. Mike is playing basketball and practicing his free throws in the gym when tall Tim walks in front of him right as Mike is throwing the ball up for a basket. The ball bounces off of Tim’s head and both boys get into a heated debate over whose fault it is. The boys are separated and the coach decides to bench both guys for the first half of the game on Friday.
      1. What is the initial cause of the problem?
      2. What happens because Tim blocks the shot?
      3. Does it matter if it’s on accident or not?

41. We will play this game until we have finished both scenarios.
42. We will then discuss how they picked out the cause and effect in each scenario.
43. After we have done our practice session, I will then describe what their assignment is going to be.
   a. They will be given a sequencing chart
   b. I will give them the first cause that I want them to cover
   c. I will also tell them what the final effect is and I want them to pick out all the middle events that led up to the final effect.
   d. I will remind them that they need to tell me on what page in Romeo and Juliet they found their events.
   e. I will ask them if they have questions and let them work on their work.

 Closure:
- The students’ homework will be finishing their sequencing charts and reading Act 5.

Gardner’s:
- Verbal/Linguistic: sequencing charts
- Intrapersonal: working on their own on the charts
- Interpersonal: discussion and the class activity
- Bodily/Kinesthetic: the actors get this not the other students
- Visual/Spatial: watching the actors with the scenes

**Adaptations/Enrichment:**
For students with Autism: I will provide specific instructions to aid them in knowing exactly what is expected of them. Also, the students are not going to be up and moving much during this lesson to aid in lessening distractions and lowering the possibility of the student getting upset due to inconsistency in the classroom. Also, if the students need it, I could give them the discussion questions ahead of time, to allow them time to think about them and understand exactly what we are talking about at the beginning of class.

Students with Visual/Hearing Impairments:
I will give them the lesson in large print. I will also be sure to talk clear and loud so they may hear me, as well as cutting down on noise in the classroom. The student with visual impairments will have a partner assigned to them to describe what is happening when there is little to no talking in the room. I will be sure to face the front of the room when we are having our discussion so the student can read my lips.

**Self Reflection:**
Is it dangerous to have the students acting out the scenarios? Should the just be read to the students?

Do the students understand what is expected of them?
Discussion over Act 4:

- Who can give me a short description of Act 4?
- How do you feel about Juliet taking the poison?
- If you were Juliet’s parents how would you feel about her “death”?
- What is the relationship between Paris and Juliet? Have you ever had this type of thing happen to you?
- In addition, what is the relationship between Friar Laurence and Juliet? Can you relate to this form of relationship?

Scenarios:

f. Rules:
   
i. To answer my questions your hand MUST be raised.
   
ii. Do NOT touch anyone, even if you are one of the actors.
   
iii. Remember that vulgarity in the room is not acceptable under any circumstances. If you do become vulgar you will be asked to sit out and write me a page paper over why vulgarity is unacceptable in the classroom.
   
iv. Pay careful attention to what the actors are saying and doing so that you are
able to understand the cause of the problem and the effect of the cause.

v. I will choose specific to act out each scenario and the rest of the students will take notes or just watch and be ready to answer my questions once the scenario has ended.

vi. Any questions?

g. Scenario 1:

i. Susie is wandering down the hallway when she notices a glint of gold on the floor. She picks it up and realizes that it is a beautiful necklace. She shrugs and pockets the necklace; after all, finders keepers right? Maggie comes running down the hall from the other direction and blows past Susie, a few seconds later Susie hears crying and wanders back down the hall to see what is going on. Maggie, though crying, notices a small part of her necklace sticking out of the pocket of Susie’s jeans and quickly accuses her of stealing the necklace. They get into a yelling match which is quickly split up by a teacher. Both girls receive a detention and Maggie is given her necklace back.

1. What is the initial cause of the problem
2. What happens because Susie finds and picks up the necklace to keep?
3. What is it called when it happens because of an event that occurred earlier?

h. Scenario 2:
i. Mike is playing basketball and practicing his free throws in the gym when tall Tim walks in front of him right as Mike is throwing the ball up for a basket. The ball bounces off of Tim’s head and both boys get into a heated debate over whose fault it is. The boys are separated and the coach decides to bench both guys for the first half of the game on Friday.

1. What is the initial cause of the problem?
2. What happens because Tim blocks the shot?
3. Does it matter if it’s on accident or not?
Sequencing Chart

Initial Event:

Paris is bragging about his wedding to Juliet to Friar Laurence.

Final Outcome

Juliet “dies”
Lesson Plan by: Erin Klepfer
Lesson: Discussing/Analyzing Shakespeare  Approx. length: 45 minutes
Age or Grade Intended: 9th

Academic (IN State) Standards:

Standard 3
READING: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 9, students read a wide variety of literature, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.

Indicator:

Analysis of Grade-Level-Appropriate Literary Text

9.3.6 Analyze and trace an author’s development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
Example: Discuss how Tennessee Williams uses shifts between narration and “in-scene” characters to tell the story in his play The Glass Menagerie.

Performance Objectives:

Given available resources (book, summaries, computers, etc), the students will create a time-line of Romeo and Juliet and correctly indicating at least three instances of foreshadowing and flashbacks.

Assessment:

I will collect the time-lines and grade them on if the students correctly labeled 80% of the foreshadowing and flashbacks.

Advanced Preparation by Teacher:

- Reserve the computer lab
- Prepare a short list of events that MUST be on the timeline, the more events they have the better their grade.
- Have summaries ready for each act in the play.
- Have pictures of the death scene from *Romeo and Juliet*.

**Procedure:**

**Introduction:**
The class will begin with a discussion of the previous evening’s reading, Act 5. I will ask questions to determine how well they read and how much of the reading they truly understood.

- “Why doesn’t Romeo receive the letter from Friar Lawrence?” (Blooms, Knowledge)
- “Who can summarize the events of Act 5 Scene 3?” (Blooms, Comprehension)
- “How do you feel about the end? If you don’t like it, how would you change the end?” (Blooms, synthesis)
- “Do the deaths of Romeo and Juliet truly end the feud between their families?” (Blooms, Analysis)
- “Any final thoughts on the end of this play? Anyone upset at the ending? Anyone upset with any part of the outcome?”

As we are having our class discussion I will pass out pictures of the final scene from various plays. This will help the students form a more concrete picture in their minds of the characters. Once we have finished our discussion, I will explain the directions for our activities.

**Step-by-step:**
44. I will begin the lesson by asking the students what it means to foreshadow.
   a. I will then provide them with the definition of foreshadowing: “To give a hint or suggestion of beforehand.” (Webster Dictionary)
   b. I will explain that there are multiple ways to foreshadow and just saying something is not the only way.
   c. I will play the theme from Jaws and remind them that this is one way to foreshadow an event. (Gardner’s Musical)
   d. I will then ask them for ways that they might foreshadow something or examples of foreshadowing.
45. This assignment is an individual assignment; there is no partner work on this. (Gardner’s, Intrapersonal)
46. Pass out the list of events and explain that they will be creating a timeline of events from *Romeo and Juliet*. (Gardner’s Verbal/Linguistic)
   a. The events on the handout are requirements for the timeline, they must be on it.
   b. Every other event that they place on the timeline will be one extra credit point; but they cannot receive more than ten extra credit points.
47. Tell the students that along with putting the events on the timeline, they will be in charge of marking at least five instances of foreshadowing or flashbacks.
   a. I will give them one example of foreshadowing in Romeo and Juliet to give them an idea of what I am looking for.
      i. Act 5 Scene 3: “I dreamt my lady came and found me dead — Strange dream, that gives a dead man leave to think!”
48. Tell the students that we will be using the computer lab, their books, and the summaries that I am going to pass out to help them look up extra events and to find foreshadowing and flashbacks.
49. I will be sure to go over the rules of the computer lab:
   a. When in the hallway there will be no talking.
   b. No food or drinks are allowed in the lab just like the classroom.
   c. I expect each student to do their own work and not copy off each other or give each other information.
   d. If a student has a question, they may come to me.
50. I will then pass out the summaries.
51. Once everyone has their summaries we will move to the computer lab.

**Closure:**
- If the students have not finished their timelines, it will be due at the beginning of the next class.
- Finally, I will give the students a short journal entry to write about after class, for a participation grade. (Gardners, Intrapersonal)
  - “If you could interview Mr. Montague or Mr. Capulet at the end of the play and after the deaths of their respective children, what would you ask? How do you think they would respond?” (Blooms, Synthesis)

**Adaptations/Enrichment:**

For students with ADHD: The short walk to the computer lab is welcome exercise. Also, work on a computer allows them more interaction and movement than work at their desk in the classroom. On the computer things move and interact with them.

For gifted and talented students: I could enrich this lesson for them by giving them a different choice in activity. Rather than creating a timeline, they could create sequential questions to ask the other students about the play; then take the answers to these questions and write a short one page analysis on how well Shakespeare organized and presented *Romeo and Juliet*.

Students with LD: Depending on how many extra events they wish to put in, these students could come see me about receiving an extra day to finish their assignment for full credit.
**Self Reflection:**
The students could have issues with putting as much information into the timeline as they wish. I might have to length the time I give all the students.

The class may be a little boring, with doing mostly only Verbal/Linguistic work, I may lose the interest of a lot of the other learners.

List of Events:
1. Audience meets Romeo
2. Audience meets Juliet
3. Romeo and Juliet meet
4. First kiss
5. Balcony confession of love
6. Marriage of Romeo and Juliet
7. Banishment
8. Juliet asks Friar Laurence for help
9. Juliet drinks potion
10. Romeo drinks poison
11. Juliet stabs herself
Character List

Romeo Montague: One of the protagonists, he falls in love with Juliet Capulet at a masquerade. He marries her, but after killing Tybalt he is forced to flee the city. Acting on a plan that Friar Laurence puts together, he thinks that Juliet is dead and drinks poison to kill himself while in her tomb.

Lord Montague: the father of Romeo, and a mortal enemy of the Capulets.

Lady Montague: the mother of Romeo.

Benvolio: the nephew of Romeo's father.

Abraham: a serving man of the Montagues.

Balthasar: Romeo's servant.

Friar Laurence: Romeo's older friend who is involved in Romeo and Juliet's attempt to run away. He provides Juliet with the sleeping potion, but is unable to inform Romeo of his plan. Romeo returns to the city and, thinking Juliet is dead, kills himself.

Juliet Capulet: A young girl who falls in love with Romeo Montague at a masquerade. She marries him, but is troubled when he kills her cousin Tybalt in a street fight. She later takes a sleeping potion administered by Friar Laurence in an attempt to escape the city, but wakes up to find Romeo dead beside her. She takes his sword and kills herself.

Lord Capulet: the father of Juliet, he is angry when she refuses to consider marrying Count Paris, unaware that she is already secretly married to Romeo.

Lady Capulet: the mother of Juliet, she supports Juliet's father on the issues of marriage.

Tybalt: The nephew of Juliet's mother, he is killed by Romeo in a fight.

Pertruccio: The page of Tybalt.

Nurse: The nurse of Juliet, and the woman she turns to for advice and help. The nurse turns out to be useless in helping Juliet with her marriage to Romeo, however, and instead encourages her to marry Paris.

Peter: A serving man of the Capulets.

Samson: A serving man of the Capulets.

Gregory: A serving man of the Capulets.

Prince Escalus: The Prince of Verona, he provides for law and order. After Tybalt is killed he banishes Romeo and orders the families to cease their feud.
**Mercutio:** A kinsmen to Prince Escalus and a friend of Romeo. He is killed by Tybalt, resulting in Romeo killing Tybalt in revenge.

**Count Paris:** a suitor of Juliet; liked by Lord Capulet but hated by Juliet.

**Apothecary:** A man who looks like a skeleton, he sells Romeo the poison that Romeo commits suicide with.

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**Prologue**

The chorus introduces the play, and tells the audience that two families in Verona have reignited an ancient feud. Two lovers, one from each family, commit suicide after trying to run away from their families. The loss of their children compels the families to end the feud.

**Act One, Scene One**

The servants of the Capulets are on the street waiting for some servants of the Montague's to arrive. When they do, **Samson** from the Capulets bites his thumb at them, essentially a strong insult. **Abraham** from the Montague's accepts the insult and the men start to fight.

**Benvolio**, Romeo's cousin, enters and makes the men stop fighting by drawing his own sword. **Tybalt**, Juliet's cousin, then also enters the street. Seeing Benvolio, he too draws his sword and enters the fight.

Old Capulet runs onto the stage and demands a sword so that he too may fight. His wife restrains him, even when Old Montague emerges with his sword drawn as well. The **Citizens of the Watch** have put up a cry, and manage to get **Prince Escalus** to arrive. **The Prince** chides them for three times before causing the street of Verona to be unsafe. He orders them to return home, and personally accompanies the Capulets.

The Montagues and Benvolio remain on stage. They ask Benvolio why Romeo was not with him, and he tells them Romeo has been in a strange mood lately. When Romeo appears, the Montagues ask Benvolio to find out what is wrong, and then depart. Romeo informs Benvolio that he is in love with a woman named Rosaline who wishes to remain chaste for the rest of her life, which is why he is so depressed.

**Act One, Scene Two**

Paris pleads with Capulet to let him marry Juliet, who is still only a girl of thirteen. Capulet tells him to wait, but decides to allow Paris to woo her and try to win her heart. He then tells his servant **Peter** to take a list of names and invite the people to a masked ball he is hosting that evening.

Peter meets Romeo on the street, and being unable to read, asks Romeo to help read the list for him. Romeo does, and realizes that the girl he loves, Rosaline, will be attending this party. Peter tells him that it will be held at Capulet's house, and that he is invited if he wishes to come. Both Benvolio and Romeo decide to go.
Act One, Scene Three

Lady Capulet asks the Nurse to call for Juliet. She does, and then tells Lady Capulet that Juliet will be fourteen in under two weeks. She then digresses and speaks of how Juliet was as a child, causing both Juliet and her mother embarrassment.

The mother tells Juliet that Paris has come to marry her. She then describes Paris as being beautiful, and compares him to a fine book that only lacks a cover. Juliet does not promise anything, but agrees to at least look at the man that night at dinner.

Act One, Scene Four

Romeo, Mercutio and Benvolio are making their way to the masked party. Romeo is still depressed, even though he gets to see Rosaline. Mercutio tries to cheer him up by telling a story about Queen Mab, a fictitious elf that infiltrates men's dreams. Romeo finally shushes him and comments that he is afraid of the consequences of going to this party.

Act One, Scene Five

Romeo stands to the side during the dancing, and it is from this spot that he first sees Juliet. He immediately falls in love with her. Tybalt overhears Romeo talking to a servingman and recognizes him as Romeo Montague by his voice. However, before Tybalt can creat a scene, Old Capulet tells him to leave Romeo alone, since it would look bad to have a brawl in the middle of the festivities.

Romeo finds Juliet and touches her hand. They speak in sonnet form to one another, and Romeo eventually gets to kiss her. However, Juliet is forced to go see her mother. The Nurse tells Romeo that Juliet is a Capulet, at which he is startled.

Juliet finds her Nurse at the end of the party and begs her to find out who Romeo is. The Nurse returns and tells her he is Romeo, the only son of the Montague family. Juliet is heart-broken that she loves a "loathed enemy" (1.5.138).

Act One: Analysis

This play begins with a sonnet, a form of prose usually reserved for a lover addressing his beloved. The sonnet is a very structured form of prose, lending itself to order. Shakespeare cleverly contrasts this orderly sonnet with the immediate disorder of the first scene. Thus, the scene quickly degenerates into a bunch of quarreling servants who soon provoke a fight between the houses of Montegue and Capulet.

This scene is wrought with sexual overtones, with the various servants speaking of raping the enemy's women. The sexual wordplay will continue throughout the play, becoming extremely bawdy and at times offensive, yet also underlying the love affair between Romeo and Juliet.

The disorder within the play is evidenced by inverted circumstances. Servants start the quarrel, but soon draw the noblemen into the brawl. The young men enter the fight, but soon the old men try to deny their age and fight as well. The fact that this whole scene takes place in broad daylight undermines the security that is supposed to exist during the day. Thus the play deals with conflicting images: servants leading noblemen, old age pretending to be young, day overtaking night.

The Nurse speaks of Juliet falling as a child when she relates a story to Lady Capulet. This story indirectly pertains to the rise and fall of the characters. Since this is a tragedy, the influence of wheel's fortune cannot be overlooked. Indeed, Juliet's role
in the play does parallel the wheel of fortune, with her rise to the balcony and her fall to the vault.

The Nurse also foreshadows, "An I might live to see thee married once" (1.3.63). Naturally she does not expect this to be realized in so short a time, but indeed she does live to only see Juliet married once.

Romeo compares Juliet to, "a rich jewel in an Ethiope's ear" (1.5.43) when he first sees her. This play on the comparison of dark and light shows up frequently in subsequent scenes. It is a central part of their love that important love scenes take place in the dark, away from the disorder of the day. Thus Romeo loves Juliet at night, but kills Tybalt during the day. It especially shows up in the first act in the way Romeo shuts out the daylight while he is pining for Rosaline.

In the fifth scene the lover's share a sonnet which uses imagery of saints and pilgrims. This relates to the fact that Romeo means Pilgrim in Italian. It is also a sacriligeous sonnet, for Juliet becomes a saint to be kissed and Romeo a holy traveler.

The foreshadowing so common in all of Shakespeare's plays comes from Juliet near the end of the first act. She states, "If he be married, / My grave is like to be my wedding bed." (1.5.132). This will be related over and over again, from her Nurse and later even from Lady Capulet.

One of the remarkable aspects of the play is the transformation of both Romeo and Juliet after they fall in love. Juliet first comes across as a young, innocent girl who obeys her parents' commands. However, by the last scene she is devious and highly focused. Thus, she asks her nurse about three separate men at the party, saving Romeo for last so as not to arouse suspicion. Romeo will undergo a similar transformation in the second act, resulting in Mercutio commenting that he has become sociable.

There is a strange biblical reference which comes from Benvolio in the very first scene, when he attempts to halt the fight. He remarks, "Put up your swords. You know not what you do" (1.1.56). This is the same phrase used by Jesus when he stops his apostles from fighting the Roman guards during his arrest. It seems to preordain Juliet's demise, namely her three day "death" followed by a resurrection which still ultimately ends in death.

**Act Two, Introduction**

The chorus introduces the next act, saying that Romeo has given up his old desire for a new affection. Juliet is likewise described as being in love. Both lovers share the problem that they cannot see each other without risking death, but the chorus indicates that passion will overcome that hurdle.

**Act Two, Scene One**

Romeo enters and leaps over a garden wall. Mercutio and Benvolio arrive looking for Romeo, but cannot see him. Mercutio then call out to him in long speech filled with obscene wordplay. Benvolio finally gets tired of searching for Romeo, and they leave.

Romeo has meanwhile succeeded in hiding beneath Juliet's balcony. She appears on her balcony and, in this famous scene, asks, "Oh Romeo, Romeo, wherefore art thou Romeo?" (2.1.75). She wishes that Romeo's name did not make him her enemy.
Romeo, hiding below her, surprises her by interrupting and telling Juliet that he loves her.

Juliet warns Romeo that his protestations of love had better be real ones, since she has fallen in love with him and does not want to be hurt. Romeo swears by himself that he loves her, and Juliet tells him that she wishes she could give him her love again.

Juliet's Nurse calls her, and she disappears only to quickly reappear again. Juliet informs Romeo that if he truly loves her, he should propose marriage and tell her when and where to meet. The Nurse calls her a second time, and Juliet exits. Romeo is about to leave when she emerges yet a third time and calls him back.

**Act Two, Scene Two**

Friar Laurence is out collecting herbs when Romeo arrives. Romeo quickly tells him that he has fallen in love with Juliet Capulet. The Friar is surprised to hear that Rosaline has been forgotten about so quickly, but is delighted by the prospect of using this new love affair to unite the feuding families.

**Act Two, Scene Three**

Benvolio and Mercutio speak about Romeo’s disappearance the night before. Benvolio tells Mercutio that Romeo did not come home at all. Romeo arrives and soon engages in a battle of wits with Mercutio, who is surprised by Romeo's quick replies. He says, "Now art thou sociable, now art thou Romeo" (2.3.77)

Juliet's Nurse arrives with her man Peter and asks to speak with Romeo. Mercutio starts making sexual jokes about the Nurse, but finally exits with Benvolio. The Nurse tells Romeo her mistress is willing to meet him in marriage. Romeo indicates the Nurse should have Juliet meet him at Friar Laurence's place that afternoon.

**Act Two, Scene Four**

Juliet eagerly awaits her Nurse and news from Romeo. The Nurse finally arrives and sits down. Juliet begs her for information, but the Nurse comically refuses to tell her anything until she has settled down and gotten a back rub. She finally informs Juliet that Romeo awaits her at the chapel where Friar Laurence lives.

**Act Two, Scene Five**

Romeo and Friar Laurence are in the chapel waiting for Juliet to arrive. The Friar cautions Romeo to "love moderately." Juliet soon appears and Friar Laurence takes the two young lovers into the church to be married.

**Analysis**

The interaction and conflict of night and day is raised to new levels within the second act. Benvolio states that, "Blind is his love, and best befits the dark" (2.1.32), in reference to Romeo's passion. And when Romeo finally sees Juliet again, he wonders, "But soft, what light through yonder window breaks? / It is the east, and Juliet is the sun. / Arise, fair sun, and kill the envious moon" (2.1.44-46). Romeo then invokes the darkness as a form of protection from harm, "I have night's cloak to hide me from their eyes" (2.1.117). This conflict will not end until the disorder of the day eventually overcomes the passionate nights and destroys the lives of both lovers.

It is worthwhile to note the difference between Juliet and Rosaline. Juliet is compared to the sun, and is one of the most giving characters in the play. "My bounty is as
boundless as the sea, / My love as deep. The more I give thee / The more I have, for both are infinite" (2.1.175-177). Rosaline, by contrast, is said to be keeping all her beauty to herself, to die with her. This comparison is made even more evident when Romeo describes Rosaline as a Diana (the goddess of the moon) and says to Juliet, "Arise, fair sun, and kill the envious moon" (2.1.46).

The balcony scene is more than a great lovers' meeting place. It is in fact the same as if Romeo had entered into a private Eden. He has climbed over a large wall to enter the garden, which can be viewed as a sanctuary of virginity. Thus he has invaded the only place which Juliet deems private, seeing as her room is constantly watched by the Nurse or her mother.

One of the interesting things which Shakespeare frequently has his characters do is swear to themselves. For instance, when Romeo tries to swear by the moon, Juliet remarks that the moon waxes and wanes, and is too variable. Instead, she says, "Or if thou wilt, swear by thy gracious self" (2.1.155). Shakespeare often has characters encouraged to be true to themselves first, as a sign that only then can they be true to others..

Again, note the change in Juliet's behavior. Whereas she used to obey the authority of her nurse, she now disappears twice, and twice defies authority and reappears. This is a sure sign of her emerging independence, and is a crucial factor in understanding her decision to marry Romeo and defy her parents.

There is a strong conflict between the uses of silver and gold throughout the action. "How silver-sweet sound lovers' tongues by night" (2.1.210) and "Lady, by yonder blessed moon I vow, / That tips with silver all these fruit-tree tops" (2.1.149-50). Silver is often invoked as a symbol of love and beauty. Gold, on the other hand, is often used ironically and as a sign of greed or desire. Rosaline is thus described as being immune to showers of gold, which almost seem to be a bribe. When Romeo is banished, he comments that banishment is a "golden axe," meaning that death would have been better and that banishment is merely a euphemism for the same thing. And finally, the erection of the statues of gold at the end is even more a sign of the fact that neither Capulet nor Montegue has really learned anything from the loss of their children.

One of the central issues is the difference between youth and old age. Friar Laurence acts as Romeo's confidant, and the Nurse advises for Juliet. However, both have advice that seems strangely out of place given the circumstances of the play. For instance, Friar Laurence says to Romeo, "Wisely and slow. They stumble that run fast" (2.2.94). He also advises Romeo to "Therefore love moderately" (2.5.9). The insanity of this plea to love "moderately" is made ludicrous by the rapid events which follow. In fact, by the end of the play we even see Friar Laurence rejecting his own advice and stumbling to reach Juliet's grave before Romeo can find her. "How oft tonight have my old feet stumbled at graves?" (5.3.123).

**Act Three, Scene One**

Benvolio and Mercutio are on a street in Verona waiting for Romeo to arrive. While there, Tybalt and Petruccio see them and come over to provoke a quarrel. Tybalt is expressly looking to find Romeo, whom he want to punish for sneaking into the masked party the previous day.

Romeo arrives and tries to be submissive to Tybalt by telling him that he harbors no hatred of the Capulet house. Tybalt is unsure how to deal with Romeo, but since
Mercutio is provoking him to a duel, he draws his sword and attacks Mercutio. Romeo draws his sword and intervenes too late to stop Tybalt from stabbing Mercutio. Tybalt and Petruccio then exit the area.

Mercutio leaves the stage with Benvolio, who soon returns to tell Romeo that Mercutio has died. Romeo vows revenge on Tybalt, who soon reappears to fight with him. In the duel, Romeo kills Tybalt. Benvolio tells Romeo to run away before the Prince arrives.

The Prince, followed by the Montague and Capulet families, shows up at the scene. Benvolio tells him the entire story, but the Prince refuses to believe Romeo is guiltless. He banishes Romeo from Verona, threatening to kill him should he return.

Act Three, Scene Two

Juliet delivers one of the most elegant soliloquys in the play about Romeo, whom she is hoping to receive news about. Her Nurse enters with the news of Tybalt's death and Romeo's banishment, but as in the previous scene refuses to immediately tell Juliet what she knows. Instead, the nurse lets Juliet believe that it is Romeo who has been killed.

When the Nurse finally reveals the truth to Juliet, Juliet immediately chides Romeo for pretending to be peaceful when in fact he is able to kill Tybalt. She then recants, and tell the Nurse, "Shall I speak ill of him that is my husband?" (3.2.97). Juliet laments the fact that Romeo has been banished, and indicates that she would rather have both her parents killed then see Romeo banished.

The Nurse promises to go find Romeo and bring him to Juliet's bed that night. She tells Juliet that he is hiding with Friar Laurence. Juliet gives the Nurse a ring for Romeo to wear when he comes to see her that night.

Act Three, Scene Three

Friar Laurence tells Romeo that he is banished from Verona, and that he should be happy that the Prince was willing to commute the death sentence. Romeo considers banishment worse than death, because it means that he can never see Juliet again. When the Friar tries to console him, Romeo says, "Wert thou as young as I, Juliet thy love.../ Then mightst thou speak" (3.3.65/68).

The nurse enters and finds Romeo on the ground weeping. She tells him to stand up. Romeo is so upset by the events that he starts to stab himself, but the Nurse snatches away the dagger. Friar Laurence tells Romeo that he should be happy, since he and Juliet are still alive and want to see each other. The Friar then gets Romeo to go see Juliet that night, with the expectation that Romeo will run away to Mantua the next morning.

Act Three, Scene Four

The Capulets and Paris are preparing for bed, even though it is almost morning. Old Capulet decides right then that Juliet will marry Paris. He comments, "I think she will be ruled / In all respects by me" (3.4.13-4). He tells Lady Capulet to speak to Juliet about the matter immediately before going to bed.

Act Three, Scene Five

Romeo and Juliet are in her bedroom as daylight approaches. They pretend for a short minute that it really is still the night, but the Nurse arrives to tell Juliet her mother approaches. Romeo descends from the balcony to the ground and bids her goodbye.
Lady Capulet tells Juliet she has news to cheer her up, namely the planned wedding with Paris. Juliet tells her that she would sooner marry Romeo rather than Paris. Capulet himself enters and becomes furious when Juliet refuses to marry Paris. He calls Juliet "young baggage" and orders her to prepare to marry Paris the upcoming Thursday.

Lady Capulet refuses to help Juliet, and even the Nurse tells her that Paris is a fine gentleman whom she should marry. Juliet kicks out her Nurse and prepares to visit Friar Laurence. As the Nurse leaves, Juliet calls her, "Ancient damnation!" (3.5.235).

**Analysis**

Mercutio leads the action in this most dramatic of the five acts. When wounded, he cries out "A plague o' both your houses" (3.1.101), saying it three times to ensure that it becomes a curse. Indeed, it is the plague which causes the final death of both Romeo and Juliet. Friar John says that he was unable to deliver the letter to Romeo because, "the searchers of the town, / Suspecting that we both were in a house / Where the infectious pestilence did reign, / Sealed up the doors, and would not let us forth" (5.2.8-11).

One of the most beautiful soliloquys is that of Juliet when she beckons for nightfall, again representing the contrast to the disorder of the day's events. "Come, gentle night; come, loving, black-browed night, / Give me my Romeo, and when he shall die / Take him and cut him out in little stars, / And he will make the face of heaven so fine / That all the world will be in love with night / And pay no worship to the garish sun" (3.2.20-25).

The Nurse's arrival in this act with information about Romeo and Tybalt reinforces the fact that this is now a tragedy, not a comedy. This can be seen in the contrast of this scene with the first scene where the Nurse withholds information from Juliet. In the first scene, the Nurse is playfully devious in telling Juliet about where Romeo wants to meet her for their marriage. Now however, the same playfulness is no longer comic, rather it is infuriating. In this sense Shakespeare turns the Nurse from a comic character into a tragic character, one who cannot realize the importance of what she is saying.

Juliet's dedication to Romeo emerges very strongly at this point. At first she derides Romeo for killing Tybalt, but she soon has a change of heart and says, "Shall I speak ill of him that is my husband?" (3.2.97). She then states that she would sacrifice ten thousand Tybalts to be with Romeo, and later includes her parents in the list of people she would rather lose than Romeo. This dedication to a husband or lover is something which emerges frequently in Shakespeare, and is a point he tries to emphasize.

Romeo's misery at being banished is clearly shown in his preference for death. "Then 'banished' / Is death mistermed. Calling death 'banished' / Thou cutt'st my head off with a golden axe" (3.3.20-22). Friar Laurence tries to show him that by being alive he at least still has a chance to see Juliet again. Even the Nurse, entering where Romeo is hiding, says, "Stand up, stand up, stand an you be a man" (3.3.88).

The analysis of the first act introduced the image of the wheel of fortune. This was applied to Juliet, who throughout the previous acts rose from a humble daughter to become a strong woman standing on a balcony, and completely in charge of her situation. However, at this juncture the Nurse informs Romeo that Juliet "down falls again" (3.3.101) as a result of his banishment and her loss of Tybalt. Later, Juliet
takes this image even further, saying, "Methinks I see thee, now thou art so low / As one dead in the bottom of a tomb" (3.5.55-6).

This of course also is integrated with the foreshadowing so common in Shakespeare's plays. Lady Capulet comments about Juliet's refusal to marry Paris that, "I would the fool were married to her grave" (3.5.140). This phrase will of course come true quite soon, when Juliet dies while still married to Romeo.

The conflict between the older generation and the younger comes to head in the final scene of act three. The Nurse advocates that Juliet forget about Romeo and instead focus on Paris, the virtues of whom she proceeds to extol. Juliet, poisoningly sweet in her sarcasm, sends the Nurse away from her for the first time, remarking, "Ancient damnation!" (3.5.235), both a reference to the Nurse's age and to the problems she must deal with. This leaves Juliet completely alone to face the hostile world.

**Act Four, Scene One**

Paris is speaking with Friar Laurence about the wedding with Juliet. Friar Laurence, aware that Juliet cannot marry Romeo, is full of misgivings.

Juliet enters and is forced to speak with Paris, who acts arrogant now that the marriage is going to happen. Juliet rebuffs him by giving vague answers to his questions. She finally asks Friar Laurence if she can meet with him alone, meaning that Paris has to leave.

Friar Laurence comes up with a rash plan to get Romeo and Juliet together. He gives Juliet a poison which will make her appear dead to the world. In this way, rather than marry Paris, she will instead be placed in the vault where all deceased Capulets are buried. Friar Laurence will then send a letter to Romeo, telling him what is being done so that he can return and sneak Juliet out of the tomb and also away from Verona.

**Act Four, Scene Two**

Juliet arrives home and tells her father that she has repented her sin of being disobedient to him. He pardons her and happily sends her off to prepare her clothes for the wedding day. Capulet then goes to tell Paris that Juliet will marry him willingly.

**Act Four, Scene Three**

Juliet convinces both her mother and the Nurse that she wants to sleep alone that night. She prepares to drink the poison that Friar Laurence gave her, but cautiously puts a knife next to her bed in case the potion should fail to work. Juliet then drinks the potion and falls motionless onto her bed.

**Act Four, Scene Four**

The Nurse goes to fetch Juliet but instead finds her lying dead. Lady Capulet enters and also starts lamenting her daughter's demise. Capulet then arrives and, discovering his daughter has committed suicide, orders the music to change to funeral tunes.

**Act Five, Scene One**

Romeo has had a dream in which Juliet finds him dead which has disturbed him. His servant Balthasar arrives in Mantua from Verona with news that Juliet is dead.
Romeo immediately orders him to bring a post horse so that he can return to Verona and see her for himself. Romeo then finds a poverty stricken apothecary and pays him for some poison.

**Act Five, Scene Two**

Friar John arrives to tell Friar Laurence that he was unable to deliver the letter to Romeo. His excuse is that some people were afraid he carried the pestilence (the plague) and refused to let him out of a house. Friar Laurence realizes that this destroys his plans, and orders a crowbar so that he can go rescue Juliet from the grave.

**Act Five, Scene Three**

Romeo and Balthasar arrive at Juliet's tomb, where Paris is standing watch to ensure no one tries to rob the vault. Paris sees Romeo and fights him, but is killed in the process. His page then runs off to fetch the city watchmen.

Romeo opens up the tomb and sees Juliet. He sits down next to her, takes a cup and fills it with the poison, then drinks it and dies kissing Juliet. Friar Laurence arrives only seconds later and discovers that Paris has been killed by Romeo.

Juliet awakes and finds Romeo dead beside her, with the cup of poison still next to him. She kisses him, hoping some of the poison will kill her as well. Friar Laurence pleads with her to come out of the vault, but instead Juliet chooses to kill herself with Romeo's dagger.

At this point the watchmen arrive, along with the Prince, Montague and Capulet. Friar Laurence tells them the story as he knows it, and Balthasar gives the Prince a letter written by Romeo which verifies the story. Montague, in order to make amends for Juliet's death, tells them he will erect a golden statue of her in Verona for all to see. Not to be outdone, Capulet promises the same of Romeo. The Prince ends the play with the words, "For never was a story of more woe / Than this of Juliet and her Romeo." (5.3.308-9)

**Analysis**

Much in the way that the characters in Richard III dream about their fates in the final act of that play, Romeo too has a dream which tells of his fate. "I dreamt my lady came and found me dead" (5.1.6). The use of dreams is meant to foreshadow, but also heightens the dramatic elements of the tragedy by irrevocably sealing the character's fate.

When Romeo goes to the Apothecary to buy his poison, it is as if he were buying the poison from Death himself. Note the description of the Apothecary, "Meagre were his looks. / Sharp misery had worn him to the bones" (5.1.40-1). He is clearly an image of Death. Romeo pays him in gold, saying, "There is thy gold - worse poison to men's souls" (5.1.79).

This description of gold ties into the conflict between gold and silver. It is gold that underlies the family feuding, even after the death of both Romeo and Juliet when Capulet and Montegue try to outbid each other in the size of their golden statues. Thus for Romeo gold really is a form of poison, since it has helped to kill him.

The analysis of the first act pointed out some of the numerous sexual references throughout the play. In the final death scene there is even the full force of the erotic element. Romeo drinks from a chalise, a cup with a shape that is often compared to the torso of a woman. Meanwhile Juliet says, "O happy dagger, / This is thy sheath!
There rust, and let me die" (5.3.169). The dagger is of course Romeo’s, and the sexual overtones are starkly clear. In addition to this, there is ambiguity about the use of the word "die." To die actually had two meanings when Shakespeare was writing, meaning either real death or sexual intercourse. Thus, even at the very end of the play, we cannot be sure from the words alone whether Juliet is committing suicide or engaging in sexual relations with Romeo.

A final comment concerns Friar Laurence. His actions at the end of the play are remarkable for a holy man because he attempts to play God. Friar Laurence gets Juliet to drink a potion which puts her to sleep, faking death, and then he tries to resurrect her. In his attempt to play God, Friar Laurence is condemned to fail by the simple arrogance of his act. This tie-in with the death of Christ would not have escaped the Christian audiences watching the play.
Part 1 Test: Romeo and Juliet

Matching (2pts each): Choose the best answer.

___ 1. A long speech in which characters, on stage alone, reveal inner thoughts aloud.
   a. Dialogue  
   b. Soliloquies  
   c. Asides  
   d. Foils  
   e. Stage Design

___ 2. Characters who are used as contrast to another character.
   a. Dialogue  
   b. Soliloquies  
   c. Asides  
   d. Foils  
   e. Stage Design

___ 3. A conversation between two characters.
   a. Dialogue  
   b. Soliloquies  
   c. Asides  
   d. Foils  
   e. Stage Design

___ 4. Words spoken by characters directly to the audience.
   a. Dialogue  
   b. Soliloquies  
   c. Asides  
   d. Foils  
   e. Stage Design

___ 5. Directions and drawings for the setting of a play.
   a. Dialogue  
   b. Soliloquies  
   c. Asides  
   d. Foils  
   e. Stage Design

Multiple Choice (2pts each) choose the best answer.

6. This character is killed by Tybalt whom Romeo then kills in revenge.
   a. Samson  
   b. Juliet  
   c. Mercutio  
   d. Benvolio

7. Which character gives Juliet the potion to allow her to fall into a deep sleep?
   a. Romeo  
   b. Friar Laurence  
   c. Nurse  
   d. Paris

8. Where do Romeo and Juliet first meet?
   a. A party  
   b. In the street  
   c. at the Abbey  
   d. At Juliet’s balcony

9. Who wishes to wed Juliet before she meets Romeo?
   a. Tybalt  
   b. Paris  
   c. Mercutio  
   d. Benvolio

10. Which family is the “loathed enemy” of Juliet’s family?
    a. The Capulets  
    b. The Morgans
11. Who says the line “Oh Romeo, Romeo, wherefore art though Romeo”?  
   a. Juliet                    c. Nurse  
   b. Rosaline                  d. Lady Capulet

12. Where does Romeo go to hide from his friends and coincidentally meets up with Juliet?  
   a. a balcony                   c. an abbey  
   b. another country               d. A garden

13. Which character marries Romeo and Juliet?  
   a. Lord Capulet                  c. Mercutio  
   b. Friar Laurence                d. Prince Escalus

14. Why does Romeo get banished from Verona?  
   a. He kills Tybalt.               c. His marriage to Juliet is discovered.  
   b. He is blamed Mercutio’s death.   d. He cheats on his taxes.

15. When Romeo hears that Juliet “died,” what does he do?  
   a. Stabs himself               c. cries and leaves  
   b. shrugs and leaves           d. drinks a bottle of real poison

16. Juliet wakes up in the tomb with her dead husband beside her, what does she do?  
   a. stabs herself               c. drinks a bottle of real poison  
   b. passes out                   d. cries and runs for comfort from her mother

17. Before his death Romeo had a dream that Juliet found him dead, what is this called?  
   a. Foreshadowing               c. A vision  
   b. A nightmare                 d. flashback

**True/False (2pts each):**
18. The Capulets and Montagues are feuding families.

19. Romeo and Juliet never marry and are only lovers.

20. Paris and Juliet are also in love.


22. Friar Laurence is the only other character to know about the marriage between Romeo and Juliet.

**Short Answer (5pts each):**

23. Do the deaths of Romeo and Juliet truly end the feud between their families? Why or why not?

25. How do you feel about the idea of love at first sight? Do you believe in it? If you don’t then how would you describe Romeo and Juliet’s relationship?
Part 1 Test: Romeo and Juliet

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Part 2 of the test is a WebQuest and will be tomorrow.
Answer Key

1. b
2. d
3. a
4. c
5. e
6. c
7. b
8. a
9. b
10. d
11. a
12. d
13. b
14. a
15. d
16. a
17. a
18. t
19. f
20. f
21. t
22. f
23. They could claim yes or no, it will depend on their defense of their answer.
   a. Yes they claim they end the feud b/c they see the error of their ways and what their feud led to.
   b. No because it is so ingrained in them they don’t know how to truly stop the feud.
24. Opinion short answer, grade on writing ability and grammar.
Reflection Paper

Reading has always been a joy for me. I have always been an avid reader and it was difficult for me to go for a few days without reading at some point during my day. I truly believe that reading is one of the best things that I have ever done for myself. It has enhanced my vocabulary repertoire as well as given me an active imagination. I find that there is no better form of entertainment than to lose myself in a good book, and that has always separated me from my peers.

Reading in the content has simply supported all the feelings that I have always had about reading. It has helped prove that yes reading is useful, yes it can be fun, and yes it definitely needs to be in the classroom. Reading in the content helped me realize that although reading is in the English classes, it is needed in all the classes. Reading needs to be encouraged among students due to all the benefits that it gives us. It enhances vocabularies (which helps the students on standardized tests), it promotes imagination (which aids the students in problem solving), and it offers up a wealth of knowledge to students. Yet one thing that this class has helped me in learning is how to help my exceptional students learn right alongside my average students. I have learned different modifications I can do, as well as how to appeal to other learning types.

The book that I will have will be difficult because it does not have the normal English translation of the play on the other side of the page. The students will have to actually work hard to understand the scenes in Shakespearean language. Though it does have one tool that will help, it does have the one word translations for words that are not familiar or pertain to another subject when Shakespeare is making a point or a joke. The
best tool I can use is the internet to look up summaries, translations, or descriptions of Shakespeare jokes and insults.