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Lesson Exemplar for English Language Learners/Multilingual Language Learners

Grade 9 Module 1, Unit 3, Lesson 1: Wisely and Slow; They Stumble that Run Fast

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Grade 9: Module 1, Unit 3, Lesson 1: Wisely and slow; they stumble that run fast

https://www.engageny.org/resource/grade-9-ela-module-1-unit-3-lesson-1

Unit Overview

In this unit, students continue to develop habits and skills related to close reading, annotation, using evidence, building vocabulary, and participating in structured discussion, and they do so with text that is more qualitatively complex than in earlier units. This may be students' first exposure to Shakespeare and the format of a play, and so instruction includes a focus on Shakespeare's use of language and on the organization of the play. Students will study the structure of his language and speeches for craft and impact on character development.

Students alternate reading and viewing Shakespeare's *Romeo and Juliet*, continuing their study of how authors develop complex characters. They follow the development of *Romeo and Juliet* from the time each character is introduced, collecting evidence on how the two characters develop across all five acts of the play as revealed by Shakespeare's language and their interactions with other characters. Throughout the reading and viewing of the play, students examine Shakespeare's rich use of figurative language, word play, and powerful cadence.

Although this unit serves as an introduction to Shakespeare, it does not delve into the world and works of Shakespeare. Students study both the written text and Baz Luhrmann's 1996 film version of the play. Key scenes are read and analyzed closely, according to their pivotal role in the play and their historic and cultural relevance in the wider range of reading. Luhrmann's film addresses the text between the selected excerpts to allow students to contextualize their close readings. Some parts of the play will be viewed without reading the script, and others will be read closely without viewing.

This is the first lesson in Unit 3. As noted in the introduction, AIR provides scaffolding differentiated for ELL students at the entering (EN), emerging (EM), transitioning (TR), and expanding (EX) levels of English language proficiency in this prototype. We indicate the level(s) for which the scaffolds are appropriate in brackets following the scaffold recommendations (e.g., [EN]). Where [ALL] is indicated, it means that the scaffold is intended for all levels of students. Scaffolds are gradually reduced as student become more proficient in English.

The following table displays the Public Consulting Group lesson components as well as the additional supports and new activities AIR has provided to scaffold instruction for ELLs/MLLs.

Wisely and Slow: They Stumble that Run Fast

Public Consulting Group Lesson Component	AIR Additional Supports	AIR New Activities
Introduction of Lesson Agenda		
Students review the agenda and assessed standards	Provide student-friendly objectives.	
Homework Accountability		
Students partner to discuss previous lesson's homework assignment.	Provide additional support to help students share out the previous lesson's AIR homework assignment.	
	Opening Activity	
Students discuss progress, prototype, proactive, and prologue.	Teach ELLs/MLLs about affixes and roots related to these words.	
Masterful Reading		
Students listen to text read aloud.	Read text aloud to students defining words in context.	Enhance background knowledge and develop vocabulary
Reading and Discussion		
Students answer questions related to the text.	Ask craft and structure questions and integration of knowledge and idea questions that are more commensurate with ELL's/MLL's skills and knowledge in English. Create groups to include various reading levels and abilities and describe the role and duties of each group member; provide students with the questions in writing so they can refer to them later during the summary.	Conduct scaffolded close reading with guiding and supplementary questions.
Quick Write		
Students briefly write to a prompt.	Have the students complete the graphic organizer and questions before the Quick Write.	
Closing		
Students review homework assignment	Ask students to review the guiding question responses from the scaffolded guided reading to help them write their summaries.	

Text

Prologue from Romeo and Juliet

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;
Whose misadventured piteous overthrows
Do with their death bury their parents' strife.
The fearful passage of their death-mark'd love,
And the continuance of their parents' rage,
Which, but their children's end, nought could remove,
Is now the two hours' traffic of our stage;
The which if you with patient ears attend,
That here shall miss, our toil shall strive to mend.

1. Introduction of Lesson Agenda

Public Consulting Group Teacher and Student Actions. The stated purpose of the unit is for students to "continue to develop habits and skills related to close reading, annotation, using evidence, building vocabulary, and participating in structured discussion, and they do so with text that is more qualitatively complex than in earlier units."

AIR Additional Supports
Put the standards into student-friendly objectives to ensure ELLs/MLLs understand the standards.

Instructions for Teachers
Post the standards, post student-friendly versions of the standards, read the standards and objectives aloud, give students the opportunity to work in pairs to discuss what the objectives mean, and have a pair who has figured out the meaning of the standards share with the class

Instructions for Students
In this lesson, you will learn to explore what words and phrases mean in *Romeo and Juliet* and have more experience with close reading. Read the

Standards and Objectives	Glossary
RL.9-10.4: Determine the meanings of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Student Objective RL.9-10.4: I will figure out the meaning of words and phrases by using context. Using context means using the words or phrases that come before or after the word you are trying to figure out. RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Student Objective RL.9-10.1: I will answer questions about the text by using information that is stated or written in the text (explicit information) and by drawing inferences from the text (coming up with answers that are not stated or written in the text).	*determine*—decide *figurative*—not the literal or exact meaning of the word or words. For example, "It's raining cats and dogs" is a figurative expression. It does not mean that cats and dogs are falling from the sky. It means it is raining hard. *connotative*—the secondary meaning of a word or words in addition to a word's primary meaning. For example, the primary meaning of the word *home* is a place to live. A second meaning or connotative meaning of the word *home* is a place of warmth, comfort, and love. *analyze*—examine and explain *cumulative*—total or complete *impact*—effect or influence *specific*—certain and exact; particular *tone*—the attitude or feeling in a piece of writing. For example, the tone may be humorous, serious, formal, or informal. There are many other types of tones a piece of writing might have. *Formal* means following certain rules or standards and being official or proper. A

	text that has a formal tone is a school textbook. *Informal* means not formal or not following certain rules or standards. A text message is an example of a text that may have an informal tone.

2. Homework Accountability

Public Consulting Group Teacher and Student Actions
The teacher instructs the students to talk in pairs about how they can apply their focus standard to their text. The teacher leads a brief sharing on the previous lesson's AIR homework assignment. Several students (or student pairs) explain how they applied their focus standard to their text.
AIR Additional Supports Give students support to help them share out the previous lesson's AIR homework assignment. Display each of the three possible focus standards and provide sentence frames to support ELLs/MLLs at the entering, emerging, and transitioning levels in discussing how they applied their focus standard to their text. It is a good idea to have students, who did this work well, share with the class as a model for how they applied their focus standards to the text. Use sentence frames to support them. We have modeled sentence frames for the first standard from the previous lesson.
Instructions for Teachers Display the first focus standard: Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text. Provide students with the following sentence frames to support them as they discuss how they applied the first possible focus standard to their AIR text. Students at the Expanding level of proficiency do not require frames.
Instructions for Students Complete the following sentences. The title of the text I read was _____. [EN, EM, TR] One idea from my text that was stated or written (or explicit) in the text was _____. [EN, EM, TR] Details in the text about this idea are _____.[EN, EM, TR] One idea from my text that was not stated or written (explicit) in the text was _____. [EN, EM, TR] Details in the text about this idea are _____. [EN, EM, TR]

3. Opening Activity

Public Consulting Group Teacher and Student Actions

Write the words *progress, prototype, proactive*, and *prologue* on the board. Provide the following questions for students. They should record their responses. What do these words have in common? What does this similarity reveal about the meaning of these words? Ask students for observations about how this understanding can help them to infer the meaning of *prologue*.

AIR Additional Supports

Teaching ELLs at all proficiency levels about affixes and roots, providing meanings for the prefix *pro* and for the roots and asking them to use this information to determine the meanings of the words in the previous paragraph. Explain to students that when you put a prefix and a root together, you get a sense of the meaning of the word, but you may not get the exact meaning of the word. For example, the prefix *pro* means forward and the root *-gress* means step or walk. Putting the prefix and root together we get forward walking. The actual meaning of the word, however, is forward movement toward completing something such as a project or task.

AIR Instructions for Teachers

- Ask students what each word has in common. (pro)
- Define the prefix and explain that *pro* is a prefix that means forward.
- Ask students to separate the prefix from the rest of the word.
- Tell students the part of the word that remains is called the root.
- Define roots (the base word that contains the most significant clue to the meaning of the word) and provide them with the meaning of the roots for the words with *pro*.
- Tell them that knowing the prefix and the root will help them figure out word meaning.
- Tell them to use their knowledge of the meanings of the prefix and roots to figure out the meanings for *progress, proactive*, and *prologue* (*prototype* has the prefix *proto,* which means first, not before). Provide the following sentence frames for students at the entering, emerging, and transitioning levels:

Example:

The root -gress means step or walk.
The prefix pro means forward.
Example sentence: Are you making progress on your homework assignment?
Putting the prefix and root together I get forward walking. So in the example sentence the word "progress" might mean moving forward with something or getting something completed.

AIR Instructions for Students

Complete the following sentences.

Example sentence: *Before we started reading scene 1 of Romeo and Juliet, we read the prologue.*
The root -logue means speak.

What does the prefix pro mean? [ALL].
The prefix pro means _____. [EN, EM, TR]

What do you get when you put the prefix and root together? [ALL]
Putting the prefix and root together, I get _____. [EN, EM, TR]

What might prologue mean in the example sentence? [ALL]
In the example sentence the word prologue might mean _____.
[EN, EM, TR]
Example sentence: *Sometimes schools are proactive in responding to bad weather, and they cancel school before it even starts to snow.*
The root act means move, go, or do.

What does the prefix pro mean? [ALL]
The prefix pro means _____. [EN, EM, TR]

What do you get when you put the prefix and root together? [ALL]
Putting the prefix and root together, I get _____. [EN, EM, TR]

What might proactive mean in the example sentence? [ALL]
So in the example sentence the word proactive might mean _____.
[EN, EM, TR]

4. Masterful Reading and Prologue Handout

Public Consulting Group Teacher and Student Actions

The teacher distributes a copy of the prologue to each student.

The teacher tells students that they will listen to a masterful reading of the prologue before they begin reading it on their own. *The teacher* reads or plays an audio version of the prologue in its entirety while students follow along silently.

Enhancing Background Knowledge (AIR New Activity 1 for Masterful Reading and Prologue Handout)

AIR Additional Supports

There are four pieces of background information that will help students with the text: (1) the text translated into Spanish for Spanish-speaking ELLs/MLLs at the EN, EM, and TR levels, (2) a historical context including a very brief biography of Shakespeare and an introduction to *Romeo and Juliet*, (3) the concept of a prologue and 4) the concept of language changing over time.

AIR Instructions for Teachers

Support ELLs/MLLs by providing them with text in their home language and having them read about Shakespeare, the play Romeo and Juliet, the meaning of 'prologue', and changes in English and answering questions about these texts.

AIR Instructions for Students: Spanish Translation

Read the text in your home language before reading it in English to help you understand it.

Spanish Translation of the Text

Dos ilustres familias, iguales en nobleza, en la hermosa Verona, lugar de nuestra historia, de rencores antiguos crean nuevas querellas en que la sangre mancha las manos ciudadanas. De los troncos funestos de estos dos enemigos nacieron con mal signo los amantes fatales cuyas desventuras, que dieron con la muerte, ponen fin a la vieja discordia de sus padres. El tránsito terrible de su amor desdichado y la ira enconada de sus progenitores que sólo apagaría la muerte de los hijos, es la escena que ahora se pone ante vosotros. Si quieres escuchar con oído paciente, en menos de dos horas tratará nuestro esfuerzo de suplir lo que en ella puede que no encontrareis.

William Shakespeare, *Romeo y Julieta* (Santiago, Chile: Editorial Universitaria, 1974.).

AIR Instructions for Students: Background Reading

Read the following texts. The glossary will help you understand the underlined words. Work with a partner to answer the questions.

Text: William Shakespeare and Romeo and Juliet	**Glossary**
William Shakespeare was an English playwright and a poet. He was born in 1564 in and died in 1616. He is often called England's national poet, and he is one of the most famous playwrights who ever lived. He wrote about 38 plays, including *Hamlet, Macbeth, Othello,* and *Romeo and Juliet.* Some of his plays were comedies and others were tragedies. Shakespeare wrote the play Romeo and Juliet early in his career. It is a tragedy about two lovers. It is one of his most frequently performed plays.	*playwright*—someone who writes plays *famous*—recognized or well known by people *comedy*—a play, movie, or television show that is funny *tragedy*—a serious play or story that usually ends with the death of a main character (a person in a story or play) *career*—the work a person chooses to do through life *lover*—one who is in love with another *perform*—to present something to entertain an audience (the people watching)

Supplementary Questions

What was Shakespeare's job? [ALL]

He was a _____. [EN, EM, TR]

What type of play is Romeo and Juliet? [ALL]

It is a _____. [EN, EM, TR]

Text: Prologue	Glossary
A prologue is an introduction to a work of literature, like a poem, a novel, or a play. For example, when the prologue is part of a play, it comes before the first act. The prologue often calls attention to the theme of the play. The passage you are going to read is a prologue.	*introduction*—the beginning of something, such as a book, article, or speech that explains what will follow *literature*—stories, poems, plays, and other written work *novel*—a long piece of writing that tells a story that is not true *act*—a major division, or part, of a play. For example, *Romeo and Juliet* has five acts. *calls attention to*—causes people to notice or see something *theme*—the main idea or meaning of a work of literature

Supplementary Questions

What is a prologue?

A prologue is an _____ to a work of literature. [EN, EM]

A prologue is an _____. [TR]

Where is the prologue located? [ALL]

It is located at the _____ of a work of literature. [EN, EM]

It is located at the _____. [TR]

What does the prologue often do? [ALL]

The prologue often calls attention to the _____. [EN, EM]

The prologue often _____. [TR]

Text: Word Meanings Changing Over Time	Glossary
The way that some words are used today is very different from how they were used in the past. The reason for this change is that words have many meanings and connotations and over time people begin to use one meaning or connotation more often, and the other meanings stop being used. For example, in the *Romeo and Juliet* prologue that you will read the word *dignity* to describe the position of people in society or their status. In Shakespeare's time, a prince would have high status. A coachman, or the man who managed the horses, would have a much lower status. However, the common definition of *dignity* today is a feeling of self-worth or value. A student who said, "I worked very hard on the quick write and think I did a	*connotation*—a secondary meaning of a word or expression *society*—all members of a community or group *status*—a person's position in comparison to other people

very good job" would be expressing feelings of self-worth.	

Complete each of the following sentences.

What did dignity mean during Shakespeare's time? [ALL]
During Shakespeare's time the meaning of dignity was _____. [EN, EM, TR]

What is the meaning of dignity today? [ALL]
Today the meaning of dignity is _____. [EN, EM, TR]

What happens to word meanings over time? [ALL]
Word meanings _____ over time. [EN, EM, TR]

Why does this happen to word meanings over time? [ALL]
Word meanings change over time because _____. [EN, EM, TR]

Building Vocabulary (AIR New Activity 2 for Masterful Reading and Prologue Handout)

AIR Additional Supports

Students are provided a glossary that contains the meaning of the key words. If a meaning is archaic or unusual, ELLs/MLLs also are provided with the more common meaning. Students complete a glossary of their own, which will include a translation of the word and a picture or phrase to help them remember the meaning.

AIR Instructions for Teachers

Read the prologue aloud with proper pacing and intonation. As you encounter target vocabulary words or phrases that are difficult use the glossary to define them. For example, after reading the phrase "Two households, both alike in dignity," the teacher might say "Two households both alike in dignity. Alike means the same. Dignity means belonging to group of people with a high position in society. A person with a high position in society in England during the time of Shakespeare might be a prince or princess. So two households alike in dignity means that two homes where people have the same position in society." This process will help ELLs/MLLs get used to substituting glossed definitions for challenging words that appear in the text.

Also use ESOL techniques such as gestures and pointing to pictures to clarify word meanings.

It is important that students have versions of the text with glossed words underlined.

During partner reading (see Scaffolded Close Reading that follows) for each underlined word in the text, students find the word in their glossary and rewrite it. An example of a student glossary follows the glossary of words and phrases.

Later, for homework, students can complete the glossary—drawing a picture or writing a word or phrase to help them remember the new word. Students who are Spanish speakers or speakers of another language that shares cognates with English indicate whether the word is a cognate.

Glossary of Words and Phrases		
Word/Translation	**Meaning in text**	**Common English definition of today**
households *hogar; la familia; los parientes*	family	a group of people, such as a family, that lives together in one place
alike *igual*	same	same
dignity *dignidad*	status; ranking; nobleness (belonging to a group of people with an important position in their society or community like a king)	sense of self-worth or value
fair *bello*	beautiful; lovely	free from rain, snow, and storms
scene *escena*	performance (something interesting for a group of people to watch)	the place where an event occurs; a place where something happens
ancient grudge *rencor antiguo*	a past complaint or disagreement (not agreeing; having different ideas about something)	feelings of anger or unhappiness held from long ago
mutiny *motín*	fight	rebellion; a war against a leader
civil *civil*	having to do with the activities of citizens (people who are members of a city or town)	having to do with the activities of citizens (people who are members of a city or town)
unclean *sucio*	dirty	dirty
from forth the loins *para dar a luz a*	to be born to; giving birth to	Not used now.
fatal *fatal*	ill-fated; doomed (not being able to escape something bad happening)	leading to trouble; causing death
foe *enemigo*	enemy	enemy

star-cross'd *desventurado*	blocked by the harmful stars that controlled their destiny	destined to have an unhappy end; unlucky
take their life *suicidarse*	commit suicide (kill themselves)	commit suicide
misadventured *desventura*	unfortunate (having bad luck; unlucky)	Only used as a noun now: *misadventure*—an accident or misfortune (back luck)
piteous *patético; lastimoso*	deserving of pity (sympathy or sadness for another's pain or bad luck); pitiable	deserving of pity (sympathy or sadness for another's pain or bad luck); pitiable
overthrows *derrocar*	deaths	the act of removing from power (ending someone's time as a leader)
strife *conflictos*	conflict (disagreement)	conflict (disagreement)
fearful passage *el tránsito terrible*	a story that causes fear or makes someone afraid	part of a written or musical work that causes fear or makes someone afraid
continuance *continuación*	carrying on; the act of continuing	carrying on; the act of continuing
rage *rabia*	anger	anger
naught *nada*	nothing	nothing
remove *quitar*	get rid of; stop	to take something off or away
patient *paciente*	willing to wait calmly or peacefully; not getting angry	willing to wait calmly or peacefully; not getting angry
traffic *tráfico*	business or movement	movement of people or cars
attend *prestar atención a*	listen to or pay attention to	listen to or pay attention to

toil *trabajo*	performance (something interesting for a group of people to watch)	long or difficult work
mend *remiendo*	make up for (what is missing)	try to fix or make better

AIR Instructions for Students

Your teacher will read the passage aloud to you (or have you read it with a partner) and explain words that might be confusing. As you read closely in the next section, you will notice that there are some words that are underlined. These words appear in your glossaries. They have definitions alongside the text. If there are two definitions, the first definition is the one used in the text. The other definition is another meaning of the word that is more common. When you come to a glossed word in the text, find it in your glossary, review the definition, and rewrite the word. If your home language shares cognates with English, indicate whether the word is a cognate.

Glossary (Sample)

Word/ Translation	Meaning in Text (meaning of word during Shakespeare's time)	Common Definition Today	Example From Text	Rewrite the Word	Cognate?
households *menaje; familia*	family	A group of people, such as a family, that lives together in one place	two households both alike in dignity		no
alike *igual*	same	same	two households both alike in dignity		no

5. Text-Dependent Questions and Activities

Public Consulting Group Teacher and Student Actions

Have students form small, heterogeneous groups of four for the purpose of discussing the text in more depth and recording insights. During discussions, allow time for each group to share their collaborative work with the class. Instruct groups to read the first four lines aloud, focusing this reading with the following instruction: Find and circle repeating words in lines 1–4. Once students have finished reading, ask them to share the repetitions that they identified.

AIR Additional Supports

- First, have ELLs/MLLs engage in scaffolded close reading for key ideas and details (see AIR new activity that follows) prior to engaging in this activity.

- Create groups to include various reading levels and abilities; have a description available for students to refer to on the role and duties of each group member, for example, what is expected of the facilitator, reader, recorder; and provide the students with the questions in writing.

Public Consulting Teacher and Student Actions

Direct students to the first use of the word *civil* in the prologue: "where civil blood makes civil hands unclean" (1.Prol.4).

Used as an adjective these days, *civil* is generally defined as "polite." Replace the first appearance of the word *civil* in line 4 with the word *polite*. How does this substitution change your understanding of the sentence?

Civil can also be defined as something that relates to ordinary citizens (e.g., civilians). Replace the first appearance of *civil* with the word *civilian*. How does this substitution change your understanding of this sentence?

Whose hands are being made "unclean"? What words and phrases can you find in lines 1–3 to support your understanding of this second use of *civil* in line 4?

Now consider both uses of the word *civil*. Ask: What are two different ways you can mix and match the definitions in line 4? Paraphrase the meaning of each sentence you generate. Which meaning supports the claim you made in your answer to question 4?

Why do you think Shakespeare uses *civil* in two different ways in the same sentence?

Then lead a brief class discussion of each question.

AIR Additional Supports

ELLs will be better able to participate in this activity because they have done a first read for key ideas and details. Experts on Shakespeare have defined the phrase with the word *civil* to mean "Where citizens' hands are stained with the blood of fellow citizens." Therefore, it is not necessary to emphasize the meaning of *civil* as being polite. It is important, however, to help students understand what is making the citizens' hands unclean. Have students read aloud these two lines:

- From ancient grudge break to new mutiny,
- Where civil blood makes civil hands unclean.

Ask students to refer to their glossary for the meaning of *unclean*. Say to students "one way hands are unclean is they are covered with soil or dirt." Ask students to find the meaning of the word *mutiny* in their glossaries. Say to students "If *mutiny* means to fight, and the hands are made unclean or dirty by the fighting, what substance do you think covers the hands?

Public Consulting Group Teacher and Student Actions

Direct student groups to reread lines 1–4.

- 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.

Now that students have a better understanding of the word *civil*, pose the following question: What is at stake in this ancient fight=

AIR Additional Supports

Tell ELLs to refer to their glossary for the definitions of words and phrases they may not know, such as *ancient grudge*. Scaffold the questions in the anchor lesson by rephrasing them so students have a better idea of what the question calls for:

Who is fighting?

What will happen because they are fighting?

Instruct student groups to read lines 5–8. Provide the following question for groups to answer. Instruct students to take note of their observations in their groups and be prepared to share in a class discussion.

What happens to the lovers?

What adjective in line 5 supports your answer?

Have students read aloud these two lines: From forth the fatal loins of these two foes, A pair of star-cross'd lovers take their life. Ask students to return to supplementary question 10 and explain what happens to the lovers. Ask students to identify which of the words in the first line gives a clue as to what will happen to the lovers.

Public Consulting Group Teacher and Student Actions

Now lead student groups through a dissection of lines 7 and 8:

- Whose misadventured piteous overthrows
- Do with their death bury their parents' strife.

Look at the word *misadventured* in line 7. What familiar word can you find in *misadventured*? What does this word mean? How does the prefix *mis-* change your definition?

AIR Additional Supports

Explain to students that the prefix *mis* means wrong or not and the root *adventure* means an activity that is dangerous or exciting. Remind students that when you put a prefix and a root together you get a sense of the meaning of the word, but you may not get the exact meaning of the word.

Ask students to put the prefix and root together to come up with the meaning of *misadventured*. Have students look up the word in their glossary and then talk with a partner about how the meaning that they came up with is like the meaning used in the text.

Public Consulting Group Teacher and Student Actions

What familiar word do you hear in *piteous*? How can this familiar word help you to understand what *piteous* means in this context?

AIR Additional Supports

For the word *piteous* have students look at their glossary definition to find a similar word and its meaning.

Public Consulting Group Teacher and Student Actions What tone or mood does Shakespeare create in this passage through these two words (piteous, misadventured)?
AIR Additional Supports Refer students to the background activity at the beginning of the lesson. Ask student to name some feelings or attitudes a text might have. From their understanding of the words *misadventured* and *piteous*, ask what they think the tone of this piece of writing is.
Public Consulting Group Teacher and Student Actions What does the death of the "star-cross'd" lovers accomplish?

AIR Additional Supports Ask students to read aloud: Do with their death bury their parents' strife. Refer students to supplementary question number 12 in the additional activity below to be able to answer the question.
Public Consulting Group Teacher and Student Actions **PCG:** How can you use lines 9–11 to support and strengthen the claim you made about what the death of the star-crossed lovers accomplishes? ▪ The fearful passage of their death-mark'd love, ▪ And the continuance of their parents' rage, ▪ Which, but their children's end, nought could remove.
AIR Additional Supports Have the students read the lines aloud. Ask the students to explain the meaning of "continuance of their parent's rage." Ask students to explain the meaning of "their children's end." Have the students look up *nought* and *remove* in the glossary. Ask students what the children's end or death removes or gets rid of.
Public Consulting Group Teacher and Student Actions Have students read and annotate lines 12–14 and answer the following questions in groups: Who is "our" in line 12? Who is "you" in line 13? What does the CHORUS ask you to do in the final three lines? ▪ Is now the two hours' traffic of our stage; ▪ The which if you with patient ears attend, ▪ That here shall miss, our toil shall strive to mend.
AIR Additional Supports Have students return to supplementary questions 13, 14, and 15. Ask them to identify who is the *you* that is attending and who is the *our* that is toiling. Then have them discuss in pairs the meaning of the final three lines.

Scaffolded Close Reading (AIR New Activity for Text-Dependent Questions)

Create guiding questions and supplementary questions for each section of text and ask these questions before ELLs/MLLs engage in the preceding Text-Dependent Questions activity. The lines should be numbered so students can be referred to applicable lines when answering questions. Sentence frames and sentence starters should be provided for entering emerging-level, and transitioning levels of ELLs/MLLs.
AIR Instructions for Teachers Remind students that the guiding question is designed to help answer an important question about the text and the supplementary questions are designed to help them answer the guiding question. Tell students to use their glossary to find the meanings of words that are underlined.
AIR Instructions for Students In this close reading, you will be answering important questions about the text. Your teacher will review the guiding question with you. Work with a partner to answer the supplementary questions. Your teacher will review the answers with the class. Then, you will discuss the guiding question with your teacher and the class. Finally, you will complete the response to the guiding question.
Guiding Question What are the main events described in the prologue?
Prologue 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; Whose misadventured piteous overthrows Do with their death bury their parents' strife. The fearful passage of their death-mark'd love, And the continuance of their parents' rage, Which, but their children's end, nought could remove, Is now the two hours' traffic of our stage; The which if you with patient ears attend, That here shall miss, our toil shall strive to mend.

Word Bank

two hours	fight	disagreement	ended
two lovers	actors	stars	two
same	Verona	star-cross'd	fighting
status	new	committed suicide	pay attention
conflict			

Supplementary Questions

How many household were there? (Line 1) [ALL]
There were _____ households. [EN, EM, TR]

How were the households alike? (Line 1) [ALL]
The households had _____ _____. [EN, EM, TR]

Where does the play take place? (Line 2)
It takes place in _____. [EN, EM, TR]

What does "an ancient grudge" mean? (Line 3)
It means a past _____. [EN, EM, TR]

What does "a new mutiny" mean? (Line 3)
It means a new _____. [EN, EM, TR]

What did the old grudge turn into? (Line 3)
It turned into a _____ fight. [EN, EM]
It turned into a _____. [TR]

What were the citizens doing to end up with hands stained with blood? (Lines 3–4)
They were _____ with each other. [EN, EM]
They were _____. [TR]

The two enemies gave birth to babies. Who was born? (Lines 5–6)
_____ _____ were born. [EN, EM, TR]

What do we know about the lovers? (Line 6)
They were _____. This means their destiny was controlled by the _____. [EN, EM, TR]

What happened to the lovers? (Line 6)
They _____ _____. [EN, EM, TR]

What does strife mean? (Line 8)
It means _____. [EN, EM, TR]

What does it mean that their parent's strife was buried? (Line 8)
It means that their parent's conflict _____. [EN, EM, TR]

How long is the play? (Line 12)
It is _____ _____. [EN, EM, TR]

What does "with ears attend" mean? (Line 13)
It means to _____. [EN, EM, TR]

Remember, this is a play. Toil means to work. Who is toiling? (Line 14)
The _____ are toiling. [EN, EM, TR]

Guiding Question Revisited

What are the main events described in the prologue? Write them in your own words. [ALL]

(Line 3) The parents _____ [EN, EM, TR]

(Line 5) The parents _____ [EN, EM, TR]

(Line 6) The children _____ [EN, EM, TR]

(Line 6) The lovers _____ [EN, EM, TR]

(Line 8) The parents _____ [EN, EM, TR]

6. Quick Write

Public Consulting Group Teacher and Student Actions

Transition to an independent writing assignment. Have students respond to the following Quick Write prompt: In the prologue, what relationship does Shakespeare establish between love and hate? How do his specific word choices illustrate this relationship? Use evidence from the text to support your answer.

AIR Additional Supports: Graphic Organizer and Supplementary Questions

Have students complete the graphic organizer and supplementary questions in preparation for answering the Quick Write.

AIR Instructions for Teachers: Graphic Organizer

Have students work with a partner to complete the graphic organizer. Most of the answers are completed for ELLs/MLLs at the entering and emerging levels. At the transitioning level, remove answers in the Actors column. At the expanding level, remove answers in the Actors and Key Word columns.

AIR Instructions for Students: Graphic Organizer

For each line of text, decide whether love or hate is being described. Then describe who is doing the loving or hating. Underline any words that represent love or hate in the text.

Lines From Text	Love	Hate	Actors	Key Word
3. From ancient grudge break to new mutiny		x	parents	grudge mutiny
5. From forth the fatal loins of these two foes			parents	foes

6. A pair of star-cross'd lovers take their life			children	lovers
8. Do with their death bury their parents' strife.			children	strife
10. And the continuance of their parents' rage,			parents	rage
11. Which, but their children's end, nought could remove			children	

AIR Instructions for Teachers: Supplementary Questions

Partner students, post the guiding question, and have students work with a partner to answer the supplementary questions. Review student's responses and then have them answer the guiding questions and complete the quick write.

AIR Instructions for Students: Supplementary Questions

Work with a partner to answer the guiding and supplementary questions. Your answers in the table above will help you. Then use the answers to the questions that follow to complete the Quick Write.

Guiding Questions/Quick Write Prompts

What relationship does Shakespeare establish between love and hate? *Relationship* in this question means how one thing connects to another. For example, how does love connect to hate.

How do his specific word choices illustrate this relationship? Look at the words that you underlined above and, for each question, indicate the words that illustrate this relationship.

Supplementary Questions

Who felt hate? [ALL]
_____ felt hate for each other. [EN, EM, TR]

What words tell you there was hate? [ALL]
_____ tell me there was hate. [EN, EM, TR]

What is the relationship or the connection between grudge and mutiny? Explain it in your own words. [ALL]
_____ led to fighting. [EN, EM, TR]

Who came forth from the fatal lions of the two foes? [ALL]
_____ came forth the fatal loins. [EN, EM, TR]

Who felt love? [ALL]
_____ felt love for each other. [EN, EM, TR]

What word tells you there is love? [ALL] lovers
_____ is the word that tells me there is love. [EN, EM, TR]

In line 6, what happened to the children? [ALL]
The children take their _____. [EN, EM, TR]
The children _____. [TR]

What is the relationship between love and hate described in lines 6 and 8? [ALL]
The love of the _____ ended their parents' _____. [EN, EM]
The love of the _____. [TR]

What was the only thing that could stop the parent's rage? [ALL]
The only thing that stopped the parents' rage was the children's _____. [EN, TR]
The only thing that stopped the parents' rage was _____.

What words in line 8, 10, and 11 describe hate? [ALL]
The words that describe hate are _____. [EN, EM, TR]

Guiding Questions/Quick Write Prompts Revisited.
In the prologue, what relationship does Shakespeare establish between love and hate? How do his specific word choices illustrate this relationship? Use evidence from the text to support your answer. [ALL]

In the prologue to *Romeo and Juliet*, Shakespeare describes the connection between _____ and _____. One example of the hate described in the prologue is _____ _____. The hate led to _____. I know this because the text says _____. One example of the love described in this prologue is _____. The love led to _____. I know this because the text says _____. Another example of the love described in the prologue is _____. The love led to _____. I know this because the text says _____. I think the connection between love and hate in this text is _____. [EN, EM, TR]

7. Closing

Public Consulting Group Teacher and Student Actions
Remind students that for homework they will provide a brief summary of the events of the play that the prologue previews. Their summary will be collected at the start of Lesson 2.

AIR Additional Supports
Ask the students to review the guiding question responses from the previous Insert 3. They should use this to write the summary of the events.