

**Re-Read the Text. Think. Talk. React.**

* Draw boxes to chunk the text, grouping lines that go together.
* Re-read each chunk. Stop. Talk about it with your group.
	+ Define unfamiliar words. Try dictionary.com.
	+ Try to paraphrase (put into your own words) the text to understand what it is saying.
	+ What is the meaning?
	+ How did Shakespeare convey that meaning?
		- Figurative language (metaphors, similes, personification)
		- Words with powerful connotations
* React to the text.
	+ Make connections (to personal experiences, to other texts, to current events or big ideas).
	+ Ask questions.
	+ Agree or disagree.
* Record your reactions.
	+ Complete the graphic organizer below as you go to capture your analysis.
	+ Annotate the text. Feel free to underline, highlight, circle, doodle in the margins on the text. The boxes may not be enough room!

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| **Text Chunk** | **Words** | **Language** | **Meaning** | **Reactions** |
| 1 “To be…end them?” | be |  |  |  |
| 2“No more..to be wish’d.” | consummation |  |  |  |
| 3“To sleep…so long life.” | rub (the noun)calamity |  |  |  |
| 4“For who would bear…bare bodkin?” | contumelyinsolencemeritquietusbodkin |  |  |  |
| 5“To grunt and sweat…know not of?” | fardelsbourn |  |  |  |
| 6“Thus conscience...name of action.” | huepithawry |  |  |  |