

**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?” | contumely  insolence  merit  quietus  bodkin |  |  |  |
| 5  “To grunt and sweat…know not of?” | fardels  bourn |  |  |  |
| 6  “Thus conscience...name of action.” | hue  pith  awry |  |  |  |