

Act II, Scene iii Soliloquy

Instructions: Closely read Friar Laurence’s soliloquy in Act II, scene iii. Using the steps below, determine how the language and the structure of Friar Laurence’s soliloquy reveal and develop a central idea of the play.

- **Step One:** Listen to a read aloud of the text.
- **Step Two:** Draw a box around any words that you do not know, and use context clues or a dictionary to identify a synonym for the boxed word. Write each synonym above the boxed words.
- **Step Three:** In the left column, write a summary of what the Friar is saying.
- **Step Four:** What seems to be some of the topics (use abstract nouns) that the Friar is discussing?

List abstract nouns here:

- **Step Five:** Use the guided annotation questions in the right column to help in your understanding of the passage.
- **Step Six:** After you have completed steps one through five, write a thematic statement (central idea) using the frame below.

The Friar believes _____ about

_____. The Friar’s lesson about _____ is as follows: _____
[abstract noun from step four] [abstract noun from step four]

_____.

Summary	Text	Guided Annotations
	<p>(1) The grey-ey'd morn smiles on the frowning night, Check'ring the Eastern clouds with streaks of light, And fleckled darkness like a drunkard reels From forth day's path and Titan's fiery wheels.</p> <p>(5) Now ere the sun advance his burning eye, The day to cheer and night's dank dew to dry, I must up-fill this osier cage of ours With baleful weeds and precious-juiced flowers. The earth that's nature's mother is her tomb;</p> <p>(10) What is her burying grave, that is her womb; And from her womb children of divers kind We sucking on her natural bosom find: Many for many virtues excellent,</p>	<p>1. Identify the following devices used in this soliloquy: personification, allusion. What are their effects?</p> <p>2. Now, look back at or add to your list of abstract nouns from step four. How do the ideas present in literary devices help you understand the big ideas of the play?</p> <p>3. In this portion, note the patterns of word choice or diction that you notice. What is the effect?</p>

	<p>None but for some, and yet all different.</p> <p>(15) O, mickle is the powerful grace that lies In plants, herbs, stones, and their true qualities; For nought so vile that on the earth doth live But to the earth some special good doth give; Nor aught so good but, strain'd from that fair use,</p> <p>(20) Revolts from true birth, stumbling on abuse. Virtue itself turns vice, being misapplied, And vice sometime by action dignified. Within the infant rind of this weak flower Poison hath residence and medicine power;</p> <p>(25) For this, being smelt, with that part cheers each part, Being tasted, stays all senses with the heart.</p>	<p>4. What contrast in word choice or diction do you notice in this portion? What is the effect?</p> <p>5. How does this particular portion relate to the ending of the play?</p>
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	<p>Two such opposed kings encamp them still In man as well as herbs, grace and rude will; And where the worser is predominant, (30) Full soon the canker death eats up that plant.</p>	<p>6. What is the figurative meaning of this last portion?</p>
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